Albuquerque Public Schools
2015 Questionnaire for Board of Education Candidates

The Board of Education is an elected body created according to the laws of the state of New Mexico to serve as the governing board of the school district for the purpose of organizing, maintaining, and locating schools and for providing educational opportunities and services for all citizens residing within the school district.

Candidates are requested to return their questionnaire to the Board Services Office, by 5:00 p.m., on Monday, January 5, 2015. Mailed questionnaires must be received by Monday, January 5, 2015. Address to: Board of Education Services Office, 2015 Board Election, Alice and Bruce King Educational Complex, P.O. Box 25704, Albuquerque, N.M. 87125-0704. Questionnaires also may be faxed to 880-2575 by the deadline above. Please call the Board of Education Services Office at 880-3729 to confirm fax arrivals, or for other information.

Personal Information
[Please Print, Type or Use Digital Form]

Name: ___________________________ ___________________________
First         Middle         Last

Residence Address: ____________________________

Length of Residency in School District: __14 years____

(Check Preferred)
☐ Home Telephone: _____________ ☐ Office: ___________________ ☐ Cell: _____________

Fax Number: ______________ Primary Email address: _______________________

Occupation: ___Socio-Ethnomusicologist, Educator, Lecturer, Vocalist & Musician, Director___

Employer: ____University of New Mexico R.I.S.E. and New Mexico MusicWorks 501c3______

Business Address: 1 University of New Mexico Alb., NM 87131 and P.O. Box 40019 Alb., NM 87196

Business Telephone: __505-256-4843____
Do you currently hold other public office?  
Yes _____ No ____
If yes, list office: ________________________________

Do you have any affiliations with the Albuquerque Public Schools?  Yes ___ No ___

If yes, what are your affiliations?  I am an APS graduate. I attended APS from 1st grade to 12th grade. I was a teacher in APS until August of 2014. I am currently an APS parent. I have provided Music and Arts services as an independent contractor through Citizen Schools and New Mexico Musicworks 501c3 to 77 APS school K through 12 grade.

Are you available to attend board meetings the first and third Wednesday nights of the month at 5:00 p.m.?  Yes ___ No ___

Additionally, there are five board committees that mostly meet once a month at 7:30 a.m. or 5:00 p.m. Are you available to attend committee meetings?  Yes ___ No ___
If no, please explain why: _____________________________________________

Periodically, the board must meet during daytime hours for board meetings, budget hearings, and luncheons. Are you available during daytime hours for these activities?  
Yes ___ No ___
If no, please explain why: _____________________________________________

In addition to regularly scheduled meetings, the board requires approximately 20-25 hours a week in reading, researching, miscellaneous meetings, school visits, telephone calls, and e-mail correspondence; some board members spend more time than that. Can your schedule accommodate the extra time involved in serving as a member of the Board of Education?  
Yes ___ No ___
Experience
Answers should be brief and concise.

1. Why do you want to be a board member for Albuquerque Public Schools?

- In order to serve, to the best of my ability, with heart, mind, body and soul, in word and deed, the students, teachers, parents, staff, service providers, administrators, and my fellow board members in the diligent work to create, develop and implement measures to ensure, employ and sustain high quality, free, equitable, inclusive, diverse, holistic public education for all students regardless of race, creed, ability, religion, nationality, status, gender, class, orientation or identification in a holistically safe space, in a structurally sound building with adequate materials and well-qualified, compassionate, critically conscious, culturally competent educators with integrity as their teachers, advocates, and co-learners.

- In order to advocate for the reduction of ineffective testing and the creation and development of alternate, equitable, measurable, effective modes of demonstrating competency, befitting of each students' testing aptitude and scaffolded to their abilities.

- In order to advocate for the adoption of a more equitable, holistic curriculum that is selected, voted upon and implemented by: a.) community members, b.) a diverse group of students depicting egalitarian representation of the population of APS, c.) parents, d.) a domestic and international cadre of educators and e.) teachers working within APS.

- In order to advocate for equity for underrepresented, at-risk, minority, marginalized and special needs populations within APS and to seek equitable treatment of these groups within the education process, access, dissemination of materials and information, disciplinary procedures and learning experience/environment in APS.

- In order to advance the strategic creation of "Upstanding Protocol" and "Safe Spaces" (physical, emotional, social, cultural, religious/spiritual, identified and unidentified) both geographically located and legislatively-enforced, within each APS school and environment, for students, staff, parents and teachers, as a progressive pro-active preventative measure within/in addition to the APS Anti-Bullying campaign, with specific inclusion of language addressing the protection of marginalized classes, special needs groups, underrepresented groups, LGBTIQQQ students and their families/allies/associates/advocates/friends.

- In order to advocate for the implementation of student representation via the creation of 2 (two) voting APS student seats, one from a middle school and one from a high school, on the APS School Board voted upon democratically by their peers (only) within APS.

- In order to implement and advocate for fiduciary accountability and financial transparency of the APS Board for any and all budget allocations made, and spending that occurs, in APS; I will request that this transparency and accountability extend, ubiquitously, to the decision-making, policy-making and hire processes.

- In order to ensure that those demographics, students, parents, teachers and employees of APS whom had never had their voice represented on the APS school board, and whom do not currently have their voice represented on the
APS school board, are both represented and heard and that their needs and concerns are advocated.

- In order to ensure that the negotiated agreement between the Albuquerque Municipal School District #12 and the Albuquerque Teachers Federation is modified as determined is necessary by ATF and APS and upheld in full by both parties; and to advocate for the creation of non-voting seats on the APS School Board for 1 member from ATF, 1 member from AEAA and 1 member from ASCA.
- In order to acquire support for, and to enact the implementation of, legislation authored by myself and other partner organizations, community groups and qualified individual experts, that creates a tangible means of actualization of the afore-mentioned tenets and objectives.
- In order to demonstrate allegiance to, to advocate for, and to deliver a clear articulation of, the concerns, needs, objectives and priorities of the APS Parents, APS Students, APS Teachers, APS Staff, APS Administrators and residents within District.
- In order to honor the legacy of commitment to inclusion, communication, caring and service embodied in Superintendent Jack Bobroff, who tirelessly wrote many letters of recommendation for me in order to assist me in admission to Brown University, Harvard, Stanford and Columbia Universities; former Superintendent Bobroff also listened to me and a handful of other student Senators in a joint meeting with the New Mexico Association of Student Councils regarding the need for the inclusion of student input at the APS Board meetings. He agreed to create a student advisory board. I would like to further the inclusion of students in the APS decision-making process. I would like to honor my role model and advocate, former Superintendent Jack Bobroff, via honorable and conscientious service on the APS School Board.

2. What is your interest in education?

I fervently and firmly believe in public education. I am a product of Albuquerque Public Schools. I am an Albuquerque Public Schools success story and my time there. My parents and extended family made dire sacrifices to ensure that we were clean, fed and ready to learn each morning when we went to school. They had no doubt that once I entered the doors at Dennis Chavez, or S.Y. Jackson, or John Baker, or Eisenhower that I would be safe. I would be included. I would not be discriminated against without disclosure, intervention, fair assessment and remedy. I would be treated fairly by my teachers and administrators with regard to egalitarian administration of testing and the quality of my lessons. They had faith in my teachers and my teachers were the doors and windows that opened my mind to vast possibilities and unquantifiable options for success, growth and learning. Today, in APS, that is no longer as viable nor as possible as it once was. You cannot know, for certain, that your child will be safe physically, socioemotionally, environmentally nor academically due to the current climate of our society. You cannot ascertain that your child’s teacher will have sufficient time to teach your child to the best of their ability because they are administering high stakes testing for an entire month out of the school year, and undergoing high stakes evaluations and observations that are not always accurate in their assessment of teaching nor learning. I believe that access to a high quality, free, equitable, diverse, holistic public education regardless of Race, Creed, Ability, Religion, Nationality, Status, Gender, Class, Orientation or Identification in a safe space within a structurally sound building that
provides all necessary materials to students, teachers and staff, is the one of the few true, powerful equalizing agents remaining in this nation. The right to learn is what gives us an option as human beings to choose our path and to create our destiny. My teaching and research lie at the nexus of human rights, holistic education, and the social studies of language and literature. Through close ethnographic attention to the concretization of scientific ways of knowing within particular vulnerable communities, I contribute to the growing anthropological literature on science in the global south, competing sovereignties, political subjectivity, and bio-politics. As an ethnographer, I work with both international scientific networks and transnational social movements in Latin, paying particular attention to the role of women and indigenous groups in organizing after civil war and state repression. My service to the discipline and wider community grows out of a commitment to public engagement, which I have pursued through community-based research, collaborative filmmaking and writing projects, and policy work on the ethics of forensic identification in post-conflict and post-disaster settings. I am currently participating in three major research and writing projects: (1) I.R.O.H.H.C.C pronounced "I Rock" (Indigenous Roots of Hip Hop Culture Curriculum) as a holistic, indigenous curriculum for K-12 public school education that equitably integrates the stories, science, facts and first hand experiences of curricularly underrepresented groups within the public school systems in New Mexico into the mainstream framework of those groups that are currently well-represented and accurately depicted in NM public school curriculum; specifically African/African-American/Black diasporic, Native American/Indigenous, Asian/Pacific Islander and Latino/Hispanic groups. (2) NM Musicworks 501c3 NM MusicWorks is a codified methodology for using Music and Arts to teach ELA, Mathematics, Science, Ourstory/History and other genres including Health and Physical education within various educational settings and contexts. It provides these educational services, as well as live music performance and instruction, at no charge or at a reduced rate to schools, residential homes, prisons, treatment facilities and assisted living locations statewide. (3) R.I.S.E. Roots International Sustainable Enterprises. My teaching methodology integrates holism and sustainability. I believe that we must work together to identify creative means by which to preserve, cultivate, nurture and sustain the planet upon which we live. My teaching agenda focuses on the development of an interdisciplinary ethnology, sociology and cultural studies at the University level. I have developed core courses in Critical Cultural Anthropology, Global Sustainability and Human Rights and Indigenous Curricular concepts as they pertain to the development of Diversity Directives, Equity and Inclusion. I aim to open-up interdisciplinary conversations between musicians, educators, civil rights advocates and cultural anthropologists (both within the classroom and in the community) as I help my students integrate these multiple threads of contemporary and ancient knowledge. Institutionally through teaching collaborations, guest lectures, and new cross-listed offerings, I work to disseminate knowledge and collaborate globally, with my colleagues from around the world. Over the long term, I hope to develop a concentration in Womens’ Studies and Anthropology for an undergraduate, which focuses on Sustainable Healing and Self-Regeneration for Women alongside the planet earth. This discipline which would draw on the rich resources within the Anthropology, Womens’ Studies and Peace Studies Department with subfields and in allied programs in public health, music, and sociology. I also am committed to graduate student development through coursework, mentorship, and professional training and the eventual development of an MA program in Music, Art, Science, Medicine, and Society. Through service to the department, the
university, the discipline and the wider community, I work to create a vibrant intellectual community and collaborate with scholars and activists to build sustainable approaches to free, high quality public education as a human rights and I seek equitable justice and visibility for those to whom this has been denied. I seek to work to build interdisciplinary bridges and foster community-based research and activist scholarship.

3. How would you support the mission of the district?

The mission of the district is: "Albuquerque Public Schools Board of Education in collaboration with the superintendent and staff will work together and in partnership with families and the community in a systematic way to ensure that all students succeed." This mission has been revised on six occasions in the past century; on January 17, 1990, May 3, 1995, February 20, 1996, April, 2001, September 20, 2006 and August 15, 2007. The mission has not been revised for 8 years. I would first support the mission of the district by proposing that the mission is reviewed by the APS Board for revision. I would continue to support the students, employees, families and communities of the district via open, respectful communication, accessibility for in-person and telephonic meetings and an accurate communication of their concerns and voiced needs to my fellow board members, to lawmakers and to NMPED. The "systemic ways" that I would support the district's mission are: 1. the allowance of a time slot that is more than 1 minute for its constituents to verbalize their concerns, 2. district-wide Critical Cultural Consciousness training for students, staff and parents, 3. initiation of a search for a more diverse and effective curriculum, 4. administration of a district-wide survey to students, staff, parents, community members, teachers, administrators (all stakeholders) determine pressing needs and concerns within the district, 5. advocacy for greater transparency, 6. advocacy for inclusion of all constituents in the determination of the distribution, allocation and appropriation of district funds/budget, 7. supporting the creation and implementation of a Safe Spaces statute of Safe Space legislation within the district that serves to enforce holistic safety in APS district spaces for all its constituents, 8. engaging in a equitable process to select and hire a Superintendent most suitable to meet the needs and concerns of the district in a sustainable, effective manner while maintaining integrity and transparency.

4. What is your past and current involvement with Albuquerque Public Schools?

I am an APS Honors graduate. I attended APS from 1st grade to 12th grade. At night took classes at the Career Enrichment Center in Word Processing, Anatomy & Physiology and Astronomy. I was a teacher in APS until August of 2014. I have been a full-time teacher at Ralph J. Bunche Academy and at the Native American Community Academy. Prior to that I was a teacher in public, private and charter schools in New England and internationally. I am currently an APS parent. I have provided Music and Arts services as an independent contractor through Citizen Schools and New Mexico Musicworks 501c3 to 77 APS schools between 2002 and 2014 at grade levels an in classes from Kindergarten through 12th grade. I served on the P.T.A. at each of my son's schools and was a PTA officer at Bandelier Elementary. I am the ONLY candidate in District 4 who is an APS graduate, APS teacher and and APS parent. I love APS. I do not love its current state and I believe that, together, we can change that for the good of all of our children.
5. What do you consider to be the strengths and weaknesses of Albuquerque Public Schools?

I believe that the strengths of A.P.S. are: a.) its diverse population of students from many different backgrounds, b.) its vast array of combined cultural heritages, c.) its capacity for growth, the commitment of its teachers and staff, and d.) its opportunity for true, positive change and massive improvement.

I believe that weaknesses exist in A.P.S. in the following areas: a.) its failure to effectively provide for equitable experience, equal opportunity and effective learning within this diverse population of students from many different backgrounds, b.) an inability to sustainably create and effectively maintain a holistically "safe space" and a supportive, welcoming environment for students, families, staff and administrators from a vast array of combined cultural heritages and socio-economic backgrounds, c.) a lack of demonstrated willingness and ability to implement staff, programs, services, and service providers whom/that can optimize the capacity for growth and capitalize on the wealth of the teacher and staff commitment, d.) a lack of leadership in a superintendent (with the exception of the progressive and exemplary work done recently by interim superintendent, Dr. Winters) and a lack of accountability and transparency on the part of the Board, to make decisions and to take action in ways that facilitate the creation of ways for all children in APS to receive high quality, free, equitable, inclusive, diverse, holistic public education regardless of race, creed, ability, religion, nationality, status, gender, class, orientation or identification in a holistically safe space, in a structurally sound building with adequate materials and well-qualified, compassionate, critically conscious, culturally competent educators with integrity as their teachers, advocates, and co-learners.

6. What do you consider the role of the Board of Education?

7. What do you consider the role of individual board members?

Individual board members and solely responsible for gathering, ascertaining and listening to the needs, concerns and desires of the stakeholders and constituents in their respective districts. They are then responsible for accurately and effectively communicating these needs and concerns to their fellow board members. An individual board member holds no weight alone and cannot/should not act alone- period. "A seven-member elected Board of Education serves the educational needs and interests of Albuquerque Public Schools. The APS Board of Education comprises seven members, people from all walks of life who devote their time to public service as elected officials. Board members serve alternating four-year terms. The powers of the Board of Education lie in its action as a public body. Although a member of a board of education is a public officer, that person has no authority or power individually. Law charges the Board of Education charged with the employment of the superintendent, making
policies and approving and oversight of the district’s $1.3 billion budget. The board and its individual members do not address personnel issues other than those related specifically to the superintendent. The board works with the superintendent to shape the strategic direction of the district based on four district goals. Each year, board members vote on who will serve as officers – president, vice president and secretary. They also select members who are not officers to serve as heads of the standing committees of the Board of Education. The Board of Education sets policies for the Albuquerque Public Schools District.

I also consider the individual board members, when working alongside the fellow members on Board of Education, to be responsible and accountable in facilitating the advancement and achievement of the APS Mission and Vision. APS Vision is currently listed as: "APS partners with families and communities to support great schools and great employees so that all students can learn." APS Mission is currently listed as: "APS is committed to achieving academic excellence, creating quality, safe learning environments, and ensuring effective and efficient operations." While I am in agreement with this mission, and believe that the role of the Board of Education is to support the achievement of this mission, I would advocate for revision of the mission, as stated in my response to Question #3. I believe that that role of the Board of Education is also to facilitate the achievement of the following goals.

"Goals
Goal One: Academic Achievement
APS will implement an academic plan aimed at improving achievement for all students with an intensified focus on closing the achievement gap.

Action Plan 1.0 – Albuquerque Public Schools will improve academic achievement by three percent for the next three years (from 51 percent to 60 percent proficient in reading and 44 percent to 53 percent in math) and close the gap by five percent for the next three years (from a gap of 25.9 points to a gap of 10.9 points in three years in reading and from a 27-point gap to no more than a 12-point gap in math.) by providing support that ensures teachers successfully increase rigor through the implementation of the Common Core State Standards in a stimulating classroom environment.

Action Plan 2.0 – Albuquerque Public Schools will improve academic performance of all students and close the achievement gap by systematically identifying and supporting struggling students to increase their level of proficiency by three percent per year for three years to 60 percent proficient in reading and 53 percent proficient in math.

Action Plan 3.0 – Albuquerque Public Schools will expand opportunities and services for students with online courses and instructional digital tools for teachers to increase graduation rates to 70 percent.

Action Plan 4.0 – Albuquerque Public Schools will audit bilingual and dual language programs in all Albuquerque Public Schools to ensure a continuum of services for all students, to increase achievement by three percent and close gap by five percent.

Action Plan 5.0 – Albuquerque Public Schools will review and study referrals to Special Education in order to decrease referrals by five percent over the next three years.

Action Plan 6.0 – Albuquerque Public Schools will support all schools with A-F school grading to increase schools earning C or better by 50 percent."

http://www.aps.edu/about-us/our-goals
I believe that the role of individual board members, when working alongside the fellow members on the Board of Education, is to facilitate the implementation of Academic Achievement Action Plans and Action Steps for Goal One.

"Goal Two: Financial Stewardship
APS will maintain a transparent, sound, and responsible financial plan that focuses resources to the classroom and advances student achievement, supports family/community involvement, and promotes school safety.

Action Plan 1 – Develop a centralized, balanced budget while supporting the district’s goal areas (Student Achievement, Parent Community Involvement and School Environment).

Action Plan 2 – Provide a timely annual independent audit with minimal findings.

Action Plan 3 – Establish and maintain a treasury management program that prudently and strategically leverages district fund balances in accordance with Board Policy D.02 Investments.

Action Plan 4 – Establish and maintain a system for position management.

Action Plan 5 – Continue to leverage and maintain a stable financial information management system.

Action Plan 6 – Maintain an aligned and reconciled Capital Master Plan.

Action Plan 7 – Complete a district-wide capital maintenance needs assessment plan (including Information Technology Department).


Action Plan 9 – Ensure timely, appropriate and legal expenditures of district grant funds.

Action Plan 10 – Ensure timely and accurate payment of all district obligations.

Action Plan 11 – Track and reduce the Procurement Administrative Lead (PALT; length of time between the issuance of a Lawson purchase order and approval by APS Procurement) to expedite the delivery of goods and services to schools and the departments that support schools.

Action Plan 12 – Identify unauthorized purchases in order to minimize the potential for audit findings.

Action Plan 13 – Provide improved asset management reporting to align with APS procedural directive, state code, state auditor’s rule and the needs of the district Capital Fiscal Services (CFS) department.

Action Plan 14 – Solve the calendar issue whereby 9-month employees receive a check too early in the year and are in an overpaid status for a period of time at the beginning of the year (PR and HR departments).

Action Plan 15 – Centralize activity fund processing (General Ledger Department).

Action Plan 16 – Activate electronic vendor payment processing in Lawson (Accounts Payable Department).

Action Plan 17 - Enhance Capital Master Plan revenue streams by coordinating with Public School Facilities Authority and maximizing state matches.


Action Plan 20 - Establish and maintain revenue-generating business enterprises to increase efficiency in provision of services to schools and also generate revenue to
acquire more teachers/educational assistants and also enhance district instructional programs."  

I believe that the role of individual board members, when working alongside the fellow members on the Board of Education, is to facilitate the implementation of Financial Stewardship Action Plans and Action Steps for Goal Two.

"Goal Three: Family and Community Involvement

APS will meaningfully engage families and enhance partnerships with the community to maximize student achievement.

Action Plan 1 – Albuquerque Public Schools will fully develop and implement effective, district-wide parental/legal guardian access to student information.

Action Plan 2 – All staff will be provided professional development on strategies which assure that families and other visitors experience safety, comfort, friendliness and respect at all APS sites.

Action Plan 3 – APS, in partnership with the community, will plan and launch a parent university model.

Action Plan 4 – A comprehensive district volunteer services program will be developed and implemented to support schools.

Action Plan 5 – Recognizing that each school community is different and reacts differently to the tools that are used, a consistent triad of communication using established Web, phone and print based methods will be maintained.

Action Plan 6 – Strategies to establish both formal and informal opportunities in individual schools for families and school staff to form stronger partnerships will be developed and implemented.

Action Plan 7 – A focused and aligned district direction for all required or existing internal/external groups will be developed.

Action Plan 8 – APS will implement pilot community school sites.

Action Plan 9 – The district’s community fundraising and in-kind donation mechanism will be organized and strengthened.

Action Plan 10 – Necessary translation and interpreter services for essential school and district information will be made available.

Action Plan 11 – Technical assistance for creating or strengthening family organizations will be provided to schools.

Action Plan 12 – The foundations of cultural proficiency will be applied in all APS policies and practices.

Action Plan 13 – Engage families and community partners for truancy prevention and intervention."  

I believe that the role of individual board members, when working alongside the fellow members on the Board of Education, is to facilitate the implementation of Family and Community Involvement Action Plans and Action Steps for Goal Three.

"Goal Four: School Environment

APS will provide a safe and supportive climate for learning and working that maximizes student achievement.

Action Plan 1 – Continued site safety plan for staff, students and the community.

Action Plan 2 – Continue to develop a district-managed plan against bullying that will foster a safe, respectful and fear-free environment.

Action Plan 3 – Continue to work on APS having its own police department; ensure that staff, students and the community have the consistent, immediate attention and follow policies set forth by the APS Board of Education.
8. What should be the relationship between the superintendent and Board of Education?

I believe that the superintendent should be accountable to, transparent with, equitable in conduct with, and respectful to the Board of Education and vice-versa. They should work, congruently, to ensure effective achievement of the mission of the APS district. As a board member, it will not be my personal opinion, but the opinion of my constituency that I will voice with regard to the determination of the next superintendent. I will advocate for the type of superintendent that THEY want.

If I was asked to author an advertisement for the next Superintendent, it would read:
Albuquerque Public Schools District is seeking a highly collaborative, community schools-based, transformational leader for its diverse district who is committed to helping fulfill the district’s mission of working, in engaging with the students, teachers, parents, staff, service providers, administrators, and board members of APS, in the diligent work to create, develop and implement measures to ensure, employ and sustain high quality, free, equitable, inclusive, diverse, holistic public education for all students regardless of race, creed, ability, religion, nationality, status, gender, class, orientation or identification in a holistically safe space, in a structurally sound building with adequate materials and well-qualified, compassionate, critically conscious, culturally competent educators of integrity as their teachers, advocates, and co-learners. The APS Board of Education has identified the following criteria for selecting its next superintendent. In addition to the selection criteria, the Board expects the candidate it ultimately chooses will be willing to live within twenty miles of the school district.

VISION
• Thinks strategically and inspires others toward a long-term vision that is inclusive & equitable
• Develops and directs an effective management team
• Develops creative solutions for complicated issues or unmet needs
• Effectively oversees budget and manages finances
• Consistently works to ensure the sustainability and exemplary reputation of the district
• Recognizes, values and affirms all staff members
• Creates, articulates, and leads multi-year initiatives
• Ensures the excellent management of facilities and supports eco-sustainability & conservation
• Identifies emerging trends, anticipates impacts, develops long-term strategies, addresses issues
• Has experience managing a large, complex organization efficiently

INTERPERSONAL
• Possesses a strong background in K-12 education and administration
• Is an excellent communicator and skilled listener
• Is a parent or grandparent and is willing to send his/her children to school in APS
• Demonstrates success at improving achievement for all students
• Possesses a high level of cultural competency
• Has effectively narrowed the achievement gap across student subgroups
• Is visible and accessible to staff, students and community
• Has successful experience working with highly diverse student populations and has personally undergone anti-racism, diversity, cultural competency and
• Treats others with empathy and respect
• Is approachable
• Brings together stakeholders with divergent viewpoints
• Uses the Collective Impact model to arrive at consensus
• Makes decisions in the best interest of students even when pressured to do otherwise
• Is able to build trust and respect
• Exemplifies the highest moral, professional
• Is devoted to the development of the whole child and believes in teaching ethical behavior
• Employs data-based strategies and decision-making to improve outcomes for all students
• Likes Green or Red Chile and has ties to New Mexico

9. What qualities would you bring to the Board of Education?

It is vital that the voters of District 4 and the public know that I am on their S.I.D.E. This means I will stand for, work for and advocate for S.afety, I.nclusion, D.iversity, and E.quity. I have authored a Safe Spaces bill that expands the Anti-Bullying campaign to encompass the need for holistic SAFETY that includes a safe socio-emotional, mental, environmental, verbal, institutional, cultural and physical space for students, parents, teachers, staff and administrators in A.P.S. I will work for INCLUSION of all stakeholders in the process as well as a transparency regarding decisions made at the table to ensure that everyone has a seat at the table. I will be the 1st African-American and 1st Native Pacific-Islander elected to the APS school board in 113 years, since its inception. This will inevitably DIVERSIFY the longstanding APS power structure of disenfranchisement that has not included voices from certain demographics within APS a proverbial "seat at the table." While this is a milestone, I am not a token. I am inimitably well qualified to serve
on this board and am distinctly equipped, as a critical cultural consciousness codifier, curriculum creator, APS success story, APS parent, APS educator and a diversity directives specialist, to answer, enhance and meet the needs and challenges currently facing APS. Finally, I will advocate for EQUITY overall. Equitable pay by proposing a $.09 wage increase for starting salary for Secretary/Clerk level bringing it to $10/hr. and a $.07 Administrative Assistant/Bookkeeper Level bringing to $12/hr. and EQUITY regarding the requirement of anti-racism trainings and a culturally diverse curriculum in which an inclusive, equitable OurStory (not traditional, one-sided history) is taught. I will bring a call for all those who believe in high quality, free, equitable, safe, diverse, holistic public education for all students regardless of Race, Creed, Ability, Religion, Nationality, Status, Gender, Class, Orientation or Identification, within APS to R.I.S.E. and R. estore l.ntegrity S. ustainability in E. ducation. I promise to bring a Critical Cultural Consciousness. Innovative Indigenous Initiative, Commitment, Creativity, Representation for the Unrepresented, Accountability & Transparency when I sit on the APS School Board of Education.

10. What school or community volunteer activities have you participated in related to the community?

I have been a contributor in this community scholastically, athletically and have volunteered in this community since age 7. I have served in a vast number of capacities from Class President, to NM Association of Student Council State Secretary, to the Mayor's Youth Council, to MLK, Jr. Multicultural Commission Award recipient for Community Service to my conceptual design and creation of the APS Superintendent's Youth Advisory Council which I proposed and founded (for student input) during former Superintendent Jack Bobroff’s term. I volunteered at John Marshall Community Center as a tutor under the direction of Mary Juzang, and as an adult I acquired grant funding in excess of 2.3 million for the provision of free Art & Music to students attending APS. I won 5 team state titles in Track & Field under the expertise of Coaches Knauber and Henry, and serve on numerous community boards to this day. My greatest contribution has been thousands of hours of volunteer work, the donation of musical services and lessons to homeless shelters, churches, synagogues, childrens' facilities, treatment centers, group homes, womens' shelters, domestic violence survivor programs, youth and teen organizations, reservations, pueblos, chambers of commerce, retirement homes, orphanages and animal shelters throughout the city and this beautiful state. The following are groups with which Sina-Aurelia Pleasant-Soul Bowe and/or her not-for-profit organization have been engaged in Community Service, Community Building efforts, or have conducted Diversity Workshops free-of-charge or for a reduction in fee: Gathering of The Governors, 19 Pueblos and 12 Reservations with Rulan Tangen’s Dancing Earth and David Lesch’s Outside In, The City of Albuquerque, Ebony Fashion Fair, Delta Sigma Theta Sorority, Families United for Education, UNM Math Engineering & Science Summer Studies, Verizon Wireless, Wells Fargo, Los Poblanos, National Dance Institute, Petroleum Club, All Faiths Receiving Home, Presbyterian Hospital, UNM Law School, Bank Of America, Albuquerque Lindy Exchange, Kirtland Air Force Base, Former New Mexico State Treasurer James B. Lewis, Omega Psi Phi Fraternity, New Mexico State Office of African American Affairs, New Mexico Jazz Workshop, Isshin Ryu Karate Club, The Rotary Club Of Albuquerque, Republican Party of NM, Democratic Party of NM, The National Nuclear Science and History Museum, US Federal Forest Service, City
11. How do you plan to work with constituents about district initiatives?

I will hold weekly meetings with each of the schools in District 4 by requesting a standing invitation to their weekly staff meetings. Having been to weekly staff meetings in schools for 15 years, I know that these are the forums in which issues are often raised and addressed. If these occur at the same time, I will request and review the minutes from these meetings (with permission). Additionally, I will place a physical box for handwritten concerns at each school, in a location accessible and visible to parents, teachers, students and staff. I will also provide my email for direct communication and correspondence. I will visit the Teacher’s Lounge on the way out, in case someone feels more at ease voicing a concern informally, but in person. I will then document and publish these concerns, anonymously, on my APS District 4 School Board website and FB page, where they can be commented upon, revised and lauded in a public forum. I will also compile these concerns and commentary, and voice these concerns and interests with regard to the selection of the next superintendent to the board and vote in accordance with the wishes of those whom I stand for in District 4. (All students, parents, teachers, staff and administrators, as well as all citizens, whom reside in District 4.) I will also attend a monthly PTA/PTO meeting for each school in District 4 for the duration of my 4-year term. I will compile the minutes from these meetings into a District 4 report that I deliver bi-monthly to the APS School Board and monthly to the relevant committees. If a Bandelier, Zia or Manzano Mesa parent or child has a concern about money at their school, I will report this concern in a compiled memorandum, alongside all other topic-aligned concerns, to the Finance Committee, on a monthly basis. All postings and any and all communication (verbal and written) from me, to my constituents, will be offered bilingually, in English and Spanish. I will not use a translator. I will speak to them directly. I am able and willing to converse with or translate communication for any members of my constituency who speak any of these languages: Spanish, English, Samoan, Hawaiian, Hebrew, Arabic, French, Italian, Portuguese, Arabic or Tagalog.

12. What letter grade would you give to the current Board of Education and the district?

I do not advocate for nor support the non-holistic grading of Boards of Education, District, Teachers, nor Schools with simple "Letters". I find it unjust to trivialize the vast efforts and work of both the Board and the District to a mere "letter grade." I believe that to accurately and competently assess a Board of Education, District, Teacher or School there must be sufficient observation on multiple occasions over an extended period of time with neutral, unbiased, accurate reporting; as well as, there must exist a collective community process for the egalitarian development of criteria that represents both the efforts, progress and categorical achievements in a holistic manner. The whole picture must be assessed in order to properly, fairly and accurately rate the current Board of Education and the district. I will state that improvement should be sought in the following areas: Diversity within Board member representation and Curriculum, Expansion of Policy to create safer spaces (physical, socio-emotional, mental and cultural) for learning for Students, Parents, Teachers and Staff, Fiduciary Discretion,
Decision Making Transparency, Equity for all the stakeholders of APS, particularly those in direct contact with students (parents, teacher, services providers and administrators). In assessment, there should ALWAYS be alternate modes of competency in order to allow for demonstration of competency via non-alphanumeric modes. The Board of Education and district should be availed this same option; they have the opportunity to demonstrate competency with regard to Equity, Inclusion & Diversity by hiring from outside of APS for their new Department of Equity and Engagement, in order to implement true change. I advocate for alpha numerics in order to achieve "Rhyme & Reason", much like Milo in The Phantom Toll Booth. However, balance and scaffolding are required in both teaching and assessment in order to achieve Justice and to attain a just evaluation.

13. What do you think is the best way for the district to:

a. Improve academic achievement and close the achievement gap?
   We must first acknowledge and deem the present lack of academic achievement and the achievement gap a crisis. To address this crisis in APS, I recommend the following steps:
   C.omprehensive Critical Cultural Consciousness for all constituents within APS, including staff, parents, community members, students, teachers, and board members and initiation of a search for curriculum that caters to the best learning outcomes for all students. This is a step beyond mere Cultural Proficiency.
   R.eassment of testing outcomes and
   I.nTEGRITY with regard to transparency and the disclosure of budgeting
   S.afe Spaces (holistically)
   I.nclusion of stakeholders in the decision-making process and respect for their concerns and needs
   S.ustainable Selection of a Supportive Superintendent
   We must give everyone a seat at the table. We are now in need, not only of racial diversity and representation on the board, but also of age diversity and representation. I am the only candidate under 40 in District 4, and the candidate who has most recently been a full-time teacher in an APS classroom (August 2014). These two factors, alongside my own children’s needs and struggles within APS, and my own personal history as a student and graduate of APS. allow me to be intimately in tune with, and connected to, the pulse of the needs for improvement in this District and for APS as a whole.
   We must come together to create, identify and/or adopt curriculum that adequately reflects those whom they seek to teach and educate. A failure to see oneself represented or reflected iconically, or false/inaccurate/fraudulent misrepresentation and/or appropriation of ones image and culture has a negative psychological, educational and academic affect on a child. It is an unarticulated, intangible form of disenfranchisement that our current APS system fails to address. As such, with the advance and need for possible upgrading of technology, we must simultaneously address the dire need for the creation of a new curriculum. We must write and rewrite our own stories as more and more people acquire their voices, master the ability to write and are able to tell history so that it is OurStory. The exhaustive overhaul and reification of curriculum that is equitable in its delivery of multiple, diverse points of view and egalitarian representation of story and occurrence, is the only curriculum
that is truly safe for our children, teachers, staff, parents and administration to use in teaching our children. Children will internally, and then externally, refuse to learn with materials in which they do not see themselves represented accurately, fairly, nor justly. They are wise, in their infinite innocence.

Both the Education reports and data collected within the African American, Native American and Hispanic/Latino populations in 2013 in New Mexico state that education is the key to America’s economic growth and prosperity and to our ability to compete in the global economy. These demographics agree that is the path to good jobs and higher earning power for Americans. Equally important, it is the horizon through which young minds and hearts envision, dream, create, craft and cultivate our future. Diversity and cultural competency in communication, representation, curriculum and relations are necessary for our democracy to work and for APS to begin the long road to restoration.

Diversity and inclusion foster the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. New Mexico is one of the most culturally linguistically diverse and rural states in the country with a population of 46.3% Hispanic, 40.5% Anglo, 9.5% Native American, and 2.1% African American. Inhabited by Native American populations for many centuries, New Mexico has also been part of the Imperial Spanish Viceroy Royalty of New Spain, part of Mexico, and a United States Territory. In the USA, New Mexico has the highest percentage of Hispanics including descendants of Spanish colonists and recent immigrants from Latin America. New Mexico also has the third-highest percentage of Native Americans, after Alaska and Oklahoma, and the fifth-highest total number of Native Americans. The tribes in the state consist of mostly Navajo and Pueblo peoples. As a result, the demographics and culture of the state are unique for their strong Hispanic and Native American influences. As a result APS has stepped up to meet the language, cultural and diversity needs of some of these students via the creation of APS charter schools such as the Native American Community Academy. However, APS mainstream diversity programming, channels that ensure equity and attempts at inclusion have fallen and continue to fall, short. Radical change is necessary, because the disenfranchisement, lack of inclusion and lack of representation present within APS have bred systemic, institutional racism and economic segregation.

Many New Mexican Hispanic families arrived over 400 years ago. Some of the grandparents of today’s students’ were taught using the Spanish language in the rural public schools of New Mexico. Many people are not aware that as the only state in the union whose state constitution addressed the need of Spanish-speaking students in the public schools, New Mexico holds a unique responsibility to its students of diverse backgrounds, with diverse language, cultural and learning needs. I believe that with the growing diversity within our school district and our state, a need for increased infusion of relevant culture coupled with the integration of indigenous concepts, alongside modern educational elements and methodologies, will place on the necessary path to face, address and conquer challenges aligned with language, discriminatory conduct, bias, marginalization and institutional racism.

While everyone likes to toss around the word “diversity” today, it is different to have live this quest every day. It is a different burden when one must stand in the face of discrimination, alienation, segregation and outright racism and send their children into the belly of this beast to acquire their education. We cannot
claim to be liberals and progressives advocating for freedom, justice and equity while ignoring the fact that there has never been an African American nor an Asian nor a Pacific Islander on the A.P.S. school board since its inception. In ONE HUNDRED AND THIRTEEN YEARS Albuquerque Public Schools has operated in without ever having a school board member of African American descent, nor Asian American, nor a Pacific Islander. That means that for my entire lifetime at APS, 1st grade through 12th grade, those parts of me that are African American and Pacific Islander, never had an image of someone who looked like me, phenotypically, to whom I could look at and trust, or hope that they were advocating for me. I could not and did not see myself reflected at the decision making table of the institution responsible for my learning, safety and development. Some people do not KNOW what it feels like to walk around a city, or to enter a room, or to be sent to the principal’s office, or the nurse’s office, or to see the coach in the locker room, and never see yourself reflected back at you. I, like thousands of other students at APS, did not have anyone to whom I could turn and believe was a physical mirror of my self. No one bearing anatomical resemblance, or lineage, or heritage, or cultural identity making decisions in my best interest. I did not know that they were a reflection of me and cared about my safety, inclusion and the quality of my education. Can you fathom such an existence? This is the climate in which thousands of children have been “schooled” for a century. Now, my children are living this same experience in APS and generations upon generations have experienced it before them. Still we wonder why the disparity in performance in education exists in populations of children of color within APS? There is overwhelming evidence that children of color are inadvertently or overtly treated differently from their peers. Their performance unequivocally confirms the disparity. Is it directly linked to 113 years without representation on the APS school board? What do you think?

b. Maintain financial accountability and still support student achievement, family and community engagement and a safe school environment?

Financial accountability and transparency can be better facilitated via the posting of accessible reports and full disclosure with regard to the determinations and decisions made around funding appropriation and budget allocations. The Best Practices in Family and Community Engagement are best aligned to the specific needs of the community in which they are being implemented. the following 8 recommendations are my suggestions for family and community engagement in a safe school environment:

1. Partnerships for Change: Listening to the Voices of Families programming. Family well-being is rooted in a respect for culture, values, and home language. Successful partnerships contribute to community wellness and better outcomes for families and children, including holistic school readiness.
2. District wide policy creation around basic needs: air, water, shelter, food. Since poverty is a root cause of most educational disparities, the creation of programs that ensure that a child’s basic needs are met on a daily basis, such as the meals on wheels breakfast and take-home services, ensure that both the child and their parent(s) that each student are fed breakfast, lunch and an after
school snack that is nutritious. Most of the children in the schools that I taught told me that this was the only time during the day that they ate. Instruction about the toxins inherent in food coloring, concentrates and sugar is an added component that helps maintain safety for the health of stakeholders and expands understanding around health outcomes.

3. Family and Community Partnerships for School Readiness. I advocate for Albuquerque Interfaith Alliance’s mediation program that creates those essential, knowledgeable intermediaries who specifically aid in the transition of student families and parents to new environments and help guide them and provide access.

4. Engaging Families in the Transition to Kindergarten with whole family literacy using the Each One Teach One model.

5. Program Environments: Responsive Programming for Migrant Families. Reflective practice in both staff and families provides the basis for shared goal-setting and genuine partnerships.

6. Parenting for Single, Two-parent and Multi-Generational households. This model and framework must be supported to include LGBTIQQ households.

7. Cross-cultural dialogues as an means of gang prevention and to foster solidarity. Commonalities such as music & art & food are a viable springboard for long lasting relationship.

8. Finally, Sustainable Cultivation of skills and trades that can be transformed into earned income: sewing, gardening, and artisanship.

c. Make a safe and supportive climate for learning and working that maximizes student achievement?

Santa Fe Public Schools implemented a "Stand Up for Kindness" campaign. Adopting a similar campaign would implement the following directives that go beyond the "Anti-Bullying" campaign.

1. Support those around me who are being bullied or victimized. The best way to stand up to bullying is to treat everyone with respect and kindness, especially those of us who are being targeted or bullied. You can make a big difference just by acknowledging the person who is being bullied and letting them know you are there for them!

2. Tell a friend, teacher or parent when I see someone being bullied. When you witness bullying behavior, are a victim of bullying, or are unsure if actions/words are okay, talk to a teacher, parent, or other trusted adult to get support. Bullying is serious and will not go away on its own. Speaking up is a very important way to stand up to bullying, and it does not mean you are being a snitch or tattle tale.

3. Ask myself, “How would I want to be treated?” We all want people to be kind, respectful and caring to us. Considering the other person’s feelings before acting or speaking is a helpful way to make sure you are an upstander every day.

4. Note where and when bullying occurs (bathroom, playground, online). Bullying most often happens when and where adults are not present. Be aware, and let the adults in your school and neighborhood know when and where bullying is most common. This is an important step to stop bullying from happening in the future.
5. Do something when I see someone being bullied—be an UPSTANDER! Being an upstander is being a hero: we are standing up for what is right and doing our best to help support someone who is being hurt! Read the 10 Ways to be an Upstander on Bullybust.org for more tips about being an upstander.

6. Understand why bullies bully. Bullies are not bad people; they are just doing bad things! Did you know that most bullies have been bullied at home or in their neighborhood? They often have something else going on in their life that is making them feel really bad, and think that making someone else “hurt” will make them feel better. This does not mean that bully behavior is ok, but understanding this behavior can help get them the adult support they need.

7. Practice being a good role model for my fellow students and share “STAND UP to bullies” strategies. You can make a big difference in your school just by being kind, respectful, and caring to people you meet! Show your friends, parents, and teachers that you are an upstander, and remember that standing up to bullying is everyone’s responsibility.

It would also extend safe and supportive climates to be all encompassing, not merely physical. This calls for a protection from name-calling, toxic shaming and cyber-bullying alongside physical violence. It calls all stakeholders to be UpStanders, not Bystanders when it comes to creation of a holistic Safe Space.

"10 Ways To Be An Upstander
Every single day we each have the opportunity to make our schools (and our world!) a better place. Putting an end to bullying is everyone's responsibility. When we work together and stand strong against bullying, we are creating communities that are stronger, safer, and more supportive - places where every person is valued for who they are. Here's how YOU can help:

1. Learn more about mean, cruel, and bullying behavior. Educate yourself and your community with the resources on BullyBust.org. For example: Why do kids bully? Where does bullying take place most often in your school? What are the effects of bullying? How can we prevent it? Understanding this information will help you if you are bullied, and will help you to stand up to bullies if a friend or classmate is being bullied.

2. Help others who are being bullied. Be a friend, even if this person is not yet your friend. Go over to them. Let them know how you think they are feeling. Walk with them. Help them to talk to an adult about what just happened. (Just think for a moment about how great this would be if someone did this for you when you were being picked on or hurt!)

Stop untrue or harmful messages from spreading online or in person. If someone sends a message or tells you a rumor that you know is untrue, stand up and let the person know it is wrong. 3. Think about how you would feel if someone spread an untrue rumor about you. Don’t laugh, send the message on to friends, or add to the story. Make it clear that you do not think that kind of behavior is cool or funny.

4. Get friends involved. Share this site (and other related sites) with friends. Let people know that you are an upstander and encourage them to be one too. Sign the Stand Up Pledge, and make it an everyday commitment for you and your friends.
5. Make friends outside of your circle. Eat lunch with someone who is alone. Show support for a person who is upset at school, by asking them what is wrong or bringing them to an adult who can help.
6. Be aware of the bullying and upstander policies at your school and keep it in mind when you witness bullying. What are the school’s bully prevention policies? Are there also policies that “catch” kids “being good”? How can you support school rules and codes of conduct support students and adults doing the right thing? If there isn’t a policy, get involved or ask teachers or front office staff to speak about how you can reduce bullying.
7. Welcome new students. If someone is new at your school, make an effort to introduce them around and make them comfortable. Imagine how you would feel leaving your friends and coming to a new school.
8. Refuse to be a “bystander” and be a role model to others instead! If you see friends or classmates laughing along with the bully, tell them that they are contributing to the problem. Let them know that kind of behavior is not okay in your school.
9. Respect others' differences and help others to respect differences. It's cool for people to be different—that’s what makes all of us unique. Join a diversity club at school to help promote tolerance in your school.
10. Develop an Upstander/ Prevention program or project with a teacher or principal’s support that will help reduce bullying and promote socially responsible behavior in school. Bring together a team of students, parents and teachers who are committed to preventing bullying, and create a community-wide project to raise awareness, share stories and develop helpful supports."

www.bullybust.org/upstander

It is my belief that a welcoming environment looks like posters on walls in multiple languages reflective of those who walk through those halls, books with stories from the collective experiences of a vast array of peoples from throughout the planet, authored by a vast, diverse collusion of perspectives. It looks like bathrooms with icons that include unisex symbols, it looks like training about how it is inequitable to take someone’s agency, and to silence them and it offers people-first language instruction. It looks like aps officers protecting students from injustice and harm, not criminalizing, prejudging or labeling them. It looks like absence of fear. It looks like testing that is not administered unilaterally to all students without regard for their individuated special needs. It looks like the absence of racial micro-aggression and the presence of multilingual instruction and documents, mediators that facilitate full comprehension and understanding of policies to parents and constituents and a mutual respect for all stakeholders, by all stakeholders. APS needs to be on our S.I.D.E. by cultivating and creating Safety Inclusion Diversity in Education. We must expand Anti Bullying to a Pledge for Kindness, integrate bilingual documents and craft holistically supportive spaces. The sustainable Safe Spaces bill I authored expands the Anti-Bullying campaign to encompass the need for holistic SAFETY that includes a safe socio-emotional, mental, environmental, verbal, institutional, cultural and physical space for students, parents, teachers, staff and administrators in A.P.S.) For inclusion, WE MUST BE INCLUDED IN DECISION MAKING AND POLICIES FOR OUR SCHOOLS & DISTRICT, A lack of transparency with regard to budgeting A SPENDING. WE MUST include students by creating 2
d. Engage families and enhance partnerships in the community to maximize student achievement?

Engagement of families is best facilitated by a targeted identification of their needs and the strategic implementation of programming to address those needs. If the families need income, provision of training to develop employable skills is an effective methodology to engage families. If the children are coming to school hungry, a free breakfast program is most logical. The solicitations of local businesses for sponsorship or donations to facilitate this program then become effective means of developing community partnerships. I believe that families and partnerships within the community are both maximized via the RISE & SIDE objectives. R.I.S.E. Restoration Inclusion Sustainability Equity via the critical conscious collective community cultivation of a school district that is on our S.I.D.E. Safety, Integrity, Diversity in Education. My vision will ultimately be the collective vision of the students, teachers, parents, staff, administrators, various employees and fellow board members within District 4 and all of A.P.S. It is my duty to listen carefully, ascertain understanding, and communicate these wishes clearly to the board and work diligently to ensure effective implementation of the concerns and outcomes collectively determined and individually for District 4 far more than it is to uplift or push my own personal vision. Do I have a personal vision for our school district? Yes I do. It integrates principles that I learned, taught, cultivated and embraced at the Native American Community Academy. I believe that these precepts are universally applicable to all schools. My vision for the district combines the Mission, Vision, Goals and Core Values from the NACA model with specific sustainability, community training programs, gardening and financial literacy elements from the Community Schools model alongside theoretical and practice elements from the Holistic, Sustainable Education model. Add concept and practice from 2 of the 3 vital elements for Indigenous Education (articulated in the attached article) and these components synthesize to create my ideal vision for our school district. The final picture is school that facilitates, creates and sustains high quality, free, equitable, inclusive, diverse, holistic public education for all students regardless of race, creed, ability, religion, nationality, status, gender, class, orientation or identification in a holistically safe space, in a structurally sound building with adequate materials and well-qualified, compassionate, critically conscious, culturally competent educators of integrity as their teachers, advocates, and co-learners. These elements, when successfully combined, create my ideal vision
for our district. My vision, however, is secondary to yours. The 8 programs I outlined in my response to part a. of this question, answer this question well. Additionally, the adoption of a Community Credo in which each community, or the APS community as a whole, is able to agree upon specific core values and honor these core values, would greatly engage families and create community partnerships. For example, the Core Values at NACA are:

"Core Values
Students and staff are encouraged to equally demonstrate behavior and attitudes that represent each core value as it relates to the overall community, and to respectfully and kindly hold each other accountable to these Core Values.
1. Respect – Having concern for harmonious relationships; honoring yourself, your peers, your family, your elders, your ancestors, your teachers, your school, your community, your tribe/nation. Having courteous regard for others’ feelings and values. Respect helps people get along better with each other.
2. Responsibility – We are responsible to our People; past, present and future, as well as our environment and other living things. Being responsible is a form of trustworthiness; being accountable for your words, actions, and conduct in all that you do.
3. Community/Service – We belong to this community as well as the communities of our neighborhoods, cities, pueblos, reservations and nations. This means that, along with rights, we have the responsibility to provide service to make our community a better place for all.
4. Culture – We honor and value our own cultures and those of others. We recognize we are influenced by many cultures, including Indigenous, youth, and contemporary western cultures and are mindful in how this impacts the development of identity.
5. Perseverance – Indigenous people have endured because of the perseverance and determination of those that came before. We make our ancestors proud by remaining constant to a purpose, idea or task in spite of obstacles. We engage our innate strengths and build relationships with others that support us in developing to our full potential.
6. Reflection – Indigenous thinking and learning is a reflective process involving a deliberate looking inward, self-awareness and contemplation of deeper meanings. We support this reflective practice to encourage thoughtfulness, personal growth, profound learning and meaningful change."
http://www.nacaschool.org/about/mission-and-vision/

The communal creation of Core Values for APS and/or individual communities for each school within the district will foster the engagement of families, communicate that their voices are heard and respected, and facilitate community partnerships via the honoring of these Core Values. Representatives from each of these school communities could form a community council, help determine family initiatives, identify partnerships in the community to target and engage families with diversity and training initiatives. ABC community schools, already an APS partner, under the direction of Jose Munoz, is an effective and powerful model for the facilitation and implementation of this process district wide.
By my signature, I affirm that I meet all requirements to become a member of the Board of Education.

[Signature]
Candidate Signature

[Date]
December 1, 2015

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