INDIAN EDUCATION DEPARTMENT

MISSION
By working together with schools, parents, and communities, APS Indian Education Department will develop enhanced and supportive Indigenous educational opportunities for American Indian/ Alaska Native (AI/AN) students by increasing knowledge of Native values through teaching language and cultural differences.

VISION
American Indian/ Alaska Native students will succeed with appropriate support systems, effective teaching and use of culturally relevant methods and strategies.

The Indian Education Department (IED) was established as part of the Albuquerque Public School (APS) district in 1974, with advocacy and representation as the primary purpose for over 123 American Indian/Alaska Native (AI/AN) Tribes enrolled in the school district. There are approximately 6,862 or 5% AI/AN students currently enrolled in APS. The IED strives for academic excellence that aligns with the district goals which include:

- Increase the graduation rate of AI/AN students by 3% annually
- Increase the academic achievement of AI/AN students through improved literacy and mathematical skills of students in grades K-12 by 3% as measured by pre and post Reading and Math scores annually
- Increase the daily attendance rate of AI/AN students through the development of Memorandum of Agreement (MOA) with tribes impacted the most
- Increase appreciation and expression of cultures, languages, and heritage of AI/AN students’ district-wide.

STATE AND FEDERAL STATUTES

- The Indian Education Act: New Mexico Public Education Department “Implementing the Indian Education Act http://164.64.110.134/nmac/nmregister/xxxi/6.35.2.html NMAC Title 6, Chapter 35, Part 2, 6.35.2. NMAC regulations.

ELIGIBILITY
Supplemental education services are provided to eligible AI/AN students in grades K-12 through a combination of funding that include: operational, federal (Johnson O’Malley (JOM), Title VI, and Title VII). 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.
(1) Title VI: *Form 506* is required by U.S. Department of Education and must be completely filled out by the student’s parent/guardian. The form may be obtained at the school, IED, and/or the website: [http://www.aps.edu/indian-education/](http://www.aps.edu/indian-education/) Submit the form to your child’s school or to the Indian Education Department.

(2) Johnson O’Malley (JOM): *Certificate of Indian Blood (CIB)* is required by the U.S. Department of the Interior. The CIBs are processed and certified by each tribal office to which the student and family belong. A second new category is now compiled of “potential” students who meet blood quantum and federally recognized by the federal government. A CIB letter may be obtained at the school, IED, and/or the website: [http://www.aps.edu/indian-education/](http://www.aps.edu/indian-education/)

(3) Impact Aid (Title VII): Students who reside on federal lands in 11 Native communities within a 50-mile radius from Albuquerque are verified on the *Source Check* by the tribal official of each community. Please report your child’s correct residence address. [https://www.aps.edu/indian-education/impact-aid](https://www.aps.edu/indian-education/impact-aid)

**WHO WE ARE**

(9) **Resource Teachers**, highly qualified with New Mexico certification teach in elementary (6), middle (1), and high schools (2). The 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 instruction interfaced with Indigenous evaluation and assessments used to empower and strengthen AI/AN student’s self esteem and academic skills. Some programs used include: Star Reading, Star Early Literacy, Star Math (Math assessment), and Indigenous Instructional Unit Plans aligned to the Common Core standards for grades K-8. The middle school and high school’s courses include; Native American Studies 1 and 2, Leadership, Navajo Government and History, Native American History and Government.

(5) **Native Language Teachers (3 Navajo and 2 Zuni Language)** One Navajo language teacher and one Zuni language teacher serve all high schools at the Career Enrichment Center and Early College Academy (CEC/ECA) serving as the hub for most students. During a regular school year, High school students are bussed to CEC/ECA from their respective high schools daily and serves as a hub for most students. CEC/ECA assists students with coordination for registration and grades. One high school serves students onsite at Del Norte High School. The full time language teachers provide Navajo Language instruction utilizing the NMPED approved *(Yazzie & Speas, 2007) Dine’ Bizaad Binahoo’aah* textbook and curriculum. The Native Language teachers hold NM 520 licensures. There is also dual credit available through the Institute for American Indian Art (IAIA) for Native languages (Navajo and Zuni). A three-year grant award; *Diné Bizaad & A:shiwi Language Program* from the U.S. Department of Education in the amount of $249,438.00 per year funds three additional Native Language teachers (two Navajo and one Zuni) in SY2018-2021 at nine schools. The following schools will receive services as follows; Navajo language: Jimmy Carter MS, Chaparral ES, McKinley MS, and Cleveland MS. Zuni
language will be offered as follows; Hodgin ES, Wilson MS, Chelwood ES, Janet Kahn ES, and Seven Bar ES.

(1) **Certified College and Career Counselor (CCRC)** to support students in grades 9-12 with an emphasis on grades transition from 12th grade to college and vocational institutions. The CCRC coordinates services for activities that include; College Connection Days (fall and spring), College visits (Ft. Lewis, UNM, and CNM), Financial aid nights, workshops with college planners and scholarship representatives. AI/AN students are supported by the CCRS for; grades, attendance, high school course credits, referrals, and coordination of appropriate services. The counselor will also support AI/AN students in elementary and middle schools as needed.

(3) **Home to School Community Liaisons (HSCL)** Three staff will support K-12 educational services to AI/AN students and families in 99 Title one schools in four zones from elementary, middle, and high school levels as well as schools of choice. One liaison will serve zone one with 32 schools; a second liaison will serve 33 schools in zone 2, and the third liaison will serve a total of (34 schools) in zones 3 and four. The liaisons will support families and students with home visits, direct communication and support the respective schools with messages between schools and families. The support services to be provided include serving as a conduit to removing learning barriers by extending a hand and a welcoming voice in an otherwise a busy environment. The liaisons will help connect the families to appropriate district services for students who may have needs but lacks the skills to navigate for educational services for their child or self.

The focus areas to be impacted by the HSCL include;

- Support to professional staff; nurses, counselors, social workers, teachers, and principals
- Increase truancy intervention efforts through expanding information to families about availability of school-based health centers and sources of support. Being a member of the community makes the liaisons much aware of the AI/AN children and easier to build trust with students and families.
- Creating and sharing awareness of behavior expert support to serve the students by each of the professionals in the schools.

**Tribal Officials, Committees, and other Support** membership consists of parents, leaders, and experts from tribal communities; pueblos, Tohajiilee and Albuquerque. Their role is to advise and support educationally related programs and services to families and students per the Indian Policies and Procedures (IPP). The meetings are conducted in the schools and native communities throughout the school year and are open to the public. Indian Parent Committee, Indian Education Committee and the Indian Education Stakeholders Committee was formed in spring 2019 after two Native American Community Forums. The stakeholders committee was established to address concerns expressed by the Native American community in four key areas; Professional Development, Curriculum, School Climate and Language and Culture. The committee members are comprised of community and tribal leaders, researchers, educators, high
school students and parents. All committees meet monthly to develop an organized and systemic education plan to support the Native American students attending district schools.

The Indian Education Committee (IEC) and the Indian Parent Committee (IPC) members consisting of seven members (5 parents, one counselor (vacant), and one high school student represent the AI/AN community. The membership comprised of parents from several tribal entities and communities including; Tohajiilee, Pueblo of Zuni and Albuquerque. The IEC and the IPC meet monthly at specified locations and communities including pueblos and Tohajiilee/Canoncito. 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. The annual meeting dates and locations are developed each year and begin at 5:30pm.

Indian Education Stakeholders Committee was formed in spring 2019 after two Native American Community Forums. The stakeholders committee was established to address concerns expressed by the Native American community in four key areas; Professional Development, Curriculum, School Climate and Language and Culture. The committee members are comprised of community and tribal leaders, researchers, educators, high school students and parents. Monthly planning meetings are conducted to develop an organized and systemic education plan to support the Native American students attending district schools.

PROGRAMS WE OFFER
Native American Studies (NAS) I, II, and Leadership are aligned specialty elective courses with standards-based curriculum offered to all APS high school students through three instruction models shown below at the Career Enrichment Center (CEC/ECA) and Del Norte High School. One Middle school (McKinley) also offers NAS Studies through the district plan for middle school instruction models for grades 6-8. NAS promotes opportunities for culture studies, student self-reflection, and community building. NAS presents concepts that support AI/AN values and advocacy. Emphasis is on the development of critical 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. The middle school and high school’s courses include; Native American Studies 1 and 2, Leadership, Navajo Government and History, Native American History and Government.

Native American Government and Economics courses are aligned to state standards and incorporates Indigenous illustrations specific to AI/AN content that include treaties, business, laws, statutes, land and water rights, and more.

Navajo Government and History course for high school seniors is aligned to topic study requirements developed by the Navajo Nation Department of Education. This course provides graduating seniors with the opportunity to meet eligibility for the Chief Manuelito Scholarship. This class is offered during the regular school day through the instructional models listed.
**Reading Intervention Programs** supports literacy and content areas utilizing a combination of researched-based reading programs interwoven with culturally relevant literature that are effective in helping students improve their reading and writing skills. The curriculum is aligned to common core standards and designed to use the most effective components of the reading programs listed. The skill components are indigenized and they integrate AI/AN literature to strengthen vocabulary, sight words, and comprehension skills through use of appropriate student learning style. Teachers utilize the (Zais, 1976) Zais 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 experience 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 and percent 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 styles.

**Navajo Language Programs** and offered for dual credit through the Institute for American Indian Arts (IAIA) at the CEC/ECA. The curriculum utilized is Dine’ Bizaad Bi’nahoo’ah. Onsite coursework is conducted in one high school (Del Norte HS) with support to eleven high schools through transport during a regular school year to a centralized school (CEC/ECA) in the district. The teachers are state certified with a 520-teaching licensure.

**Zuni Language Program** and offered for dual credit through the Institute for American Indian Arts (IAIA) for all high schools (districtwide) at CEC/ECA and Cibola High School and available in two elementary schools. The curriculum utilized is developed by the Pueblo of Zuni Bilingual Education Department. The teacher is state certified with a 520-teaching license.

**Diné Bizaad & A:shiwi Language Programs:** three 520 licensed Native language teachers with Bachelor’s and Master’s degrees (2 Navajo and 1 Zuni) establish and sustain Native language classes in both Zuni and the Navajo. The purpose of the language programs is to revitalize Native languages through quality language instruction provided by highly qualified and well-prepared teachers. Navajo and Zuni students in five elementary and four middle schools will have the opportunity to learn their heritage language. The schools include; (Navajo) Jimmy Carter MS, Cleveland MS, McKinley MS and Chaparral ES). The additional five schools that will be served for the Zuni language. The schools include; Wilson MS, Hodgin ES, Chelwood ES, Janet Kahn ES, and Seven Bar ES.

**The American Indian/Alaska Native Values** is a rubric based evaluation model. The values replicate the AI/AN medicine wheel, which represents over 13,000 years of AI/AN wisdom and child rearing practice. The model is non-threatening and non-judgmental 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 medicine wheel reflects the circle of life, which is a researched based evaluation model developed by (Bendet, Brokenleg, & Bockern, 1990) and uses four core spiritual values and four colors that represent four race 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.

**Indigenous Instructional Unit Plans** are aligned to the common core standards and predominately-indigenous authors write the literature books recommended in the lessons. The instructional units for grades K-8 can used for instruction across the curriculum. They integrate with the district core-reading program. The recommended literature (fiction and non-fiction) is listed by grade and Lexile levels for difficulty.

**Seals for Bilingual and Distinguished Service Learning** is an opportunity for graduating high school seniors to earn a stole and seals. There are **NM State Bi-literacy Seals and the District Bilingual Seal**, which are earned by students during their senior year upon completion of the heritage language courses. The goal is to support and honor the education of AI/AN high school students for their Native language coursework. The Service Learning seals represent volunteer work in students’ communities related to topics and issues they are concerned about (i.e., animal shelters, feeding the homeless, mothers against drunk driving, cultural participation). Graduating seniors are presented with a stole with the seals annually to wear over their gowns during graduation commencements. [https://www.aps.edu/indian-education/programs/high-school](https://www.aps.edu/indian-education/programs/high-school)

**GradPoint Online Credit Recovery Program (English, Math, Social Studies and Science)** is a support for students in grades 9-12. Students are referred by high school counselors to make up credit towards graduation. [https://forms.gle/kt9Pay4LuwoP7zU76](https://forms.gle/kt9Pay4LuwoP7zU76)

**Parent/Guardian Support** is provided for training on technology use, advocacy, consultation, and education navigation.

**Summer Enrichment Programs** for all Native American students in grades K-12. The instructors for the program are community experts in particular fields including; drum making, rug weaving, dancing, singing, storytelling, and field trips to support integration of academic skills with culturally rich activities.

**PROFESSIONAL DEVELOPMENT**

**Merging Pathways**

This is a professional development and research collaboration between the APS Indian Education Department and WIDA. Merging Pathways project seeks to define and co-construct culturally-
specific practices that merge native and non-native ways of teaching and learning, recognizing the duality of these perspectives. Teachers will learn to deconstruct literacy practices that assume linguistic and cultural knowledge on the part of students and co-construct explicit teaching and learning practices that make academic language visible. Teachers will engage in direct professional development at least two hours per month on “skinny Mondays” and in guided and independent practice throughout the school day.

**ADDITIONAL PROGRAMS AND SERVICES**
Student field trips – academic & cultural
Transition programs (middle and high schools)
Back-to-school supplies, K-12 (fall)
Honor roll recognition for students (GPA 3.0, 3.5, and 4.0)
Cap and gown for graduating seniors
Virtual College Connection Day for high school students (fall & spring)
Student leadership development
Stoles and seals for bilingual coursework and community volunteer work
Annual Spring Fashion Show
Annual Winter Stories
Susie Rayos Marmon Elementary Spring Pow Wow (Tentative)

**PARTNERS**
Indian Education Department is in partnership with external organizations to supplement services and activities:
- American Indian Science and Engineering Society (AISES)
- First Nations Health Source
- Institute of American Indian Arts (IAIA)
- Isleta Pueblo Education Department
- Jobs for Americas Graduates (JAGS)
- Junior Achievement Native American Initiative
- Molina Healthcare
- National Indian Youth Council
- City of Albuquerque
- New Mexico Community College Concurrent Enrollment
- New Mexico Education Department (Indian Education Department)
- Petroglyph National Park
- Pueblo of Zuni Tribal Council
- Sandia National Laboratories (Native American Outreach Committee)
- Santa Ana Tribal Education Department
- Southwestern Indian Polytechnic Institute (SIPI)
- Tohajiilee Community Chapter and Court
- University of New Mexico Health Sciences Center: Center for Native American Heath (CNAH)
• University of New Mexico American Indian Studies
• Urban Indian Center

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