



## Mission

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

## Keshhi/Hello

I am Kevin Othole and this is my 4th year as an Indian Education Department (IED) elementary resource teacher at Montezuma Elementary. Our shift to online learning has required us to use new technology and apps like Seesaw, Headsprout, Google Classroom and Jamboard to provide interventions to our students.

In the classroom some of our Advvantage Math manipulatives and games have gone virtual. Thanks to Jamboard, our skip counting, equal group, place value activities are still somewhat interactive. Students are able to manipulate ones, tens, hundreds, etc. and use empty number lines on the same Jamboard to practice math and play math games together. Students are able to make corrections and share their thinking while I offer feedback with a laser pointer or when I am helping other students individually. IED students have also been able to play multiples and factors bingo and tic-tac-toe games as pairs to interact with each other.

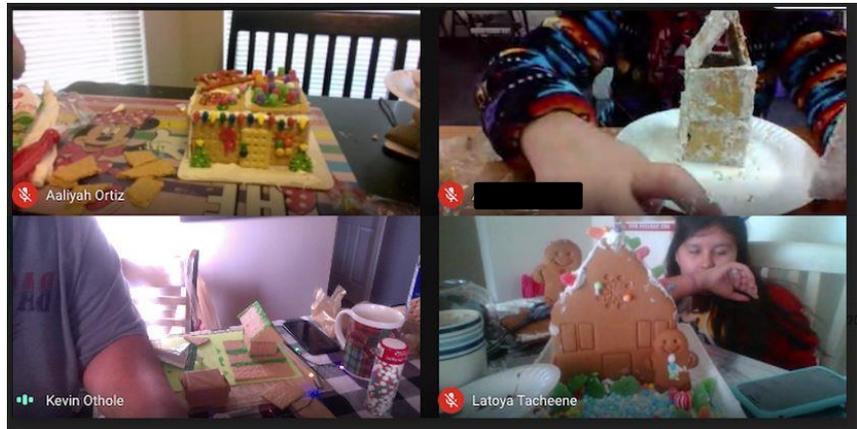
**Multiples of 6**

24	36	48	18	30
54	0	12	36	42
48	24	30	54	18
36	54	6	42	24
18	42	48	36	12

How to play: Spin a 6 spinner or number generator.  
1. Multiply the number you roll or spin by 6. Use a marker to cover the number.  
2. The winner is the player who covers 6 in a row.

For literacy, we are continuing to collaborate with WIDA to develop and use strategies that help our students with English language development by incorporating reading, writing, listening and speaking to build knowledge about language and meaning. My classes have been reading the following stories; The Chief's Blanket and The Magic Hummingbird to practice retelling stories and to learn about the language that authors use in their writing. Each class will write a retelling of the story by using what they have learned about language and meaning.

To start out the winter break, our first cultural day Topic was "Belonging" as students met to build native and non-native gingerbread houses to give them time to interact with other Native American students in their grade that they might not interact with. It was great to see students working hard to create their own gingerbread houses. Students learned that patience was the key to getting the icing to dry and keep their house together.



Elahkwa/ thank you and wishing everyone have a wonderful 2021.

Kevin Othole  
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## New Staff to the Indian Education Department!

**Home to School Community Liaisons (HSCL)** Three fulltime liaisons will support K-12 AI/AN students and families with educational services 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 their respective schools. They will serve as another communication link between schools, students and families. In addition, 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 lack the skills to navigate district educational services.

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, and
- Creating and sharing awareness of behavior expert support to serve the students by professionals in the schools.

## Meet Stephanie Oyenque

Hello! My name is Stephanie Oyenque and I am from the Pueblo of Acoma. I have one daughter, Lexi. My daughter and family enjoy spending time hiking and reconnecting at ancestral Puebloan sites, visiting National Monuments, backyard gardening, large-scale farming and watching movies together. In my spare time I enjoy sewing, embroidery, running, hunting big game, and reading agricultural books.

I have two degrees from the University of New Mexico; a Bachelor of Science in Human Development and Family Relations and a Master of Arts in Language, Literacy and Sociocultural Studies. In previous work, I have worked with Native youth in various highly rewarding capacities; such as mentor, training coordinator, and cultural specialist to support the learning and growth of each individual. I am excited to take on this new journey with the Albuquerque Public Schools – Indian Education Department as one of three, Home School Community Liaisons in District Title 1 Schools in Zones 2 and sections of Zone 3. Our highest priority is to support students and parents achieve their educational goals, while paying close attention to current social and health issues and identifying graduation pathways to successful school completion.

Stephanie Oyenque  
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## Meet Kristol Tribble

Hello, my name is Kristol Tribble and I am the Home to School Family Liaison for Zone 1. I enjoy a good book and being out in nature. My favorite things to do in my free time is go fishing, long walks in the woods, and hanging out with my family. They are an important part of my daily life. Education is a passion of mine, which is why I joined the APS team. Working at a middle school (Van Buren) really allowed me first-hand experience with our community and I hope that anyone who comes across me leaves with a smile on their face. Helping others just comes naturally to me, that's why I became a Liaison with the Indian Education Department. To help the Native American families who need it most.

Kristol Tribble, Liaison  
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## Healthy Minds – Healthy Students Janet Kahn School of Integrated Arts



I am Juanita Harjo, Indian Education Resource Teacher at JKSA. During this 2020-2021 on-line learning school year, I have been using the Center for Healthy Minds' inspirational ideas to help students continue to flourish. The way this works is; students are asked to pay attention to their environment while I ask positive questions, while they identify their thoughts and feelings to explain their answers. The goal is to bring awareness to their thoughts and sense of self. We are practicing this because students with **higher levels of awareness have higher levels of well-being** and positive emotions. This is empowering to them because our Native American heritage incorporates laws of peace and natural freedom in life, so this is our way of life. Yet building connections and bridges with classmates this year has been all virtual, which could desensitize feelings of care and kinship toward others, which effects supportive interactions and

relationships during the important years of their growth. Hopefully toward the spring season, we will work to acknowledge differences and understand unique perspectives with dignity and respect when we share our; emotions, thoughts and beliefs as they respond to the inspirational questions. These include their experiences with the pandemic during the 2020-2021 school year. This will help empower the students through honoring our Native American laws of peace and natural freedom. They will realize our (Native American) influence on the development of the Articles of Confederation, the United States Constitution, and the Bill of Rights. They will learn to take advantage of this specific cultural strength and its importance during this time of widespread need. Our class time continues to focus on grade-level reading and mathematics with an emphasis, this year, on our sense of individuality and cultural strengths.

Juanita Harjo  
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## Jobs for Americas Graduates (JAG) Students Attends JAG National Conference Online



Prior to social distancing, JAG officers from Del Norte would attend a National Conference in Washington DC with other JAG students from around the country. This year, Tim Garro's JAG class at Del Norte High School attended online.

JAG helps young people of truly great promise succeed both in school and on-the-job, leading to a productive and rewarding career. Jobs for America's Graduates is led by a public/private partnership at the national level, comprised of leading Governors, C-Suite Executives among the Fortune 500 and national community leaders. It is organized to support State Affiliates in the high-impact delivery of the JAG Model across middle school, high school, and out-of-school and collegiate young adult populations. JAG is proud to have served over 1.4 million young people since 1980.

The 2020 Virtual National Student Leadership Academy featured leadership activities, daily plenary sessions, exhibits, educational workshops, introduction to National Career Association, competitive events, and networking opportunities. VNSLA participants were able to access content all day during the VNSLA dates and students were encouraged to explore all the conference offerings inside and outside of class time.

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