Who We Are

The IED was established as part of the APS district in 1974, with the primary purpose for advocacy and representation for the 117 different AI/AN Tribes enrolled in the school district. There are approximately 6,000 or 5.2% AI/AN students currently enrolled in APS. The IED strives for academic excellence that aligns with the district goals including:

- Increase the graduation rate of AI/AN students by 3% each year.
- Increase the academic achievement of AI/AN students through improved literacy and mathematical skills of AI/AN students in grades K-12 by 3% as measured by pre and post Reading and Math scores by the end of SY 2011-2012.
- Increase the daily attendance rate of AI/AN students through the development of MOAs with greatest impacted tribes.
- Increase appreciation and expression of cultures, languages, and heritage of AI/AN students district-wide.

Supplemental education services are provided to eligible AI/AN students in grades K-12 through a combination of funding including: operational, federal (Johnson O’Malley (JOM), Title VII, and Title VIII). Eligibility is based on federal requirements (forms 506 and Certificate of Indian Blood (CIB) for each of the federal funds utilized for provision of services to the AI/AN students.

Mission

By working together with schools, parents, and communities, the Albuquerque Public School’s (APS) Indian Education Department (IED) will develop enhanced and supportive Indigenous educational opportunities for All American Indian/Alaska Native (AI/AN) students by increasing knowledge of Native values through teaching language and cultural differences.
What We Do

16 Resource Teachers with New Mexico certification teach in ten elementary, two middle, and three high schools. In addition, there is one teacher mentor that provides support to the teachers. Teachers provide supplemental instruction using scientifically researched Reading and Math Intervention Programs integrated with culturally relevant teaching methods and materials. Methods include use of multisensory and differentiated instructions interfaced with indigenous evaluation and assessments and are used to empower and strengthen AI/AN student’s self esteem and academic skills.

2 Navajo Language Teachers are assigned to West Mesa High School and Albuquerque High School. The program at Albuquerque High School serves ALL district Native American students from all district high schools to support students with courses in Navajo language 1 & 2. The full time teachers provide Navajo Language instruction utilizing the New Mexico Public Education Department (NM PED) approved (Yazzie & Speas, 2007) Dine’ Bizaad Binahoo’aa textbook and curriculum. The Navajo language teachers hold NM 520 licenses.

1 College and Career Specialist who provides support to all high school students and coordinates end of the year transition for eighth grade students going into the high schools. The specialist monitors attendance, grades, and credits for coursework of the high school students with emphasis on the freshman students for required courses i.e., math and English.

13 Exemplary After School Programs known as the Ohiiyesa programs are offered in 13 schools. The program emphasis is to increase AI/AN knowledge and skills integrating science and mathematical concepts that include astronomy, philosophy, plants, ecology, medicine, geology, and thinking the higher thoughts.

The Indian Education Committee (IEC) and the Indian Parent Committee (IPC) members consisting of 6 members that include; four parents, one counselor, and one high school student. They represent the AI/AN community. The membership comprise of parents from several tribal entities and communities including: Zuni, Tohajiilee, and Albuquerque. The IEC and the IPC meet monthly at specified locations including pueblos and Tohajiilee community. Their role is to advise and support educationally related programs and services to families and students. The meetings are hosted by many schools and native communities throughout the school year and are open to the public.

Vision
All AI/AN students will succeed with appropriate support systems, effective teaching, and use of culturally relevant methods and strategies.
Programs We Offer

Native American Studies (NAS) I, II, and Leadership are aligned specialty elective courses with standards-based curriculum are available to all high school students at the Albuquerque High School, Highland High School, and West Mesa High School and two middle schools; Jimmy Carter and McKinley. NAS promotes opportunities for cultural study, student self-reflection, and community building. NAS presents concepts that support AI/AN values and advocacy. Emphasis is on the development of critical success skills including communication (reading, writing, and speaking), math, technology, and social skills. The Indigenous Teaching and Evaluation Model (ITEM) is the cornerstone for instruction and evaluation.

Native American Government and Economics are available to all high school seniors at the Albuquerque High School, Highland High School, and West Mesa High School. The course is aligned with state standards and incorporates Indigenous illustrations specific to Native American content that include: treaties, business, laws, statutes, land, and water rights.

Reading Intervention Program supports literacy and content areas utilizing a combination of researched-based reading programs aligned with culturally relevant literature (Orton Gillingham, Wilson based reading programs interwoven with culturally relevant literature (Orton Gillingham, Wilson based reading programs) that have been found to be effective in helping students improve their reading and writing skills. The curriculum is aligned to state approved Common Core standards and designed to use the most effective components of the reading programs listed. The skill components are indigenized and integrate AI/AN literature to strengthen vocabulary, sight words, and comprehension skills through use of appropriate student learning style. Teachers utilize the (Zais, 1976) model in development of lessons for instruction.

Math Intervention Program is supported by (Briceno, 2009); (Jones & Bush, 2009) Carnegie math training that deepens the teacher’s own understanding of mathematics through instruction and allows the teachers to reflect on and develop their own teaching practices. The students will experience learning mathematics in a problem-solving, student-centered environment. The concepts targeted in this program are: Early Number concepts-Building integers, early fraction concepts, Fraction sense and operations. Connecting decimals/percentages to fractions, Proportional reasoning and linear relationships, and the Development of algebraic thinking. The skill components are indigenized and integrate AI/AN story problems to strengthen mathematical vocabulary and comprehension skills through use of appropriate student learning style.

Native Language Programs for all high school students during the school year. The NMPED adopted Navajo language curriculum utilized is; Dine’ Bizaad Bi’nahoo’aah. Onsite coursework is conducted at the Albuquerque High School for all high school students and West Mesa High School.

Exemplary Culturally Based Education Programs (6th-12th for AI/AN Students in APS) is an after school program focused on providing instruction and activities through the use of an aligned curriculum that is culturally relevant with “Native Science” written by (Cajete, 2000) as the foundation for the program. The program targets mathematical concepts through an Indigenous curriculum and scientific inquiry. Participants will develop science projects based on one or two themes that include: astronomy, philosophy, and ecology of community, land, plants, food, medicine, and animals. In addition, students develop cultural knowledge through dance, stories, and values.

The AI/AN Values is an evaluation model that utilizes a rubric based on over 13,000 years of American Indian/Alaska Native wisdom and child rearing practice, which includes a non-threatening, non-judgmental model that traces student progress over time and over multiple activities. It can be used for self-evaluation, peer evaluation or to provide teacher feedback. The AI/AN Values is a medicine wheel to reflect the circle of life, a researched based evaluation model developed by (Bendro, Brokenleg, & Bockern, 1990) and uses four core spiritual values and four colors that represent the four races of people in the world and the four major directions. Instead of numbers, it uses positions. Students move from outside the circle toward the center with the ultimate goal of becoming wise in every aspect of self. Written details provide an opportunity for students to self evaluate their own progress and use proper writing conventions and mechanics.

The Native American Bilingual Seal and The Distinguished Seal for Service Learning are opportunities provided to high school students during their senior year to earn a stole with one or two seals to support, recognize, and honor their education, Native Language, and service learning. The students wear the stoles and the seals during their graduation commencement each year.

Who We Serve

Student eligibility is determined by submittal of two forms:

1. Form 506 as required by Title VII with the U.S. Department of Education.
2. Certificate of Indian Blood (CIB) as required by the JOM Program with the U.S. Department of the Interior. Your tribal office certifies the CIB. Both forms may be obtained at the school, IED, and/or the website: http://www.aps.edu/indian-education/ Submit both forms to your child’s school or to the IED.
Our Partners

Indian Education Department is in partnership with external organizations to supplement services and activities:

- First Nations
- Petroglyph National Park
- Urban Indian Center
- Southwestern Indian Polytechnic Institute
- New Mexico Community College Concurrent enrollment
- Santa Ana Tribal Education Department
- Isleta Pueblo Education Department
- Tohajiilee Community Chapter and Court
- National Indian Youth Council
- Junior Achievement Native American Initiative
- Navajo Nation Vital Statistics Office
- Institute of American Indian Arts (IAIA)
- American Indian Science and Engineering Society (AISES)
- Molina Healthcare

Additional Programs and Services

- Summer school tuition for middle & high school students
- Student field trips – academic & cultural
- Transition for eighth and fifth graders
- Back-to-school supplies, K-12 (fall)
- Honor roll recognition for students (GPA 3.0, 3.5, and 4.0)
- Perfect attendance recognition
- Graduating seniors banquet
- Cap and gown for graduating seniors
- Lab fees for eligible high school students
- Navajo Nation Clothing Program (ages 4-13) (tribal availability)
- After-School program at 13 locations in APS (Ohiyesa)
- College Day for high school students (fall & spring)
- Student leadership development
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