

Volume 30
Number 11



Hopi Tutuveni

WEDNESDAY
JUNE
1, 2022

~Est. 1987 • OFFICIAL NEWSPAPER OF THE HOPI TRIBE • NEWS SOURCE FOR THE HOPI PEOPLE~

Hopi High School Holds 35th Commencement Exercise for the Class of 2022



Hopi High School Graduating Class of 2022 Photo Caption: Hopi High School Graduating Class of 2022 Photo Courtesy: Issaiah Dacawyma, Firetopography

Hopi Day School
Book Club
Continues...

PG 11

Hopi Head Start
provides list of
promoting class
of 2022

PG.3

COLUMN Page 15

LARRY'S CORNER

Is there still hope after this?

Read more about it

COMMUNITY Page 6

Nominations Open for HEEF
Board Membership



Hopi Tutuveni Free

The seeds of racism and hate hurt us all

-More on pg. 22

HOPI TUTUVENI
PO BOX 123
KYKOTSMOVI, AZ 86039
1110-01600-7460

ADDRESS SERVICE REQUESTED

Hopi High School Graduation pictures

Graduating Class of 2022

** Valedictorian * Salutatorian Δ Top 10 graduates

Brooklyn Kendell Allison	Syriah Liberty Manheimer*
Calvin Antonio Antone	Ashlynn C Manygoats
Carly Belle Antone	Quentin Loren Miguel
Kasey William Austin	Shaianne Lanae Mouva
Devee James Beatty	Brady Namoki**
Karson Leigh Begay	Dustin Nelson
Jazlynn Ann Bell Δ	Laela Sharmayne Nevayaktewa
Quaidin Traven Ben Δ	David Smiley Norris
Fredreen Lynn Billy Δ	Nevin Garren Panana Δ
Maurene Lani Dacawyma	Isaiah Thomas Pashano Δ
Chad Lewis Dann Jr.	Teresse Ivy Pochoema
Brandon Paul Dashee Jr.	Andrew James Quimayousie
Sanaii Macaw Dawasevaya	Desarae Russell
Isaac Joey Denetso	Darryl Gene Sahmea Jr.
Kaya Whitehorse Dukepoo	Kylee Reice Sahneyah
Taylor Renee Elliott Δ	Drevin Sekakuku
Clarissa Jean Hamilton	Savanna Rose Selestewa
Charles Albert Harris	Dion Bam Sewemaenewa
Catherine Laina Humeventewa	Tuvasie Ledymana Shelton Δ
Gerine Mya Juan	Burel Albert Percy Silas
Justin Rey Kootswatewa	Ariel Alexis Takala
Avery Jerrye Kuywaya	Aiyana Marie Talas
Lakota Rose-Lynn Lomakema	Raymond Destin Talayumptewa
Nevaeh Kyan Lomavaya	Curtis Talieje
Kiara Makaela Lomawaima	Jarren Hugh Tenakhongva
Cody Marshall Lomayaktewa	Milson Marley Tessay
Katrese Ann Lomayaktewa	Traiden James Tootsie
Ahmon Cole Lomayestewa	Anthony Darryl Walker
Isaac James Lopez	Ryan Sahneyah Yazzie Δ
Jerret Anthony Lopez	Merwin Alvin Yestewa
Brandie Lorien Mahkewa	Aaliyah Lynn Young



Hopi High School Class of 2022 GATE Students recognized during May 26, 2022 Graduation
Photo Courtesy: Issaiah Dacawyma, Firetopography



Hopi High School Class of 2022 GATE Students recognized during May 26, 2022 Graduation
Photo Courtesy: Issaiah Dacawyma, Firetopography



Hopi High School Graduation pictures



opi High School Senior Class of 2022 move cap tassel from right to left signifying recognition as the newly graduating class of Hopi High Schooll Photo Courtesy: Issaiah Dacawyma, Firetography



Roll Call - Hopi High School Senior Class of 2022 Graduates receive diplomas. Photo Courtesy: Issaiah Dacawyma, Firetography



Hopi High School Class of 2022 Valedictorian Brady Namoki provides speech to fellow Senior Class members. Photo Courtesy: Issaiah Dacawyma, Firetography



Hopi High School Class of 2022 Salutatorian Syriah Liberty Manheimer poses after providing speech to fellow Senior Class members. Photo Courtesy: Issaiah Dacawyma, Firetography

First Mesa Elementary School Promotion

CLASS OF 2022

KAYALE AUSTIN
 KAMAIYA CHAPELLA
 ALAN HUMA, TOP 4
 MARK JOLLEY, TOP 2
 ANGELIA JOSEYESVA, TOP 3
 TYRELL KOINVA, TOP 5
 CLIFFTON LOMAYAKTEWA
 KHRISSEY LOZANO
 DEVIONN MAHLE
 UUTSI'YMA MASAYUMPTWEA, TOP 1
 TYRESE NORRIS
 LAVERNE SIEWEYUMPTWEA
 SENECA STARKS, VALEDICTORIAN
 JASON WALKER
 COLIN WASHINGTON

First Mesa Elementary School SY21-22 6th Grade Promotion Ceremony Held May 20, 2022

Polacca, Ariz. – Friday, May 20, 2022
 First Mesa Elementary School (FMES) held the Promotion Ceremony for the SY21-22 6th Grade students who will be promoting to Junior High School to an audience in the unusually half-filled gym.

Due to Covid-19 protocols still being in place at the school, the ceremony was presented to a limited number of guests, however, that did not dampen the momentous occasion which was enhanced with beautiful red, white and black multi-colored balloons and a beautifully decorated stage with the school mascot, the FMES Indian, displayed throughout the gym.

Alma Siquah, Community School Administrator began the ceremony by welcoming and greeting the guests with positive and uplifting words during the Opening Remarks portion of the ceremony scheduled Agenda.

Siquah also reminded attendees of the importance of their participation in their local Hopi community school and reminded the attentive audience that currently they, as constituents of the newly transitioning Hopi School System, are not being represented on the Hopi Board of Education. She expressed concern for the underrepresentation and emphasized the need for their active participation and interest for the current FMES students and those who will be impacted in the future by the new school system. She encouraged those in attendance to get involved. The Hopi Board of Education currently has two vacant positions for the First Mesa and Keams Canyon Attendance Areas, which it has determined will not be filled before the new system is in place.

Then came the time in the ceremony when Siquah brought the audience's attention to the "FBI" section listed on the Agenda. She explained that at FMES, students who attended the school from Kindergarten through the 6th Grade were graciously

recognized as "Full Blooded Indians" because of their commitment towards attending FMES throughout all their elementary school years. The students who were recognized were as follows: Alan Huma, Tyrell Koinva, Cliffon Lomayaktewa, Devionn Mahle, Tyrese Norris, Seneca Starks and Colin Washington.

Recognition for academic achievements reached by the 6th graders then followed with Seneca Starks being recognized as the Class Valedictorian. Siquah explained that due to the ever changing challenges of having to go virtual and eventually back to in-person learning, in lieu of recognizing a Class Salutatorian, the next Top 5 students who earned academic excellence were named, with those students being: Uutsi'yma Masayumptewa, Mark Jolley, Angelia Jeseyesva Alan Huma and Tyrell Koinva.

Guest Speaker, Kristy Pavatea provided uplifting words of encouragement for the promoting class and connected with them by reminiscing about youthful student days at FMES when the school was previously known as Polacca Day School, located by the spring in central Lower Polacca. Pavatea reminded the students that if she, as a young Hopi-Tewa girl from Polacca, could achieve going on to college, they too could do the same if they so desired to do so.

FMES Board President, Anthony Dukepoo presented the Citizenship Award sponsored by the Hopi Veterans Office to Kamaiya Chapella and Devion Mahle for display of good character and positive citizenship while at FMES. The Star Academic Award was provided by Teacher Marticion to Kayael Austin, as well.

The FMES Promotion was quaint yet very honorable, with attendees expressing gratitude for the pleasant gathering and happy ceremony.



Photo in the classroom is courtesy of Mrs. Ruby Starks, FMES 5th Grade TA From L-R: Angelia Joseyesva, Seneca Starks, Tyrese Norris, Mark Jolley, Uutsi'yma Masayumptewa, Kayael Austin, Tyrell Koinva, Colin Washington, Alan Huma, Kamaiya Chapella, Devionn Mahle, Khrissy Lozano, LaVerne Sieweyumptewa, Jason Walker Not pictured, but promoted: Cliffon Lomayaktewa, Amare Silas

Second Mesa Day School Promotion



Photo Captions: Photos taken of Second Mesa Day School Promotion courtesy of Keannah Speen, SMDS Counseling Tech



Second Mesa Day School Holds 6th Grade Promotion

By: Romalita Laban, Hopi Tutuveni

Second Mesa, Ariz. – May 27, 2022 and on a beautifully warm spring day, Second Mesa Day School (SMDS) presented and honored its 6th Grade Class with a very nice Promotion Ceremony, as could be seen on the live Facebook feed provided for the general public’s viewing.

The most recent 2021-2022 school year has been faced with many challenges posed for all local Hopi community schools, including how ceremonies, such as the Promotion Ceremony could be completed without any dampers on the celebratory events meant to encourage and uplift all students attending the schools.

With creativity and resourceful thinking on the school staff’s part, SMDS Bobcats found a way, via technology, to bring onlookers a little closer. Although, there may have been some technical difficulties during the live Facebook feed, one could see that the staff was onto something new and with a few more adjustments, could prove to be very promising.

One can’t go without giving props to the SMDS staff and administration for stepping up towards doing a wonderful job in preparing for and setting up a gracious display in true Bobcat purple and turquoise blue colors. The SMDS Receptionist was very helpful in ensuring that Hopi Tutuveni received updated information about the ceremony, including reminders that the ceremony was being held with proper Covid-19 protocol requirements, correct spelling of the promoting student names and the ceremony agenda. Keannah Speen, Counseling Tech SMDS Counselor also provided pictures of the promoting SMDS 6th Graders to Hopi Tutuveni.

Throughout the day SMDS parents, family and friends were posting about their pride and joy and sharing pictures via Facebook profiles. Some even shared comments and emoticons representing pride, joy and of course the happy tears that go along with witnessing their elementary students make a positive and celebratory transition towards junior high

school.

Hopi Tutuveni wishes the 2022 Promoting Second Mesa Day School Class of Bobcats a smooth and happy transition into junior high school and future endeavors, as well. And to the SMDS Administration and Staff, we send positives and gratitude for supporting all the SMDS students throughout the SY2021-2022, go SMDS Bobcats!

Second Mesa Day School

Promoting Class of 2022

- Abeita, Kaiya L.
- Aguilar, Chloe R.
- Armstrong, Rayna F.
- Benally, Bailey R.
- Coochise, Larena M.
- Franco, Taden L.
- Honyaktewa, Kailey K.
- James, Eli W.
- Keevama, Liam F.
- Kewanvoyouma, Jarral S.
- Kewanyama, Abreyon S.
- Kuwunvana, Leighton K.
- Lomatewama, Adric R.
- Lomayestewa, Jaron A.
- Lomayestewa, Rainee D.
- Lomayestewa, Yoynuftu B.
- Natera-Machado, Ava L.
- Nutumya, Nicholas W.
- Paxson, Emily S.
- Poola, Ky L.
- Sakeva, Gerrard N.
- Saufkie, Paavenqa M.
- Sekayumptewa, Mariah J.
- Selestewa, Justice R.
- Sidney, Brooklyn P.
- Solis, Darryl A.
- Soohafyah, Sekawuunu E.
- Soto, Xitlali M.
- Tenakhongva, Angel R.
- Tewa, Amarrah R.
- Tootsie, Jayvin S.
- Wendelschafer, Gabriel R.
- Zeena, Kwamana O.
- Zeena, Nicole V.

Congratulations!

Nominations Open for HEEF Board Membership

FOR IMMEDIATE RELEASE
Submitted by: LuAnn Leonard, HEEF
Executive Director

Kykotsmovi, Ariz. – May 16, 2022, Interested in using your skills to help provide educational opportunities for the Hopi people? The Hopi Education Endowment Fund (HEEF) has opened the 2022 Board Member Nominations and is seeking individuals who have the skills, knowledge, motivation and time to join the HEEF Board.

The process for electing Board members is a multi-step process which begins with nominations. Only adult Hopi Tribal members or current HEEF Board members can make a nomination or nominate him/herself. If you would like to submit a nomination, please go to the following link and share information on your nominee: <https://www.surveymonkey.com/r/7JZ9DC5>

Nominating Committee Chairperson Aaron Secakuku stated that “The HEEF Board is a working board therefore members serve on Committees designed to enhance the HEEF efforts in fund raising, oversight of investments, implementation of programs and marketing. Members gain a sense of great pride knowing that

their work will help to secure the future of the Hopi people.” Nominations close at 5:00 p.m. on Thursday, June 23, 2022.

Members come from all walks of life and reside locally on-reservation to across the United States. Board members have a common desire to contribute their skills to enhance the fundraising and operational efforts of the organization. To learn more about HEEF, we encourage you to go to the website at www.hopieducationfund.org and/or participate in a HEEF Board Information Session on June 7th from 6:00 p.m. – 7:00 p.m. at the HEEF office located on the campus of the Peace Academic Center in Kykotsmovi, Ariz. During the information session you will learn about Board Service from HEEF staff and Members.

HEEF is a non-profit organization with a mission to grow and protect financial resources to provide Hopi Tribally enrolled members an opportunity to pursue their educational endeavors to assure the future of Hopi sinom (people). Since its inception HEEF has supported Hopi students, communities, and programs with a focus on education. For more information call LuAnn Leonard, Executive Director at 928-734-2275.

PAID PUBLIC SERVICE ANNOUNCEMENT

ATTENTION LIVESTOCK OWNERS

Grazing applications for Hopi Partitioned Lands are now being accepted by the Office Range Management.

Please contact the Office of Range Management/Land Operations-HPL office at 928-386-1244 or 928-613-5302 to make arrangements to pick up applications or for more information.

All applications are due by June 15, 2022 at 5:00 p.m.

The Office of Range Management/Land Operations-HPL programs will be moving back to the Honahni building during the week of June 6, 2022.

AVAILABLE ANIMALS UNITS FOR HPL RANGE UNITS

Range Unit	Available Animal Units
251	176.3
252	118.02
255	300.7
256	169.2
257	176.3
258	44.02
259	146.7
260	54.1
261	48.58
262	41.98
263	95.04
351	86.12
451	39.42
551	227.64
552	134.54
553	90.12
554	63.35
558	63.49
551	76.99
562	130.7
563	118.94
564	8.98
565	96.33
567	78.2
568	77.77
569	40.98
570	73.18
571	62.86
572	57.35

Contact 928-386-1244 or 928-613-5302 to make arrangements to pick up applications.

Applications are due June 15, 2022 at 5:00 p.m., by MAIL ONLY.

Want to Advertise with the
Hopi Tutuveni?

YOUR BUSINESS NAME HERE

Are you confused on how to advertise in the local newspaper? The Hopi Tutuveni can help you. With our friendly staff to help you with your advertisement, advertising is now made Easy!

Call or email today.

Hopi Law Enforcement Services April 2022 Report

FOR IMMEDIATE RELEASE

Submitted by: LaVaun Dyer, Police Administrator

Kykotsmovi, Ariz. – May 23, 2022, Hopi Law Enforcement Services (HLES) provides this report as a service to the citizens of the Hopi Reservation. HLES reserves the right to restrict the release of certain reports, which may not be available or are currently under investigation. During the month of April 2022, Hopi Law Enforcement Services responded to a total of 830 calls for service.

Accidents = 9	Suicidal Ideations = 1
Information = 12	Drugs = 6
Agency Assist = 15	Suspicious Person/Circum. =28
Juvenile Problem = 5	Elderly Abuse = 1
Alarm = 7	Theft – Automobile = 1
Medical Calls = 54	Event Activity = 2
Alcohol Offenses = 73	Theft/Fraud = 5
Noise Disturbance = 3	Fight/DV = 14
Animal/Livestock Calls = 56	Traffic Offenses = 90
Property Damage/Vandalism = 7	Fire/Controlled Burns = 16
Assault = 11	Threatening = 2
Reckless Driving = 17	Follow Up Investigations = 3
Attempt to Locate/Missing Persons = 7	Wanted Person = 2
Removal/Unwanted Person = 15	Harassment = 5
Breaking & Entering = 13	Weapons Offense = 1
Sex Offenses = 3	Welfare/Property/Security Checks = 278
Child Abuse = 7	DRUGS SEIZED:17.52 total grams Marijuana
Sex Offender Registration = 14	4.155 total grams Methamphetamine
Civil Disputes/Citizens Assist = 24	0.93 total grams Fentanyl
Shooting = 1	788.52 total ounces Alcohol
Department of Natural Res. Calls = 9	CASH SEIZED: \$130.00
Stabbing = 1	FIREARMS SEIZED: 1
Disorderly Conduct = 12	

TOTAL ARRESTS: 51 (45 booked and 6 cited and released/charges filed)

DISCLAIMER: An arrest is not an indication of guilt, all parties are innocent until proven guilty in a court of law. Initial charges can be reduced or dropped at the discretion of the Hopi Tribal Prosecutor Office.

Hopi Law Enforcement Services can be reached at 928-734-7340 for emergency calls for service. For HLES Administration, Records requests or non-emergencies call 928-734-7344.

Correction: May 18th issue cover page, *Harriet Honhongva- Stealla Retires after 35 years...* Should be *Harriet Honhongva-Setalla Retires after 35 years...*



June is National “Post Traumatic Stress Disorder (PTSD) Awareness Month”

FOR IMMEDIATE RELEASE

Submitted by: Bernadean Kachinhongva, HSAPC Mentor

Kykotsmovi, AZ - May 25, 2022, June is National “Post Traumatic Stress Disorder (PTSD) Awareness Month”. The HOPI Substance Abuse Prevention Center (HSAPC) would like to inform the community of PTSD, and to raise public awareness about the issues related. This may also help to reduce the stigma and possibly help those suffering from PTSD to receive proper treatment. HSPAC also recognizes the link between PTSD and substance abuse.

PTSD was made aware after a combat veteran took his life. It was later understood he had suffered from PTSD due to his military service background. PTSD was first observed on June 27, on the veteran’s birthday. In 2014, the senate designated the full month of June for “National Post-Traumatic Stress Disorder Awareness Month” (S.Res.481).

PTSD is a disorder that develops in some people who have experienced a shocking, scary, or dangerous event. People who have PTSD may feel stressed, anxiety or frightened, even when they’re not in danger. PTSD feels different to each individual and an experience may not be traumatic for another. There’s a clear link between substance use disorder and PTSD. A 2018 survey showed that about 20.3% million individuals, age 12 or older, struggle with substance use. According to the survey, approximately 70% of adults in the United States have had at least one traumatic experience in their lifetime. Trauma is a high risk factor in almost all substance use disorders. Children and teens can also experience PTSD. They can have extreme reactions to trauma. Some examples of PTSD in children (under the age of 6 years old) are wetting the bed (after being potty trained), forgetting how/unable to talk or having a hard time talking, acting out experience while playing, and becoming unusually clingy to someone they feel is safe. Older children and teens are more likely to show signs similar to adults. They may also develop disrespectful, disruptive and destructive behaviors, feeling a sense of guilt and/or revenge.

Reflecting on the history of Hopi life, we have endured traumatic events throughout many generations. When we begin to work on healing from the experiences we can help lessen the impact of PTSD on our community. In many cases, PTSD is treatable. Treatment can include prescribed medications, talk therapy, coping strategies, eye movement desensitization and reprocessing (EMDR).

As a grant recipient of the Arizona’s Governor’s Office of Youth, Faith, and Family’s - Trauma Informed Substance Abuse Prevention Program (funds provided through SAMHSA), the HSAPC staff receive trauma informed care training and utilize strategies in our services. HSAPC mentors notice a connection between substance use and traumatic experience. Mentors help individuals work through their healing journey to cope without using substances. “We believe in honoring ourselves by living an honest, sober, balanced life”. Healing begins with you!! Be patient with yourself as you begin to heal.

We encourage all to take the steps to heal. If you think you might have symptoms of PTSD, reach out to the Hopi Behavioral Health Services by calling 928-737-6300. If you would like HSAPC services call 928-734-0300.





KEAMS CANYON ELEMENTARY SCHOOL

PO BOX 397 • KEAMS CANYON, AZ 86034

PHONE: 928.738.2385 FAX: 928.738.5519

WEBSITE: kceseagles.org

"HOME OF THE EAGLES"

ADMINISTRATIVE POSITIONS

POSITION TITLE	CONTRACT	SCHOOL YEAR	CLOSING DATE
CSA/Principal *\$2,500 Sign-on	12 Month	SY 2022-2023	June 3rd
Facilities Manager *\$2,500 Sign-on	12 Month	CURRENT	OUF

CERTIFIED POSITIONS

POSITION TITLE	CONTRACT	SCHOOL YEAR	CLOSING DATE
General Education Teacher *\$2,500 Sign-on	10 Month	SY 2022-2023	June 3rd
Substitute Teacher	On-Call	SY 2022-2023	OUF

CLASSIFIED POSITIONS

POSITION TITLE	CONTRACT	SCHOOL YEAR	CLOSING DATE
ESS Administrative Assistant: Part-Time	10 Month	SY 2022-2023	OUF
PE Technician: Part-Time	10 Months	CURRENT	OUF

IF INTERESTED PLEASE SUBMIT THE FOLLOWING:

- Application - Online access: kceseagles.net
- Resume
- Letter of interest
- Copy of current degree(s), certificate(s), teaching license(s)
- Official Transcripts will be required upon hiring
- Copy of Certificate of Indian Blood (If Applicable)
- AZ DPS Fingerprint Clearance Card (IVP Card)
- First Aid/CPR
- Valid Driver's License

FULL -TIME EMPLOYMENT BENEFITS

Medical, Dental, Vision, Life Insurance and 401K retirement plan

MORE INFORMATION

Jarrahllyn Begaye, Human Resources • jbegaye@kceseagles.org • 928.738.2385 Ext.2312

In accordance to P.L. 101-630, P.L. 101-647 & 25 CFR 63, all applicants are required to complete and pass a criminal background check and character investigation (includes education, employment and reference verification) prior to hiring which includes a favorable local jurisdiction, federal and state/county background check

Posted 05/16/2022

PUBLIC SERVICE ANNOUNCEMENT

The Hopi Family Assistance Program is in receipt of Pandemic Emergency Funds to provide a one-time monetary assistance to the Hopi/Tewa families with children who are in need. This one-time assistance is to assist with specific crisis situations or episodes that occurred as a result of the COVID-19 pandemic.

Therefore, invite eligible Hopi Enrolled families with children who reside within the Service Delivery Area of the Hopi Reservation, and the trusted lands located in Winslow, AZ and the Hopi Partitioned Lands (HPL) to apply.

Eligibility criteria:

- Applicant must reside within the boundaries of the Hopi Reservation
- Family with children in the home
- Applicant must fall within the 250% income poverty threshold
- Crisis must have been due to the COVID-19 pandemic
- Valid State issued ID or Driver's License
- Verification of Hopi enrollment
- Court Order or Relative Placement Order from Social Service
- School Verification of children on the reservation or students who are in a boarding school in Winslow, Flagstaff or a BIE Boarding School.
- Notice of Delinquent bills (shut off notices, etc.)
- Notice of Personnel Action (termination, layoff or reduction in hours)
- Self-declaration for self-employment/statement identifying needs and;
- Documentation of any other type of income received from other entities.

Funds are limited and on a first-come-first-serve basis. Approval and processing of payments will take approximately 45 days.

Questions may be directed to the Hopi Family Assistance Program at (928) 734-2202 Option #3.

Hopi Tutuveni wants your AD's
Call or email us to get a quote TODAY!

928-734-3283 or
rlaban@hopi.nsn.us

Want to subscribe to the Hopi Tutuveni?
Subscription is easy, call or cut this form out and mail back to our office

Name: _____

Address: _____

Phone: _____

Send check or money order with this form to:
The Hopi Tutuveni
PO BOX 123
Kykotsmovi, AZ 86039

or Call with credit card
928-734-3282
to subscribe



Hopi Tutuveni



**HOPI SMALL BUSINESS DIRECTORY
SIGN UP SITES**

Wednesday, June 1, 2022

- 9:00 a.m. – 10:30 a.m. Polacca Circle M
- 11:00 a.m. – 12:30 p.m. Second Mesa Post Office Area
- 1:00 p.m. – 2:30 p.m. Kykotsmovi Cell One Area
- 3:00 p.m. – 4:30 p.m. Hotevilla Store Area

Wednesday, June 15, 2022

- 9:00 a.m. – 10:30 a.m. Polacca Circle M
- 11:00 a.m. – 12:30 p.m. Second Mesa Post Office Area
- 1:00 p.m. – 2:30 p.m. Kykotsmovi Cell One Area
- 3:00 p.m. – 4:30 p.m. Hotevilla Store Area

Wednesday, June 22, 2022

- 10:00 a.m. – 1:00 p.m. Upper Moencopi Honahni Bldg Area

Are you a small business owner or entrepreneur located on the Hopi Reservation?

Sign up to be a part of the 2023 Small Business Directory!

Benefits:

- Have your business listed in the directory. Directory will be distributed to the public.
- Receive a t-shirt and incentive bag.
- Become part of a network of small business owners that receive information and training opportunities to sustain and grow your business.
- Participate in the Annual Small Business Directory Fair to showcase your products or advertise your service.



hopicredit.us



hopirelief.org

For information contact Hopi Credit Association or Hopi Relief at:

☎ 928-738-2205

✉ lisa@hopicredit.us or wendi@hopirelief.org

**HOPI CREDIT
ASSOCIATION**
FOR HOPI, BY HOPI

**WE ARE
HIRING**

Job Position:

✓ **Loan Processor/Collector/
Financial Educator**

- Starting Wage: \$36,670.00/year
- Full time: 40 hours/week
- Benefits:
 - Retirement, Vision, Dental, Medical, Life
- Open until filled

For information contact:

Alissa Charley, Executive Director

Email: lisa@hopicredit.us

Phone: (928) 738-2205

Website: https://hopicredit.us

CAT GOT YOUR TONGUE?

Call **928-734-3283** or
email: **consae@hopi.nsn.us**
for an AD quote



**RENT THIS SPACE IN OUR NEWSPAPER
REACH OUT TO POTENTIAL CUSTOMERS
EMAIL: CONSAE@HOPI.NSN.US
TO RENT THIS SPACE**

OUTDOOR LIVING

Tick Season: An Ounce of Prevention Is Worth a Pound of Cure

(SPM Wire) Summer is here, and nature beckons. The benefits of spending time outside -- from an increase in vitamin D levels to the healing powers of nature -- are common knowledge, and outdoor activities are widely encouraged by various health organizations. But while you're out and about enjoying fresh air, don't forget to take precautions against the possibility of being bitten by a tick.

Ticks are tiny arthropods that live by feeding on the blood of other animals and people. They often transmit a variety of complicated infections that, if untreated, can lead to dire consequences. But you don't have to let these tiny creatures get in the way of your enjoyment of nature. Just

make sure to follow few simple rules before and after your outing:

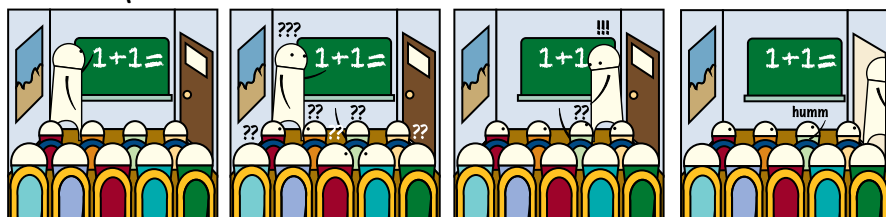
- Treat clothing and gear with products containing permethrin, and your body with EPA-registered insect repellent.

- Cover up if you will be spending time in bushy or wooded areas or wandering through fields of tall grass. Wear long sleeves and tuck your long pants into your socks -- while this look would be frowned upon by the fashion-conscious, it may, literally, save your life!

- Once home, check your clothes and body for ticks, and don't forget some of the not-so-obvious places, like your scalp, belly button and underarms.

Are you into drawing COMICS?

New Perspective - Education



Submit your comics to
consae@hopi.nsn.us
Or

Call 928-734-3283
To find out more information.

Drawing comics is a great way to show your drawing skills and your side of Hopi Humor. If you have the skill and the humor to draw comics for the Hopi Tutuveni

DISCLAIMER: Comics submitted will become property of Hopi Tutuveni. Name of artist will be displayed and not edited when submitted. Hopi Tutuveni has the right to publish submitted comics.

Hopi Tutuveni wants to know how we are doing.

Call or email us to tell us if we are doing a good job. We need your feedback

928-734-3283 or rlaban@hopi.nsn.us

FOOD

Flip Your Sandwich Game Upside Down



(StatePoint) Sandwiches reign supreme as one of America's favorite meals -- 47% of Americans eat a sandwich daily, according to a survey conducted by French's.

However, the same survey finds that consumers' number one pain point on sandwiches is overpowering or unbalanced flavor. If you're among the approximately one-third of people who don't currently add condiments to your sammies, a new lineup of creamier-than-ever spreads from French's may provide the balance you're seeking. Among the new condiments is French's Creamy Yellow Mustard Spread. Pairing well with meat and cheese for a better tasting sandwich, it has the tang of yellow mustard with a smoother finish and a thicker, creamier consistency.

The new line-up of creamier mustards also includes Sweet Applewood and Honey Chipotle, all of which can be used as condiments, whisked into dressings, added to deviled eggs, or stirred into potato, tuna, shrimp or egg salads.

Try the Creamy Yellow Mustard Spread in this Classic Turkey and Swiss recipe, which features hearty sandwich bread piled high with sliced deli turkey, avocado, Swiss cheese and veggies:

Ingredients: (4 Servings)

- 2 tablespoons French's Creamy Yellow Mustard Spread
- 4 slices multigrain sandwich bread
- 8 slices (about 8 ounces) deli-style turkey breast
- 4 slices Swiss cheese
- 1/2 medium avocado, peeled, pitted and sliced
- 1 medium vine-ripe tomato, sliced
- 1/4 cup red onion, cut into thin rings
- 4 leaves green leaf lettuce

Instructions:

1. Spread mustard on one side of each slice of bread.
2. Divide turkey between two slices of bread. Layer each with two slices of cheese. Top with avocado, tomato, red onion and lettuce. Top with remaining bread slices. Secure sandwiches with toothpicks. Cut in half diagonally.

For more recipes and information, visit mccormick.com/frenchs.

If you're looking to add some balance to your sammies poolside, hosting, tailgating, picnicking or just everyday lunching, these new creamy mustard spreads can help put a delicious spin on the classics.

Hopi Public Library Program Announces Participation in the 2022 Summer Reading Program - “Oceans of Possibilities”

Submitted by: Dinah Pongyesva, Library Technician - Hopi Public Library

Kykotsmovi, Ariz. – May 26, 2022, The Hopi Public Library Program Department of Education and Workforce Development announces its participation in the 2022 Summer Reading Program themed, “Oceans of Possibilities.”

The Summer Reading programs began in the 1890s as a way to encourage school children, particularly urban children who are not needing to do farm work, to read during their summer vacation, to use the library and develop the habit of reading (American Library Association.) Today libraries offer the summer reading programs to people of various backgrounds and ages, encouraging the use of the library, and developing a love for reading.

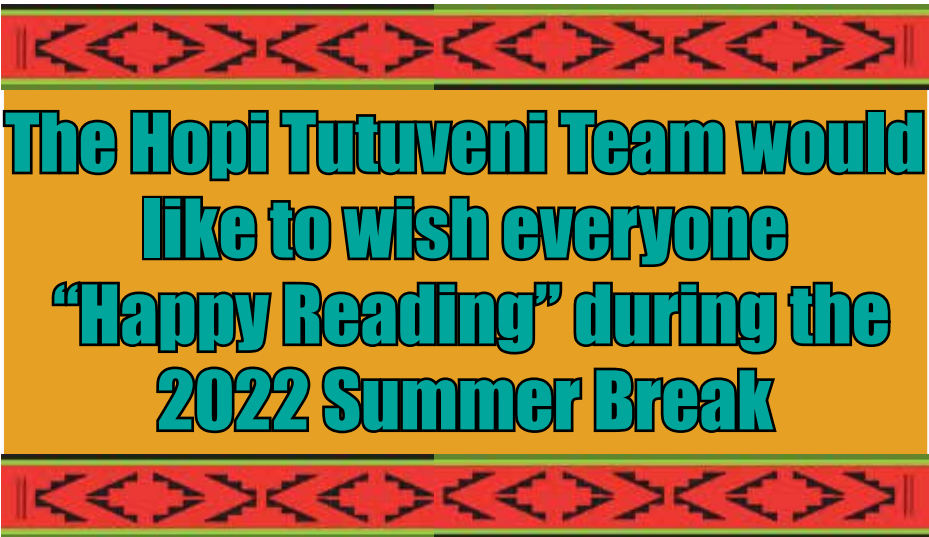
National studies have shown that approximately, one month of learning from the previous year is lost when students do not read during the summer. Therefore, libraries and other community programs offer summer reading programs to encourage reading during the summer by putting books in the hands of children, teens, and adults to build reading skills, prevent summer learning loss, and to prepare for an upcoming successful

school year.

This year, the Hopi Public Library’s Summer Reading Program will allow readers of all ages to explore ocean life, history, geography, beaches, and weather this summer as the Hopi Public Library presents the program with the theme of, “Ocean of Possibilities” during its summer library program. Activities include a reading challenge with prizes, story time, art & craft projects, and science and engineering experiments. The summer reading program activities will take place at the branch library, bookmobile, and the Mobile Computer Lab. All summer reading program activities will be hybrid (limited in person with virtual participation via zoom.)

The 2022 Summer Reading Program is open to all ages, preschoolers through adults. The Program offers reading challenges, prize drawings, story times, and more. Families are invited to join the Read-to-Me portion of the program.

Registration for “Oceans of Possibilities” begins on June 1, 2022. For more information, call the Hopi Public Library office at (928) 734-4500 or (928) 205-8073 or visit our website at: www.navajocountylibraries.org.



Hopi Day School Book Club - Reading Efficiency Opportunities for Hopi Youth during 2022 Summer Break

By: Deborah Secakuku-Baker and Hopi Tutuveni

Kykotsmovi, Ariz. – May 26, 2022 Hopi Day School (HDS) Parent Liaison, Deborah Secakuku-Baker has informed Hopi Tutuveni that the Hopi Day School Book Club will be continued during the school’s 2022 Summer Break, as a measure of enhancing reading proficiency for Hopi Day School students and parents, as well.

Secakuku-Baker has announced the June Monthly Reading Guest will be April Pavinyama who has chosen to read “The Berenstain Bears Go to Camp” by Stan and Jane Berenstain. Pavinyama has provided the following introduction and message for interested participants:

Loloma, Nu Kootawlmana Yan Hopi Matsiwa. Nu Taawawungwa. Nu Kykotsmovi ep kiita.



Hello - My name is April Pavinyama, I am from the village of Kykotsmovi and belong to the sun clan.

I attended Hopi Day School from 1998 - 2005. Go Hawks! I graduated in 2009 from White Cone High school, but my most recent accomplishment is graduating the spring of 2022 from Coconino Community College. I am also a former 2011-2012 Miss Hopi.

It will be an honor to be the June Guest Reader as I share the story of Berenstain Bears Summer fun, a three in one story book. I will read “The Berenstain Bears Go to Camp” by Stan and Jan Berenstain.

The story shares the fun and excitement of brother and sister bear as they learn to explore the joys of summer camp by stepping out of their comfort zone, make new friends and embark on new things that summer camp has to offer.

Growing up I enjoyed all sorts of camps but my most favorite was running camp. I got to go with friends and community members to a camp geared toward motivating young children to try various trails and improve on running techniques, as running is a popular sport on the Hopi Reservation.

Secakuku-Baker also announced that she has invited Dinah Pongyesva, Library Technician - Hopi Public Library to be the July Reading Guest.

Questions about the Hopi Day School Book Club may be directed to Deborah Secakuku-Baker, Hopi Day School (HDS) Parent Liaison at: 928-734-2467



Hopi Tribe Department of Health and Human Services Covid-19 Emergency Response May 26, 2022 Report

KYKOTSMOVI, AZ –May 12, 2022 This data is updated on the Hopi Tribe’s website “COVID-19 Response and Resources” page.

Hopi Health Care Center – Community COVID-19 Testing & Vaccination Information

COVID-19 vaccines are available in the afternoons on Mondays and Wednesdays for the month of March for those 5 years and older. To schedule an appointment call (928) 737-6148 or 737-6081. Appointments are required. For questions about COVID-19 vaccines please call (928) 737-6198 or 737-6197.

COVID-19 Testing Drive-up Testing schedule: Monday, Wednesday & Friday from 8:15–9:30 AM. Enter at the west entrance & drive around back. Mask must be worn by everyone in your vehicle. Please stay in your vehicle at all times. To schedule for testing or for more information please call (928) 737-6187 or 6233.

A COVID-19 Hotline has been created by the Hopi Health Care Center to assist with all COVID-19 related questions and service requests. The hotline is open Monday–Friday from 8 AM–5 PM. To contact the COVID-19 hotline please call (928) 737-6187.

TUBA CITY REGIONAL HEALTH CARE CORPORATION (TCRHCC) – COMMUNITY COVID-19 TESTING & VACCINATION INFORMATION:

To all Moenkopi residents: Testing, and now vaccinations, at TCRHCC are being held at the outdoor tent Monday – Friday from 8:00 AM – 4:00 PM Daylight Savings Time. Rapid and CEPHEID tests can take approximately 3 hours. Send out tests can take 2-3 days. The address for Tuba City Regional Health Care Corporation is 167 N. Main Street, Tuba City, AZ. For more information regarding Tuba City Regional Health Care Corporation’s COVID-19 vaccination clinic and testing, please call 1-866-976-5941. TCRHCC now has at-home COVID-19 test kits available for the community. To request a test kit please go through the drive up tent from 8:00 AM – 4:00 PM Daylight Savings Time or go to the pharmacy drive up window after hours.

FREE AT-HOME COVID-19 TESTS:

You can now order free at-home COVID-19 tests from the U.S. government at covidtests.gov by calling 1-800-232-0233 (TTY 1-888-720-7489). Only 4 tests come in an order and only two orders per household. Orders will usually ship in 7-12 days. Please do not wait to order your tests when you have been exposed or become symptomatic as the tests will not arrive in enough time for you to be tested. So please order them now so that you and your loved ones can be prepared. Households that did not place their first order of test kits, can now place their first AND second order. They must complete the ordering process above two (2) times to place both a first and second order (for a total of 8 test kits).

FREE N-95 MASKS

The CDC now has a resource on their website where you can see a list of local pharmacies that have free N-95 masks by using your zip code. Click here or call 1-800-232-0233 (TTY 1-888-720-7489).

QUARANTINE AND ISOLATION CALCULATOR:

The CDC now has a Quarantine and Isolation calculator that helps determine how long you need to isolate or quarantine.

(TABLE ON PG 5)

“CDC is recommending that moderately or severely immunocompromised 5–11-year-olds receive an additional primary dose of vaccine 28 days after their second shot.” Remember that the only vaccine that 5-17 year olds are eligible for is Pfizer.

SOURCE: Different COVID-19 Vaccines – Centers for Disease Control and Prevention SYMPTOMS, QUARANTINE, AND ISOLATION:

Watch for Symptoms - people with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus and can range from mild to severe. The following are COVID-19 symptoms that people may experience:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches

- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.”

Currently, the local health department and HHCC are implement the previously recommended CDC guidelines which is a 10 day isolation for those who test positive and a 14 day quarantine for those exposed to an infected individual.

(GLOSSARY ON PG. 5)

Be aware that when someone tests positive they became contagious 2 days before they developed symptoms, or if they are not experiencing symptoms 2 days before they tested positive not the day they received their results. If someone was less than 6 feet away from a potential positive case for a cumulative total of 15 minutes or more over a 24 hour period they would be considered a close contact regardless of whether or not both parties were wearing masks. For example, Molly was within 6 feet of Craig on Thursday night for 10 minutes and on Friday morning for 5 minutes. Craig developed symptoms Saturday evening, was tested for COVID on Monday, and received their results on Wednesday. Because Molly was within 6 feet of Craig for a total of 15 minutes over a 24 hour period within the 2 day timeframe she is now considered to be a close contact. If you have been identified as a close contact you may or may not need to quarantine depending on your vaccination status.

If an unvaccinated individual that is not positive is having to take care of someone that is infected, they will need to quarantine for 14 days beginning on the infected person’s 10th day of isolation, with that day being Day 0 and the following day being Day 1. That means the caregiver could potentially be out of work for 24 days. If a vaccinated person that is not positive is having to take care of someone that is infected, they will not have to quarantine but will need to get tested 5 days from the 10th day of the infected person’s isolation. If a vaccinated person develops symptoms while caring for an infected person they will need to get tested as soon as possible and remain at home until they receive their results.

Re-testing of COVID-19 Positive Employees. Per guidance and alignment with HHCC, CDC, state and local health departments, and OSHA workplace guidance for COVID-19 re-testing of positive or suspected COVID-19 employees before they return to work, nor providing letters to go back to work is not recommended.

The recommended reason for not re-testing is an individual may continue to test positive on a viral test long after they are recovered from COVID-19. These dead viral particles will turn viral tests positive even though they cannot cause disease in others. The Hopi Health Care Center strongly encourages employers to use the CDC’s symptom and criteria below even if they continue to test positive. Once they meet the three criteria, they are no longer considered infectious to others. However, if the employee was severely ill (hospitalized) or in immunocompromised, plead advise them to visit their primary care provide before returning to work.

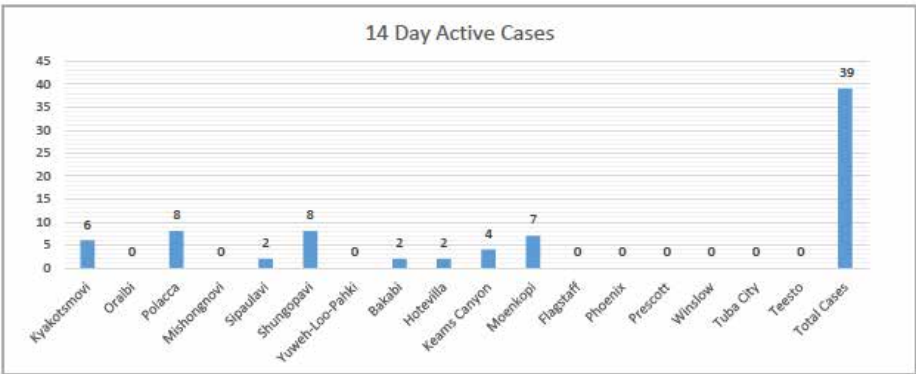
The “checklist” below has been updated as of the most recent COVID-19 guidelines from the CDC and will be used by employers to determine when an employee with confirmed COVID-19 may return to work safely. For additional questions, please call the Hopi Health Care Center COVID-19 hotline (928) 737-6188.

- ☐ It’s been at last ten days since I first had symptoms or received my positive diagnosis if I’ve not had symptoms (please note date of first symptoms: _____)
- ☐ Overall my symptoms have improved and I am feeling better.
- ☐ It’s been at least 72 hours since I last had a fever without using fever-reducing medicine.

If you checked all three boxes, you are no longer a considered at risk to infect others and can go back to work!

Hopi Tribe Department of Health and Human Services Covid-19 Emergency Response May 26, 2022 Report, Cont.

VILLAGE	POPULATION ESTIMATE	NUMBER VACCINATED *	PERCENT OF POPULATION VACCINATED	VACCINE RANKING (HIGHEST = 1)
Bakabi	364	259	71.15%	6
Hotevilla	830	693	83.49%	3
Kyakotsmovi	552	672	121.74%	1
Mishongnovi	731	392	53.63%	9
Moenkopi	1,191	859	72.12%	5
Oraibi	159	166	104.40%	2
Shungopavi	1,290	836	64.81%	8
Sipaulavi	400	261	65.25%	7
Polacca	2,005	1,489	74.26%	4
Total	7,522**	5,627	74.81%	



	Age Eligibility	Primary Series	Booster Dose
Pfizer	5+ years old	2 doses given 21 days apart	Everyone ages 18 years and older should get a booster dose of either Pfizer or Moderna (COVID-19 vaccines) at least 5 months after the last dose in their primary series. Teens 16-17 years old may get a Pfizer COVID-19 Vaccine booster at least 5 months after after the last dose in their primary series.
Moderna	18+ years old	2 doses given 28 days apart	Everyone ages 18 years and older should get a booster dose of either Pfizer or Moderna (COVID-19 vaccines) at least 6 months after the last dose in their primary series.
Johnson & Johnson	18+ years old	1 dose	Everyone ages 18 years and older should get a booster dose of either Pfizer or Moderna (mRNA COVID-19 vaccines) at least 2 months after the first dose of J&J/Janssen COVID-19 vaccine.

AS OF MAY 25, 2022				
	U.S.	Arizona	Navajo County	Coconino County
Cases	83,590,446	2,049,627	38,649	44,504
Deaths	1,000,984	30,299	910	478
Vaccination (Total Pop. w/ At Least 1 Dose)	77.8%	71.2%	51.0%	64.0%
Vaccination (Eligible Pop. w/ At Least 1 Dose)	82.7%	75.7%	54.8%	68.7%

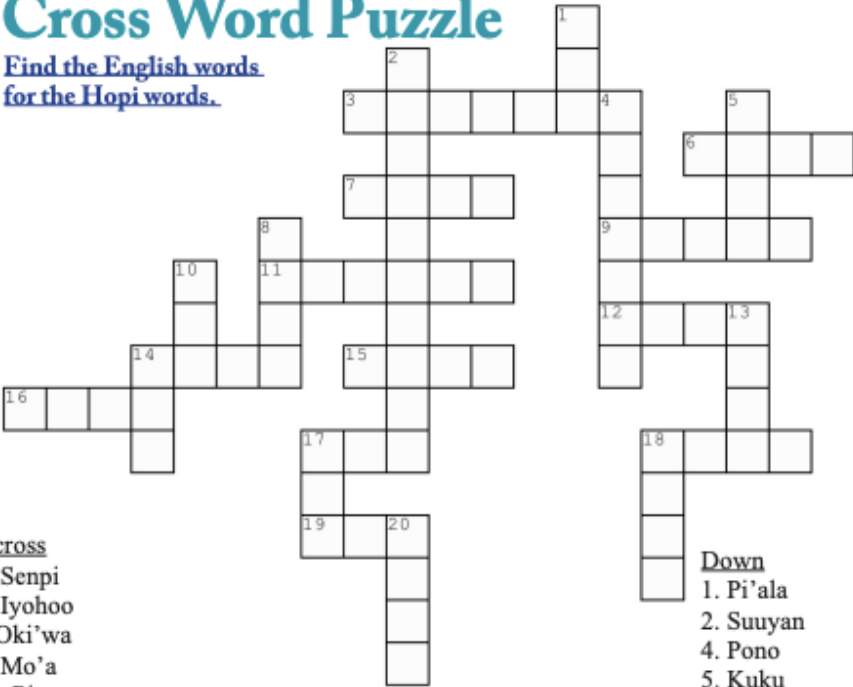
	COVID-19 Positives Last 14-Days	COVID-19 Positives Cumulative Total	Most Recent Case
Kyakotsmovi	6	307	May 23, 2022
Oraibi	0	37	February 28, 2022
Polacca (Walpi-Shitchumovi-Tewa)	8	639	May 24, 2022
Mishongnovi	0	198	April 26, 2022
Sipaulavi	2	115	May 24, 2022
Shungopavi	8	407	May 23, 2022
Yuweh-Loo-Pahki	0	12	January 13, 2021
Bakabi	2	103	May 25, 2022
Hotevilla	2	334	May 20, 2022
Keams Canyon	4	216	May 25, 2022
Moenkopi	7	312	May 19, 2022
Flagstaff	0	6	March 29, 2022
Phoenix	0	6	May 4, 2022
Prescott	0	1	July 20, 2020
Winslow	0	12	December 6, 2021
Tuba City	0	4	May 10, 2022
Teesto	0	2	October 7, 2021
TOTAL	39	2711	

GLOSSARY	
Close Contact	Someone who was less than 6 feet away from an infected person (laboratory-confirmed or a clinical diagnosis) for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes). An infected person can spread COVID starting 2 days before they have any symptoms (or, for asymptomatic people, 2 days before the date the positive test was taken).
Contact Tracing	The process of identifying individuals that are considered close contacts to an infected person.
Isolation	The procedure that individuals follow when they have received positive results. Isolation guidelines are if an individual test positive and is experiencing symptoms their 10 day isolation period will start the first day they developed symptoms. If an individual is not experiencing symptoms then their 10 day isolation starts the day they got tested, not the day they received their results. The day they were tested will be Day 0 and the following day will be Day 1. The first day an individual develops symptoms is considered Day 0. The following day will start Day 1.
Quarantine	The procedure that individuals follow when they have come in contact with someone who tested positive. Unvaccinated individuals, regardless of whether they are experiencing symptoms or not, need to quarantine for 14 days from the last day they were in contact with the infected person. As a reminder, the day an individual was in contact with an infected person is Day 0 and the day after will start Day 1. If an individual not experiencing symptoms that received negative results begins to experience symptoms after they received their results, they will need to get tested again. Vaccinated individuals do not need to quarantine if they are identified as a close contact UNLESS you are experiencing symptoms. Regardless if you end up having to quarantine vaccinated individuals need to get tested. For individuals that are experiencing symptoms and are vaccinated, they need to get tested as soon as possible and remain at home until they receive their results. For individuals that are NOT experiencing symptoms and are vaccinated, it is suggested that you wait 5 days from the last contact with the infected person to get tested.



Cross Word Puzzle

Find the English words
for the Hopi words.



Across

- 3. Senpi
- 6. Iyohoo
- 7.Oki'wa
- 9. Mo'a
- 11. Pitu
- 12. Oyi
- 14. Yori
- 15. Kwapi
- 16. Taywa
- 17. Tuwanta
- 18. Hisat
- 19. Naqv'u

Down

- 1. Pi'ala
- 2. Suuyan
- 4. Pono
- 5. Kuku
- 8. Ho'ota
- 10. Hakiy
- 13. Yaqa
- 14. Hokya
- 17. Kuvosi
- 18. Haaki
- 20. Tsungu

Answers in next issue

Answers for May 18

Across

1. BearPaw, 2. Ladder, 4. Head, 8. Language, 9. Plaza, 10. Hip, 12. Lightning, 14. Brother, 15. Draw, 16. Sand

Down

1. Bullfrog, 3. Bearstrap, 4. Hear, 5. A lot, 6. Haircut, 7. Children, 11. Finger, 13. Worm, 15. Dance
Call 928-734-3283 for hints or answers

Are you into drawing

COMICS?

Submit your comics to
consae@hopi.nsn.us
Or

Call 928-734-3283
To find out more

Drawing comics is a great way to show your drawing skills and your side of Hopi Humor. If you have the skill and the humor to draw comics for the Hopi Tutuveni
DISCLAIMER: Comics submitted will become property of Hopi Tutuveni. Name of artist will be displayed and not edited when submitted. Hopi Tutuveni has the right to publish submitted comics.

PUZZLES AND GAMES

K Y E S M I S M U Y A W A G N A S T
A W F T U M A L A Y A B D Z T I I U
N I U J U T P A L A Q N X O K J V T
S I N S P J P C R U A P M I T K A U
U K A D I L T O V N W O K N U H Q Q
L I Y F T V M A I D I I N W U F O A
M Y T I A A A P U Y S G G I Q A P Y
O M A Y N S W V U T T F A S A Y Q I
N A N O A P O V A U O A H T Y I O W
G W U H K O A I K K H J U P T I T A
W K T O T A K A L O G O T U A H R Y
I O P T S U Q P I P K A S T N I H U
T U W I Y T A B I N I W A N P H A M
A N X I K A V O N A Q O P Q O L J A
V M U Y T A L A R I K I S T A A N A
U Y B O Q E H I I H I K O Q V O O Y
N H O P I I Q A T S I N O S A U P K

HOPI WORDS

Tuwi'ya - Able (skillful)

Yuki'at - Accomplishment

Tukopna - Accuse

Hintsakpi - Activity

Pu'ason - Afterward

Qe'ti - Back out of

Novaki - Bakery

Tuptsiwini - Belief

Kwusiva - Bring

Pàato - Burst

Pitanakts - Cap/Hat

Sikiki - Car (Auto)

Kansulmongwi - Chair-

man Namora - Choice

Iyoho'ti - Cold (Weather)

Kyesmismuyaw - Decem-

ber

Pö'i'ya - Debt (Have)

Öqala - Determined

Alöögö - Different

Hötsiwa - Doorway

Hiihiko - Drink

Nan'ip - Each (of two)

Tutuqayiw - Education

Töövü - Ember

Tumal'aya - Employee

Tunatya - Endeavor

Naatsiki - Factionalize

Qöpqö - Fire place

Saavu - Fire wood

Tuuqayta - Fluent

Qalaptu - Get Over (Re-
cover)

Wiiki'yma - Guide (Sin-

gular)

Sivaqöpqö - Heater

Hopiiqatsi - Hopi Way of

Life

Nü'okwa - Kind Hearted

Ngahu - Medicine

Muytala - Moon Light

Tömö - Season (Winter)

Nuvati - Snowed

Nawini - Suggestion

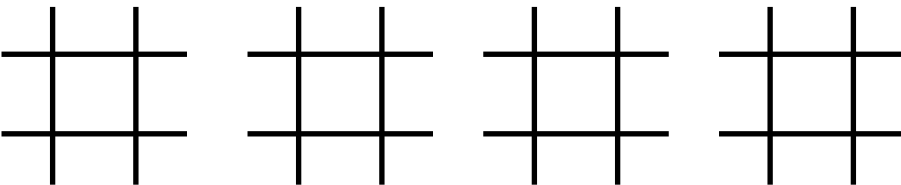
Tsangaw - Thank Good-
ness

Kyaamuya - Winter

(Solstice)

Hihiiyà - Wow!

TICK-TACK-TOE





Larry's Corner

Is there still hope after this?

When I was a young mush head kitten, I didn't have a phone or a tablet. I didn't have Facebook or YouTube or anything fancy we have today. I played with kitchen spoons and trash bags, but So'oh would always get mad at me for taking her spoons out and wasting her trash bags.

So, in this world we live in today, we have the technology to make our lives so much easier. To make it seem like we are working harder and working more with technology, but when you look at it, it sets us back and makes us dumber at least in my opinion.

So, when I go to the restroom to do my business, I always take my intelligent CatPhone and look at Facebook while I do my thing, and I've been doing that for years.

But back in "the day," I didn't have that; I would count the tiles on the bathroom floor or read the back of the shampoo bottle just for some entertainment while doing my business. It was hard to believe we survived the yesteryears under such conditions.

So, my question to you is, how much is too much technology?

A while back, I was at a Village dance, and at most Village dances, you are required to put away your modern-day life and enjoy the songs and the ritual festivities for two days. But when I enjoyed the songs and what these living deities had to offer, I noticed that youngsters would be

checking on their phones. They would take their phones out of their pockets and check to see if any news was on their phone. I'm sure some of them had their reasons, but most of them didn't seem to be paying attention to what was before them. The modern way of life seems to be taking over our Hopi way of life. I believe in the year 2035, when our elders have passed on, the younger generation will take over, leaving them clueless about what to do in Hopi society.

Yes, technology has made it easier for us to communicate. Still, it also distances us from sharing by making us call or text each other without visiting one another.

When I was just a wee little kitty, visitors like my other family would visit most every day and get the latest news on what happened in the village. I would see men and women walking around the town, going from house to house every day, eating and being merry with one another. I would hear early in the morning that women would be inviting walking villagers to come and eat with them. I would see all the villagers cleaning around their houses in the early spring. They would go to their gardens below and have an excellent old-time "planting, tending, and watering of their little gardens" kind of day. Some women would start singing, and every woman in their garden would begin singing. I would hear the laughter and joy in the village.

Sometimes I wish times would go back to the way it was when singing and laughing were a part of everyday life. Now we don't sing anymore, and we don't laugh anymore. We see death and destruction now and it's becoming apparent that it might be the end of an era.

So, my question to you is, is this how the world will end? Is this how the world will be tomorrow? Where technology is the dominant structure of how Hopi will be?

So, how will it affect our way of life in the future, where children rely on technology only and the way of life is run by the structure of what we call innovative technology?

I will say, my advice to you is to take it easy with your phone or YouTube. We may seem like we are traditional Hopis, where we still do things by the book of Hopi, but are we just relying on modern technology a bit too much to help us be traditional Hopis?

Being traditional might seem like a lost cause because we can never return to the past. We must move forward with our way of life, even if it involves technology. We can't only count on technology though. Only technology should count on us. But then again, I can order something on Amazon.com and it is here at my doorstep within a few days; I like that.

Want to send Larry something? Send to: PO BOX 123, Kykotsmovi, AZ 86039

Want to send Larry email? Send to: meowatlarry@gmail.com

BIRTHDAY/CONGRATS!**HAPPY _____ DAY...**

We offer space for your congratulation!
Call or email TODAY to learn more
Call:
928-734-3283

**Hopi Tutuveni wants to
know how we are doing.**
Call or email us to tell us if we are doing a
good job. We need your feedback
928-734-3283

Announce Here...

We offer available space for any kind
of announcements, call for pricing and
availability *call or email today*
Call:
928-734-3283 or email:
ads@hopi.nsn.us

JOB OPENING

The Native American Disability Law Center (Law Center) is looking for qualified applicants to fill the following positions:

1. **Representative Payee Advocate**
2. **Communications & Outreach Associate**
3. **Social Worker**

Closing Date for each position: Open Until Filled

The Law Center is a private non-profit organization that provides legal services to Native Americans with disabilities living on or near the Navajo and Hopi reservations. The Law Center is committed to ensuring that Native Americans with disabilities have access to justice and are empowered and equal members of their communities.

The Law Center is an equal opportunity/affirmative action employer. Preference is given to qualified Hopi, Navajo and other Native American applicants. Individuals with disabilities are encouraged to apply.

For an application and job description for each position, please call 505-566-5880 or send email to info@natedisabilitylaw.org.

To apply: Please submit cover letter, resume and application to:

Therese E. Yanan
Executive Director
Native American Disability Law Center, Inc.
905 W. Apache Street
Farmington, New Mexico 87401



The Hopi Tribe P.O. Box 123 Kykotsmovi, AZ 86039
Ph: (928) 734-3281 • Ph: (928) 734-3283

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ARTICLES:

The Hopi Tutuveni welcomes original articles reporting on local, state and national news items on issues related to Hopi or of interest to Tutuveni readers. We are especially interested in articles reporting on issues impacting the Hopi community or on events and activities involving members of the Hopi Tribe. Articles should not exceed 750 words and should follow Associated Press (AP) style and formatting. The Managing Editor reserves the right to edit articles for style, length and clarity. If significant editing is required, the Managing Editor will communicate with the author prior to publication.

PRESS RELEASES:

Press releases must be submitted on official letterhead and include the name of the organization, contact person, telephone number and email address. Press releases should not exceed 500 words and submissions may be edited for length and clarity at the discretion of the Managing Editor.

LETTERS TO THE EDITOR:

Letters should not exceed 250 words and must include the name of the author and complete contact information (address, phone number or email address)

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CIRCULATION

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CLOSING DATE: May 6, 2022

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- Three or more years of accounting experience
- Knowledge in standard office procedures
- Ability to perform simple accounting reconciliation

For more information or submit resume, please contact Courtney Erickson at (928)522-8675 or email cerickson@htedc.net

JOB ANNOUNCEMENT

HTEDC is seeking a General Manager for the Hopi Cultural Center.

The GM is responsible for all areas of the property operations as well as the successful coordination and directing of activities within the Hopi Cultural Center.

Selected applicants must have: A professional, positive attitude with employees, co-workers, and general public; Maintain product and service quality standards; and assist employees in maintaining a seamless, positive experience for guests in all aspects of the Hopi Cultural Center.

- Assist in preparing annual budget
- Ensures that HCC is always maintained
- Maintain product and service quality standards
- Demonstrate a proactive and enthusiastic attitude in providing excellent customer service
- Promote teamwork and act as a positive role model
- Ability to communicate and multi-task in a fast-paced environment
- Ability to anticipate and solve problems
- Minimum 5-year knowledge and experience in hospitality management
- Possess a four-year college degree or equivalent experience

For more information, please contact Cindy Smiley at (928) 522-8675 or email csmith@htedc.net

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Hopi Junior High School Promotion Exercise on May 25, 2022



Pictured are the Hopi Jr. High School Class of 2022 Graduates Photo by: Hopi Tutuveni



Pictured are the Hopi Jr. High School Class of 2022 Graduates Photo by: Hopi Tutuveni

Promoting Class

<i>Aguilera, Antonio ★</i>	<i>Kuyvaya, Mihal</i>	<i>Poleahla, Muy-Tahla</i>
<i>Austin, Abayla ★</i>	<i>Lake, Lauren</i>	<i>Polingumpewa, LaDamian</i>
<i>Cellateto, Chrissy</i>	<i>Lamson, Delmar</i>	<i>Russell, Christi</i>
<i>Cruz, Philip</i>	<i>Leslie, Dominic</i>	<i>Sanchez, Camry ★</i>
<i>Dempsey, Iverson</i>	<i>Lomaintewa, Andre ★</i>	<i>Sanchez, Drucilla</i>
<i>Francisco, Kayleigh</i>	<i>Lomavaya, Inyach ★</i>	<i>Saupke, Naomi</i>
<i>Garcia, Nieves</i>	<i>Lomayaktewa, Humevenie</i>	<i>Selina, Jaylynn</i>
<i>George, Kaylee</i>	<i>Lomayestewa, Kallee</i>	<i>Shattuck, Kamea</i>
<i>Gishic, Maliya</i>	<i>Mahkewa, Sean</i>	<i>Silas Mikobol</i>
<i>Hamley, Dawson ★</i>	<i>Maho, Suyma ★</i>	<i>Silas, Suezet</i>
<i>Harvey, Savannah</i>	<i>Mooya, Brandy</i>	<i>Solis, Jordan</i>
<i>Honkongva, Lavena</i>	<i>Naha, Brent</i>	<i>Talashema, Summer</i>
<i>Honie, Alean</i>	<i>Nequatewa, Kevin</i>	<i>Tawahongva, Alani</i>
<i>Honawikvaya, Melelani ★</i>	<i>Nevayaktewa, Kaylyn</i>	<i>Teller, Jaylyn</i>
<i>Huma, Kyleigh ★</i>	<i>Pashano, Josie</i>	<i>Timms, Valencia ★</i>
<i>Hunter, Nanacassia</i>	<i>Paweriemma, James</i>	<i>Wright, Michiga</i>
<i>Johnson, Alexis</i>	<i>Perry, Mason</i>	
<i>Kevenvougoma, Justin</i>	<i>Phillips, Nevach</i>	
<i>Koinva, Caitlin</i>	<i>Poleahla, Chlee</i>	
<i>Kooyaquapewa, Le Ann</i>	<i>Poleahla, LaLaniema</i>	

★ Top Ten Students
AVID



Hopi Junior High School Promotion Exercise on May 25, 2022



Pictured are the recipients of the Hopi Veterans Office Citizenship Award Photo by: Hopi Tutuveni



Hopi Jr. High School Class of 2022 Salutatorian - Miss Akayla Austin pictured with Hopi Vice Chairman Craig Andrews Photo by: Romalita Laban, Hopi Tutuveni

Hopi Head Start Provides List of Promoting Class of 2022

Submitted by: Lynette Shupla, Hopi Head Start Staff Member

Kykotsmovi, Ariz. – May 5, 2022, Hopi Head Start provides the following list of Hopi Head Start students promoting from the 2022 program.

- Ariah Antone
- Zayne Josytewa
- Carley Morez
- Peggy Scott
- Karim Calnimpewa
- Evangeline Nequatewa
- Zoey Yoiwaima
- Ethan Youvella
- Nikki Dennis
- Mikenzi Fernando
- Kyrie Humeyestewa
- Kensley Kootswatewa

- Tailin Poleahla
- Gordon Russell
- Tyrynn Silas
- Lucille Patterson
- Landon Shorthair
- Cayson Tsavadawa
- Tyler Dickson
- Kiera Honanie-Atokuku
- Sadie Attakai
- Milson Kaursgowva
- Cassidy Gaseoma
- Kenneth Honahni
- Taelynn Hongeva
- Karter Smith
- Lanaya Sarracino

Enrollment for the Hopi Head Start SY'2022-2023 is open. For more information call (928) 734-3515/734-3512.

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New Mexico advocates review plan aimed at education deficits

Cedar Attanasio
Associated Press/Report for America

SANTA FE, N.M. — New Mexico's governor has presented a long-awaited plan that would set goals for academic proficiency as the state struggles to resolve a lawsuit by frustrated parents who won a court ruling saying the state is failing to provide an adequate education for the vast majority of its students.

Gov. Michelle Lujan Grisham's proposal released earlier this month is meant to satisfy that 2018 court ruling and ongoing litigation to ensure adequate resources to equip students as they pursue a career or college education.

New Mexico is among a long list of states where parents have turned to the court system to address frustrations with the state budget process and the quality of classroom education.

The public and advocacy groups have until June 17 to comment. The plan is expected to drive immediate reforms by the state Public Education Department, as well as discussion and budget priorities in the Legislature next year. However, critics say it lacks specifics, including detailed funding plans and timelines.

Native American education advocates and tribal leaders put forward their own plan in 2019. Called the "Tribal Remedy Framework," it cites sections of the lawsuit, makes specific recommendations and suggests a specific amount of funding to carry them out.

"While I am hopeful and happy (the Public Education Department) has released its report and are beginning to move on their response, I am still yet perplexed as to why they have yet to publicly embrace the Tribal Remedy Framework," said Rep. Derrick Lente, of Sandia Pueblo. He called the proposed draft "a we know what's best for Native kids approach," and contrasted it to the collaborative plan submitted by tribes and advocates.

Education advocates had expected the governor's proposal to be shared in December, before the January legislative session, but that didn't happen and the state budget was passed in February.

The governor's plan could also be used to determine whether a state court continues to keep watch over spending and initiatives to improve public education.

The court had found that state investments in education, as well as academic outcomes of students, proved that "the vast majority of New Mexico's at-risk children finish each school year without the basic literacy and math skills needed to pursue post-secondary education or a career."

For groups covered in the lawsuit, which constitute around 70% of children in the state, proficiency in reading and math at multiple grade levels was far worse than other students, with around 4% to 15% being proficient, the court found.

Lujan Grisham's draft plan would set academic performance goals that include a 50 percent increase in test scores compared to 2019 numbers for children covered by the lawsuit — including Native Americans, English learners, and students with disabilities. But the education department concedes that it can't currently measure increases.

The administration has changed proficiency tests twice since the 2018 court ruling, limiting the state's ability to argue to a court that improvements have occurred.

The state also didn't test students comprehensively for two consecutive years during the pandemic. It's rolling out a new battery of tests this year.

"When New Mexico's assessment data are finalized and compiled later this summer, the (Public Education Department) will reset that baseline and the targets defined in the draft action plan will be attached to that data," Public Education Department spokeswoman Carolyn Graham said in a statement. "It's also important to note that the draft plan is, indeed, a draft, and we expect to receive valuable feedback."

The draft plan offers no funding suggestions. It does highlight recent increases in education spending approved by the governor, including recent significant teacher salary raises and overall education funding increases. Education now accounts for around 45 percent of the \$8.5 billion general fund budget. Unlike most other states, New Mexico funds schools through the state budget rather than relying on property tax revenues.

The administration also touts tweaks to support specific groups named in the lawsuit, including an overhaul of social studies standards that expands focus on Native

American history and identity. Those changes have been welcomed by education advocates, even those continuing to mount the lawsuit.

Representatives for the plaintiffs in the ongoing lawsuit welcome the draft plan and the opportunity to respond. But they're not satisfied with the level of detail provided by the state.

"It's clear that it still lacks the critical elements we have been asking for on a statewide level: concrete goals, action steps, estimated funding levels, timelines, responsible parties, and estimated staffing needs," Melissa Candelaria, education director with the New Mexico Center on Law and Poverty, said in a statement. "Community input is key but would be much more constructive on a fully fleshed out plan."

The education department had said last year, for example, that the draft would include 90-day benchmarks for shorter-term performance targets. None of that was included in the draft released this month.

"The governor's plans are heavy on platitudes and short on results," said state House Minority Leader Jim Townsend, R-Artesia. He suggested that delays in producing a plan were to benefit Lujan Grisham's reelection campaign.

Education is expected to be a central issue in the gubernatorial race this year.

Lujan Grisham spokeswoman Maddy Hayden said the draft is intended to provide a long-term guide and that more specific details will be added after the public comment period.

The education reforms were developed "collaboratively across many agencies and there is shared understanding and accountability on the part of agencies to get this critical work done," Hayden said.

Lujan Grisham's office declined to comment on future legal plans, such as seeking to dismiss the lawsuit again, as she tried unsuccessfully to do in 2020.

Earlier this year, the Legislature and the governor approved \$500,000 in legal spending related to the case. That's on top of an estimated \$6 million already spent by Lujan Grisham, a Democrat, and her Republican predecessor to fight the lawsuit since 2014.



Learn about conservation – and trust – from Indigenous societies

This article first appeared in The Conversation.

John Ziker

Professor of Anthropology, Boise State University

Twenty-five years ago, when I was a young anthropologist working in northern Siberia, the Indigenous hunters, fishers and trappers I lived with would often stop and solemnly offer something to the tundra. It was usually small, such as coins, buttons or unlit matches. But it was considered essential. Before departing on a hunting or fishing trip, I'd be asked if I had some change in my outer coat. If I didn't, someone would get me some so it was handy. We left other gifts, too, such as fat from wild reindeer to be fed to the fire.

I was intrigued. Why do these things? Their answers were usually along the lines of, "We are the children of the tundra," or "we make these sacrifices so that tundra will give us more animals to hunt next year."

These practices are part of what I and other anthropologists call "traditional ecological knowledge." Beliefs and traditions about the natural world are central in many Indigenous cultures around the world, bringing together what industrialized cultures think of as science, medicine, philosophy and religion.

Many academic studies have debated whether Indigenous economies and societies are more oriented than others toward conservation or ecology. Certainly the idealized stereotypes many people hold about Indigenous groups' being "one with nature" are simplistic and potentially damaging to the groups themselves.

Don't let yourself be misled. Understand issues with help from experts

However, recent studies have underscored that conservationists can learn a lot from TEK about successful resource management. Some experts argue that traditional knowledge needs a role in global climate planning, because it fosters strategies that are "cost-effective, participatory and sustainable."

Part of TEK's success stems from how it fosters trust. This comes in many different forms: trust between community members, between people and nature, and between generations.

Defining TEK

Looking more closely at the components of TEK, the first, "tradition," is something learned from ancestors. It's handed down.

"Ecological" refers to relationships between living organisms and their environment. It comes from the ancient

Greek word for "house," or "dwelling."

Finally, the earliest uses of the term "knowledge" in English refer to acknowledging or owning something, confessing something and sometimes recognizing a person's position or title. These now-obsolete meanings emphasize relationships – an important aspect of knowledge that modern usage often overlooks but that is especially important in the context of tradition and ecology.

Combining these three definitions helps to generate a framework to understand Indigenous TEK: a strategy that encourages deference for ancestral ways of dwelling. It is not necessarily strict "laws" or "doctrine," or simply observation of the environment.

TEK is a way of looking at the world that can help people connect the land they live on, their behavior and the behavior of the people they are connected to. Indigenous land practices are based on generations of careful and insightful observations about the environment and help define and promote "virtuous" behavior in it.

As an American suburbanite living in a remote community in Siberia, I was always learning about what was "proper" or "improper." Numerous times people would tell me that what I or someone else had just done was a "sin" in respect to TEK. When someone's aunt died one year, for example, community members said it happened because their nephew had killed too many wolves the previous winter.

Similarly, after stopping to assess the freshness of some reindeer tracks on the tundra, one hunter told me, "We let these local wild reindeer roam in midwinter so they will return next year and for future generations." Here, TEK spells out the potential environmental impacts of greed – which, in this case, would mean overhunting.

Concepts like these are not isolated to Siberia. Much work has been done examining the parallels among ancestral systems of deference in Siberia, Amazonia, North America and other regions.

Trust and tradition

These examples illustrate how TEK is a set of systems that promote trust through encouraging deference for ancestral ways of dwelling in the world.

Moderation of self-interested behaviors requires such trust. And confidence that the environment will provide – caribou to hunt, say, or ptarmigan birds to trap – depends on the idea that people will treat the environment in a respectful manner.

Previously, I've studied prosociality – behavior that benefits others – in northern Siberian practices of

food-sharing, child care and use of hunting lands.

These aspects of life depend on the idea that the "real" owners of the natural resources are ancestors and that they punish and reward the behaviors of the living. Such ideas are encouraged by elders and leaders, who commend virtuous and prosocial behavior while connecting negative outcomes with selfishness.

Trust is an essential component of reciprocity – exchange for mutual benefit – and prosociality. Without trust, it does not make sense to take risks in our dealings with other people. Without trust we cannot cooperate or behave in nonexploitative ways, such as protecting the environment. This is why it is advantageous for societies to monitor and punish noncooperators.

Put another way, minimizing one's resource use today to make tomorrow better requires trust and mechanisms to enforce it. This is also true in larger social formations, even between nations. Groups must trust that others will not use the resources they themselves have protected or overuse their own resources.

Lessons from TEK

Today, many environmental experts are interested in incorporating learnings from Indigenous societies into climate policies. In part, this is because recent studies have shown that environmental outcomes, such as forest cover, for example, are better in Indigenous protected areas.

It also stems from growing awareness of the need to protect Indigenous peoples' rights and sovereignty. TEK cannot be "extracted." Outsiders need to show deference to knowledge-holders and respectfully request their perspective.

One idea societies can adopt as they combat climate change is the importance of trust – which can feel hard to come by these days. Young activist Greta Thunberg's "Fridays for Future" initiative, for example, highlights the ethical issues of trust and responsibility between generations.

Many outdoor enthusiasts and sustainability organizations emphasize "leaving no trace." In fact, people always leave traces, no matter how small – a fact recognized in Siberian TEK. Even footsteps compact the soil and affect plant and animal life, no matter how careful we are.

A more TEK-like – and accurate – maxim might say, "Be accountable to your descendants for the traces you leave behind."



Leslie Logan. (Photo courtesy of Leslie Logan)

Leslie Logan
Seneca

Two weekends ago in Buffalo's Black-populated Masten district, a heavily armed, 18-year-old White male, dressed in fatigues, tactical gear, and Kevlar, shot 50 rounds of gunfire, killing 10 and injuring three; 11 of the victims were Black. The young man had driven more than three hours from Conklin, New York, and specifically targeted the supermarket that serves the inner-city Black community.

Buffalo is a little more than 40 minutes north of my home on the Cattaraugus territory, one of the two residential land bases of the Seneca Nation. It is especially alarming when a hate crime hits so close to home.

The refrain heard again and again in Western New York has been "Hate has no home here." But hate came; hate drove three hours to execute Black people. Hate was downloaded from the internet. Hate was inspired by the South Carolina church massacre of Black parishioners, and the shooting of Jewish worshippers in Pittsburgh. Hate was prompted by the shooter of shoppers in El Paso. Hate was plucked from halfway around the world in the Christchurch, New Zealand attack. Hate was grafted from subway and train shootings. Hate was repurposed and given new life, resulting in more death, in Buffalo.

The teenaged shooter's 180-page screed revealed that he plotted his murderous escapade with deliberation and wrote about his plans in methodical detail.

Investigators have found that the 18-year-old, who openly, proudly referred to himself as an anti-semitic, White supremacist, subscribed to a right-wing extremist ideology, known as "replacement theory." The theory, promoted by the likes of Tucker Carlson on Fox, pos-

its that White people are being elbowed out by growing minority populations, especially migrants crossing the border and Blacks. It is a theory that stokes fear, with a response call to eliminate Blacks, Jews, and immigrants in order to maintain white supremacy.

Replacement theory ignores the fundamental facts that Native people, the original inhabitants of North America, were the first peoples impinged upon by a flood of invading immigrants who sought to erase, displace, dispossess, and replace them.

The White shooter, who wrote extensively about his embrace of the theory, completely failed to recognize the irony that every cross-section of White people in America today, whatever their ancestral beginnings, are hybrid guilty parties. The vast majority of white Americans are descendants of the first invaders, who aimed to replace the First Peoples.

But extremists aren't big on facts and logic, or bothered by conspiracy theories rife with flaws and contradictions; they seem more driven by fear, emotions, and abject hate.

As a society, we must identify when, where, and how the seed of hate is planted, germinated, and allowed to flourish. The Buffalo shooter was a young man, just out of high school. Who or what is to blame and where did the fiery hate of an 18-year-old emanate from?

Blame is being cast every which way. Commentators say it is the fault of the parents. People say it is the failure of the education system. Others point to narrow-minded xenophobic, rural, small-town America that lacks diversity and exposure to other racial, ethnic people and cultures. Some say it is the influence of extremist views in the media, music, movies, and books. Some are even blaming the pandemic for prompting the shooter, out of boredom, to become entranced by the "dark web" — that

the shooter was radicalized on the internet.

Most would agree it is not any one thing, but a confluence of factors. In the wake of the worldwide George Floyd murder protests, many American leaders, including the president at the time, refuted the pronouncements that the country and its law enforcement agencies are beset with institutional, systemic racism.

Despite what institutions, the media, school boards, or elected leaders believe or deny, racism is the invisible enemy; the rub of evil. It is not just unhealthy for society, as evidenced in Buffalo, it is catastrophic to communities of color.

The heinous and deadly attack at a Buffalo supermarket is the latest, unspeakable example of what can happen when racism is normalized and allowed to grow, fester, and be unleashed.

When Buffalo's Black community gets attacked, who's next? All people of color are at risk when a madman with a gun starts shooting at people who are different from him.

All Brown, Black and Indigenous communities are vulnerable to extreme racist acts when racist, White supremacist views are allowed to run wild, unchecked and without condemnation or consequences.

There is a cacophony of conversations today calling for healing, interracial dialogue, the need to reexamine Buffalo's highly segregated neighborhoods, the need to come together to eradicate evil, to revisit gun control policy and legislation, and the need for change — with a capital C, a proposition that is about as attainable as converting chia seeds to gold bricks by microwave.

Not to diminish efforts to engage diverse communities, hold critical conversations, and address important issues; these are all badly needed.

CONT ON PG. 23

The seeds of racism and hate hurt us all, Cont.

The real work isn't incumbent on the Black community; the real work will be whether white America is ready and willing to grapple with the issues in meaningful ways. Meaningful would include the ability to admit that the country as a whole has a problem — and to call it for what it is: racism.

They say admitting you have a problem is the first step. Then you have to put an end to the behavior; the third step is addressing the problem of racism and making things right.

Whether America is ready to respond in meaningful ways by making things right with, let's say, reparations — a word and concept largely unutterable and avoided in American institutions — is a whole other battle.

Ten years down the line, after the hashtags have been forgotten, the hand wringing has subsided, and the healing has born out fading, but inextinguishable scars, one wonders what the retrospectives will look like.

Will there be progress, reforms, change? Will Western New Yorkers have utilized the crisis as an opportunity to bring about any real change? Time will tell.

Buffalo's east side wasn't the site of the first racially-motivated, White-supremacist, extremist-inspired, mass-shooting hate crime, and it surely won't be the last. Mass shootings used to be labeled "extreme and rare." They remain extreme, but in the United States, with nearly 200 mass shootings in 2022, only five months into the year, the rarity of these horrific events is no more.

On the day after the shooting, Mothers of the Seneca Nation took part in the Women's Solidarity Day March at Broderick Park on Buffalo's west side. I represented the Mothers and spoke to the need for better understanding and improved relations with local surrounding communities, the media, and New York State. I called upon the media to dispel inaccurate portrayals and misrepresentations of Native people, and called for more education on Seneca history, culture and greater awareness of important issues affecting Indigenous people — all in an effort to fight racism.

In a country that was stolen from Native people, under the guise of Manifest Destiny and the Doctrine of Discovery, and built on the backs of Black slaves, neither of which right-wing legislators and certain people in Congress, including former President Trump are willing to acknowledge — and when basic facts and history are ignored and dispensed with — America isn't exactly receptive to admitting wrongs and owning racism.

New York Gov. Kathy Hochul and President Joe Biden

came to Buffalo today to console the community, pray for healing, and offer hope. Gov. Hochul said, "We must do everything we can to eradicate evil."

President Biden said, "We must reject the poison of White supremacy."

All good words, but the U.S. legislative bodies aren't exactly in a position to legislate hate and evil; they're too busy turning the clocks back trying to deny women's reproductive rights. No presidential executive order, however well intentioned, can wipe out racism or keep Brown, Black, and Native people safe.

Without acknowledging the hostilities and the abuses that justified both genocide and domination over Black and Indigenous people, racism will always have a foothold here. Extreme views are no longer hard to find in the dark corners of the web; they are plugged by members of Congress in broad daylight. With the unadulterated promotion of white nationalist theories just about everywhere, evil and racism will continue to prey upon and infiltrate the penetrable hearts and malleable minds of young and old in small town America like Conklin, New York.

Mothers of the Seneca Nation are focused on protecting our children, families, and communities. Like most mothers everywhere, we are committed to forging a world with better relations so as to create a healthier environment in which all children can learn about other cultures, adopt tolerance, accept differences, support one another, and thrive alongside each other.

In the wake of the tragedy, the Mothers issued a statement in solidarity with and in support of Buffalo's Black community. The Mothers beseeched that we must all come together for the Seventh Generation, for a better future for our children, and take a universal stand against the racism that antagonizes others and fuels hate.

Words Matter

Just two days prior to the mass shooting the Mothers of the Nation met with the publisher of the Buffalo News and its editorial board. The Mothers of the Nation met with the Buffalo News, the region's largest newspaper, because no less than six editorial board opinion pieces — since January — castigated, antagonized, and belittled the Seneca Nation over a long-standing gaming dispute.

Three weeks ago, I wrote a lengthy, detailed account of the litany of attacks and instances of loaded language the Buffalo News leveled at the Seneca, without restraint, titled "Senecas Under Siege."

In the editorial board meeting, the editors explained

that it was their job to "shape opinions of its readers with accurate information."

The Buffalo News has repeatedly cast the Seneca in a bad light; they have called the Seneca "greedy," "bad faith actors," and "weasels," among other things. They have left out salient facts in their reporting, and they have edited out key arguments of the expressed views of Mothers' in their letters to the editor. The Buffalo News has failed to provide an accurate, comprehensive understanding of contentious issues, and they have failed to report on important issues such as missing and murdered Indigenous women and girls, in a market with 12,000 Native people.

In Western New York, the Buffalo News does shape people's perspectives; their slanted approach, sharply negative editorial attacks — and the Mothers of the Seneca Nation contend — their racist antagonisms, skew and sour local views against the Seneca. Words matter, especially if those words and views are launched from a trusted local news source and leveled at a minority Indigenous community.

Racism is disguised and dressed up in many forms, made palatable and opaque, or bitter and overt. It is alive and well on the not-so-dark internet, easily accessible, and easy to ignite.

Racism lives in the twisted minds of white supremacists intent on physically harming those who don't look like them, but it also dribbles out in written attacks in newspaper editorial pages that spew bias and antagonisms. Racism is given voice in verbal attacks on the sidelines of our children's lacrosse games, and in subtle, passive-aggressive ways, when entities, such as New York State, ignore the cultural and economic contributions of Indigenous people upon whose lands they occupy.

The first step is admitting you have a problem, and perhaps agreeing on what the problem is.

Each and every one of us must be vigilant and take an individual stand against racism. We must stand together and hold all those accountable — whether it's those in positions of power, control of the news, or armed evil shooters on a diabolical mission — for the destructive permutations of racism.

Collectively we must call racism out when it is spotted; we must expose it, reject it, condemn it, and demand redress. If there are no consequences to those who give life to racism, then we are all at risk of dying at the hands of it.



Coordinated response needed to respond to climate change effects on tribes

Joaquin Estus
Indian Country Today

Tribes across the country are facing climate changes such as drought, higher temperatures, and sea level rise.

Federal agencies offer aid for dealing with the effects, but tribes have criticized how those services are delivered, saying regulations and policy put much of the help out of reach for many tribes.

Now, a U.S. Government Accountability Office report has pinpointed problems at key federal agencies and recommended changes in how they are handling the climate crisis for Alaska Native villages.

At a Senate Indian Affairs Committee roundtable discussion on Native communities and the climate crisis held in March 2021, tribal representatives described dire conditions across Indian Country.

In California, tribes see devastating wildfires. In Nevada, Walker River Paiute farmers and ranchers have lost up to 40 percent of their crops and herds due to water shortages. And flooding on the Mississippi River raises concerns about nuclear contamination near the Mdewakanton Sioux lands on Prairie Island in Minnesota.

At the 2021 hearing, Water Resources Coordinator Elveda Martinez, of the Walker River Paiute Tribe, described erosion of the Walker River due to flooding from the rapidly melting Sierra snowpack. Between having to compete for funds from multiple agencies, and getting only piecemeal funding, "It's just so hard to get anything done," she said.

Other tribal representatives said some grants are inaccessible because they require matching funds that tribes don't have. They said they need help with technical reports, and funding for long-term federal and state agency coordination has been inconsistent.

Nicole Borromeo, Upper Kuskokwim Athabaskan, raised concerns earlier this month at a Senate Indian Affairs Committee hearing on implementation of the Infrastructure Investment and Jobs Act for Native communities. The statewide Alaska Federation of Natives vice president said agencies should allow regional nonprofits to apply for federal grants on behalf of villages that lack either administrative capacity or internet access or both.

The GAO report focused on the more than 70 villages in Alaska that a state assessment shows are threatened by erosion, flooding, and thawing permafrost. The threats loom large in communities where river or ocean waters have already destroyed homes and are mere feet away from vital infrastructure such as power plants, water treatment plants, runways and barge landings, schools and homes.

Federal agencies have stepped up in recent years, ac-

ording to the GAO report. They provided about \$391 million in fiscal years 2016 through 2020 for repairs and protective measures for the villages.

But, the report states, "more than one-third of highly threatened Native villages did not receive such federal assistance during these 5 years..."

At the 2021 hearing, CEO Nikoosh Carlo, Koyukon Athabaskan, of CNC North Consulting in Seattle, said, "We really need innovative climate financing to build those proactive, preemptive and long-term responses in local communities really quickly.

"An idea that I've been working on is creating what I call a climate response fund that can draw from diverse funding sources and use collaborative governance to structure and to finance innovative, equitable, and community-led climate mitigation and adaptation projects," she said.

It's important to give people at the local level the funds and authority to address needs, Carlo said.

"The key is drawing from different funding sources like public funding, but also private equity and nonprofits, and even other revenue streams like carbon markets, and bringing all those pieces together and having a fund that is operated locally by the communities to put those funds where they know it needs to go and where it can make the most impact," she said.

The GAO report also recommended creation of an interagency coordinating entity.

Changes to agency regulations or policy could help Native villages better obtain federal assistance, the report said.

"Congress should require the relevant agencies to participate and engage in sustained coordination to strategically target federal investments to Alaska Native villages facing significant environmental threats," the report said.

The agencies that were the subject of the report include the Department of Defense, Federal Emergency Management Agency, Housing and Urban Development, National Oceanic and Atmospheric Administration, Natural Resources Conservation Service, and the Bureau of Indian Affairs. The GAO recommended most review their programs to identify and remove obstacles blocking assistance to Alaska Native villages.

Some of the report's recommendations were already on a to-do list at the Interior Department.

The report comes just weeks after an Alaska visit by Assistant Secretary for Indian Affairs Bryan Newland, a citizen of the Bay Mills Indian Community.

He said his trip to Kivalina, an Inupiaq community threatened by severe flooding, was a revelation. He walked along a sea wall protecting the village from storms.

"You're looking out, and there's the Bering Sea right there... then 100 or 200 yards in the other direction is a lagoon. So this is a community that is threatened on all sides by rising water. And the only thing keeping people safe in their homes is this seawall that they developed in partnership with the Army Corps of Engineers. That was eye-opening," Newland said.

"And the other part that was really eye-opening for me is, if there is an immediate flood and a need to evacuate in the Lower 48, if you have an evacuation route, you can get in your car or get in a bus or walk to a neighboring community or a higher ground," he said.

"Up here, the next community may be many, many, many miles away and not connected by road...there isn't a whole lot of places to evacuate to if the threat comes to pass. So it really drove home the urgency for communities like Kivalina and others who are really confronting the effects of climate change on a daily basis," Newland said.

He said the cost of moving a community is extraordinarily high. Some estimates run into the billions of dollars for all the villages that need to retreat, relocate, or protect in place.

President Joe Biden has secured \$216 million as an "important down payment on tribal resilience and relocation," Newland said. He said a key part of the planning will be how to allocate those funds.

"That's the challenge. We are working on that process right now and trying to prioritize where to put the money. Some of the things that we'll have to consider are things like readiness. How ready is a community to move in terms of their planning, their identifying a new site for their community? Do they have existing funding? And then we have to, of course, also look at the threat level. We wouldn't want to over weight somebody's preparedness if they're not facing an immediate threat," he said.

Newland said a sustained, coordinated effort across the federal government, working with communities and partners on the ground, is key.

Added to that is the critical need to act. His trip affirmed "a lot of the things we've been hearing for a long time, which is that climate change is affecting subsistence and animal migration, the ability to harvest salmon and whale and birds – you name it – and just the changing seasons," Newland said. "And it really emphasized how interconnected all of this is. Infrastructure with climate change with the need to have safe drinking water and food to eat," he said. "It's all connected and it's not going to be an easy web to untangle. It's very complex, but it's urgent and we can't let that complexity deter us from action."