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No More Silence 8
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With the End of Title 42, Lessons from the Southern Border

Maribel Hastings and David Torres

Nearly a year ago we wrote, in this very same space, that with or without Title 42, immigrants would continue to risk everything to accomplish their mission of reaching the United States. And while the end of the implementation of this public health measure on May 11 did not produce the chaos that some feared and others wished for, in order to take political advantage of the issue, migrants continue to try to come.

We are talking about a natural and logical displacement that everyone should already assume to be a reality not only on this continent, but worldwide, following fundamental economic circumstances, as well as situations of violence, persecution, and climate disasters. Measures like Title 42—or having the National Guard at the border; or anti-immigrant groups espousing their xenophobic rhetoric—are not insurmountable obstacles for those who are seeking refuge and protection, both for themselves and their families.

But the relative order that has taken place to this day at the southern border could be a response to multiple factors. One of the main ones is, just as disinformation about “open” borders

spreads like wildfire, the same occurs with the news that the borderline is not open, and entering without doing so through legal mechanisms leads to severe consequences, including immediate deportation if those who seek asylum cannot demonstrate “credible fear.” That is the reason why many prefer to resort to the CBP One application, with all of its failures, to try to schedule an appointment to request asylum.

“
It’s a global superpower railroading over the entire world.”
Felipe

It’s time for life to normalize at the most active border on the planet, to begin to see new methods of arrival, even more dangerous ones, like a type of migration ritual that is repeated across time, burdened by the political gamesmanship of the Legislative Branch, which has not been capable of formulating a response to the long-surpassed, urgent need to fix the migration system.

Moreover, the current situation has shown many things, among them

that the border has its own life, with or without Title 42; that our migration system is essentially decomposed and obsolete, to the point that the most powerful nation on the planet does not have the capacity or, at any rate, does not want to have the capacity to organize the facilities and personnel needed to process—in a serious and complete way—those who have gambled their lives to arrive at this place.

But what the press reports—especially in Spanish—about the packed shelters on the one hand, and detention centers on the other, is enough to horrify anyone. It’s also evident that the way in which the government has managed this situation, with severe restrictions to asylum laws, has the goal of dissuading others not to try to come.

In a report from BBC, published in *La Opinión*, a Colombian migrant who crossed the border with his family, with the hope of soliciting asylum, narrates a true horror story about his experience after being denied and then deported to Colombia. The migrant, Felipe, affirms that he never even had the opportunity to present his case.

“In my mind, U.S. culture was different. I thought they took care of women and children, but at no time did I see this reflected in those detention centers. If that is the point of entry, I can’t even imagine the xenophobia that must



be alive in other cities. Truly, before the world I can say, this is very serious. It’s a global superpower railroading over the entire world. This has me terrified; I can’t get over it,” said Felipe.

With examples like Felipe, and many others, it’s rather obvious that this is not the best time for immigrants; or, in other words, it’s not the best moment to be poor and need a lot, especially for migrants of color. Full stop. It’s also obvious that the dominant economic system that runs the world needs a profound adjustment. But in order for this to occur, the United States and other powerful nations need to also adjust their values and principles, which unfortunately will not occur in this generation, if we take into account what is happening right now on the migration issue across the whole continent, and the perverse politicization that is run by fear, from those who demonize the migrant and those who makes promises they don’t keep.

Basically, the most recent facts about the end of Title 42 offer us the same view as always, with the U.S. government putting out fires here and there without ever rooting out the real

reasons that have brought us to this point. Among them, the lack of truly effective programs to deal with the problems that exist in countries that send the most migrants.

There have also been many regional initiatives that never got off the ground. And, as is already known, the lack of immigration reform that address all needs: a number of work visas that meet the economic needs for labor in various sectors; expediting the process of family petitions, since due to the long wait many opt to come without their papers in order; adjusting the asylum laws, in tune with what is needed; and the development of initiatives that recognize that migration will continue going on under Title 8, whatever the circumstances, and this should be seen as an opportunity—not a crisis to always be resolved with a heavy hand.

Maribel Hastings is a Senior Advisor to *América’s Voice*. David Torres is a Spanish-language Advisor at *América’s Voice*.

Read More Commentary:
ElSemanarioOnline.com

Las Lecciones De La Frontera Sur Tras El Fin Del Título 42

Maribel Hastings y David Torres

Hace casi un año escribimos en este espacio que con Título 42 o sin él los inmigrantes seguirían arriesgándolo todo para cumplir su cometido de llegar a Estados Unidos. Y aunque una vez finalizada la imple-

mentación de la medida sanitaria el pasado 11 de mayo no se ha producido el caos que algunos temían y otros vaticinaban para sacar ventaja política del tema, los migrantes siguen intentando llegar.

Es decir, se trata de un desplazamiento natural y lógico que ya todos deberían asumir como una realidad no

solo continental, sino mundial, misma que obedece a circunstancias fundamentalmente económicas, pero también a situaciones de violencia, persecución o estragos climáticos. De tal modo que una medida como el Título 42, la Guardia Nacional en la frontera o grupos antiinmigrantes vociferando su retórica xenófoba no serán obstáculos

insalvables para quienes buscan refugio y protección, tanto para ellos como para sus familias.

Pero el relativo orden que se ha presenciado hasta ahora en la frontera sur puede responder a muchos factores. Uno de los principales es que del mismo modo que la desinformación de fronteras “abiertas” se riega como pólvora, ocurre lo mismo con la noticia de que esa franja no lo está, y que ingresar sin hacerlo a través de mecanismos legales supone penas severas, incluyendo una deportación inmediata si quienes buscan asilo no pueden probar miedo creíble. Es por eso que muchos han preferido recurrir a la aplicación CBP One para sacar una cita para solicitar asilo, con todo y sus fallas.

Basta con que se empiece a normalizar la vida en la frontera más activa del planeta para volver a ver nuevas rutas de llegada, incluso más peligrosas, como una especie de ritual migratorio que se repite todo el tiempo, muy a pesar del juego político en el Poder Legislativo que no ha sido capaz de dar una respuesta a la urgente necesidad de componer un sistema migratorio rebasado hace mucho tiempo.

Además, la presente situación ha evidenciado muchas cosas, entre otras, que la frontera tiene vida propia, con Título 42 o sin este; que nuestro sistema migratorio, en efecto, está descompuesto y obsoleto, al grado de que la nación más poderosa del planeta no tiene la ca-

pacidad o, en todo caso, no quiere tener la capacidad de contar con las instalaciones y el personal requeridos para procesar de manera seria y exhaustiva a quienes se han jugado la vida para llegar a este punto.

“
Es una superpotencia mundial pasando por encima de todo el mundo de una manera impresionante. Esto a mí me tiene aterrado, yo no salgo del asombro”.
Felipe

Por otro lado, lo que reporta la prensa, sobre todo en español, acerca de albergues repletos, por una parte, y centros de detención, por otra, es para horrorizar a cualquiera. Es también evidente que la forma en que el gobierno ha manejado esta situación, con severas restricciones a las leyes de asilo, tiene el fin de disuadir a otros para que no traten de llegar.

En un reportaje de la BBC, publicado en *La Opinión*, un migrante colombiano que cruzó la frontera con su familia con la esperanza de solicitar asilo, narra una verdadera historia de horror sobre su experiencia tras ser detenidos y

Veá Hastings & Torres/Esp, página 18

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'Dreamers' Like Us Need Our Own Resource Centers on College Campuses

María Molina and Vianey Valdez

Among the multiple groups of struggling students in America, the undocumented live in the shadows, awaiting recognition and assistance.

They are not easy to spot, and often face far more challenges than many other groups, left to navigate a difficult path to higher education without adequate assistance. Nationwide, just 2 percent of undocumented students are enrolled in postsecondary education.

When we were undergraduate students, we struggled with the immense difficulties of being undocumented. We owe many of our accomplishments to our colleges' dream resource centers, places we heavily relied upon for academic, emotional and financial support. That's why we are firm believers in the power of dream resource centers and believe that — with nearly half a million undocumented students in college — such centers should be on every campus.

In California, multiple universities and community colleges have dream resource centers to provide support to help undocumented students navigate and find financial aid, career advance-

ment, legal and mental health services.

The centers help set students up for success by encouraging them to feel they are part of a school community and of society as a whole.

Students can meet with counselors and educational advisers via Zoom or in person by appointment or drop-in sessions. And dream centers partner with legal support teams that typically include a paralegal assistant and an

“

In today's political climate, undocumented students need that support more than ever.

accredited immigration attorney and offer free legal screenings and help with DACA applications and renewals, citizenship applications and family petitions.

This is essential aid for many undocumented students as they transition into higher education.

It was for us: We educated ourselves about laws, policies and support systems through the help of these centers.

Without these designated resource centers, information on policies that save undocumented students a lot of

time, worry and money — such as the policy that allows students who attended a California high school for three years to have access to in-state tuition — would be largely unknown.

More than 427,000 undocumented students are enrolled in higher education, and more than 94,000 are enrolled in California's colleges and universities. Nationally, of those enrolled, about 19 percent are in private colleges, such as the University of Southern California, and 90 percent are in undergraduate programs. Fewer undocumented students seek graduate degrees because there are less resources available to them.

Nearly 27,000 undocumented students in California graduate high school each year. They would likely feel more inclined to pursue higher education if they knew that every college had a community they could rely on for support.

Gov. Gavin Newsom signed a law in 2019 requiring all public colleges and universities to designate a dream resource liaison for each of their campuses; the bill also allows a California college campus to accept on behalf of the state any gift, bequest or donation that supports the development of a dream resource center.

Many Californian public colleges and universities now have on-campus dream resource centers, including UCLA, UC Irvine, UC Berkeley, and UC Davis. But some colleges are lucky to have a dream resource liaison, if that.

New York City has Immigrant Student Success centers or offices on many of its CUNY campuses. Providing these physical entities allows for the allocation of more resources and the accommodation of the needs of more undocumented students.

Unfortunately, too many colleges and universities have yet to create such support centers, even though many students are pushing for them. On our campus, the University of Southern California, undocumented students have repeatedly requested such a space, but have been unsuccessful so far.

In today's political climate, undocumented students need that support more than ever. Undocumented students struggle every single day on college campuses nationwide.

Establishing resource centers for undocumented students at public and private universities and colleges nationwide would strongly encourage undocumented students to pursue undergraduate and graduate degrees — especially if they feel supported along the way.

And having more dream centers would benefit the entire undocumented community. The support would improve and promote mental health; the physical spaces would serve as sanctuaries at a time of ever-changing immigration laws.

See [Molina and Valdez](#) on page 20

Why the Hollywood Writers Strike Matters

Farrah Hassen

Every television series or film begins and ends with writers. They pen the iconic lines that actors deliver, like “*Just one more thing.*” “*There's no crying in baseball!*” and “*Rosebud.*”

Good stories, like good lines, can last for generations. But for the writers who create them, just making it to the next paycheck has become a struggle.

Writers are facing an existential crisis. According to the Writers Guild of America (WGA), the median weekly pay for writers declined 23 percent over the last decade after adjusting for inflation.

With the rise of streaming, the big studios are having no trouble maximizing their profits. But streaming productions tend to pay less than traditional film and TV, and with less stable employment due to shorter seasons. Streaming has also taken a huge chunk of revenue writers could once count on from broadcast TV reruns.

That's the context behind this spring's WGA strike. With 11,500 writers walking out, it's Hollywood's first

strike in 15 years. If the studios won't make a fair offer, your favorite shows could be in trouble — but that's not the only reason this strike matters.

The WGA members demand increases in minimum pay, residuals for streaming, and health and pension improvements from the most profitable companies in the entertainment industry — including Disney, Netflix, Apple, Amazon, NBC Universal, Paramount, Warner Bros. Discovery, and Sony.

The union calculates that its proposals would provide writers with an additional \$429 million a year. The studios, represented by the Alliance of Motion Picture and Television Producers (AMPTP), have counter-offered around \$86 million and called it a “generous increase.” The two sides aren't even remotely close to meeting in the middle.

Moreover, reminiscent of a dystopian *Black Mirror* episode, the studios have refused to guarantee that AI will not be used to replace human writers, which is another key WGA contract demand. Netflix has already experimented with replacing artists with AI.



The writers strike is only the latest chapter of an ongoing struggle for worker rights in today's “gig economy.”

For years now, Big Tech corporations have been rebranding workers as independent contractors or “gig workers” in order to deny them rights and benefits. These workers, whether drivers for Uber or warehouse employees for Amazon, are made easily replaceable — if not by someone else, then perhaps by AI.

With major tech companies like Netflix, Apple, and Amazon now at the streaming table, this trend is reverberating throughout the film industry.

In 2021, behind-the-scenes television and film workers represented by the International Alliance of Theatrical Stage Employees (IATSE) nearly went on strike because studios owned by the likes of Amazon and Netflix were

See [Hassen](#) on page 21

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When Older Parents Resist Help or Advice, Use These Tips to Cope

Judith Graham

It was a regrettable mistake. But Kim Sylvester thought she was doing the right thing at the time.

Her 80-year-old mother, Harriet Burkel, had fallen at her home in Raleigh, North Carolina, fractured her pelvis, and gone to a rehabilitation center to recover. It was only days after the death of Burkel's 82-year-old husband, who'd moved into a memory care facility three years before.

With growing distress, Sylvester had watched her mother, who had emphysema and peripheral artery disease, become increasingly frail and isolated. "I would say, 'Can I help you?' And my mother would say, 'No, I can do this myself. I don't need anything. I can handle it,'" Sylvester told me.

Now, Sylvester had a chance to get some more information. She let herself into her mother's home and went through all the paperwork she could find. "It was a shambles — completely disorganized, bills everywhere," she said. "It was clear things were out of control."

Sylvester sprang into action, terminating her mother's orders for anti-aging supplements, canceling two car warranty insurance policies (Burkel



wasn't driving at that point), ending a yearlong contract for knee injections with a chiropractor, and throwing out donation requests from dozens of organizations. When her mother found out, she was furious.

"I was trying to save my mother, but I became someone she couldn't trust — the enemy. I really messed up," Sylvester said.

Dealing with an older parent who stubbornly resists offers of help isn't easy. But the solution isn't to make an older person feel like you're steamrolling them and taking over their affairs. What's needed instead are respect, empathy, and appreciation of the older person's autonomy.

"It's hard when you see an older person making poor choices and decisions. But if that person is cognitively intact, you can't force them to do what

you think they should do," said Anne Sansevero, president of the board of directors of the Aging Life Care Association, a national organization of care managers who work with older adults and their families. "They have a right to make choices for themselves."

That doesn't mean adult children concerned about an older parent should step aside or agree to everything the parent proposes. Rather, a different set of skills is needed.

Cheryl Woodson, an author and retired physician based in the Chicago area, learned this firsthand when her mother — whom Woodson described as a "very powerful" woman — developed mild cognitive impairment. She started getting lost while driving and would buy things she didn't need then give them away.

Chastising her mother wasn't going to work. "You can't push people like my mother or try to take control," Woodson told me. "You don't tell them, 'No, you're wrong,' because they changed your diapers and they'll always be your mom."

Instead, Woodson learned to appeal to her mother's pride in being the family matriarch. "Whenever she got upset, I'd ask her, 'Mother, what year was it that Aunt Terri got married?'

or 'Mother, I don't remember how to make macaroni. How much cheese do you put in?' And she'd forget what she was worked up about and we'd just go on from there."

Woodson, author of "To Survive Caregiving: A Daughter's Experience, a Doctor's Advice," also learned to apply a "does it really matter to safety or health?" standard to her mother's behavior. It helped Woodson let go of her sometimes unreasonable expectations. One example she related: "My mother used to shake hot sauce on pancakes. It would drive my brother nuts, but she was eating, and that was good."

"You don't want to rub their nose into their incapacity," said Woodson, whose mother died in 2003.

Barry Jacobs, a clinical psychologist and family therapist, sounded similar themes in describing a psychiatrist in his late 70s who didn't like to bend to authority. After his wife died, the older man stopped shaving and changing his clothes regularly. Though he had diabetes, he didn't want to see a physician and instead prescribed medicine for himself. Even after several strokes compromised his vision, he insisted on driving.

Jacobs' take: "You don't want to go toe-to-toe with someone like this, because you will lose. They're almost daring you to tell them what to do so they can show you they won't follow your advice."

What's the alternative? "I would employ empathy and appeal to this person's pride as a basis for handling adversity or change," Jacobs said. "I might say

something along the lines of, 'I know you don't want to stop driving and that this will be very painful for you. But I know you have faced difficult, painful changes before and you'll find your way through this.'"

"You're appealing to their ideal self rather than treating them as if they don't have the right to make their own decisions anymore," he explained. In the older psychiatrist's case, conflict with his four children was constant, but he eventually stopped driving.

Another strategy that can be useful: "Show up, but do it in a way that's face-saving," Jacobs said. Instead of asking your father if you can check in on him, "Go to his house and say, 'The kids really wanted to see you. I hope you don't mind.' Or, 'We made too much food. I hope you don't mind my bringing it over.' Or, 'I wanted to stop by. I hope you can give me some advice about this issue that's on my mind.'"

This psychiatrist didn't have any cognitive problems, though he wasn't as sharp as he used to be. But encroaching cognitive impairment often colors difficult family interactions.

If you think this might be a factor with your parent, instead of trying to persuade them to accept more help at home, try to get them medically evaluated, said Leslie Kernisan, author of "When Your Aging Parent Needs Help: A Geriatrician's Step-by-Step Guide to Memory Loss, Resistance, Safety Worries, and More."

See [Graham](#) on page 23

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Tips para Ayudar a los Padres Mayores que se Resisten a Recibir Ayuda o Consejos

Judith Graham

Fue un error lamentable. Pero, en ese momento, Kim Sylvester pensó que estaba haciendo lo correcto.

Su madre, Harriet Burkel, de 80 años, se había caído en su casa en Raleigh, Carolina del Norte. Se fracturó la pelvis y fue a un centro de rehabilitación para recuperarse. Ocurrió pocos días después de la muerte del esposo de Burkel, de 82, quien había ingresado a un centro de atención de la memoria tres años antes.

Con una angustia creciente, Sylvester veía como su madre, quien padecía de enfisema y enfermedad arterial periférica, se volvía cada vez más frágil y aislada. "Yo le decía: '¿Puedo ayudarte?' Y mi madre me respondía: 'No, puedo hacer sola. No necesito nada. Puedo manejarlo'", me contó Sylvester.

Finalmente, halló la oportunidad de obtener más información. Entró sin ser vista en la casa de su madre y revisó toda la documentación que pudo

encontrar. "Era un desastre, completamente desorganizado, facturas por todas partes", dijo. "Era claro que las cosas estaban fuera de control".

Sylvester actuó de inmediato, cancelando los pedidos de suplementos anti envejecimiento de su madre, anulando dos pólizas de seguro de garantía para automóviles (Burkel ya no conducía), terminando un contrato de un año para inyecciones de rodilla con un quiropráctico, y desechando solicitudes de donación de docenas de organizaciones.

Cuando su madre se enteró, se puso furiosa.

"Estaba tratando de salvarla, pero me convertí en alguien en quien no podía confiar, en el enemigo. Realmente metí la pata", dijo Sylvester.

Lidiar con un padre mayor que se resiste obstinadamente a aceptar ayuda no es fácil. Pero la solución no es que los padres sientan que se está pasando

Vea [Graham/Esp](#), página 25



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Boarding School Survivor Anita Yellowhair Shares Her Story, Over 60 Years Later

By Sierra Álvarez

“Where are my people?” The mountains cry out. “I’ve seen them play and live in my hands,

And I’ve felt them run the trail of my back.

Before the sleepy winter came, I heard their laughter

Ring out and fill the valleys with joy.

Now there’s only the sound of silence where

Once a baby had talked in meaningless sentences.

Mr. Sun, you’ve traveled, do you know where my people are?”

A drop of golden sunshine was the answer.

“Have you seen my people?” the mountains ask the sky.

But the rains came, and that was the sky’s reply.

– Henry Tinhorn, former student at Intermountain Indian School (1970)

Chapter 1. Leaving home, losing self

A little girl, around 10 years old, is forced to leave her home she calls a hogan. She doesn’t bring much except the dress she was wearing and about 50 cents in her pocket. Her mother, father and grandparents watch her ride away in a car for the very first time. She is sent away in silence.

She arrives where other buses are prepared to leave. The little girl notices children who look like her but they don’t speak to one another. She looks in awe at everybody’s suitcases and beautiful clothes. Nonetheless, they all enter the same Greyhound bus together.

Once they are all boarded, the bus starts and terrifies the children — they’ve never heard anything like it in their lives. All the children are greeted in a foreign language and given directions they don’t understand. They never expected what was to come.



Anita Yellowhair and her granddaughter, Sierra Álvarez, who shared her grandmother’s story of being taken to a Utah boarding school as a child. / Anita Yellowhair y su nieta, Sierra Álvarez, que compartió la historia de su abuela, llevada de niña a un internado de Utah. (Photo by Logan Camden/Cronkite News)

“I didn’t know where I was going. Pretty soon it got dark. Traveling all night. And some of us have to go potty. We didn’t know where the potty was,” Anita Yellowhair said, (featured on cover photo).

It was 1950. Anita Yellowhair, of Arizona, was one of thousands of children taken from their home to one of more than 400 boarding schools in the

U.S. where they would learn how to live the white man’s way – a way of life imposed onto Native Americans by white people that would strip them of their language, culture and identity in a government-sanctioned effort to assimilate them into Western culture.

Yellowhair, who is Navajo, spent 10 years of school at the Intermountain Indian School in Brigham City, Utah.

It left its mark. On Yellowhair. On my mother. And on me, her granddaughter. For years I didn’t know the depths to her story but now I am telling it. Years of my grandmother’s silence, now given voice, with steps toward healing.

My grandmother is a boarding school survivor.

Chapter 2. Traveling from hogan to boarding school

Yellowhair lived on the Navajo Nation reservation in a place called Steamboat. Here, her family lived off of sheep and hard work in a home called a hogan.

This hogan had dirt floors, no running water and no electricity for their small family. They relied on their sheep for food and traveled far for water.

Winters were hard for their family as it would be very cold, with only sheep skin to keep them warm.

Although this life may have seemed hard to some, Yellowhair was happy. She loved to spend time with her sheep and dogs as she lay in fields, feeling the wind on her face.

“I was happy the way life was,” Yellowhair said. “But then they said this is not a good life.”

“The white man pointed to his chest,” Yellowhair said. “He said, ‘Do you want to be like me?’”

Yellowhair was sent away to Intermountain Indian School, which became the largest Indian boarding school in the U.S.

At the time she was sent away, she spoke Navajo. Only English was allowed to be spoken at the school, but

she didn’t even know what that was.

When she did choose to speak in her Native language she was punished.

“You have to wash the toilet all night or sit down the hall with your hand against the wall, with your knees on the floor. That’s a torture,” Yellowhair said.

Experts on Native boarding schools said abuse – emotional, physical and sexual – was common.

“

Many who survived the ordeal returned home changed in unimaginable ways, and their experiences still resonate across the generations.”

Deb Haaland, U.S. Interior Secretary

“Federal Indian boarding school rules were often enforced through punishment, including corporal punishment such as solitary confinement; flogging; withholding food; whipping; slapping; and cuffing,” according to an [investigative report](#) from the U.S. Department of the Interior.

[Richard Henry Pratt](#), a former military officer and founder of Carlisle Indian School, described his philosophy of assimilation as “kill the Indian, save the man,” in an infamous speech delivered in 1892 during the National Conference of Charities and Correction in Denver.

The Smithsonian Institution said boarding schools, usually led by government officials or Christian missionaries, were established in the mid-19th century “to eliminate traditional American Indian ways of life and replace them with mainstream American culture.”

With the elimination of Native American culture over a century, the Native way of life was lost over time.

See [Survivor](#) on page 22

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Anita Yellowhair, Superviviente de un Internado, Cuenta su Historia Nás de 60 Años Después

Por Sierra Álvarez

“¿Dónde está mi gente?” gritan las montañas. “Los he visto jugar y vivir en mis manos,

Y los he sentido correr por el sendero de mi espalda.

Antes de que llegara el invierno soñoliento, oí su risa

Sonar y llenar los valles de alegría. Ahora sólo hay el sonido del silencio donde

Una vez un bebé había hablado en frases sin sentido.

Señor Sol, tú que has viajado, ¿sabes dónde está mi pueblo?”.

Una gota de sol dorado fue la respuesta.

“¿Has visto a mi gente?”, preguntaron las montañas al cielo.

Pero llegaron las lluvias, y esa fue la respuesta del cielo.

- Henry Tinho, antiguo alumno de la Intermountain Indian School (1970)

Capítulo 1. Dejar el hogar, perderse a uno mismo

Una niña de unos 10 años se ve obligada a abandonar su hogar, al que llama hogan. No lleva mucho más que el vestido que llevaba puesto y unos 50 céntimos en el bolsillo. Su madre, su padre y sus abuelos la ven partir en coche por primera vez. La despiden en silencio.

Llega donde otros autobuses están preparados para partir. La niña se fija en niños que se parecen a ella pero no se hablan. Mira asombrada las maletas y las bonitas ropas de todos. No obstante, todos juntos entran en el mismo autobús Greyhound.

Una vez todos a bordo, el autobús arranca y aterroriza a los niños: nunca han oído nada igual en su vida. Les saludan en un idioma extranjero y les dan instrucciones que no entienden. No se esperaban lo que les esperaba.

“No sabía adónde iba. Pronto oscureció. Viajamos toda la noche. Y algunos tuvimos que ir [al baño]. No sabíamos dónde estaba el baño”, dijo Anita Yellowhair (foto en la portada).

Corría el año 1950. Anita Yellowhair, de Arizona, era una de los miles de niños que fueron sacados de sus casas para ser internados en uno de los más de 400 internados que hay en Estados Unidos, donde aprenderían a vivir a la manera del hombre blanco, un modo de vida impuesto a los nativos americanos por los blancos que les despojaría de su lengua, su cultura y su identidad en un esfuerzo sancionado por el gobierno para asimilarlos a la cultura occidental.

Yellowhair, que es navajo, pasó 10 años de escuela en la Intermountain Indian School de Brigham City, Utah.

Dejó huella. En Yellowhair. En mi madre. Y en mí, su nieta. Durante años no conocí la profundidad de su historia, pero ahora la estoy contando. Años de silencio de mi abuela, a los que ahora se da voz, con pasos hacia la curación.

Mi abuela es una superviviente del internado.

Capítulo 2. Viaje de hogan al internado

Yellowhair vivía en la reserva de la Nación Navajo, en un lugar llamado Steamboat. Allí, su familia vivía de las ovejas y del trabajo duro en una casa llamada hogan.

Este hogan tenía el suelo de tierra, no tenía agua corriente ni electricidad para su pequeña familia. Dependían de sus ovejas para comer y viajaban lejos para conseguir agua.

Los inviernos eran duros para la familia, ya que pasaban mucho frío y sólo tenían piel de oveja para calentarse.

Aunque esta vida podía parecer dura para algunos, Yellowhair era feliz. Le encantaba pasar tiempo con sus ovejas y perros, tumbada en el campo, sintiendo el viento en la cara.

“Era feliz tal y como era la vida”, dice Yellowhair. “Pero entonces dijeron que ésta no era una buena vida”.

“

Muchos de los que sobrevivieron a la terrible experiencia regresaron a casa con cambios inimaginables, y sus experiencias aún resuenan a través de las generaciones”.

Deb Haaland, Secretaria de Interior

“El hombre blanco se señaló el pecho”, dijo Yellowhair. “Dijo: ‘¿Quieres ser como yo?’”.

Yellowhair fue enviada a la Intermountain Indian School, que se convirtió en el mayor internado indio de Estados Unidos.

Cuando la enviaron, hablaba navajo. Sólo se permitía hablar inglés en la escuela, pero ella ni siquiera sabía lo que era.

Cuando decidía hablar en su lengua nativa, la castigaban.



Tres generaciones de la familia de Anita Yellowhair, incluidas su hija, Noel Álvarez, a la izquierda, y su nieta, Sierra Álvarez. Cada generación se ha visto afectada de alguna manera por el trauma intergeneracional. / Three generations of Anita Yellowhair's family, including her daughter, Noel Álvarez, left, and her granddaughter, Sierra Álvarez. Each generation has been impacted in some way by intergenerational trauma. (Foto/Photo: Logan Camden/Cronkite News)

“Tienes que lavar el retrete toda la noche o sentarte en el pasillo con la mano contra la pared, con las rodillas en el suelo. Eso es una tortura”, dijo Yellowhair.

Los expertos en internados para nativos afirmaron que los abusos -emocionales, físicos y sexuales- eran habituales.

Según un informe de investigación del Departamento del Interior de Estados Unidos, “las normas federales de los internados indios se aplicaban a menudo mediante castigos, incluidos castigos corporales como el confinamiento solitario, los azotes, la privación de alimentos, los latigazos, las bofetadas y las esposas”.

Richard Henry Pratt, ex militar y fundador de la Escuela India Carlisle, describió su filosofía de asimilación como “matar al indio, salvar al hombre”, en un infame discurso pronunciado en 1892 durante la Conferencia Nacional de Beneficencia y Corrección de Denver.

La Smithsonian Institution afirma que los internados, normalmente dirigidos por funcionarios del gobierno o misioneros cristianos, se crearon a mediados del siglo XIX “para eliminar los modos de vida tradicionales de los indios americanos y sustituirlos por la cultura americana dominante”.

Con la eliminación de la cultura nativa americana a lo largo de un siglo, el modo de vida nativo se fue perdiendo con el tiempo. El propio navajo está considerado por la UNESCO como lengua “vulnerable”: sólo 175.000 personas hablan diné en Estados Unidos y otros países.

Nunca me enseñaron a hablar navajo porque mi familia quería que aprendiera inglés y viviera mi vida a la manera del hombre blanco. Nunca me di cuenta de la importancia de abrazar mi cultura porque, como familia, habíamos perdido el rumbo durante tanto tiempo que a veces parece como si fuera demasiado tarde.

Capítulo 3. Rompiendo el silencio

Mi abuela no me habló mucho de su trauma en el internado, sobre todo

porque creo que quería aceptar lo que le había ocurrido y no darle vueltas al pasado. Ahora que es más mayor, se ha mostrado más abierta a compartir su historia conmigo. Aunque todavía no me lo ha contado todo, lo que sé ahora ha sido devastador para mí.

“Estoy segura de que fue muy traumático para ella y, de nuevo, le gusta ocultarnos sus experiencias”, dice Noel Álvarez, mi madre y primogénita de Anita Yellowhair. “Porque estoy segura de que le ocurrieron muchas cosas peores que no quiere contarnos”.

El silencio en torno a la historia de los nativos americanos ha sido un tema recurrente.

“Además de las disparidades educativas actuales, la historia de los nativos americanos se descuida en la mayoría de las aulas K-12. De hecho, muchos estudiantes se sorprenden al saber que los pueblos nativos siguen existiendo”, escribió el profesor de historia Joshua Ward Jeffery en un artículo publicado en 2021 en Education Week.

Vea **Superviviente**, página 24

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Denver Mayoral Candidates on Education, Safety in Schools

COLORADO

By Melanie Asmar

Neither of Denver's candidates for mayor favors mayoral control of the school board, which has been beset by infighting and power struggles among board members.

That was one of the takeaways from a recent mayoral forum focused on education and hosted by EDUCATE Denver, Chalkbeat Colorado, and CBS Colorado.

The runoff election between Kelly Brough, the former head of the Denver Metro Chamber of Commerce, and Mike Johnston, a former educator and state legislator, is set for June 6.

Brough and Johnston won the most votes among a crowded field of 17 candidates in an initial election in April. But neither got more than 50% of the vote, necessitating a runoff election.

Although Denver's mayor does not control Denver Public Schools, education ranks among the top issues that matter to the city's voters, according to recent polls. DPS faces several big challenges, including [rising youth gun violence](#) in and around schools.

Below, read what Brough and

Johnston had to say about that topic and more. The questions and answers have been edited for length. See the full video from the forum at the bottom of this story.

Youth gun violence is on the rise. After a shooting at East High School in March, the Denver Police Department agreed to station 14 police officers on 13 DPS high school campuses. What's your position on police in schools? And who should pay for it?

Johnston: My position from the beginning has been that schools should get to decide whether they need that support. ... I think that in terms of who pays for it, that's a decision we can make together. If the district has the resources, they should pay for it. If the district doesn't have the resources, then the city needs to step in and figure out how we get it done.

Brough: The most fundamental responsibility of government is to keep our residents safe. And so the question of who pays for it is the last concern we should have. Historically, the district has paid for school resource officers. But I said very clearly, as mayor, I would pay for those officers if that's what a principal and a school have said they would like in their school.

Research shows a correlation between the presence of police in schools and discipline disparities, as well as unclear effects on school safety. If Denver police remain in schools, how would you ensure the district achieves its equity and trauma-informed goals?

Johnston: This is a matter of who you approve to do this work, what training they have to do this work, and what their scope of authority is in the building to do this work.

When I'm a school principal, I do not need a Denver PD officer to be intervening in two students arguing in the cafeteria. I do not need an officer to be ticketing people for cursing in the hallway.

What you need an officer for is when you have a student that you know has access to a gun, who you are afraid is bringing one to school, and you need someone to assist in a pat-down of that student to make sure they're not armed.

Brough: I too, would emphasize making sure you have the right officers in schools with the training and support and feedback.

But I also want to talk about, you know, we've built systems throughout every aspect of our society that have bias in them around race in particular. And so I think each of our schools,



Mike Johnston, left, and Kelly Brough, right, are vying to become Denver's next mayor. / Mike Johnston, a la izquierda, y Kelly Brough, a la derecha, son los candidatos para la elección de un nuevo alcalde de Denver, el 6 de junio. (Photo/Foto: Courtesy of Michael Johnston and Kelly Brough)

whether we have a school resource officer in them or not, we have to be monitoring and tracking: What are we doing around discipline ... and is there disparity based on race that we're seeing there, so we can respond and address our own issues.

Would you consider mayoral control of the school board?

Brough: I don't think you can tell the next mayor: Why don't you fix the severe challenges we face in the city and county of Denver and take on the largest school district in the state of Colorado and see what you can get done over there too?

So I would not take on the school district.

Johnston: No, I don't think that is a good plan.

I think that the democratic process works. There are a lot of people that are very motivated and very mobilized about the school board elections coming this November, probably more than I've ever seen in my adult life, because parents are really paying attention. ... And I think their voices will be very powerful in what happens in the school board races and that they will get back the school board that they want and they feel like is responsive to them.

As indicated by the most recent state testing data, Denver Public Schools is not adequately supporting academic achievement among students of color or those who are low-income. What role can the mayor play in addressing the equity gap among students?

Brough: One is making sure we have a governing body that is focused on nothing else but delivering the education our kids deserve, supporting our teachers to be able to do it, and keeping everybody safe while we get it done.

The second is the role the city plays in supporting delivering our kids to the finish or starting line of graduation. For me that will include things like more partnership between the city and Denver Public Schools. ... There's more opportunity for the city and the schools to work together on maintaining grounds, on a range of issues from purchasing that we can save money.

The third thing I'm really interested in is the city serving as an employer, where we could partner with Denver Public Schools and kids would have paid internships and apprenticeships.

Johnston: It starts with the belief that Denver students are all of our responsibility.

One of the most important ways that we can do that is looking at all of the learning time right now that happens outside of the school building. All the things that happen outside of 8 a.m. to 3 p.m., where we know young people's access to after-school programming to tutoring and arts and athletics and science camps ... drive a big part of the passion that makes you who you are as a young person.

I want to expand programming to make sure young people, particularly those on free and reduced [price] lunch, have access to those opportunities to help them find their passion.

The other key area of partnership the city has let us down on is on mental health. ... One of the things that Denver does is support Denver Health, which supports school-based health clinics around the city. We've not provided enough resources to make sure that in all of Denver's high schools, we have an adequate supply of mental health counselors.

The DPS school board recently proposed a policy that would exclude standardized test scores from a public-facing information dashboard. Would you support building a platform at the city to share this information with families and community and to hold the district accountable?

Brough: I'm not an expert in standardized testing. Well, actually, I am really terrible at standardized testing because I'm dyslexic. ... I don't think I'm less smart than any other kid, even if my scores were lower, and I don't think my teachers were any worse if my scores were lower.

I also want to know, though, how a school is overall doing as a parent. And it feels to me like we can find a way to try to communicate that information without oversimplifying it or unfairly ... judging or burdening a school or a district or teachers.

Johnston: I would not support denying parents access to that information any more than I would support denying parents access to information on their kid's height and weight chart on a yearly physical check-in. And also know that

See [Mayoral](#) on page 21



Los Candidatos a la Alcaldía de Denver Hablan Sobre Temas de Educación

COLORADO

Por Melanie Asmar

Ninguno de los candidatos a la alcaldía de Denver favorece que la alcaldía controle la junta escolar, que se ha visto acosada por luchas internas y de poder entre sus miembros.

Esa fue una de las conclusiones de un reciente foro de alcaldes enfocado en la educación y organizado por EDUCATE Denver, Chalkbeat Colorado y CBS Colorado.

La segunda votación de las elecciones entre Kelly Brough, ex directora de la Cámara de Comercio Metropolitana de Denver, y Mike Johnston, ex educador y legislador estatal, está fijada para el 6 de junio.

En una primera votación llevada a cabo en abril, Brough y Johnston obtuvieron el mayor número de votos entre un grupo de 17 candidatos. Sin embargo, ninguno de los dos obtuvo más del 50% de los votos, por lo que se necesita la segunda votación.

Aunque el alcalde de Denver no controla las Escuelas Públicas de Denver (DPS), la educación está entre los temas más importantes para los electores de la ciudad, según encuestas recientes. DPS enfrenta varios retos grandes, entre ellos el aumento de la violencia juvenil con armas en y alrededor de las escuelas.

Más adelante te mostramos lo que Brough y Johnston dijeron sobre ese tema y otros más. Las preguntas y respuestas fueron editadas para acortarlas. Mira el video completo del foro aquí.

La violencia juvenil con armas de fuego está aumentando. Después de un tiroteo en la secundaria East High School en marzo, el Departamento de Policía de Denver acordó asignar a 14 agentes de policía en 13 escuelas secundarias de DPS. ¿Cuál es su postura sobre la policía en las escuelas? ¿Y quién debe pagar por ese servicio?

Johnston: Mi posición desde el principio ha sido que las escuelas deben decidir si necesitan ese apoyo. ... Creo que en cuanto a quién lo debe pagar, es una decisión que podemos tomar juntos. Si el distrito tiene los recursos, debe pagar por eso. Si el distrito no dispone de los recursos necesarios, entonces la ciudad debe intervenir y encontrar la manera de hacerlo.

Brough: La responsabilidad más fundamental del gobierno es mantener la seguridad de nuestros residentes. Por eso, la pregunta de quién lo debe pagar es la última preocupación que deberíamos tener. Históricamente, el distrito ha pagado por los policías en las escuelas (conocidos como oficiales de recurso escolar). Pero dije muy claramente que como alcalde, pagaría por esos oficiales si eso es lo que un director y una escuela han dicho que les gustaría en su escuela.

Hay estudios que muestran una correlación entre la presencia de la policía en las escuelas y las disparidades en disciplina, así como efectos poco claros sobre la seguridad escolar. Si la policía de Denver permanece en las escuelas, ¿cómo asegurará que el distrito logre sus metas de equidad e información sobre traumas?

Johnston: Es cuestión de saber a quiénes apruebas para que hagan este trabajo, qué capacitación tienen para hacerlo y cuál es su alcance de autoridad en la escuela para llevarlo a cabo.

Cuando soy director de un escuela, no necesito que un policía de Denver intervenga en la discusión de dos estudiantes en la cafetería. No necesito que un agente le dé infracciones a la gente por maldecir en el pasillo.

Para lo que uno necesita un policía es para cuando sabes que un estudiante tiene acceso a un arma, temas que está trayendo una a la escuela, y necesitas que alguien que ayude a cachear a ese estudiante para asegurar que no tiene un arma en su posesión.

Brough: Yo también enfatizaría asegurar que se cuenta con los policías adecuados en las escuelas, y que se les de capacitación, apoyo y retroalimentación.

Pero también quiero hablar de que en todos los aspectos de nuestra sociedad hay sistemas de prejuicio, y en particular en torno a la raza. Y por eso creo que en cada una de nuestras escuelas, haya o no un policía de recurso escolar, tenemos que monitorear y estar pendientes de lo siguiente: Qué estamos haciendo en cuanto a la disciplina... y si estamos viendo disparidad basada en la raza, para poder responder y corregir nuestros propios problemas.

¿Consideraría la posibilidad de que la alcaldía controle la junta escolar?

Brough: No creo que puedas decirle al próximo alcalde: ¿Por qué no solucionas los graves problemas que enfrentamos en la ciudad y el condado de Denver y te encargas del mayor distrito escolar del estado de Colorado para ver qué puedes hacer allí también?

No, yo no me encargaría del distrito escolar.

Johnston: No, no creo que sea un buen plan.

Creo que el proceso democrático funciona. Hay mucha gente muy motivada y movilizada por las elecciones a la junta escolar en noviembre, probablemente más de lo que he visto en mi vida adulta, porque los padres están realmente prestando mucha atención. ... Y creo que sus voces serán muy poderosas en lo que suceda en las elecciones a la junta escolar y ellos volverán a tener la junta escolar que quieren y que sienten que les responde.

Como indican los datos más recientes de los exámenes estatales, las escuelas públicas de Denver no están apoyando adecuadamente el rendimiento

académico de los estudiantes de minorías raciales o de bajos ingresos. ¿Qué papel puede desempeñar el alcalde a la hora de resolver la brecha de equidad entre los estudiantes?

Brough: Una es asegurar que tengamos un gobierno que no se enfoque en otra cosa que no sea brindarles a nuestros hijos la educación que merecen, apoyar a nuestros maestros para que puedan hacerlo y mantener a todo el mundo protegido mientras lo hacemos.

El segundo es saber qué papel tiene la ciudad para ayudar a nuestros hijos a graduarse. Para mí, eso incluirá cosas como más colaboración entre la ciudad y las escuelas públicas de Denver. ... Hay más oportunidades para que la ciudad y las escuelas trabajen juntas para mantener los terrenos, y en una variedad de asuntos, desde compras hasta cómo podemos ahorrar dinero.

Lo tercero que me interesa muchísimo es la función de la ciudad como empleador, que podamos trabajar junto con las escuelas públicas de Denver y que los estudiantes tuvieran prácticas y aprendizajes con salario.

Johnston: Todo parte de la convicción de que todos los estudiantes de Denver son nuestra responsabilidad.

Una de las formas más importantes de hacerlo es fijarse en todo el tiempo de aprendizaje que ahora mismo está ocurriendo fuera de la escuela. Todo lo que ocurre fuera del horario de 8 a. m. - 3 p. m., cuando sabemos que los estudiantes tienen acceso a programas después de la escuela, programas de verano, tutorías, programas de arte, atletismo y campamentos de ciencias... impulsa una gran parte de la pasión que quién eres como persona joven.

Quiero expandir los programas para asegurar que los estudiantes, sobre todo los que reciben comidas gratis o a precio reducido, tengan acceso a esas oportunidades que les ayudarán a encontrar su pasión.

La otra área clave de colaboración en la que la ciudad nos ha defraudado es el de la salud mental. ... Una de las cosas que Denver hace es apoyar a Denver Health, la red de salud que mantiene clínicas en las escuelas de toda la ciudad. No hemos proporcionado suficientes recursos para asegurar que en todas las escuelas secundarias de Denver haya suficientes consejeros de salud mental.

La junta escolar de DPS recientemente propuso una política que excluiría los resultados de los exámenes estandarizados de una página de información pública. ¿Usted apoya la creación de una plataforma en la página de la ciudad para compartir esta información con las familias y la comunidad y responsabilizar al distrito?

Brough: No soy experta en exámenes estandarizados. De hecho, soy terrible en exámenes estandarizados porque soy disléxica. ... No creo que sea menos

inteligente que otra persona solo por obtener notas más bajas, y tampoco que mis maestros fueran peores solo porque mis calificaciones fueron menores.

Sin embargo, como madre también quiero saber cómo se está desempeñando la escuela en general. Y me parece que podemos encontrar una manera de comunicar esa información sin simplificarla demasiado ni juzgando o culpando injustamente... a una escuela, un distrito o un grupo de maestros.

Johnston: Yo no apoyaría que a los padres se les niegue acceso a esa infor-

mación, como tampoco apoyaría que se les negara acceso a la información sobre la estatura y el peso de su hijo en un examen médico anual. Y también sé que, aunque le digan a mi hijo que está en el percentil 15 de estatura, eso no será su valor total como ser humano.

Hay diferentes tipos de información que se recogen, y son indicio de cosas diferentes sobre el progreso de tu hijo. Y lo que uno quiere ver es un conjunto de datos completo que ayude a saber qué hacer a continuación.

Cada vez es más caro vivir en la ciudad de Denver. Esto está causando que muchas familias de bajos ingresos en el DPS se muden fuera de la ciudad. ¿Cómo usted resolverá este reto?

Ve **Alcaldía**, página 20

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Summer Season of Cinema Azteca at the Holiday Theater Begins May 30



The summer film lineup includes *Relatos salvajes* on Tuesday, June 6. / La lista de películas para este verano incluye *Relatos salvajes* en Martes 6 de junio. (Photo/Foto: MCA Denver)

COLORADO

The Museum of Contemporary Art Denver (MCA Denver) today announced that the next season of *Cinema Azteca* at the Holiday Theater will be curated by the Biennial of the Americas. The summer series of Spanish-language films will begin on May 30, 2023 with a party co-hosted by MCA Denver and the Biennial of the Americas, followed by a screening of the Cuban horror-comedy *Juan of the Dead*. Details about the party, which will feature beats by Yucasoul of Siem-

bra Tropical and food from Señor Bear, can be found here.

“Cinema Azteca is a film series we developed earlier this year to pay tribute to the Holiday Theater’s history as Denver’s first Spanish language movie theater. The films are meant to provide moviegoers with a diverse and dynamic perspective on the film traditions of Mexico and Latin America” said Sarah Baie, Director of Programming at MCA Denver. “This is the second season of the series and we’re thrilled to be partnering with our friends at the Biennial of the Americas. They’ve curated

a special selection of films highlighting works from across Latin America.”

“As an organization dedicated to fostering connections and collaboration across the Americas, we are delighted to partner with MCA Denver to showcase Latin American cinema’s incredible talent and diversity,” said Mariana Esteves, the Biennial of the Americas Program Manager. “This selection of films offers a powerful window and thought-provoking perspective into the lives and experiences of the

See **Cinema** on page 23

Comienza la Temporada de Verano de Cinema Azteca en el Teatro Holiday

COLORADO

El Museo de Arte Contemporáneo de Denver (MCA Denver) anunció que la próxima temporada de *Cinema Azteca* en el teatro Holiday será curada por la Bienal de las Américas. La serie de verano de cine en español comenzará el 30 de mayo de 2023 con una fiesta co-presentada por el Museo de Arte Contemporáneo de Denver y

la Bienal de las Américas, seguida de la proyección de la comedia de horror cubana *Juan of the Dead*. Más detalles sobre la fiesta, que contará con ritmos de Yucasoul de Siembra Tropical y comida de Señor Bear, puede encontrarse en URL.

“Cinema Azteca es una serie de cine desarrollada durante este año como tributo a la historia del Teatro Holiday como la primera sala de cine

para películas en español. Las películas buscan ofrecerle a la audiencia una perspectiva dinámica y diversa en torno a las tradiciones cinematográficas de México y Latinoamérica”, dijo Sarah Baie, Directora de Programación del Museo de Arte Contemporáneo de Denver. “Esta es la segunda temporada de la serie y nos emociona mucho asociarnos con nuestros amigos de la Bienal de las Américas. Ellos han curado

una selección especial de películas que resaltan obras de Latinoamérica”.

“Como una organización dedicada a fomentar conexiones y colaboraciones a lo largo de las Américas, nos emociona asociarnos con el Museo de Arte Contemporáneo de Denver para mostrar el increíble talento y la diversidad de cine latinoamericano”, dijo Mariana Esteves, Gerente de Programación de la Bienal de las Américas. “Esta selección de películas ofrece una visión poderosa y una perspectiva que da mucho de qué pensar en torno a las vidas y las experiencias de las personas hispano-hablantes del hemisferio occidental. Con narrativas, estilos y géner-

os distintivos, estas películas resaltan la inmensa riqueza cultural y la diversidad de la región, mostrando voces y perspectivas únicas a lo largo de 10 países que han acumulado reconocimiento crítico y numerosos premios. Nos enorgullece asociarnos con el Museo de Arte Contemporáneo de Denver y ayudar a la generación de una comunidad para *Cinema Azteca*”.

La lista de películas para este verano incluye:

30 de mayo-*Juan of the Dead* (2011, Cuba) Dirigido por Alejandro Brugués. Esta comedia de horror cubana sigue a un grupo de amigos que deben defenderse de un apocalipsis de zombies en la Habana con la ayuda de Juan, el holgazán local.

6 de junio-*Relatos salvajes* (2014, Argentina) Dirigido por Damián Szifron. Esta aclamada antología de comedias oscuras está conformada de seis historias independientes que exploran los extremos del comportamiento humano y las consecuencias de la venganza.

13 de junio-*No* (2012 Chile) Dirigido por Pablo Larrain. No es una cautivadora película chilena que retrata la apasionante historia del papel crucial de un ejecutivo de publicidad en la campaña del referéndum de 1988 contra el dictador Augusto Pinochet, mostrando el poder de la democracia y la resiliencia frente a la opresión.

20 de junio, *Amores perros* (2000, México) Dirigido por Alejandro González Iñárritu. Tres historias interconectadas de amor y pérdida suceden en la Ciudad de México, unidas por accidente automovilístico y las vidas de los personajes que se cruzan como consecuencia.

11 de julio-*Ixcánul* (2015, Guatemala) Dirigido por Jayro Bustamante. Jayro Bustamante dirige un drama que sucede en la Guatemala rural. Una mujer Maya Kagchikel joven sueña con una vida mejor más allá de su comunidad tradicional, pero estos deseos chocan con las expectativas y limitaciones de su familia y de su cultura.

18 de julio-*Pelo malo* (2103, Venezuela) Dirigido por Mariana Rondón.

Please contact COLOR about upcoming community forums on the "Know Your Rights" training for immigrant families and the "What's At Stake?" information sessions regarding your health care coverage.

Contacta las oficinas de COLOR para obtener información de los próximos foros comunitarios sobre inmigración y el taller Conozca Sus Derechos. En los foros puedes saber más sobre como puede verse afectada tu cobertura médica mediante el taller ¿Qué está en juego?

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El Semanario

Water World Continues Mission to Enhance Accessibility Through Certified Autism Center



Water World offers a comprehensive Sensory Guide for all guests who are interested in learning more about what to expect from each ride. (Photo: Courtesy Water World)

COLORADO

Since being awarded the Certified Autism Center accolade in 2020, Hyland Hills Water World has expanded its accessibility efforts to ensure all guests can enjoy the water park. Recently the team completed International Board of Credentialing and Continuing Education Standards (IBCCES) Certified Autism Center recertification process which requires 80% or more of

all public-facing staff complete a training and certification program to better understand and welcome autistic or sensory-sensitive guests and their families. With 1 in 6 people having a sensory need or sensitivity and 1 in 36 children diagnosed with autism in the United States, the demand for more trained and certified options like Water World is at an all-time high.

See [Water World](#) on page 18

LWVCO Urges Governor Polis to Sign House Bill 23-1100

COLORADO

Colorado's [HB23-1100: Restrict Government Involvement in Immigration Detention](#) was passed by the General Assembly and has been sent to Governor Polis for signature. The bill, which the League of Women Voters of Colorado (LWVCO) supports, is intended to prevent Colorado taxpayer resources from supporting federal detentions on civil matters for a profit motive.

The bill would prohibit state and local governments from helping to support private immigration detention centers in Colorado, and it would prohibit county sheriffs from signing agreements to rent bed space to ICE (Immigrations and Customs Enforcement).

LWVCO has learned that certain counties in the state are urging Governor Polis to veto this bill out of concern

that they will lose revenue associated with these contracts.

The League supports due process for all persons, including the right to a fair hearing, right to counsel, right of appeal, and right to humane treatment. In achieving overall policy goals, the League supports a system for individuals living in the country without legal permission to earn legal status, including citizenship, by paying taxes, studying civics, and meeting other relevant criteria. While policy reforms, including a path to legal status, remain unachieved, the League does not support deporting immigrants who have no history of major and/or violent criminal activity.

Please contact Governor Polis immediately and ask that he sign this bill into law today. Click [here](#) to take action.

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Heinrich Touts Universal School Meals and Outdoor Learning at School Visits

NEW MÉXICO

By Nicole Maxwell

On Friday, Rio Rancho Elementary faculty and students celebrated the school's recent listing as one of ESPN's Special Olympics Unified Champion Schools for 2022. It was the only elementary school on the list.

Rio Rancho Elementary was recognized for its inclusivity measures pertaining to school sports that includes all learners including those with intellectual disabilities.

One of the people at Rio Rancho Elementary to celebrate the day was Sen. Martin Heinrich.

"I'm here today because what you're doing is super cool," Heinrich told a

group of Rio Rancho Elementary students. "You know why it's cool? Say it again: 'everyone's included.'"

The group of Rio Rancho Elementary kindergarteners, first, fourth and fifth graders repeated what Heinrich said.

"You're leading the country in unified sports, and the fact that they're the only elementary school on this list that ESPN and Special Olympics is honoring, that's really cool. And I thought it would be important to come here today and say keep up the great work, keep including everyone, and we're very proud of you," Heinrich said.

Heinrich then presented an American flag to the school that flew over the Capitol in the school's honor when it was first named a Special Olympics Unified Champion School last fall.

"Now you'll be able to fly this flag that was over the Capitol, over your school and take pride in being a Road-runner," Heinrich said, referencing the school's mascot.

Heinrich was not back on New Mexico soil just for the Rio Rancho Elementary presentation, he was on a short tour on Friday that began at Wilson Middle School in Albuquerque where he touted legislation to make free school meals available for all students and to create more hands-on learning activities in schools' outdoor spaces with the Living Schoolyards Act.

Heinrich said that the idea behind the legislation for universal school meals nationwide was one of the lessons learned during the COVID-19 pandemic.



Sen. Martin Heinrich speaks to Rio Rancho Elementary students during an assembly celebrating the school being listed as one of ESPN's Special Olympics Unified Champion Schools for 2022. / El senador Martin Heinrich habla a los estudiantes de Rio Rancho Elementary durante una asamblea para celebrar que la escuela ha sido incluida en la lista de escuelas campeonas unificadas de las Olimpiadas Especiales de ESPN para 2022. (Photo/Foto: Nicole Maxwell/New Mexico Political Report)

"We learned that we could actually just provide kids a meal and for the entire country at the time," Heinrich said. "What we didn't do is keep doing that after COVID. And what we figured out is that schools that are doing that are seeing real improvements in test scores."

U.S. Sen. Bernie Sanders, I-Vermont, is the lead sponsor of the uni-

versal school meals bill. Hienich is a cosponsor along with 15 other cosponsors, including Sen. Kirsten Gillibrand, D-New York.

The New Mexico Legislature passed SB 4 which provides free, healthy school lunches for all students.

See [School](#) on page 16

Heinrich Promociona las Comidas Escolares Universales y el Aprendizaje al Aire Libre en sus Visitas a las Escuelas

COLORADO

Por Nicole Maxwell

El viernes, el profesorado y los alumnos de Rio Rancho Elementary celebraron la reciente inclusión de la escuela en la lista de Escuelas Campeonas Unificadas de las Olimpiadas Especiales de ESPN para 2022.

Fue la única escuela primaria en la lista.

Rio Rancho Elementary fue reconocida por sus medidas de inclusión en los deportes escolares que incluyen a todos los alumnos, incluidos aquellos con discapacidad intelectual.

Una de las personas que estuvo en Rio Rancho Elementary para celebrar el día fue el Senador Martin Heinrich.

"Estoy aquí hoy porque lo que estás haciendo es superguay", dijo Heinrich a un grupo de alumnos de Rio Rancho Elementary. "¿Saben por qué es genial? Repítanlo: 'todos están incluidos'".

El grupo de alumnos de preescolar, primero, cuarto y quinto de Rio Rancho Elementary repitió lo que dijo Heinrich.

"Ustedes lideran el país en deportes unificados, y el hecho de que sean la

única escuela primaria en esta lista que ESPN y Olimpiadas Especiales están honrando, eso es realmente genial. Y pensé que sería importante venir aquí hoy y decir que sigan con el gran trabajo, que sigan incluyendo a todos, y que estamos muy orgullosos de ustedes", dijo Heinrich.

A continuación, Heinrich hizo entrega a la escuela de una bandera es-

taadounidense que ondeó sobre el Capitolio en honor de la escuela cuando fue nombrada por primera vez Escuela Campeona Unificada de las Olimpiadas Especiales el pasado otoño.

"Ahora podrán ondear esta bandera que estaba sobre el Capitolio, sobre su escuela y enorgullecerse de ser un Correcaminos", dijo Heinrich, en referencia a la mascota de la escuela.

Heinrich no estaba de vuelta en suelo de Nuevo México sólo para la presentación de Rio Rancho Elementary, él estaba en una corta gira el viernes que comenzó en la Escuela Secundaria Wilson en Albuquerque, donde promovió la legislación para hacer comidas escolares gratuitas disponibles para todos los estudiantes y para crear más actividades prácticas de aprendizaje en los espacios al aire libre de las escuelas con la Ley de Patios Escolares Vivos.

Heinrich dijo que la idea que subyace a la legislación para las comidas escolares universales en todo el país fue una de las lecciones aprendidas durante la pandemia de COVID-19.

"Aprendimos que en realidad podíamos proporcionar a los niños una comida y para todo el país en ese momento", dijo Heinrich. "Lo que no hicimos fue seguir haciéndolo después de COVID. Y lo que descubrimos es que las escuelas que están haciendo eso están viendo mejoras reales en los resultados de las pruebas."

El senador Bernie Sanders (I-Vermont) es el principal promotor del proyecto de ley de comidas escolares

Vea [Escuelas](#), página 25

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Representatives Escobar, Salazar Introduce Historic, Bipartisan Immigration Reform

Representatives Veronica Escobar (TX-16) and María Elvira Salazar (FL-27) on Tuesday, announced the Dignity Act of 2023, a historic, bipartisan immigration reform bill. This legislation has been over six months in the making; it addresses border security and infrastructure, creates legal status for undocumented immigrants already living in the United States with the possibility of earning citizenship, establishes new pathways for asylum seekers, and creates new legal pathways for economic migrants and unaccompanied minors.

“Decades of congressional inaction on immigration law has real consequences, and the humanitarian crisis unfolding before our eyes requires a

bipartisan solution,” said Congresswoman Escobar. “I have seen the toll our broken immigration system has on federal personnel, local representatives, nonprofits, and the migrants themselves, and the need for a realistic, common-sense compromise could not be more urgent. These challenging times call for both compassion and action, and the Dignity Act of 2023 offers a bipartisan, meaningful approach that restores dignity to people who have tried to navigate a broken system for far too long. With the introduction of this legislation that Representative Salazar and I have been working on since December 2022, it is our hope that Congress seizes the opportunity to solve the immigration challenges of today and tomorrow.”

“Our broken immigration system is frustrating Americans, causing people to suffer, and fracturing our country — economically, morally, socially, and politically. A solution is long overdue,” said Rep. Salazar. “I am proud to introduce the new and improved, bipartisan Dignity Act. This bill gives dignity to the border agents who need support, the job creators who need employees, the American people who need secure borders, and those who currently live in the shadows.”

This comprehensive bill makes meaningful reforms to several aspects of our immigration system:

It grants additional pathways to citizenship, including through the new dignity program, certified agricultural

worker status, or service through the armed forces;

- It grants legal status to undocumented immigrants already living in the United States with the possibility of earning citizenship;
- It establishes new pathways for asylum seekers and creates new regional processing centers;
- It creates new legal pathways for economic migrants and unaccompanied minors;

“This legislation has critical components that would improve our immigration system, providing needed, transformative changes to millions of lives, including modernizing our legal immigration system and a process for undocumented immigrants to adjust their status,” said Todd Schulte, President of FWD.us. “While other provisions must be improved or refined before passage, this effort should serve as a launching point to help restore common sense into the conversation and help Congress reengage constructively on this issue.”

The last time Congress passed immigration reform was in 1996, and that was driven by Republicans and signed into law by President Bill Clinton. That bill eliminated several legal immigration pathways, essentially making fewer people eligible for legal status while making more people deportable. Currently, multiple federal agencies are working to manage the border using the tools they have. But Congress needs to update our immigration laws, pure and simple. And it’s not like Congress hasn’t had the opportunity; over the last 10 years, 7 major pushes for immigration reform have failed:

- In 2013, the Senate on a bipartisan basis passed the Border Security, Eco-



U.S. Representative Veronica Escobar (TX-16).

nomic Opportunity, and Immigration Modernization Act of 2013, but House Republicans refused to take up the bill.

- In 2018, a bipartisan group of Senators advanced the Uniting and Securing America Act to protect Dreamers and provide pathway to citizenship, but Senate Republicans blocked it.

- Again in 2018, the Senate tried to advance the United and Securing America Act “Common Sense” Proposal Amendment, but Senate Republicans blocked it.

- Yet again in 2018, the Uniting and Securing America Act made it to the Senate floor but was blocked.

- In 2019, the House passed the American Dream and Promise Act, but Senate Republicans blocked it.

- In 2021, the House again passed the American Dream and Promise Act, but Senate Republicans again blocked it.

- In 2021 and 2022, the President proposed record funding for more border agents, more asylum officers, more immigration judges, more border technology, and more detention capacity. Republicans in Congress failed to fund these both requests.

You can read a summary of the legislation [here](#).

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“Universal free breakfast and lunch will take the focus off of our student’s stomachs and place it in their studies, where it belongs. I’m pleased to see Senator Heinrich taking our successful state effort to the federal level,” state Sen. Michael Padilla, the lead sponsor of the New Mexico bill, said [in a statement earlier this month](#) when the senators announced the legislation.

The bill passed both houses unanimously and was signed into law on March 24.

The other bill Heinrich spoke about was the Living Schoolyards Act.

“Every child in New Mexico deserves an outdoor space that allows them to learn, play, and grow. For many kids, the closest outdoor space is not a national or urban park, but the spaces right outside their classroom doors,” Heinrich said in a news release. “With the Living Schoolyards Act, we have an opportunity to reimagine and remake our schools into healthier and greener

spaces that introduce more kids to new experiences on their journey to academic success.”

The Living Schoolyards Act would establish an Outdoor Learning Spaces Grants program through the U.S. Department of Education to help schools and school districts make outdoor classrooms and learning spaces. The funds from the grants would be able to be used for planting trees, installing canopies, electricity, generators, furniture, Wi-Fi nodes and charging areas and outdoor food and distribution facilities.

Heinrich is the lone sponsor of that bill.

Nicole Maxwell is a Reporter with New Mexico Political Report. This story was originally published by [New Mexico Political Report](#).

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posteriormente deportados a Colombia. El migrante, Felipe, afirma que nunca se les brindó la oportunidad de presentar su caso.

“En mi cabeza era otra la cultura estadounidense. Yo pensaba que cuidaban a los niños, a las mujeres, y en ningún momento eso se vio reflejado en esos centros de detención. Si esa es la puerta de entrada, yo no me imagino la xenofobia que se debe vivir en otras ciudades. De verdad, ante el mundo esto es gravísimo. Es una superpotencia mundial pasando por encima de todo el mundo de una manera impresionante. Esto a mí me tiene aterrado, yo no salgo del asombro”, dijo Felipe.

Con ejemplos como el de Felipe, y muchos más, es bastante obvio que este no es el mejor momento para los inmigrantes; o, en otras palabras, no es el mejor momento para ser pobre y necesitado de todo, especialmente para los migrantes de color. Punto. También es obvio que el sistema económico dominante que rige al mundo necesita un ajuste profundo; pero para que eso ocurra, Estados Unidos y el resto de naciones poderosas necesitan asimismo un ajuste de valores y principios, lo cual no va a ocurrir lamentablemente en esta generación, si tomamos en cuenta lo que está ocurriendo ahora mismo en el ámbito migratorio en todo el continente y la perversa politiquería que hay de por medio, entre quienes satanizan al migrante y quienes prometen sin cumplir.

Es decir, los últimos hechos tras el fin del Título 42 nos ofrecen el panorama de siempre, con un gobierno de Estados Unidos apagando fuegos aquí y allá sin que nunca se atajen de raíz las verdaderas razones que nos han llevado a este punto. Entre otras, la falta de programas realmente efectivos que aborden los problemas que existen en los países que más migrantes envían.

También han sido muchas las iniciativas regionales que no pasan del intento. Y, lo ya sabido, la falta de una reforma migratoria que aborde todas las necesidades: una cifra de visas de trabajo que cubra las necesidades económicas de mano de obra en diversos sectores; que agilice el proceso de peticiones de familiares, ya que en la larga espera muchos optan por venir sin documentos en regla; un ajuste de las leyes de asilo, a tono con las necesidades; y el desarrollo de iniciativas que reconozcan que los flujos migratorios seguirán dándose bajo el Título 8 o las circunstancias que sean, y que ello debería verse como una oportunidad y no como una crisis que siempre hay que solucionar con mano dura.

Maribel Hastings es Asesora Ejecutiva de América's Voice. David Torres es Asesor en Español de América's Voice.

Leer Más Comentarios:
ElSemanarioOnline.com

Water World

Water World offers a comprehensive Sensory Guide for all guests who are interested in learning more about what to expect from each ride, which can be found on the website, on ride signage and a printed guide is also available at Guest Services. With IBCCES assistance Water World can share sensory ratings for all five senses to help guests plan their own adventures on what areas will be right fit for themselves or their family. The park also allows for outside food to allow families to bring needed items for those with dietary restrictions or needs. A sensory room is also available for guests who may need a reprieve from the excitement of the park and a quiet space if encountering sensory overload.

One Park guest shared, “I cannot begin to tell you how amazing the sensory room was for my daughter. We had such an enjoyable trip, and we will be back, and we will spread the word. You guys rock!”

Staff have also been vocal on the impact of the park's training and certification. One team member disclosed they were autistic and how the CAC designation made them feel more comfortable working at the Park and grateful for the extra steps Water World took to be more inclusive. Another member shared, “I feel that IBCCES training is very useful. It taught me more about autism and gave me an understanding of how to help someone with autism when they might be having a sensory overload.”

This year Water World will also implement the IBCCES Accessibility Card (IAC) program to enhance their current Attraction Access Pass (AAP). Families and individuals needing accommodations or assistance at the Park can now apply for the IAC program online or through a mobile app to help expedite the requests process at the park. To learn more about the program visit accessibilitycard.org or waterworldcolorado.com.

A guest recently shared their thoughts on the AAP program, “I am a person with an invisible disability who first wants to thank you for having a nice time at the park today with my son and my sister. I have a very painful condition made worse by walking and standing for long periods. So, I was really happy to learn about your AAP program when I arrived. It's really awesome of Water World. It's so nice to have you include those who may not otherwise be able to enjoy this place.”

“IBCCES is honored to continue to partner with Water World as they enhance the visitor experience and ensure there are a variety of accessible options for all guests,” said Myron Pincomb, IBCCES Board Chairman. “This is a huge need globally and we're proud to provide comprehensive supports and certification to work with our industry partners leading the way for accessibility.”

For over 20 years, IBCCES has been the leader in cognitive disorder training and certification for healthcare, education, and corporate profession-

als worldwide. IBCCES is the only credentialing organization providing this type of certification, which includes evidence-based training as well as the perspectives of autistic individuals, alongside other tools and resources such as onsite reviews and customized recommendations, and renewal requirements to ensure the program is a long-term commitment that has a lasting impact.

IBCCES also created AutismTravel.com, a free online resource for parents that lists certified destinations and connects families to other resources and each other. Each destination listed on the site has met the Certified Autism Center (CAC) requirements.

Hyland Hills Water World is one of the nation's largest family water parks boasting 52 thrilling and unique attractions on 70 beautiful acres. Now in its 44th season, community-owned Water World, has hosted more than 16 million guests over the years, and is again being acknowledged as one of the best water parks in the world. The park is open daily, from 10 a.m. to 6 p.m., Memorial Day weekend through Labor Day weekend (weather permitting). Visit waterworldcolorado.com for ticket details, options and more information. Parking at Water World is free and picnics with factory-sealed, non-alcoholic beverages are welcome. For additional information call 303-427-SURF.

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Alcaldía

Johnston: Lo que yo haría es construir o reconvertir 25,000 unidades en toda la ciudad para que sean viviendas permanentemente a un precio permanentemente razonable. Esto significa que cualquiera que gane unos \$100,000 al año o menos puede ser elegible para mudarse a una de estas unidades. Y la forma en que estarán estructuradas es que el alquiler nunca sería más del 30% del salario de la persona.

El próximo paso más importante es ser propietario de casa. ... En ese aspecto, haría dos cosas. Una es proporcionar ayuda para el pago inicial, lo cual ayuda a alguien a poder comprar una casa por primera vez. ... Y la otra es asociarnos con organizaciones como *Habitat for Humanity* o *Elevation Land Trust*, en las que se pueden crear fideicomisos de terrenos para viviendas que se puedan comprar a buen precio.

Se compran con descuento y las vendes con descuento. Es decir, podrías comprar una casa por \$300,000 en lugar de \$600,000. Pero cuando la mantienes durante 10 años y luego la vendes, es posible que solo la puedas vender \$350,000... así se mantiene a precio razonable para otro maestro, otra enfermera, otro bombero.

Brough: Una de las estrategias se conoce en inglés como 'master leasing'. Esto es cuando, como alcalde, básicamente solicitas propuestas y dices: 'Quiero arrendar 3,000 unidades durante tres años. ¿Qué me puedes ofrecer?' Y en esencia, lo que estoy haciendo

es 'comprar' un alquiler a menos precio y bloquearlo durante unos años. También tiene la ventaja adicional de que si alguien tiene problemas y no puede pagar el alquiler ... la ciudad recibe una llamada antes de desalojar a la persona, lo cual también nos ayuda a empezar a enfocarnos en prevenir que la gente se quede sin vivienda.

Otro ejemplo... y este es uno de los que más me entusiasma, es lograr que la gente tenga casa propia. ... Tuve la oportunidad en Munich de recorrer un edificio sobre un estacionamiento. ... Y si nos fijamos en nuestra ciudad, tenemos bastantes estacionamientos que son propiedad de los contribuyentes. Piensen en nuestras estaciones de policía, parques de bomberos, bibliotecas, centros recreativos. Pero aún más valiosas serían nuestras escuelas públicas de Denver, donde podría haber oportunidades para construir un proyecto de viviendas para venta junto a las escuelas en el que los maestros vivan si lo desean.

Y el último ejemplo que daré es el de la gentrificación. ... Hemos hecho algunas cosas, como aprobar la opción de construir una unidad de vivienda adicional, o *ADU (accessory dwelling unit)*. ... Pero la verdad es que las áreas que no se han gentrificado todavía, es porque esos son propietarios probablemente no cuentan con los fondos [para construir una].

Creo que como ciudad podemos tomar medidas mucho más proactivas:

Diseñar la ADU según la comunidad en que estará. Incluso se podría construir a precisión para que cueste un 30% a 50% menos. Ahora estamos ayudando a ese propietario a construirla de inmediato y empezar a recibir alquiler para poder permanecer en la propiedad que ya tienen y tener ingresos adicionales.

Como alcalde, ¿qué tres cosas haría para hacer de Denver el mejor lugar para criar hijos?

Brough: Asegurar que tengamos un alcalde capaz de restablecer la seguridad en nuestra ciudad, en toda nuestra ciudad, porque creo que las familias están muy preocupadas.

Creo que la falta de vivienda a precio razonable es el segundo problema que está causando, obligando a muchas familias a abandonar nuestra ciudad. ... La vivienda es la estrategia #1 para resolver esa falta de vivienda a buen precio.

Y no hay que ir muy lejos, cuando se habla con un agente de bienes raíces, la decisión #1 de dónde una familia elige comprar una casa es la escuela a dónde irán sus hijos y cuánto confían en esa escuela. Y también creo que debemos enfocarnos en cómo hacer que nuestros residentes vuelvan a confiar en que tenemos un sistema escolar que será bueno para sus hijos y les ofrecerá los resultados que desean.

Johnston: Creo que los tres mayores factores para que la gente abandone la

ciudad serán: ¿El costo de la vivienda es razonable? ¿Es un área segura? ¿Si enten que tienen acceso a buenas escuelas?

Ya hablamos sobre el costo de la vivienda. Y ahora quiero hablar... de la seguridad.

Creo que necesitamos 200 agentes de primera respuesta adicionales en las calles de nuestra ciudad, y utilizo el término 'agentes de primera respuesta' porque sabemos que se necesitan diferentes personas para responder a diferentes situaciones según sea el reto.

Si alguien está teniendo una crisis de salud mental, en realidad lo que se necesita no es un policía.

Si alguien está en medio de una crisis de salud física y una posible sobredosis, lo más adecuado es que sea atendido por un paramédico o un técnico de emergencias médicas. No siempre se necesita un agente de policía.

Pero si está ocurriendo un asalto, un robo, un robo de auto o un tiroteo, hay que asegurarse de tener policías disponibles. Ahora mismo, tenemos muy poco personal en cada una de esas funciones.

¿Qué es lo que más le distingue de su oponente? ¿Y en qué se parecen?

Johnston: Primero hablaré de las similitudes. Creo que ambos tenemos experiencia de liderazgo. Ambos hemos dirigido organizaciones grandes y complejas. Ambos hemos estado en el sector público y en el privado.

Para mí, la característica clave que nos distingue... es que creo que la ciudad se enfrenta a muchos problemas muy complejos de resolver. Y creo que resolver esos problemas complejos requiere tener una visión grande de lo que es posible. Y luego ser capaz de construir una coalición bastante amplia para resolverlos, a menudo con gente que probablemente no se llevan bien. Y poder seguir haciéndolo.

Eso es lo que he tenido la oportunidad de hacer durante décadas. ... Eso hice como director de escuela, trabajando con los maestros para conseguir que todos nuestros estudiantes se graduaran. Así ocurrió en la legislatura, donde trabajé para ayudar a los niños indocumentados a tener acceso a matrícula estatal. ... Eso hice cuando trabajamos en la educación preescolar universal por primera vez en todo el estado y tuvimos que reunir a todo el mundo, desde las grandes empresas tabacaleras y las industrias de la salud, hasta grupos defensores de la educación preescolar.

Creo que lo que me hace único en este campo es mi capacidad para tener una visión grande, afrontar los problemas más difíciles, crear coaliciones amplias y obtener resultados realmente históricos.

Brough: Iba a decir que tenemos el mismo sentido del humor, pero en realidad soy más graciosa que Mike, así que en eso no nos parecemos. Diría que nuestra pasión y amor por la ciudad es algo que somos similares.

Para mí, la mayor diferencia que veo es que ya he dirigido la ciudad

antes, cuando fui jefe del gabinete de John Hickenlooper. En ese puesto es responsable de las operaciones cotidianas de una ciudad.

Mi experiencia de vida ha sido muy parecida a la de muchos en Denver hoy en día. Esto es relevante porque creo entender lo fácil que es perder la esperanza.

Cuando pierdes a un ser querido a causa de un crimen violento. O lo fácil que es sentir tanta vergüenza que no estás dispuesto a seguir adelante porque tu familia recibe ayuda del gobierno. O creer que somos la única familia que lucha contra la adicción y sufre por perder a un ser querido.

Y le diría a cada residente de Denver que mi familia no solo es resistente y fuerte, sino que también me identifico con ustedes y puedo ayudar a encontrar un camino hoy para superar esos problemas.

Y lo último que diría es que es la primera vez que me postulo para un cargo público. ... Pero lo más importante es que no me estoy postulando para otro cargo. Cada decisión que tome tendrá que ver con la ciudad y sus residentes, y lo que es mejor para nosotros. Nunca se basará en mi futuro político.

Mira el debate completo a [aquí](#). Para ver los subtítulos en español, haz click en la tuerca que abre los settings en la parte de abajo, dentro de la pantalla del video. Ve a la sección que diga "subtitles." De allí, donde dice "off" selecciona para que se abra otra lista, y puedas seleccionar "Spanish."

Melanie Asmar es reportera senior de Chalkbeat Colorado. Melanie Asmar es reportera senior de Chalkbeat Colorado. Este artículo fue publicado originalmente por Chalkbeat.

Traducido por Milly Suazo-Martinez

Para Noticias de Colorado:
ElSemanaarioOnline.com

Molina and Valdez

Undocumented students' burdens would be lightened, and students would have more time and energy to devote to their studies.

Higher education institutions need to foster a welcoming and supportive environment that improves the university experience and creates opportunities later in life for all "Dreamers."

María Fernanda Molina is a DACA recipient and a first-year master's student at the USC Suzanne-Dworak Peck School of Social Work. Vianey Valdez is a first-generation DACA student pursuing her Master of Social Work degree at the University of Southern California. This story about [dream resource centers](#) was produced by The Hechinger Report, a nonprofit, independent news organization focused on inequality and innovation in education.

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Mayoral

even if you tell my kid he's in the 15th percentile of height, that I don't think that's his total measure of worth as a human being.

There are different data points that you gather, and they tell you different things about the progress of your child. And what you want to look at is a well-rounded group of data that helps inform me on what to do next.

It is getting increasingly expensive to live in the city of Denver. This is causing many lower-income DPS families to relocate outside of the city. How will you address this challenge?

Johnston: What I would do is build or convert 25,000 units across the city to become permanently affordable units. And what that means is that anybody that makes about \$100,000 a year or less can be eligible to move into one of these units. And the way they're structured is that you would never pay more than 30% of what you make for rent.

The next most important step is homeownership. ... There I would do two things. One is to provide down payment assistance, which helps someone be able to buy a home for the first time. ... And the other is to partner with organizations like Habitat for Humanity or Elevation Land Trust, where you can create land trusts where there are affordable homes you can buy.

You buy them at a discounted rate, and you sell them at a discounted rate. So you might buy a home for \$300,000 instead of \$600,000. But when you keep it for 10 years and you sell it at the end, you might only sell it for \$350,000 ... so that you keep it affordable for the next teacher on the next nurse on the next firefighter.

Brough: One of the strategies is called master leasing. This is where, as your mayor, you basically put out [a request for proposals], and you say, 'I'd like 3,000 units for three years. What kind of deal will you give me?' And in essence, what I'm doing is buying down the price of rent and locking it in for a few years. It also has the added benefit that if somebody gets in trouble and they can't make their rent, ... the

city gets a phone call before someone's evicted, which also helps us start to focus on prevention of people becoming unhoused.

Another example ... and this is one that's most exciting for me, is homeownership. ... I got the chance in Munich to [tour a building on a surface parking lot](#). ... And when you look around our city, we have quite a bit of surface parking lots that we own as taxpayers. You can think of our police stations, our firehouses, our libraries, our rec centers. But even more valuable would be our Denver public schools, where there could be real opportunities for us to build a for-sale housing product next to schools that if teachers wanted they could live in.

And then the last thing I'll give an example for is gentrification. ... We've done some things like approving the option to build an ADU, [an accessory dwelling unit](#). ... But the truth is where we haven't had gentrification yet, those are homeowners who probably can't afford to [to build one].

I think we as a city can take way more proactive steps: We design the ADU by neighborhood that would fit in. We could even do a precision build where it's 30% to 50% less expensive. Now we're helping that homeowner get it in immediately and start to be able to get rent so they can stay on the property they already own and have additional income.

As mayor, what are the top three things you would do to make Denver the best place to raise children?

Brough: Making sure we have a mayor who can restore the safety in our city, throughout our city, because I think families are extremely concerned.

I think affordability is the second issue that is causing, pushing many families to leave our city... Housing is the No. 1 strategy to address that affordability.

And you don't have to go very far when you talk to a Realtor about the No. 1 decision of where families choose to buy a home is their school and their confidence in that school. And so I also

think really focusing on how do we restore confidence in our residents that we have a school system that will be great for their kids and deliver the results they want.

Johnston: I think the three biggest drivers of people leaving the city will be: Do they feel it's affordable? Do they feel it's safe? And do they feel like they have access to great schools?

We've talked about affordability. And so I want to talk ... about safety.

I believe we need 200 more first responders on the streets of our city — and I use the term first responders because what you know is you need different people to respond to different situations based on what the challenge is.

If you have someone in a mental health crisis, you actually don't want to send an officer at all.

If you have someone who's in a physical health crisis and potential overdose, you want to have a paramedic or EMT on site. You don't necessarily need an officer.

But if you have places where there is an assault, or there's a break in, or your car's been stolen, or there's been a shooting, you do want to make sure that you have officers that can respond. Right now, we are so short-staffed on each of those roles.

What is the main thing that distinguishes you from your opponent? And what is a similarity?

Johnston: I'll do similarities first. I think we both have leadership experience. We've both led large and complex organizations. We've both been in the public sector and the private sector.

The key distinguishing characteristic for me ... is I think the city faces a large number of very complex problems to solve. And I find solving those complex problems requires having a big vision for what's possible. And then being able to build a really broad coalition to take that on, often with unlikely partners who don't get along together. And then being able to stay at it.

That's what I've had the opportunity to do over decades. ... That was true as a school principal, working with

teachers to get all of our kids to graduate. That was true in the legislature working to help undocumented kids get access to in-state tuition. ... That was true when we were working on universal preschool for the first time statewide and had to bring together everyone from big tobacco companies to health industries to preschool advocates.

I think that ability to set a big vision, take on the hardest problems, build broad coalitions, and then deliver really historic results is what makes me unique in this field.

Brough: I was gonna say our sense of humor, but I'm actually funnier than Mike so you can't do that one. I would say our passion and love for the city I think is a similarity.

For me, the biggest difference I see is I've actually run the city before when I was John Hickenlooper's chief of staff. You're responsible for the day-to-day operations of a city.

My lived experience has been much of what I think many in Denver are struggling with today. This is relevant because I think I understand how

easy it is to give up hope.

When you lose someone you love to violent crime. Or how easy it is to feel so much shame that you're not willing to keep going because your family receives assistance from the government. Or to believe that you're the only family struggling with addiction and losing a loved one.

And I would say to every Denver resident, not only is my family resilient and strong, but I see it in you too, and I can help find a path through those issues today.

And then the last thing I would say is, I've never run for office before. ... Maybe more importantly, though, I'm not running for another office. Every decision I make will be about the city and its residents and what's best for us. Never about my political future.

Watch the entire forum [here](#).

Melanie Asmar is a senior reporter for Chalkbeat Colorado. This article was originally published by Chalkbeat.

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Hassen

contributing less to worker benefits and requiring shorter turnaround times between shifts.

Whether starting a career or well-established, workers across the economy now put in [longer hours](#) for less pay without the guarantees of a sustainable career, health care, paid sick leave, or retirement. Extreme income inequality is compounding matters, with [annual bonuses alone](#) for Wall Street bankers greatly surpassing what ordinary workers take home all year.

That's why Hollywood writers are only the latest workers to join thousands of [nurses](#), [baristas](#), [teachers](#), [railroad workers](#), and others standing up to their bosses. Solidarity across these labor struggles could help rebuild this economy for all working people.

Ultimately, this dispute is bigger than its immediate impact on television and film productions. Worker dignity and the universal [right](#) to an adequate standard of living are also at stake.

The film companies should take a cue from one of cinema's wisest aliens. As Spock concluded in *Star Trek II: The Wrath of Khan* (thanks to late screenwriter Jack B. Sowards): "The needs of the many outweigh the needs of the few."

Farrah Hassen, J.D., is a writer, policy analyst, and adjunct professor in the Department of Political Science at Cal Poly Pomona. This op-ed was distributed by OtherWords.org.

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Survivor



These buildings served as dormitories for Intermountain Indian School, the largest Indian boarding school in the U.S. The dorms were Bushnell General Military Hospital buildings that were then transformed into housing for Indigenous children. / Estos edificios servían de dormitorios para la Intermountain Indian School, el mayor internado indio de EE UU. Los dormitorios eran edificios del Hospital Militar General Bushnell que luego se transformaron en viviendas para niños indígenas. (Photo/Foto: Courtesy Sheila Nadimi/Eagle Village Project)



This was one of many murals left behind at Intermountain Indian School. The name "Holly Wood Mahone" is beneath the mural. / Este fue uno de los muchos murales que quedaron en la escuela india Intermountain. El nombre "Holly Wood Mahone" está debajo del mural. (Photo/Foto: Courtesy of Sheila Nadimi/Eagle Village Project)

Navajo itself is considered under UNESCO as a "vulnerable" language – only 175,000 people in the U.S. and elsewhere speak Diné.

I was never taught how to speak Navajo because my family wanted me to learn English and live my life the white man's way. I never realized the importance of embracing my culture because, as a family, we had lost our way for so long that sometimes it feels as if it's too late.

Chapter 3. Breaking the silence

My grandmother didn't tell me much about her trauma at her boarding school mostly because I think she wanted to accept what had happened to her and not dwell on the past. Now

that she's older she has been more vocal about sharing her story with me. While she still hasn't told me everything, what I do know now has been devastating for me to hear.

"I'm sure it was very traumatic for her and again she likes to shield us from her experiences," Noel Alvarez, my mother and first-born daughter of Anita Yellowhair, said. "Because I'm sure there were a lot of worse things that happened to her that she won't tell us about."

The silence surrounding Native American history has been a recurring theme.

"In addition to present-day educational disparities, Native American history is neglected in most K-12 class-

rooms. In fact, many students are actually surprised to learn that Native peoples still exist," history professor Joshua Ward Jeffery [wrote in a 2021 article in Education Week](#).

"Many non-Native students assume Native people must have died off since they largely disappear from textbook narratives after the 1890s. (They also make up about 1 percent of the national student population, so it's possible that many non-Native students might not have been exposed to their Native peers)," wrote Jeffery, an assistant professor of history and Diné studies at Navajo Technical University.

Even as the history is ignored, trauma seeps into generations of families, experts said.

Dr. George "Bud" Vana, a psychiatrist, said it has a name: Indigenous historical trauma. It reflects experiences Indigenous people have felt due to colonization and the lasting scars that have left more problems for them to handle, even generations later.

"And we know that the process of colonization meant forced moves in forms of slavery, forms of physical, emotional, and sexual abuse that were perpetrated by colonizers," Vana said.

Maria Yellow Horse Brave Heart led the research on Indigenous historical Trauma, other researchers note.

"That includes worse physical health, worse mental health, increased rates of substance use problems. Indigenous historical trauma really increases all these downstream effects," Vana said.

Decades after Indian boarding schools have largely been closed, "the legacy of Indian boarding schools remains," Interior Secretary Deb Haaland wrote in the investigative report, "manifesting itself in Indigenous communities through intergenerational trauma, cycles of violence and abuse, disappearance, premature deaths, and other undocumented bodily and mental impacts."

The May 2022 Interior Department report on boarding schools estimates the breathtaking reach: Between 1819 and 1969, the U.S. operated or supported 408 Indian boarding schools across 37 states or territories that targeted American Indian, Alaska Native and Native Hawaiian children.

"Many who survived the ordeal returned home changed in unimaginable ways, and their experiences still resonate across the generations," Haaland wrote.

Chapter 4. Navigating the complexities of boarding schools

Boarding school was a life full of complexities – students who were stripped of culture and identity while gaining a good education.

Yellowhair became a dental assistant after graduating from Intermountain Indian School in 1960. She ended up working for Dr. Bill Thomas, the only dental officer for the U.S. Public Health Service Indian Hospital at the time, for more than a year in Winslow.

She and Thomas became good friends. Yellowhair would teach Thomas about her culture.

"She was such a joy to be with. We just immediately clicked and she very quickly became a part of our family," Thomas said. "She worked so well with people. She was so friendly and honest. Very clean and neat."

Thomas and his wife, Janet, treated Yellowhair like their own daughter, spending time together even after she no longer worked as his dental assistant.

Yellowhair would never tell him much about her boarding school trauma, but he has mixed feelings about the schools.

"She had a pretty tough life," Thomas said.

Intermountain, like other boarding schools, was full of contradictions and changes over the decades. An online timeline at one Utah museum, shows how students painted murals, celebrating Native identities, on walls of the school before it was closed in 1984.

Artist Sheila Nadimi has spent 25 years on her Eagle Village project, where she has visually tracked the site of Intermountain Indian School from 1996 to 2021.

Nadimi has photographed the remnants of the school, from the infrastructure to the murals left behind.

"The Intermountain Indian School that closed in 1984 was a very different school than the one that opened in 1950 and this has a lot to do with the students' activism and agency to affect change," Nadimi said.

The boarding school mission changed for Intermountain Indian School in its latter years from erasure of identity to embracing Native culture during its transitional period — when it moved from a school for Navajo students to going intertribal. By 1975, the renamed school was the largest boarding school in the world, drawing as many as 3,000 students from more than 100 tribes, [according to the Smithsonian Institution](#).

Farina King, an author of "Returning Home: Diné Creative Works from the Intermountain Indian School," touches on that shift. She notes that there are still dark moments within any period of this sort of education. She interviewed many Intermountain alumni about their experiences — good and bad.

She tells of one former Intermountain student who felt "like she could learn about herself and learn about the culture and Native American culture," King said. "That's something that I heard more in the later years at Intermountain – that people felt like this was a safe space for them to learn about their own Native goal."

"Something sensitive about all this is that not one story is the final story about Intermountain. It doesn't gloss over everything else, but it's a piece of many that are a part of what happened at Intermountain," King said.

King's father attended an Indian boarding school: She notes that he does not call himself a "boarding school survivor."

King's father tried to escape his boarding school twice when faced with challenges. A rancher found him during a snowstorm.

"If he didn't get saved, I know other stories of children trying to run away who froze to death. I would not exist if my dad wasn't miraculously found and that hits me," King said.

Intermountain Indian School closed its doors in 1984 and Utah State University built a campus over the remains of the school, which opened in 2015, but added a digital exhibit "ensuring that even when the dust from the ruined buildings settles, the important stories

Survivor1

of what happened in this place will endure.”

There are now no remnants of Intermountain on its original grounds but other markers have risen.

Some school murals are being preserved at the Nora Eccles Harrison Museum of Art at Utah State. The Brigham City Museum of Art & History also has artifacts. And the [Box Elder Museum of Art, History, and Nature](#) provides a detailed, online exhibit of the Intermountain school from beginning to end.

And there's another marking of memory – a giant white letter “I” fades away on a nearby mountain.

Intermountain alumni repaint the “I” every year.

Chapter 5. Reflecting and telling stories to heal

In summer 2022, Haaland began a year-long tour across tribal lands throughout the U.S. to hear the experiences of Native Americans who were sent to government-backed boarding schools. Haaland, a member of the Pueblo of Laguna tribe in New Mexico, wanted to use her position as Interior Secretary to address the shared experiences of former students at boarding schools and the intergenerational trauma those experiences caused.

She called it the “The Road to Healing,” with the first stop in Oklahoma. She came to the Gila River Indian Community in Arizona in January.

“To do that, we need to tell our stories,” Haaland wrote of the move to honor “Indigenous survivors of the federal Indian boarding school system and their descendants.”

She said the discovery that 53 boarding schools contain marked or unmarked burial sites was crucial to the department's preliminary investigation, which lays the groundwork for a second report.

“As the investigation continues, we expect the number of identified burial sites to increase, along with the potential expansion or more definite numbers of identified Indian boarding school sites, children, and operating dates of facilities,” she said in a statement.

“That is part of America's story that we must tell. While we cannot change that history, I believe that our nation will benefit from a full understanding of the truth of what took place and a focus on healing the wounds of the past,” Haaland said.

Vana, the psychiatrist, said there's no one solution to the trauma endured by survivors.

“I think that we do know that cultural practices are really important to a lot of people and that helping people connect to those cultural practices is beneficial,” Vana said.

“I do want to encourage, in terms of what we can do as a sort of medical profession is we have to be trauma informed, to help patients understand when their symptoms may be the result of either specific trauma that they've experienced, or recognize the impact of trauma on their family members and loved ones, and how that then impacts them,” Vana said.

“Developing this trauma-informed lens, and trauma-informed practices, and that sort of starts with the person who greets you as you walk through the door as well.”

When King talked with Intermountain alumni, she hoped that, in some way, her listening to their stories helped them come to terms with what happened to them. She noted it's important to understand that healing is complex for every person.

“I almost cry every time I talk about this, because I also think that a part of healing is that water is sacred, and talking sometimes about these hard things,” King said of her tears. “It helps us to understand lateral violence better and what we do about that. How can you ever heal a wound if you don't even know it's there and ignore it? A lot of them, especially how deep they are, don't heal themselves without that help and attention they need.”

Yellowhair, my grandmother, is now 84 years old. More than a year ago, she first started telling me her story. She tells me that she still works to heal to this day. And she's just one of thousands of Indigenous children who attended an Indian boarding school in the U.S.

“Finally, I get to that point. I'm old now. What's the point? I still want to go back home. I never fully accepted the white man's way but I still want to learn,” she said. “And I think to myself I'm not worried about that. I'm worried about my grandchildren losing their path, losing their way.”

Her legacy lives on with me and the rest of her family. She wishes the best for each of us in finding our own way of life.

“And for you, Sierra. I advise you. Find your happiness, find your path, find a way. Or else you're just going to wander in the desert like I have been. I'm at the end of my trail. I still have things to say, to do,” she said. “Thank

you for letting me talk about me. The bad things. I don't want to tell you about all of those things. The good life is to find yourself.”

Author's Note: I have felt honored to tell my grandmother's story and the stories of many others. While I cannot undo the trauma my grandmother suffered, what I can do is share her story with the world. It's important to recognize Indigenous people's voices, as we have endured much trauma historically and generationally.

And although we have endured many trials, Native people will always be strong and resilient.

While I got to tell my grandmother's story through an online medium, many of our elders tell their stories orally. It's important to listen to what they are saying.

Our elders are only on this place we call Earth for so long. Listen to their stories — and recognize the lessons they are trying to teach you.

Sierra Álvarez is a News Visual Journalist with Cronkite News. Reproduced with permission by Cronkite News.

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Cinema/Esp

Un niño en Caracas, Venezuela se obsesiona con alaciar su pelo rizado para el día de su fotografía escolar, causando tensión con su madre, quien teme que su hijo podría ser homosexual.

25 de julio, *Mejor no hablar de ciertas cosas* (2012, Ecuador) Dirigido por Javier Andrade. Esta película ecuatoriana sigue a un par de hermanos pobres mientras navegan sus dificultosas vidas en Quito, en donde se enfrentan a la pobreza, la violencia y la adicción a las drogas.

8 de Agosto-*Oriana* (1985, Venezuela) Dirigido por Fina Torres

Una niña acompaña a su abuela a un pueblo remoto en Venezuela, donde descubre secretos del pasado de su familia y en donde forma una conexión con un pescador local.

15 de Agosto, *Plaza catedral* (2021, Panamá) Dirigido por Abner Benaim. Cuando un niño de catorce años entra sangrando a la casa de Alicia, de cuarenta y dos años, quien está deprimida y separada de la sociedad, se da cuenta de que su vida sufrirá un cambio.

22 de Agosto-*25 watts* (2001, Uruguay) Dirigido por Juan Pablo Rebella and Pablo Stoll. Este drama-comedia uruguayo sigue a un grupo de jóvenes sin rumbo mientras matan el tiempo e intentan escapar de la monotonía de sus vidas diarias en la ciudad de Montevideo.

29 de Agosto-*La yuma* (2009, Nicaragua) Dirigido por Florence Jaugey.

Una mujer joven de un barrio pobre en Managua, Nicaragua sueña con convertirse en boxeadora, pero debe superar barreras sociales y navegar a través de un mundo peligroso para perseguir su pasión.

El 27 de junio, 4 de julio y 1ro de agosto no habrá películas proyectadas.

Cinema Azteca es presentada semanalmente los martes en la noche a las 7PM en el Teatro Holiday. Los boletos se pueden obtener por \$5 - \$15 en <https://mccadenver.org/events>.

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Cinema

Spanish-speaking people of the western hemisphere. With distinct narratives, styles, and genres, these films highlight the immense cultural richness and diversity of the region, showcasing unique voices and perspectives across 10 countries that have garnered critical acclaim and numerous awards. We are honored to partner with MCA Denver and help build a community for Cinema Azteca.”

The summer film lineup includes:

May 30- *Juan of the Dead* (2011, Cuba) Directed by Alejandro Brugués. This Cuban horror-comedy follows a group of friends who must fend off a zombie apocalypse in Havana with the help of their resident slacker, Juan.

June 6- *Relatos salvajes* (2014, Argentina) Directed by Damián Szifron. This critically acclaimed dark comedy anthology is made up of six standalone stories that explore the extremes of human behavior and the consequences of revenge.

June 13-No (2012, Chile) Directed by Pablo Larraín. Pablo Larraín's No is a captivating Chilean film that portrays the compelling story of an advertising executive's pivotal role in the 1988 referendum campaign against dictator Augusto Pinochet, showcasing the power of democracy and resilience in the face of oppression.

June 20-Amores perros (2000, México) Directed by Alejandro González Iñárritu. Three interconnected stories of love and loss play out in Mexico City, linked by a car accident and the lives of the characters that intersect in its aftermath.

July 11-*Ixcanul* (2015, Guatemala) Directed by Jayro Bustamante. Jayro Bustamante directs a drama set in rural Guatemala. A young Kaqchikel Mayan woman dreams of a better life beyond her traditional community, but these desires clash with the expectations and limitations of her family and culture.

July 18-*Pelo Malo* (2013, Venezuela) Directed by Mariana Rondón. A young boy in Caracas, Venezuela becomes fixated on straightening his curly hair for his school's photo day, causing tension with his struggling mother who fears he might be gay.

July 25-*Mejor no hablar de ciertas cosas* (2012, Ecuador) Directed by Javier Andrade. This Ecuadorian film follows a pair of impoverished brothers as they navigate their difficult lives in Quito, where they face poverty, violence, and drug addiction.

August 8-*Oriana* (1985, Venezuela) Directed by Fina Torres.

A young girl accompanies her grandmother to a remote village in

Venezuela, where she discovers secrets about her family's past and forms a bond with a local fisherman.

August 15-*Plaza Catedral* (2021, Panamá) Directed by Abner Benaim. When a 14-year-old boy stumbles bleeding into the home of 42-year old Alicia, who is grief stricken and estranged from society, she finds her life turned upside down.

August 22-25 *Watts* (2001, Uruguay) Directed by Juan Pablo Rebella and Pablo Stoll. This Uruguayan comedy-drama follows a group of aimless young men as they kill time and try to escape the monotony of their daily lives in the city of Montevideo.

August 29-*La Yuma* (2009, Nicaragua) Directed by Florence Jaugey. A young woman from a poor neighborhood in Managua, Nicaragua dreams of becoming a boxer, but must overcome societal barriers and navigate her way through a dangerous world to pursue her passion.

Cinema Azteca is presented weekly on Tuesday nights at 7PM at the Holiday Theater. Tickets can be purchased for \$5-\$15 at <https://mccadenver.org/events>.

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Graham

“Decreased brain function can affect an older adult's insight and judgment and ability to understand the risks of certain actions or situations, while also making people suspicious and defensive,” she noted.

This doesn't mean you should give up on talking to an older parent with mild cognitive impairment or early-stage dementia, however. “You always want to give the older adult a chance to weigh in and talk about what's important to them and their feelings and concerns,” Kernisan said.

“If you frame your suggestions as a way of helping your parent achieve a goal they've said was important, they tend to be much more receptive to it,” she said.

A turning point for Sylvester and her mother came when the older woman, who developed dementia, went to a nursing home at the end of 2021. Her mother, who at first didn't realize the move was permanent, was furious, and Sylvester waited two months before visiting. When she finally walked into Burkel's room, bearing a Valen-

tin's Day wreath, Burkel hugged her and said, “I'm so glad to see you,” before pulling away. “But I'm so mad at my other daughter.”

Sylvester, who doesn't have a sister, responded, “I know, Mom. She meant well, but she didn't handle things properly.” She learned the value of what she calls a “*therapeutic fiblet*” from Kernisan, who ran a family caregiver group Sylvester attended between 2019 and 2021.

After that visit, Sylvester saw her mother often, and all was well between the two women up until Burkel's death. “If something was upsetting my mother, I would just go, ‘Interesting,’ or, ‘That's a thought.’ You have to give yourself time to remember this is not the person you used to know and create the person you need to be your parent, who's changed so much.”

Judith Graham is a contributing columnist for *KFF Health News*.

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Superviviente

“Muchos estudiantes no nativos asumen que los pueblos nativos deben haber muerto, ya que desaparecen en gran medida de las narraciones de los libros de texto después de la década de 1890. (También representan alrededor del 1 por ciento de la población estudiantil nacional, por lo que es posible que muchos estudiantes no nativos no hayan estado expuestos a sus compañeros nativos)”, escribió Jeffery, profesor adjunto de Historia y Estudios Diné en la Universidad Técnica Navajo.

Incluso cuando se ignora la historia, el trauma se filtra en generaciones de familias, según los expertos.

El Dr. George “Bud” Vana, psiquiatra, dijo que tiene un nombre: trauma histórico indígena. Refleja las experiencias que los indígenas han sentido debido a la colonización y las cicatrices duraderas que les han dejado más problemas, incluso generaciones después.

“Y sabemos que el proceso de colonización significó traslados forzados en formas de esclavitud, formas de abuso físico, emocional y sexual que fueron perpetradas por los colonizadores”, dijo Vana.

María Caballo Amarillo Corazón Valiente dirigió la investigación sobre el trauma histórico indígena, señalan otros investigadores.

“Eso incluye peor salud física, peor salud mental, mayores tasas de problemas de consumo de sustancias. El trauma histórico indígena realmente aumenta todos estos efectos posteriores”, dijo Vana.

Décadas después de que los internados indios hayan sido cerrados en su mayoría, “el legado de los internados indios permanece”, escribió la secretaria de Interior Deb Haaland en el informe de investigación, “manifestándose en las comunidades indígenas a través de traumas intergeneracionales, ciclos de violencia y abuso, desapariciones, muertes prematuras y otros impactos corporales y mentales no documentados.”

El informe del Departamento de Interior de mayo de 2022 sobre los internados estima su impresionante alcance: Entre 1819 y 1969, Estados Unidos operó o apoyó 408 internados indios en 37 estados o territorios que se dirigían a niños indios americanos, nativos de Alaska y nativos hawaianos.

“Muchos de los que sobrevivieron a la terrible experiencia regresaron a casa con cambios inimaginables, y sus experiencias aún resuenan a través de las generaciones”, escribió Haaland.

Capítulo 4. Navegar por las complejidades de los internados

El internado era una vida llena de complejidades: los estudiantes se veían despojados de su cultura e identidad al tiempo que recibían una buena educación.

Yellowhair se hizo asistente dental después de graduarse en la Intermountain Indian School en 1960. Acabó trabajando para el Dr. Bill Thomas, el único dentista del Hospital Indio del Servicio de Salud Pública de EE.UU.

de la época, durante más de un año en Winslow.

Thomas y ella se hicieron buenos amigos. Yellowhair enseñaba a Thomas su cultura.

“Era un placer estar con ella. Congeniamos enseguida y enseguida se convirtió en parte de nuestra familia”, dice Thomas. “Trabajaba muy bien con la gente. Era muy amable y honesta. Muy limpia y ordenada”.

Thomas y su mujer, Janet, trataban a Yellowhair como a su propia hija, y pasaban tiempo juntos incluso después de que ella dejara de trabajar como su asistente dental.

Yellowhair nunca le contó mucho sobre su trauma en el internado, pero tiene sentimientos encontrados sobre las escuelas.

“Tuvo una vida muy dura”, dice Thomas.

Intermountain, como otros internados, estuvo lleno de contradicciones y cambios a lo largo de las décadas. Una cronología en línea en un museo de Utah, muestra cómo los estudiantes pintaron murales, celebrando las identidades nativas, en las paredes de la escuela antes de que se cerrara en 1984.

La artista Sheila Nadimi ha dedicado 25 años a su proyecto Eagle Village, en el que ha rastreado visualmente el emplazamiento de la Intermountain Indian School desde 1996 hasta 2021.

Nadimi ha fotografiado los restos de la escuela, desde la infraestructura hasta los murales que quedaron.

“La Intermountain Indian School que cerró en 1984 era una escuela muy diferente de la que abrió sus puertas en 1950, y esto tiene mucho que ver con el activismo de los estudiantes y su capacidad de influir en el cambio”, afirma Nadimi.

La misión del internado cambió para la Intermountain Indian School en sus últimos años, pasando de borrar la identidad a abrazar la cultura nativa durante su periodo de transición, cuando pasó de ser una escuela para alumnos navajos a convertirse en intertribal. En 1975, la escuela rebautizada era el mayor internado del mundo, con 3.000 alumnos de más de 100 tribus, según el Instituto Smithsonian.

Farina King, autora de “Returning Home: Diné Creative Works from the Intermountain Indian School”, aborda este cambio. Señala que sigue habiendo momentos oscuros en cualquier periodo de este tipo de educación. Entrevistó a muchos antiguos alumnos de Intermountain sobre sus experiencias, buenas y malas.

Habla de una antigua estudiante de Intermountain que sintió “que podía aprender sobre sí misma y aprender sobre la cultura y la cultura nativa americana”, dijo King. “Eso es algo que escuché más en los últimos años en Intermountain - que la gente sentía que este era un espacio seguro para ellos para aprender sobre su propio objetivo nativo”.

“Algo delicado de todo esto es que ninguna historia es la historia final sobre Intermountain. No pasa por alto todo lo demás, pero es una parte de

las muchas que forman parte de lo que ocurrió en Intermountain”, dijo King.

El padre de King asistió a un internado indio: Señala que él no se llama a sí mismo “superviviente de un internado”.

El padre de King intentó escapar de su internado en dos ocasiones cuando se enfrentó a desafíos. Un rancho lo encontró durante una tormenta de nieve.

“Si no se salvó, conozco otras historias de niños que intentaron huir y murieron congelados. Yo no existiría si mi padre no hubiera sido encontrado milagrosamente y eso me impacta”, dijo King.

La Intermountain Indian School cerró sus puertas en 1984 y la Universidad Estatal de Utah construyó un campus sobre los restos de la escuela, que se inauguró en 2015, pero añadió una exposición digital “que garantiza que, incluso cuando el polvo de los edificios en ruinas se asiente, perdurarán las importantes historias de lo que ocurrió en este lugar.”

Ahora no quedan restos de Intermountain en su recinto original, pero han surgido otros marcadores.

Algunos murales de la escuela se conservan en el Museo de Arte Nora Eccles Harrison del Estado de Utah. El Museo de Arte e Historia de Brigham City también tiene artefactos. Y el Museo de Arte, Historia y Naturaleza de Box Elder ofrece una detallada exposición en línea sobre la escuela Intermountain de principio a fin.

Y hay otra marca de la memoria: una gigantesca letra “I” blanca se desvanece en una montaña cercana.

Los antiguos alumnos de Intermountain repintan la “I” cada año.

Capítulo 5. Reflexionar y contar historias para sanar

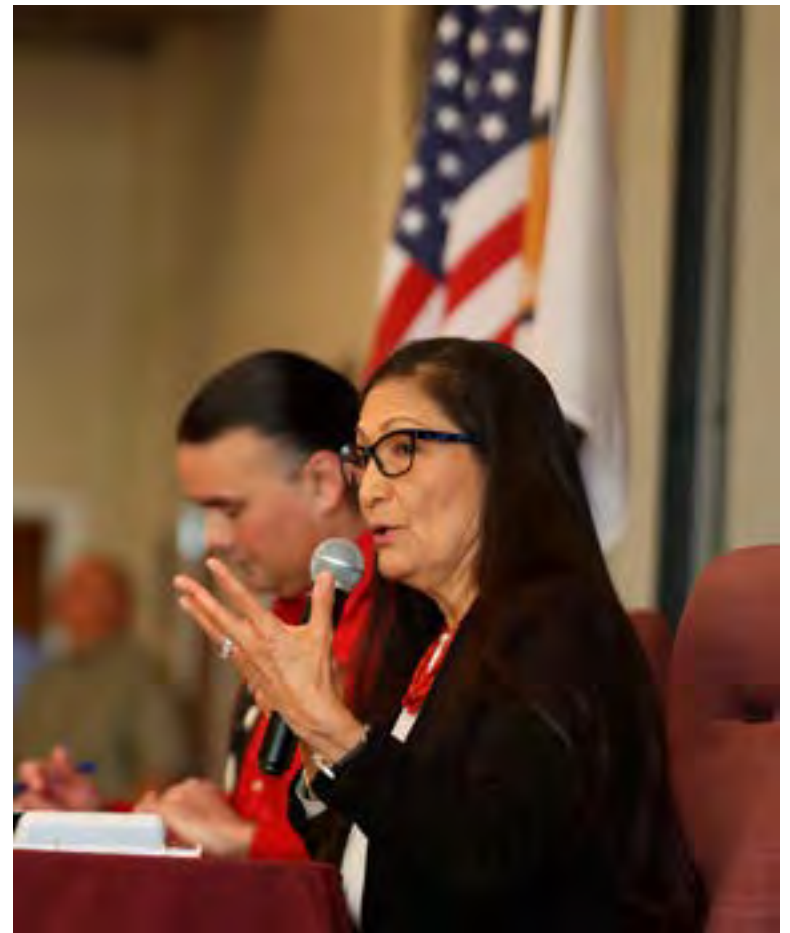
En el verano de 2022, Haaland comenzó una gira de un año por tierras tribales de todo Estados Unidos para escuchar las experiencias de los nativos americanos que fueron enviados a internados subvencionados por el gobierno. Haaland, miembro de la tribu Pueblo de Laguna, en Nuevo México, quería utilizar su cargo de Secretaria de Interior para abordar las experiencias compartidas de antiguos alumnos de internados y el trauma intergeneracional que esas experiencias causaron.

Lo llamó “El camino hacia la curación”, con primera parada en Oklahomma. En enero visitó la comunidad india del río Gila, en Arizona.

“Para ello, tenemos que contar nuestras historias”, escribió Haaland sobre la iniciativa de honrar a “los supervivientes indígenas del sistema federal de internados indios y sus descendientes”.

Dijo que el descubrimiento de que 53 internados contienen lugares de enterramiento marcados o sin marcar fue crucial para la investigación preliminar del departamento, que sienta las bases para un segundo informe.

“A medida que continúe la investigación, esperamos que aumente el número de lugares de enterramiento



La Secretaria de Estado de Interior, Deb Haaland, ha emprendido la gira “Road to Healing”, de un año de duración, por todo Estados Unidos para escuchar a los nativos americanos enviados a internados subvencionados por el gobierno. Haaland dijo que quería abordar las experiencias de los antiguos alumnos de los internados y el trauma intergeneracional que les causaron. / Interior Secretary Deb Haaland on the year-long “Road to Healing” tour across the U.S. to hear from Native Americans sent to government-backed boarding schools. Haaland said she wanted to address former boarding school students’ experiences and the intergenerational trauma they caused. (Foto/Photo: Paula Soria/Cronkite News)

identificados, junto con la posible ampliación o un número más definido de lugares de internado indio identificados, niños y fechas de funcionamiento de las instalaciones”, dijo en un comunicado.

“Esto forma parte de la historia de Estados Unidos que debemos contar. Aunque no podemos cambiar esa historia, creo que nuestra nación se beneficiará de una plena comprensión de la verdad de lo que ocurrió y de un enfoque en la curación de las heridas del pasado”, dijo Haaland.

Vana, el psiquiatra, dijo que no hay una única solución para el trauma que sufren los supervivientes.

“Creo que sabemos que las prácticas culturales son muy importantes para mucha gente y que ayudar a las personas a conectar con esas prácticas culturales es beneficioso”, dijo Vana.

“Quiero animar, en términos de lo que podemos hacer como profesión médica, a que seamos informados sobre el trauma, para ayudar a los pacientes a entender cuándo sus síntomas pueden ser el resultado de un trauma específico que han experimentado, o reconocer el impacto del trauma en sus familiares y seres queridos, y cómo eso les afecta a ellos”, dijo Vana.

“Desarrollar esta perspectiva y prácticas informadas sobre el trauma, y eso también empiezo con la persona que te recibe cuando entras por la puerta”.

Cuando King hablaba con los antiguos alumnos de Intermountain, esperaba que, de alguna manera, escuchar sus historias les ayudara a aceptar lo

que les había ocurrido. Señaló que es importante comprender que la curación es compleja para cada persona.

“Casi lloro cada vez que hablo de esto, porque también creo que una parte de la curación es que el agua es sagrada, y hablar a veces de estas cosas tan duras”, dijo King sobre sus lágrimas. “Nos ayuda a comprender mejor la violencia lateral y lo que hacemos al respecto. ¿Cómo puedes curar una herida si ni siquiera sabes que está ahí y la ignoras? Muchas de ellas, sobre todo de lo profundas que son, no se curan solas sin esa ayuda y atención que necesitan”.

Yellowhair, mi abuela, tiene ahora 84 años. Hace más de un año empezó a contarme su historia. Me cuenta que, a día de hoy, sigue trabajando para curarse. Y ella es sólo una de los miles de niños indígenas que asistieron a un internado indio en Estados Unidos.

“Finalmente, llego a ese punto. Ya soy vieja. ¿Qué sentido tiene? Sigo queriendo volver a casa. Nunca acepté del todo el modo de vida del hombre blanco, pero sigo queriendo aprender”, explica. “Y pienso para mis adentros que eso no me preocupa. Me preocupa que mis nietos pierdan su camino”.

Su legado perdura conmigo y con el resto de su familia. Nos desea lo mejor a cada uno de nosotros para que encontremos nuestro propio camino en la vida.

“Y para ti, Sierra. Te aconsejo. Encuentra tu felicidad, encuentra tu camino, encuentra una manera. O de

Graham/Esp

por encima de ellos, tomando el control de sus asuntos. En cambio, lo que se necesita es respeto, empatía y aprecio por la autonomía de la persona mayor.

“Es difícil cuando ves que una persona mayor toma decisiones y elecciones equivocadas. Pero si esa persona tiene sus facultades cognitivas intactas, no puedes obligarla a hacer lo que crees que debería hacer”, dijo Anne Sansevero, presidenta de la junta directiva de la Aging Life Care Association, una organización nacional de administradores de atención que trabajan con adultos mayores y sus familias. “Tienen derecho a tomar decisiones por sí mismos”.

Eso no significa que los hijos adultos preocupados por un padre mayor deban apartarse o aceptar todo lo que propone el padre. Más bien, se requiere un conjunto de habilidades especial.

Cheryl Woodson, autora y médica jubilada de la zona de Chicago, aprendió esto de primera mano cuando su madre, a quien describió como una mujer “muy poderosa”, desarrolló un deterioro cognitivo leve. Empezó a perderse mientras conducía, y compraba cosas que no necesitaba para luego regalarlas.

Retar a su madre no iba a funcionar. “No puedes presionar a personas como mi madre o tratar de controlarlas”, me dijo Woodson. “No les dices ‘Estás

equivocada’, porque ellas te cambiaron los pañales y siempre serán tu mamá”.

En cambio, Woodson aprendió a apelar al orgullo de su madre como matriarca de la familia. “Cuando se enojaba, le preguntaba: ‘Madre, ¿en qué año se casó la tía Terri?’ o ‘Mamá, no recuerdo cómo hacer macarrones. ¿Cuánto queso se usa?’ Y ella olvidaba por qué estaba alterada y seguíamos adelante”.

Woodson, autora de *“To Survive Caregiving: A Daughter’s Experience, a Doctor’s Advice”*, también aprendió a aplicar un estándar de “¿realmente importa para la seguridad o la salud?” al comportamiento de su madre.

Esto la ayudó a dejar de lado sus expectativas a veces irracionales. Un ejemplo que mencionó fue: “Mi madre solía poner salsa picante en los panqueques. A mi hermano lo volvía loco, pero ella estaba comiendo, y eso era bueno”.

“No quieres echarles en cara su incapacidad”, dijo Woodson, cuya madre falleció en 2003.

Barry Jacobs, psicólogo clínico y terapeuta familiar, expresó ideas similares al describir a un psiquiatra de unos 70 años al que no le gustaba ceder ante la autoridad. Después de que su esposa falleciera, el hombre mayor dejó de afeitarse y cambiar de ropa regularmente. A pesar de tener diabetes, no

quería ver a un médico y, en cambio, se recetaba medicamentos a sí mismo. Incluso después de varios accidentes cerebrovasculares que comprometieron su visión, insistía en seguir conduciendo.

La opinión de Jacobs es: “No debes enfrentarte directamente a alguien así, porque perderás. Casi te están desafiando para que les digas qué hacer y así demostrarte que no seguirán tu consejo”.

¿Cuál es la alternativa? “Yo emplearía la empatía y apelaría al orgullo de esta persona como base para enfrentar la adversidad o el cambio”, dijo Jacobs. “Podría decir algo así como: ‘Sé que no quieres dejar de conducir y que te causará mucho dolor. Pero has enfrentado cambios difíciles y dolorosos antes, y encontrarás la manera de superarlo’”.

“Estás apelando a su ‘ego’ en lugar de tratarlos como si no tuvieran derecho a tomar sus propias decisiones”, explicó. En el caso del psiquiatra mayor, el conflicto con sus cuatro hijos era constante, pero finalmente dejó de conducir.

Otra buena estrategia es presentarte por sorpresa, pero haciéndolo de una manera que mantenga la dignidad de tu padre. En lugar de preguntarle directamente si puedes visitarlo, puedes ir a su casa y decir algo como: “Los niños realmente querían verte. Espero que no te

importe”. o “Hicimos demasiada comida. Espero que no te importe que la traiga”; o “Quería pasar por aquí. Espero que puedas darme algún consejo sobre este tema que me preocupa”.

Si crees que el deterioro cognitivo podría ser un factor en el comportamiento de tu padre, en lugar de tratar de persuadirlo para que acepte más ayuda en casa, intenta que tenga una evaluación médica, como sugiere Leslie Kernisan, autora de *“When Your Aging Parent Needs Help: A Geriatrician’s Step-by-Step Guide to Memory Loss, Resistance, Safety Worries, and More”*.

“La disminución de la función cerebral puede afectar la percepción, el juicio y la capacidad de comprender los riesgos de ciertas acciones o situaciones en un adulto mayor, lo que puede hacer que se pongan sospechosos y a la defensiva”, señala Kernisan.

Sin embargo, esto no significa que debas renunciar a hablar con un padre mayor que tenga un deterioro cognitivo leve o demencia en etapa inicial. “Si enmarcas tus sugerencias como una forma de ayudar a tu padre a alcanzar una meta que él considera importante, es más probable que las acepte”, afirma Kernisan.

Un punto de inflexión para Sylvester y su madre ocurrió cuando la mujer mayor, que desarrolló demencia, in-

gresó a una residencia a fines de 2021. Al principio, no se dio cuenta de que el traslado era permanente y estaba furiosa, por lo que Sylvester esperó dos meses antes de visitarla. Cuando finalmente entró en la habitación de Burkel llevando un regalo de San Valentín, su madre la abrazó y dijo: “Me alegra verte”, antes de alejarse y decir: “Pero estoy muy enojada con mi otra hija”.

Sylvester, que no tiene una hermana, respondió: “Lo sé, mamá. Ella tenía buenas intenciones, pero no manejó las cosas correctamente”. Aprendió el valor de un “pequeño engaño terapéutico”, como lo llama Kernisan, quien dirigió un grupo de cuidadores familiares al que Sylvester asistió entre 2019 y 2021.

Después de esa visita, Sylvester vio a su madre con frecuencia y todo se mantuvo bien entre las dos mujeres hasta la muerte de Burkel. “Si algo perturbaba a mi madre, simplemente decía: ‘Interesante’ o ‘Eso es algo para pensar’. Debes darte tiempo para recordar que esta no es la persona que solías conocer y simplemente es alguien que ha cambiado tanto”.

Judith Graham es una columnista colaboradora para KFF Health News.

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Superviviente1



Fuerza y resistencia: Noel Álvarez, Anita Yellowhair y Sierra Álvarez, de izquierda a derecha. Esta madre, su abuela y su hija representan tres generaciones de traumas intergeneracionales de internados indios. / Strength and resilience: Noel Álvarez, Anita Yellowhair and Sierra Álvarez, left to right. This mother, grandmother and daughter represent three generations of intergenerational trauma from Indian boarding schools. (Foto/Photo: Cortesía de Sierra Álvarez)

lo contrario sólo vas a vagar en el desierto como yo he estado. Estoy al final de mi camino. Aún tengo cosas que decir, que hacer”, dijo. “Gracias por dejarme hablar de mí. De las cosas malas. No quiero contarte todas esas cosas. La buena vida es encontrarse a uno mismo”.

Nota de la autora: Me he sentido honrada de contar la historia de mi abuela y las historias de muchas otras personas. Aunque no puedo deshacer el trauma que sufrió mi abuela, lo que sí puedo hacer es compartir su historia

con el mundo. Es importante reconocer las voces de los pueblos indígenas, ya que hemos soportado muchos traumas histórica y generacionalmente.

Y aunque hemos soportado muchas pruebas, los pueblos indígenas siempre seremos fuertes y resistentes.

Aunque yo pude contar la historia de mi abuela a través de un medio en línea, muchos de nuestros ancianos cuentan sus historias oralmente. Es importante escuchar lo que dicen.

Nuestros mayores sólo están en este lugar que llamamos Tierra duran-

te un tiempo. Escucha sus historias y reconoce las lecciones que intentan enseñarte.

Sierra Álvarez es periodista visual de Cronkite News. Reproducido con permiso de Cronkite News.

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Escuelas

universales. Hienich es copatrocinador junto con otros 15 copatrocinadores, incluida la senadora Kirsten Gillibrand, demócrata de Nueva York.

La Legislatura de Nuevo México aprobó el proyecto de ley SB 4 que proporciona almuerzos escolares gratuitos y saludables para todos los estudiantes.

“El desayuno y el almuerzo gratuitos universales quitarán el foco de atención de los estómagos de nuestros estudiantes y lo pondrán en sus estudios, que es donde debe estar. Me complace ver que el senador Heinrich lleva nuestro exitoso esfuerzo estatal al nivel federal”, dijo el senador estatal Michael Padilla, principal promotor del proyecto de ley de Nuevo México, en una declaración a principios de este mes, cuando los senadores anunciaron la legislación.

El proyecto fue aprobado por unanimidad en ambas cámaras y promulgado el 24 de marzo.

El otro proyecto de ley del que habló Heinrich fue la Ley de Patios Escolares Vivos.

“Todos los niños de Nuevo México merecen un espacio al aire libre que les permita aprender, jugar y crecer. Para muchos niños, el espacio al aire libre más cercano no es un parque nacional o urbano, sino los espacios justo fuera de las puertas de sus aulas”, dijo

Heinrich en un comunicado de prensa. “Con la Ley de Patios Escolares Vivos, tenemos la oportunidad de reimaginar y rehacer nuestras escuelas en espacios más sanos y verdes que introduzcan a más niños a nuevas experiencias en su camino hacia el éxito académico”.

La Ley de Patios Escolares Vivos creará un programa de Subvenciones para Espacios de Aprendizaje al Aire Libre a través del Departamento de Educación de EE.UU. para ayudar a las escuelas y distritos escolares a crear aulas y espacios de aprendizaje al aire libre. Los fondos de las subvenciones podrían utilizarse para plantar árboles, instalar marquesinas, electricidad, generadores, mobiliario, nodos Wi-Fi y zonas de carga e instalaciones de distribución y alimentación al aire libre.

Heinrich es el único patrocinador de ese proyecto de ley.

Nicole Maxwell es reportera de New Mexico Political Report. Esta historia fue publicada originalmente por New Mexico Political Report.

Traducido por Juan Carlos Uribe, The Weekly Issue/El Semanario.

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Marriagepalooza

6.10.23



Want to tie the knot with your significant other this June?
Consider joining the Adams County Clerk & Recorder for the
first-ever **Marriagepalooza** at Adams County PRIDE!

This event is brought to you by Adams County Clerk & Recorder Josh Zygielbaum.

SATURDAY, JUNE 10 | 2 P.M.

RIVERDALE REGIONAL PARK

9755 HENDERSON RD., BRIGHTON

Marriagepalooza will be a mass wedding ceremony officiated by the stunning Stella Diver, who was recognized as one of 2023's "10 Freshest Faces of Colorado Drag" by *Westword* magazine. The Maid of Honor will be the gorgeous Allspyce, a nominee for *Westword's* "10 Freshest Faces of Colorado Drag."

TO PARTICIPATE:

- Marriage and/or civil union licenses must be purchased at the Adams County Clerk & Recorder's Office between May 9 and June 9, 2023. No appointment is necessary for this time period. Marriage and civil union licenses will not be provided at the park.
- Complete the marriage license application then stop by the Recording Department (address below) to receive your exclusive, limited-edition marriage license to be used at the ceremony.
- Once you've been issued a license, you will be registered to attend the mass ceremony.
- Couples must be checked in by 1:30 p.m., and the ceremony begins promptly at 2 p.m.
- All couples are welcome.

For more information, visit adcogov.org/marriagepalooza,
call the Recording Department at **720.523.6020**, or scan the QR code.



Recording Department, 4430 S. Adams County Pkwy., First Floor, Suite E2400, Brighton, CO 80601



ADAMS COUNTY
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