



Red Rocks Reporter

JULY 2014

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TRIBE GATHERS ON ANCESTRAL LANDS

“It was a day to reinforce our connections to our ancestral homelands.”

Governor Joshua Madalena

Community members, tribal staff and their families gathered for the Hemish Spiritual Gathering at the Valles Caldera on Saturday, June 21. The day’s events included a Fun Run/Walk, dances and games as well as lunch. A number of great prizes were raffled off. Because of limited parking, buses were available to transport community members, with pick-up service for tables, chairs, and other items that would not fit on the buses. Representatives from Senator Tom Udall and Representative Ben Ray Lujan also joined the gathering.

Governor Joshua Madalena gave the opening invocation and offered a brief history of the current claim to these ancestral lands. He encouraged the community to offer their prayers and support.

“We are here to reinforce our connection to our ancestors, paying respectful tribute to their sacrifices as the first stewards and environmentalists to protect these lands,” Governor Madalena says. “These lands are ours!”

The following information policy statement issued in 2012 is intended to keep the community aware of the history of Pueblo of Jemez land claims. The case is currently pending in Federal Court.

JEMEZ PUEBLO REQUEST FOR RETURN OF VALLES CALDERA

Issue Summary: July 27, 2012

Importance of Wavema and the Valles Caldera to Jemez Pueblo

The Hemish Nation occupied the Rio Jemez and the Jemez Mountains from time immemorial and established “aboriginal Indian title” by exclusive use and occupancy. The Valles Caldera includes Wavema and many other Jemez sacred sites. Although the Baca Ranch (now the Valles Caldera National Preserve) was privately owned from 1860 to 2000, when the US bought the ranch to create the National Preserve, Jemez Pueblo ancestral Indian title was still valid under American law.

We have known that the Valles Caldera is our spiritual mother since long before we first settled in the region. The Valles Caldera is why the Hemish people migrated to the Jemez Mountains, to which we gave our name, drawn by the spiritual importance of Wavema and the Valles Caldera and by the image of the flying eagle on the south side of Wavema. The Valles Caldera is our cathedral. It is just as important for us as the Vatican is for Catholics, or the famous Blue Lake for Taos Pueblo. It is where the spirits of our ancestors reside, and it is our most important sacred site. That is why we have maintained an uninterrupted spiritual relationship with the Caldera. *Wavema*, the highest mountain in the Valles Caldera and the Jemez Mountains, is the mother peak of the other volcanic domes in the Caldera. These domes also have spiritual significance and we respect them as sacred sites. *Wavema* means that we will never be in want if we continue to live close to her.

We Are Requesting Return of the Valles Caldera to Jemez Pueblo

The United States has a legal and moral obligation to return the Valles Caldera to Jemez Pueblo under US law and the United Nations Declaration on the Rights of Indigenous Peoples.

Continued on page 2



2014 TRIBAL GOVERNORS

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Governor

Kevin Shendo
First Lt. Governor

Isaac Romero
Second Lt. Governor

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TRIBAL

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Vincent A. Toya, Sr.

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FROM THE GOVERNORS

Valles Caldera Land Claim

Continued from page 1

On July 5, 2012, Governor Joshua Madalena wrote a letter to Interior Department Secretary Ken Salazar asking the US to return the Valles Caldera lands (89,000 acres) to the Pueblo. That request is now being reviewed by the Department of the Interior.

On July 20, 2012, Jemez Pueblo filed a lawsuit against the US in federal district court in Albuquerque. This lawsuit, *Pueblo of Jemez v. United States*, asks the federal court to order the return of the Valles Caldera to the Pueblo because the Pueblo's aboriginal Indian title is still valid. The lawsuit may take several years to complete. In the meantime, the Pueblo will work with the US Interior and Justice Departments to try to get a settlement that returns the Valles Caldera.

The Jemez Pueblo Migration to the Jemez Mountains and the Valles Caldera

The Hemish Nation originated from a place called *Hua-na-tota*. By the time of first European contact in the year 1541, we were one of the largest and most powerful of all puebloan cultures, occupying more than 60 villages strategically located on the high mountain mesas and in the canyons surrounding Walatowa. These stone-built fortresses, often located miles apart, were frequently four stories high and contained as many as 3,000 rooms. They now constitute some of the largest archaeological ruins in the United States. Situated between a dozen "giant pueblos" were dozens of smaller pueblos and literally thousands of one and two-room houses that were used during spring and summer months as base camps for hunting, gathering and agricultural activities.

The Jemez people are traditionally mountain highlanders adapted to living in high elevation environments. This accounts for the location of many high mountain Jemez ancestral pueblos in proximity to the Valles Caldera, as well as the establishment of an extensive high altitude farming complex and associated field houses in the Banco Bonito area of the Valles Caldera National Preserve. In addition to its spiritual importance, we used and occupied the Valles Caldera as a critical source of important natural resources, including big game for food, plants for food and medicine, wood for fuel and construction purposes, and obsidian for tools and weapons.

Jemez Pueblo Aboriginal Indian Title to the Valles Caldera

We continue to hold aboriginal Indian title to the Valles Caldera. Indian title is the exclusive right of use, occupancy and possession held by American Indian tribes to their ancestral homelands and is the root of all American real estate titles. Indian title is a fundamental common law doctrine of American property law that was first acknowledged by the United States Supreme Court in 1810 in *Fletcher v. Peck*. The Supreme Court has repeatedly affirmed Indian title, notably in its 1941 decision in *United States v. Santa Fe Pacific RR Co.*, and most recently in its 1985 decision in *County of Oneida v. Oneida Indian Nation*. In the *Santa Fe Pacific* and *Oneida* decisions, the Supreme Court restated that "the Indians right of occupancy is as sacred as the fee simple of the whites." These decisions are governing law today. The heirs of Luis Maria Cabeza de Baca received the Valles Caldera as an original American land grant in 1860 to settle conflicting Spanish land grant claims in the area of Las Vegas, NM. The Baca heirs, and all subsequent owners, including the United States, have held American grant title to the Valles Caldera subject to continuing Jemez Pueblo Indian title. Although the United States purchased the lands included in the Valles Caldera National Preserve from the successors in interest to the Baca heirs in 2000, these lands remain subject to Jemez Pueblo's continuing Indian title.

United Nations Declaration on the Rights of Indigenous Peoples

The United States recently announced its support of the United Nations Declaration on the Rights of Indigenous Peoples. Article 26, paragraph 1 of the Declaration states that "... indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired."

FROM THE GOVERNORS

Community Notices

Irrigation Rotation Schedule

The Pueblos of Jemez and Zia and non-Indian irrigators entered into an Irrigation Rotation Agreement in 1996 to share water in times of shortage. As Governors of the Pueblo, we have declared this shortage of water. This serves as notice that the rotation schedule is now in effect for the rest of the irrigation season unless otherwise notified by us.

Under the rotation schedule, non-Indians upstream will only be allowed to irrigate one day of the week. **Do not irrigate fields between 8:30 a.m. Mondays to 8:30 a.m. on Tuesdays.** Mondays are the irrigation days for non-Indian users.

If conditions improve and we get more moisture, our office will send notices reverting this schedule back to normal. We do not want to violate the agreement between the water users. Therefore your cooperation will be greatly appreciated.

Level I Fire Restrictions in Effect

The Pueblo of Jemez joins the Santa Fe National Forest and the Valles Caldera National Preserve in imposing Level I Fire Restrictions. This order remains in effect until formally lifted if conditions change. **The following are prohibited on tribal lands:**

- Campfires, charcoal grills and stove fires, except in established fire pits, developed camp sites and picnic areas.
- Pressurized liquid or gas stoves lanterns and heaters are allowed.

- Smoking is allowed only in enclosed buildings, vehicles or buildings, developed recreation sites, or in areas at least three feet in diameter that are clear of flammable materials.
- Possessing, discharging or using any kind of fireworks or other pyrotechnic device is forbidden.

Fireworks Banned on Tribal Lands

Due to current drought conditions and the extreme hazard to residents, homes, trees, fields and other natural resources, all fireworks and incendiary devices are banned from tribal lands effective immediately. Law Enforcement and tribal officials will patrol to enforce this ban.

The community Fourth of July celebration will include fireworks under the supervision of fire and law enforcement personnel if conditions allow.

Tribal Summit

The Governors and tribal administration will host a tribal summit for the community in August after Feast.

"The Jemez Tribal Summit is planned to reinforce the transparency of our pueblo organization to the community. Tribal departments and programs will give presentations to educate our people about our activities, projects, plans and priorities. Transparency is a must as the leadership continue to strive forward to protect and preserve our Jemez culture, and to continue to pursue the Vision of the people of our community," says Governor Madalena.

Watch for information as details become available.

HEALTH & HUMAN SERVICES

Health Insurance Notes

Optometry

Patients who use the Jemez Optometry Clinic **must** use their Vision Service Plan (VSP) insurance for their exams, glasses and other optometry services. Many patients may want to reserve their insurance for providers in the Albuquerque area, for contact lenses for example. However, the policy is that patients who have insurance should expect to have their visits and services billed to their insurance.

New Insurance Carrier for Tribal Staff

The transition from Lovelace Health Plan to Blue Cross/Blue Shield New Mexico (BCBS) is underway. As with any significant change, some adjustments are to be expected. Employees enrolled in the plan should have received their new insurance cards.

If you have questions or concerns, contact BCBS Customer Service at (800) 432-0750 or the Human Resources Department at (575) 834-7359.

New Health Center Hours

**Medical, Dental and Pharmacy Services
are now available:**

Monday, Tuesday, Wednesday	7:30 a.m. - 6:00 p.m.
Thursday	9:30 a.m - 8:00 p.m.
Friday	7:30 a.m. - 6:00 p.m.
Saturday	8:00 a.m. - 12 noon

**The Jemez Health Center is now serving
non-Native American residents of San Ysidro and the
Jemez Valley who have health insurance.
New non-Native patients should call for an appointment:
(575) 834-7314.**

TRIBAL COUNCIL

Tribal Council Report

The Tribal Council Report is published at the direction of the Governors to keep the community well-informed. Governor Joshua Madalena, First Lt. Governor Kevin Shendo and Second Lt. Governor Isaac Romero proposed the following resolutions that Tribal Council approved.

June 17, 2014

Authorized submission of the 2014 Tribal Transportation Improvement Projects to the Federal Highway Administration, for road maintenance; transportation planning; SP 808 Pueblo Place Road; SP HWY 4 Administration drain-

age and parking; SP 380 Section 50; north end drainage, Head Start Road; tribal transit; and the Highway 4 bypass.

Approved settlement of Pueblo of Jemez fiscal year 2006 contract support cost claim regarding IHS contract No. 242-04-0003 to provide health services in the Jemez community.

Resolution Regarding the Pueblo of Jemez BIE Day School

On March 28, 2014, Tribal Council approved a resolution to conduct a feasibility study on the possibility of contracting the Jemez BIE Day School to the Pueblo of Jemez Administration. Because there has been some concern and confusion in the community, the complete resolution is reprinted below.

“This is a feasibility study only,” First Lt. Governor Kevin Shendo says. “We are exploring our options. We will evaluate the data we collect and base our decisions on those findings. No decisions on any changes have been made.”

“It is in our children's best interest to take ownership of our own tribal schools,” Governor Madalena adds. “We can make this a model for educational success. The federal government as well as the tribes support greater self-sufficiency in tribal education systems.”

Tribal Council Resolution No. 2014-12: Authorization to Explore and Research the Potential For Contracting The Jemez Day School From the Bureau of Indian Education to the Pueblo of Jemez Administration

At a duly called meeting of the Tribal Council of the Pueblo of Jemez held on the 28th day of March, 2014, the following resolution was passed:

WHEREAS, the Tribal Council of the Pueblo of Jemez is the governing body of the Pueblo of Jemez; and

WHEREAS, the Pueblo of Jemez is a duly recognized sovereign tribal government with a Governor and Tribal Council empowered to contract programs for the benefit of Jemez tribal members; and

WHEREAS, the Tribal Council is authorized to contract services from the Bureau of Indian Education and the Bureau of Indian Affairs for the benefit of Jemez tribal members under the authority of the Indian Self-Determination and Education Assistance Act, Self-Governance Act, and Tribally Controlled Schools Act, as amended; and

WHEREAS, the Tribal Council recognizes the ability of the Tribal Administration, and the respective Tribal Departments to take ownership over the administration, finances and management of specific programs, services, and schools to meet the unique needs of the Pueblo of Jemez; and

WHEREAS, the Tribal Council has directed the 2014 Leadership and staff to evaluate the opportunity and feasibility to directly manage programs and services of the BIE operated Jemez Day School; and

NOW THEREFORE BE IT RESOLVED THAT, the Pueblo of Jemez Tribal Council authorizes the Pueblo of Jemez Tribal Administration and Leadership to research and obtain relevant information and documentation to support the evaluation and feasibility of the Pueblo of Jemez directly managing the Jemez Day School.

EMS Reminder: ALWAYS CALL 911

In an emergency, ALWAYS CALL 911. These calls go directly to Sandoval County Dispatch who can locate the responders closest to your location. Local responders may be on other calls; if you call the EMS or Police Department office, you may not get a prompt response because staff may not be available to answer the phone.

FROM THE GOVERNORS

COMMUNITY MEETING SUMMARY

Submitted by the Governors

On Tuesday June 17, tribal leadership and representatives from Tribal Council attended a public meeting at the Jemez Day School regarding the Tribal Council resolution passed in March, *Tribal Council Resolution No. 2014-12: Authorization to Explore and Research the Potential For Contracting The Jemez Day School From the Bureau of Indian Education to the Pueblo of Jemez Administration.* (See page 4)

The Jemez Day School staff presented on the school's current situation and shared its vision, mission, educational program, extracurricular activities, and test data on student performance. Governor Madalena shared the Tribal Council resolution and the reason behind the action taken by Tribal Council. Community members spoke both for and against Tribal Council's action.

As requested at the meeting, the Tribal Council resolution is presented in its entirety for the community to read. It is important to understand that the purpose of the resolution and action taken by Tribal Council is to determine the feasibility of contracting the Jemez Day School to be operated and managed at the tribal level, either in its entirety or in specified areas.

Prior to contracting any services and/or programs from the federal government, Tribal Council will look at all facets of contracting, and determine whether this action will be in the best interest of the tribe, if services will be interrupted or harmed, or if services can continue uninterrupted and be improved. All programs and services contracted from federal agencies have followed this process. There are also functions that Tribal Council has chosen to retain within the federal agencies.

Initially, the Tribal Council action was to recommend the feasibility study of contracting the Jemez Day School to be brought under tribal control. However, a point was made at the meeting, which the leadership supports. A Jemez Day School staff member asked if the feasibility study would include other schools, and if it will be completed by an internal or external source.

Based on these issues, the leadership will recommend two studies to be completed by outside sources: one to determine the feasibility of contracting the Jemez Day School to be brought under tribal control and the second to conduct a feasibility study of all schools serving Jemez students to determine strengths, weaknesses, curriculum and extra-curricular programs; areas where investments can be made; training and technical assistance needs of teachers and staff; and financial conditions of the respective schools, as well as other issues. This study will provide Tribal Council, leadership and the community an understanding of the current state and landscape of our schools.

NATURAL RESOURCES

Meeting Addresses
Environmental Issues

Submitted by Greg Kaufman, Director, Natural Resources Department

On June 3-5, Governor Joshua Madalena joined Director Greg Kaufman and Program Manager Clarice Madalena from the Natural Resources Department (NRD) at the State and Tribal Government Working Group (STGWG) conference in Santa Fe. These meetings, held twice each year, are a forum where the tribes and states affected by environmental contamination from Department of Energy (DOE) facilities, such as Los Alamos National Laboratories, meet with upper level DOE officials to resolve differences, maintain momentum on environmental cleanup, and ensure the availability of funding for environmental monitoring activities.

A key event in this year's conference was a panel discussion about loss of cultural resources due to contamination. Chris Toya, Tribal Archaeologist, and Governor Madalena spoke at length about the importance of the Valles Caldera to the Pueblo of Jemez. The headwaters of the Jemez River form in the Caldera, which is only six air miles from Los Alamos.

The NRD has measured elevated concentrations of radioisotopes and heavy metals in the Caldera and believe these to originate with the Lab. The Pueblo is part of a Trustee Council that is examining which cultural and natural resources have been damaged by the Lab since its formation in 1943. The outcome of this Natural Resources Damage Assessment could result in reparations to the Pueblo of Jemez for those damages.

PLANNING & DEVELOPMENT

Indianpreneurship® Training

These free classes are for all business owners, future business owners, and anyone interested in becoming an entrepreneur. Learn the basics of running a business to help your venture succeed.

Register now for Indianpreneurship classes starting in July. Call Monica Magdalena or Chamisa Radford at the Planning and Development office for more information at (575) 834-0094 about scheduling and registration.

HOUSING

Housing Department Eviction and Foreclosure Policy

Submitted by Marlene Gachupin,

Below is a condensed version of the Pueblo of Jemez Housing Department's (POJHD) Collection and Eviction Policy. This policy is required by the US Housing and Urban Development Department (HUD) so the POJHD can effectively and efficiently carry out its services to the Pueblo of Jemez community.

It is very critical that all POJHD tenants and homebuyers comply with their agreements. Revenue from the POJHD is circulated to other projects in the community. Rehabilitation projects have been started and the department wants to be able to continue to provide such services to other qualified community members so we can improve the quality of life for all.

Pueblo of Jemez Housing Department Homebuyer Payment Collection And Eviction Policy

This doctrine of POJHD compliance to law will apply to all contracts or agreements.

Introduction

Under the Indian Housing Program, 24 CFR 950.335, HUD mandates the Pueblo of Jemez Housing Department to plan, prepare and adopt a renter, homebuyer or loan recipient payment collection policy. The policy must provide procedures for: 1) termination of a Mutual Help and Occupancy Agreement (MHOA) and/or other agreements; and 2) the eviction of any Mutual Help (MH,) homebuyers, loan recipients, or debtors for failure to make required payments; 3) collection of debts owed for assistance using Housing funds and/or services; and/or other federal monies secured through the Housing Department.

The policy aims to assure prompt monthly payments from homebuyers, rehabilitation program borrowers, and those securing funds or services subject to payment to Pueblo of Jemez Housing Department for continued occupancy.

Payments

Clients must make their monthly payments on or before the FIRST of each month. Payments may also be made in person at the Tribal Finance Department. Before the FIRST of each month, a computer statement **may or may not** be mailed to each client. The intent of a statement is to inform clients of their current accounts receivable status for the upcoming month.

Notice of Delinquency (NOD)

Clients who become delinquent in monthly payments for two consecutive months will be served with a NOTICE OF DELINQUENCY (NOD).

The NOD is a written demand for immediate payment on the past due balance and is in compliance with Occupant Agreements. The NOD requests the delinquent client/loan recipient to make an immediate payment. Otherwise, POJHD will begin to enforce its termination procedures. Upon service of the NOD, clients have ten days to remit the delinquent amount in full or commit to a payment agreement.

Notice Of Termination, Administrative Hearing and Intent To Sue (NTAIS)

If, after 10 days, delinquent clients do not comply with the NOD, the POJHD or legal counsel will serve them with a written Notice Of Termination, Administrative Hearing and Intent To

Sue (NTAIS) by certified mail with return receipt requested, and by regular mail.

The NTAIS states the reasons for the termination. Clients may respond to the NTAIS within 30 days from the date of notice, or may bring the delinquent amount current within 30 days. Tribal Administration, which has jurisdiction over delinquent homebuyers, also receives a copy of the NTAIS.

Clients have the right to request a hearing in accordance with the POJHD's grievance procedure if there is a discrepancy with any of the notices. Otherwise, POJHD will begin the administrative hearing process. POJHD or legal counsel will inform clients of the time, date and location of the administrative hearing.

Delinquent clients may represent themselves or be represented by person of their choosing at the hearing. A tribal government representative may also represent delinquent clients. If clients do not appear at the scheduled administrative hearing, POJHD or legal counsel will immediately commence civil proceedings in Tribal Court, which has jurisdiction over clients.

At the administrative hearing, POJHD or legal counsel and clients may attempt to negotiate a payback agreement in which clients add an additional amount to their required monthly payments to pay off the past due balance. The payback agreements' terms, if negotiated, will not exceed two years. If clients default on the payback agreement, the POJHD or legal counsel will initiate eviction proceedings.

Terminated Occupants

For terminated occupants, certified letters will be sent requiring payment in full for outstanding debts unless a signed agreement is in force.

Throughout its actions to seek collection, termination and/or eviction, the POJHD must act in compliance with the adopted policies of the POJHD and all applicable federal regulations. The POJHD must also act in compliance with both Article 7, "Breach of Agreement" of the Mutual Help and Occupancy Agreement of 1961 and Article IX, "Termination of Agreement" of the Mutual Help and Occupancy Agreement of 1976, and the Indian Civil Rights Act, regarding due process rights.

JEMEZ HISTORIC SITE

The Siege of Santa Fe

By Matthew J. Barbour, Manager, Jemez Historic Site

The Pueblo Revolt of 1680 was a pivotal event in New Mexico history. Under the guidance of religious leader, Pope, Pueblo peoples of the Northern Rio Grande united and, with their Apache and Ute allies, drove out the Spanish. The center of this conflict focused on the Siege of Santa Fe which lasted for about eight days, between August 13 and August 21.

During the siege, residents of the villa and surrounding communities retreated into the Palace of the Governors. Water to the Palace came by way of an acequia and this was cut off by Pueblo warriors surrounding the settlement. Governor Antonio de Otermin rallied the Spaniards and sallied forth to retake the village. However, he met with staunch resistance. After a hard fought battle, Otermin was successful in driving the Pueblo warriors back, but failed to destroy the tribal forces arrayed before him. Fearing what may happen if he stayed in Santa Fe, Otermin collected the Spanish settlers and retreated south to El Paso.

Evidence of this battle remains buried underneath Santa Fe Plaza even today. Excavations undertaken by the author and his colleagues at the Office of Archaeological Studies in 2004, 2008, 2009 and 2011 uncovered numerous archaeological materials associated with the conflict. These items included 17 flaked stone arrowheads, three gunflints, and two musket balls. All were found in a relatively small area, concentrated under the present location of the plaza bandstand about four feet below the current ground surface.

While these materials are limited in number, they were found clustered around what appears to be a stone-lined ditch, possibly the *acequia* described in the archival records. Nine of the arrowheads display impact fractures, possibly breaking on contact with metal armor, flesh or even bone. The three gunflints indicate the presence of flintlock muskets.

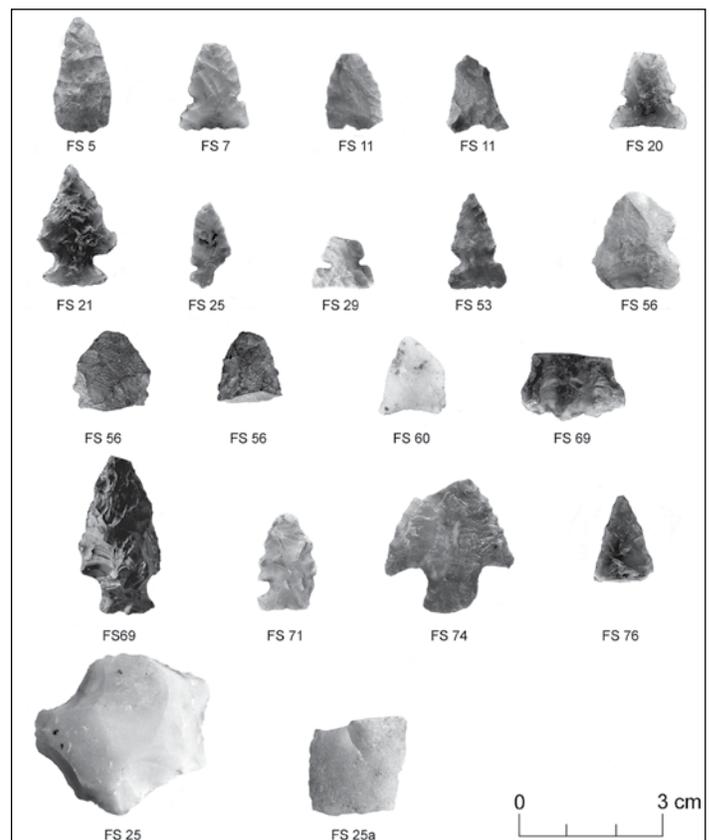
The bandstand is just south of the Palace of the Governors' main entrance. It is quite possible that these materials represent at least part of the fighting which occurred when Otermin ventured out. If so, this location may be an initial firing line for the Spanish as they rode out to meet their Pueblo attackers.

The arrowheads are most interesting, representing a mixture of material types and styles. The points were constructed of several different stones, including colored cherts and Jemez obsidian; styles included both the small triangular unnotched points associated with the Apache and the traditional Pueblo corner-notched. Both suggest that the arrows shot at the Spanish were made by many different peoples getting their stones from very different sources. This would again seem to conform to the historical record of a pan-Pueblo and Apache siege force attacking the Spanish.

The two musket balls, however, are a bit of a conundrum:

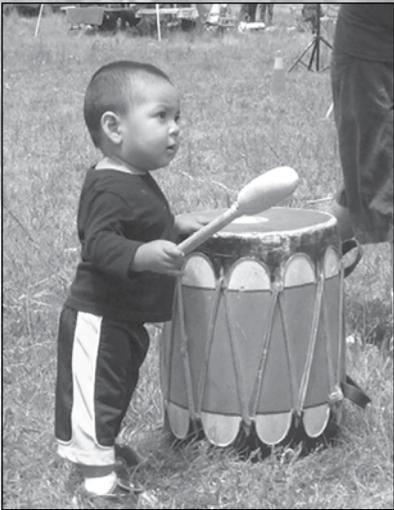
both display evidence of impact. This could suggest that they were fired by the Spanish at close range, but more likely were fired at them. One ball could be measured and was approximately .36 caliber in diameter. This was initially interpreted to be from a pistol, but upon reflection appears more accurately to represent shot. Shot was often loaded into muskets, especially when dealing with unarmored combatants. While the use of European weaponry by the Pueblo people may seem out of place, this too conforms to the historic record which describes several of the revolting Pueblo warriors as riding horses and arming themselves with lances and firearms.

In all, the materials recovered so far offer a modest glimpse into the past. This does not challenge the established historic narrative. If anything, it supports what was written about the siege at Santa Fe, but also adds to our understanding of the conflict. In finding these items, we know the exact location of at least a minor skirmish and possibly more. We also now have a baseline as to the depth at which future materials may be found and what characteristics those materials may have. Last, finding the physical remains of the conflict provides a means to engage the public about the battle and the important role the Siege of Santa Fe played in New Mexico history.



Flaked stone artifacts recovered in 2004. Photo by Matt Barbour.

Community Spiritual Gate



Gathering at the Valles Caldera



Photos by Cornell Magdalena, Lynn Toledo and Jaime Loretto.

PUBLIC HEALTH

Diabetes Case Management

Submitted by Darlene Armijo-Smith, RN, Diabetes Nurse Case Manager

JHHS Public Health cares about our patients. Patients with diabetes receive a range of care and services to help them manage their conditions and maintain and improve their health.

Diabetes Case Management Process

Monitor due dates for annual exams:

- Track patients by case managers' master lists; case workers access and review patient information.
- Download reports from the electronic records system by type of report needed (laboratory results, immunizations, HgA1c levels, etc.)
- Make needed referrals.

Follow up:

- Review charts and Electronic Health Records (EHR,) including any notes from recent visits, whether and when the patient is to return for follow-up, and note information in calendar for patient reminders.
- Make home visits according to the priority schedule or patient's needs.
- Follow up with providers on home visits.
- Receive referrals from providers.

Utilize the Electronic Health Record (EHR):

- Review patients' visits and providers' orders.
- Review medication lists, lab results and medication profiles.

Document home visits and immunizations:

- Partner between Public Health Nursing (PHN) and Diabetes Management teams:
- Assist PHN with home visits; medical clearances for health programs.
- Administer immunizations, flu shots and tuberculosis tests.

Complete audits:

- Annual audits are done in February and March on all active diabetes patients who receive care at JHHS.
- Quarterly audits review patients' status.

Prioritize schedules with definitions and caveats:

- Create Priority I, II and III schedules.

Meet for updates:

- Monthly Diabetes Team meetings.
- Ongoing mini-meetings for patient follow-up, scheduling and referrals.

Did You Know?

The Diabetes Case Manager and Case Workers see a total of 81 Priority I patients, 83 Priority II patients and 124 Priority III patients, for a total of 288 diabetes management patients.

SUMMER RECREATION PROGRAM

Submitted by Cornell Magdalena, Health Advocate

The Walatowa Summer Recreation program is off to a great start with over 100 kids participating this year. JHHS Public Health Program and Community Wellness staff are collaborating to bring great activities to our younger community members, including baseball/softball camp, soccer camp, running camp, swimming, golf and a trip to the Valles Caldera for outdoor activities and hiking. On Wellness Days, tribal programs and Sandoval County representatives give presentations ranging from bullying to nutrition education, giving tribal programs and outside entities opportunities to share their work that promotes health and wellness in our community.

The Summer Recreation Program welcomes children ages 6 to 17 (born before Sept. 1, 2007.) Sessions continue through August 1. Activities include sports camps, field trips, swimming, wellness education, team building and more! Children must be pre-registered. These programs enable kids to make new friends, learn about responsibility, follow directions, learn about different sports and outdoor activities, and have lots of fun! For more information, call the Youth Center at (575) 834-0067.



PUBLIC HEALTH

Public Health Nursing Team: Case Management for Elder Patients

Submitted by Robert Morgan, RN, Public Health Nursing Case Manager

The Public Health nursing team focuses on patients age 65 and over who have one or more chronic conditions. Most of this population's conditions are very well controlled by the JHHS medical staff. The Public Health team's goal is to monitor, assess, educate and develop interventions to meet this population's changing needs.

When we assess people in their homes, the registered nurse (RN) communicates any abnormal findings to Clinic providers and arranges for the patient to be seen. The Public Health Nurse (PHN) also accepts communications and requests from providers to continue assessments or treatments in homes. These activities are reported to the providers to complete the continuity of care.

In general, the group between the ages of 65 and 75 tend to be very active, under control, and need only to be monitored. The PHN's focus is on patients who have chronic conditions that are not under control or are 80 years old and over. These patients are more home bound and may have multiple chronic conditions. Acuity (how serious a condition is) can change quickly.

The current system allows staff to shift the frequency of visits based on patients' needs. Patients on a Priority I schedule are monitored once a month. If a chronic condition flares, they can be seen once a week or more. Fifteen patients are currently on the Priority I schedule. Nineteen patients on a Priority II level are seen every other month because their

conditions are stable.

The remaining 41 Priority III patients are seen by the case workers (CHRs.) When they see patients, they complete health parameter questionnaires. The PHN reviews the questionnaires to identify any case management issues and/or schedule follow up appointments if needed. The team tracks patients' visits and scheduling using both computer and paper spreadsheets to double-check dates.

Did You Know?

The Public Health Nurse's other duties include:

- ✦ Screening patients and presenting to providers for clearance for physical activity programs.
- ✦ Reviewing high-risk patients with personal trainers and developing strategies for goal-oriented outcomes.
- ✦ Coordinating Do Not Resuscitate (DNR-DNI)/hospice choices with providers and the Medical Social Worker.
- ✦ Sharing case management with the Diabetes Management (DM) case workers and case manager for patients who have multiple chronic conditions.
- ✦ Accepting and following up on provider referrals from the Clinic.
- ✦ Developing the Protective Equipment Course agriculture workers.



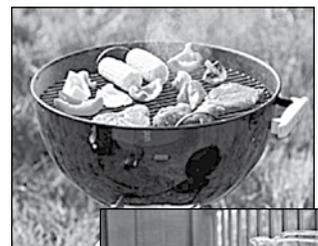
MoGro Cooking!

Tuesday, July 22 6 – 8 p.m.

JHHS Public Health Kitchen at the Jemez Health Clinic

Learn to make healthy summer barbecue recipes! Delicious potato salad without the loads of calories, refreshing drinks without all the sugar, and more! Discover the secrets to enjoying your summer foods and your health with MoGro's masters degreed nutritionist Sarah Vanegas, MS.

For more information, contact Ventura Lovato at (505) 797-3305 or the Public Health Program at (575) 834-7207.



MOGRO IN JEMEZ!

Jemez Senior Center Parking Lot

Tuesdays 10:30 a.m. to 7 p.m.

Groceries, fresh produce, quality meats, and dry goods...
Come to your MoGro Store to save money, eat healthy and live better!

Glow Run

5K & 1-Mile FITT Run/Walk

Wednesday, July 2

Jemez Senior Center

Sign-up: 8 p.m.

Run/Walk: 8:30 p.m.

For more information, call the Public Health office at (575) 834-7207.

EDUCATION

Native American Languages Summit: *Working Together for Native American Language Success*

Submitted by First Lt. Governor Kevin Shendo

In November 2012, the US Department of Health and Human Service's Administration for Native Americans, the Department of Interior's Bureau of Indian Education and the White House Initiative for American Indian and Alaska Native Education signed a Memorandum of Agreement (MOA) to collaborate on programming, resource development and policy across agencies. The MOA encourages programs and projects supported by any MOA partner to include instruction in and preservation of Native American languages. The partners formed a Native Language Workgroup and each partner agency worked to identify barriers, levers and promising practices that will help communities implement successful programs and projects that further the goal of language revitalization.

In addition, members of the Native Language Workgroup identified areas for collaboration and resource-sharing with each other and partner communities. This has resulted in better dissemination of funding announcements and resources, cross promotion at events, and collaboration on webinars that benefit shared audiences. A major milestone in the partnership was the Native American Languages Summit held June 20, 2014, which brought together diverse communities to share challenges and paths to success.

The goal of the summit was to identify ways to further support Native American communities teaching their languages to improve accountability for educational progress and measurable success. The MOA partners committed to working as a team to ensure the preservation and acquisition of Native languages, not only for revitalization but also so Native youth have command of their languages, linguistically and culturally. The summit discussed the challenges and successes of measuring oral and written American Indian, Alaska Native and Native Pacific Islander language learning and shared promising practices.

White House Domestic Policy staff Jodi Gillette, Senior Policy Advisor on Native American Affairs, and Raina Thiele, Deputy Associate Director of Intergovernmental Affairs, opened the summit. They spoke about the Obama administration's concern for and support of improving Native American educational outcomes and preserving Native languages.

Presentations by MOA partners shared their current efforts supporting community-based Native language instruction, as well as available resources that can support efforts within tribal communities. The presenters included Lillian Sparks Robinson, Commissioner, Administration for Native Americans; Ron Lessard, Chief of Staff, White House Initiative on American Indian and Alaska Native Education; Dr. Libia Gil, Associate Deputy Secretary and Director, Office of English Language

Acquisition; and Dr. Charles M. Roessel, Director, Bureau of Indian Education.

Dr. Michael Mason, Director of the Center for Folklife and Cultural Heritage of the Smithsonian Institution, described *Recovering Voices*, an initiative led by the Smithsonian's National Museum of Natural History in partnership with other Smithsonian entities, to promote the documentation and revitalization of the world's endangered languages and the knowledge preserved in them. Ms. Julie Cajune's keynote address focused on a multi-faceted perspective to language revitalization across the education continuum, shared through her experience as a teacher, tribal curriculum developer, state public school administrator, and as Executive Director of a research center at the Salish and Kootenai College.

Pueblo of Jemez Presentation

The Pueblo of Jemez was asked to present on a panel titled *Can the Common Core Reflect Tribal Values, and What is the Role of Native Language?* One challenge we face is support at the school, district and state levels for incorporating time for language instruction into the school day. Often administrators want to focus on subjects on which students are tested at the state level. A coming challenge are the Common Core State Standards and whether they will be obstacles to language learning in the schools that adopt them.

The Jemez presentation focused on the work of the Education Collaborative, particularly the teacher education retreats and joint professional development days. Initially begun to develop a Jemez language and culture-based curriculum and standards, the collaborative has taken on a deeper and wider focus. Through the support of all community schools within the Jemez Valley School District (BIE, public, charter and the tribal Head Starts,) the Education Collaborative has turned to the effective implementation of the Common Core State Standards through a culturally-based approach. Last year, in partnership with the National Indian Education Association (NIEA), the Campaign for High School Equity, and the NM Public Education Department, Indian Education Division, and with financial support from the Gates Foundation, the NM Community Foundation, the Kellogg Foundation, and the San Manuel Band of Mission Indians, we provided the same professional development and training to all teachers, teacher assistants/education techs and support staff on the effective implementation of the Common Core State Standards. Before the the school year started, a delegation from Kamehameha

Continued on page 13

EDUCATION

English Learners an Asset for Global, Multilingual Future

By Arne Duncan, Secretary of Education and Libia Gil, Assistant Deputy Secretary, Office of English Language Acquisition, Los Angeles Daily News, Feb. 19, 2014; reprinted with permission

In February, 230 Americans men and women competed against and socialized with athletes from 87 other nations at the 2014 Winter Olympics in Sochi, Russia. The Olympics test not only individuals' athletic prowess but also nations' good will, collaboration and diplomacy – and their ability to find a common language.

As the late Nelson Mandela said, *“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”*

To provide our children an excellent education, and to keep America competitive economically, we would do well to heed his words. Today, a world-class education means learning to speak, read and write in languages in addition to English.

In an interconnected, interdependent global economy, we must prepare our children for a future in which their social and economic success will depend on their ability to understand diverse perspectives and communicate with people from other cultures and language groups. This isn't a matter of getting ahead – it's a matter of catching up. It is common for students in other countries to be required to study two or three languages in addition to their own.

In the US, we have a valuable, yet untapped resource, in the estimated 4.6 million students learning English – the fastest-growing student population in our schools. These students

already speak a variety of languages. These languages are significant not only to our economic competitiveness but also to our nation's security. The heritage languages our English learners bring are major assets to preserve and value.

Many schools and communities have established programs to encourage mastery of multiple languages. In effective dual-language classrooms, English learners and English-proficient classmates learn academic content while becoming proficient in both languages. That's why our department is encouraging innovations in the education of English learners, in part by making it a priority in the federal Investing in Innovation (i3) program.

The extraordinary opportunities for – and needs of – our English learner population were the focus of the National Association for Bilingual Education conference, which drew over 1,000 participants. There, leaders from our department described our commitment and met with international leaders to improve cross-border educational coordination.

Educating speakers of other languages in English, and encouraging mastery of multiple languages, has long been important to America's competitiveness and will be increasingly vital in the years to come. We challenge our schools and communities to invest in our future leaders with bi-literacy and multi-literacy skills.

Native American Languages Summit, *continued*

Schools in Hawai'i provided in-kind professional development training and materials on teaching the common core from a community and culturally based perspective.

The collaboration continued through the school year with joint professional development days with all schools. A two-day summer teacher retreat is pending to evaluate the prior year's training, determine whether it was effective and assess if any changes, revisions and/or accommodations need to be made to training and professional development efforts.

The tribe shared that we are working well together but that there are always challenges when dealing with three or four different education systems operating in their respective schools. We must commend our local schools, their leadership and tribal programs for joining the effort and their willingness to collaborate, share and plan for the best interests of our children.

The Jemez Education Collaborative has become a national model where tribal, Bureau, public and charter schools can join with tribal education departments and work across systems and schools to positively impact the education of our children.

The summit also included a panel presentation on language

assessments methods, the importance of having reliable age and culturally appropriate language assessments (oral and/or written), and having them guide fluency development and measures of progress over time. Representatives from the Second Language Testing Institute provided valuable information on both oral and written assessments of Native Language learning and fluency. The day closed with facilitated round table discussions on four areas: *Birth to Age 7; Ages 8 to 13; High School, and Higher Education and Adults*. Key issues were shared in the closing general session. The very full agenda offered much to enable rich discussions, deliberations and reflections on education, language, and tribal priorities on many different levels.

We extend our sincere appreciation to the Department of Health and Human Service's Administration for Native Americans, the Department of Interior's Bureau of Indian Education and the White House Initiative for American Indian and Alaska Native Education for the invitation to present at its first Native American Languages Summit. A special recognition to the Bureau of Indian Education for their financial support of the Jemez leadership to attend and present at the summit.

EDUCATION

Student Reflections: World Indigenous Peoples Conference on Education, Honolulu, Hawaii

Jeanette Toya

Students from Native American Youth Empowerment (NAYE) were elected by their peers and parents to attend the WIPCE conference in Honolulu if their schools gave permission to attend. Thirteen students attended the conference from May 19 to 24. I learned things I will never forget.

It was great to learn about other indigenous peoples. Hawai'i was governed by kings, queens and princesses until 1838 when they were overthrown by the US military. Leaders invested in their people. Princess Bishop left her lands and money to operate Kamehameha Schools to educate Hawaiian children and today supports Hawaiian language immersion and charter schools. Queen Liliuokalani left her money and lands to help children who are homeless, or only have one parent, or don't have family to take care of them. Queen Liliuokalani used her funds to build children's centers.

The Waimea Valley is a beautiful and important place in Hawai'i religion with many historical structures, including stone terraces and walls constructed during the Hawaiian monarchy.

Hawaii had four major gods; the carved wooden images were introduced to O'ahu from Hawai'i. *Kane* is the creator of all things, represented by the phallic stone; *Ku* is the god of war, both a builder and destroyer, represented by a wide mouth ki'i (wooden image); *Lono* is the god of fertility, peace and medicine represented by another ki'i form; *Kanaloa* is the god of the ocean and is also associated with death.

Hawaiians almost completely forgot their language 35 years ago, but managed to keep it going. Of 500,000 Hawaiians, only three percent speak their language. Ninety percent agreed to learn their language and culture; there has been a 500% increase per decade: from 1980 when there were 100 speakers, to about 12,400 speakers 2010. I learned two words: *pohaku* (rock) and *wallele* (waterfall.) Learning Hawaiian can improve brain growth, boost memory, improve listening skills, increase attention, strengthen multitasking abilities and also improve

English language skills.

I also learned about King Kamehameha I (1758-1819,) the most important figure in Hawaiian history. He conquered the Hawaiian Islands under one rule and enacted laws to protect and bring order to the kingdom. The Hawaiian monarchy was overthrown by the US, first as a territory, then as a state. Many Native Hawaiians have mixed feelings about this. The fight for sovereignty is very important to them and some want their kingdom back.

Jazlyn Shendo

Attending WIPCE after graduation was a great experience. I met people from around the world and had a chance to exchange my culture, education and language at the very first "Youth Day" at WIPCE.

During Youth Day, I attended three sessions. I learned that US tribes as well as many other indigenous tribes from around the world are going through the same situations we are facing now, such as fighting to get our land back from the government, slowly losing our languages and cultures, and needing to involve more youth to help our communities. I was very fortunate to represent NAYE as well as the youth of North America in drafting the "Declaration of Indigenous Youth." Some topics youth contributed were:

- ❖ Wanting youth to be more involved with our cultures and learn their meanings.
- ❖ Giving youth the power to speak for their land and people.
- ❖ Having youth put their minds and voices together to make history balance with old and new knowledge.

It was a special experience to be part of the first time youth came together at WIPCE to make the Declaration of Indigenous Youth. The document will be presented to the United Nations and join the Declaration on the Rights of Indigenous Peoples as the youth voice. This was indigenous youth making history.

WIPCE also offered workshops at the Kapi'olani Community College. I learned that mainstream education has taken over indigenous tribes and their students are learning more English than their own native languages. With my interest in other Indigenous languages and cultures, I attended a Native Language workshop where they talked about how they help their students by teaching in their language only. Another workshop I attended was about "Who am I, and where I came from," taught by Maori native teachers. They have three schools on their island; one is a mainstream school with English instruction only; one is an all Maori language school, and one is a bi-lingual school, taught in both Maori and English. These schools help youth with leadership, building academic and career programs, education, business and reconnecting with their land, culture and language.

This conference educated me about how we can come together as one and help each other balance education and culture to become strong individuals and strong nations. I hope that youth get the opportunity from our tribal government to be part of solving the problems we face here at home.



Young Jemez and Maori women; the Maori women are from Aotearoa, North Island, New Zealand and are representing "Te Kura Kaupapa Maori O Te Raki Paewhenua." Photo by Kevin Shendo

Primary Election: Unofficial Results

Information current at press time; final results due June 30, 2014.

SANDOVAL COUNTY

	Votes	Percent			
County Commissioner District 1 - Democratic			Public Regulation Commissioner- District 4 - Democratic		
R JAMES DOMINGUEZ	1,741	100.00%	EDWARD J MICHAEL	4,546	21.45%
District 1- Republican			LYNDA M. LOVEJOY	9,807	46.28%
GARY W MILES	615	100.00%	THERESA BECENTI-AGUILAR	6,839	32.27%
County Commissioner District 3 - Republican			Total votes 21,192		
DONALD G CHAPMAN	604	60.10%	Public Regulation Commissioner- District 5 – Democratic		
MICHAEL A MACDONALD	401	39.90%	MERRIE LEE SOULES	9,765	49.65%
Total Votes 1,005			SANDY R JONES	9,902	50.35%
County Assessor - Democratic			Total votes 19,667		
ANTONIO F MONTOYA	5,268	100.00%	Public Regulation Commissioner - District 5 - Republican		
County Assessor - Republican			BEN L. HALL	10,879	100.00%
LEROY JOSEPH LOVATO	1,011	30.96%	Public Regulation Commissioner - District 5 – Democratic		
TOM GARCIA	1,384	42.38%	LINDA SANCHEZ ALLISON	614	100.00%
PETE DAVID SALAZAR	871	26.67%	State Representative - District 65 - Democratic		
Total votes 3266			ORLANDO J.LUCERO	1,069	45.45%
County Sheriff- Democratic			JAMES R. MADALENA	1,283	54.55%
STEVE L REYNOLDS	1,578	23.52%	Total Votes 2,352		
JOHN PAUL TRUJILLO	2,056	30.65%	Governor Democratic		
JESSE JAMES CASAUS	3,075	45.83%	HOWIE C.MORALES	17,787	14.28%
Total Votes 6,709			ALAN M. WEBBER	28,202	22.64%
County Sheriff- Republican			LAWRENCE D. RAEI	24,684	19.82%
DOUG WOOD	3,219	100.00%	GARYKING	43,617	35.02%
Probate Judge - Democratic			LINDA M.LOPEZ	10,238	8.22%
CHARLES J AGUILAR	5,441	100.00%	MARIO J MARTINEZ (Write in)	19	0.02%
United States Senator- Democratic			PHILLIP GEORGE CHAVEZ (write in)	15	0.01%
TOM UDALL	112,740	100.00%	Total votes 124,562		
United States Senator- Republican			Governor – Republican		
ALLEN E.WEH	41,387	62.99%	SUSANA MARTINEZ	64,127	100.00%
DAVID KALE CLEMENTS	24,314	37.01%	Lt. Governor – Democratic		
Total Votes 65,701			DEBRA HAALAND	94,504	100.00%
United States Representative - District 1 - Democratic			Lt. Governor- Republican		
MICHELLE LUJAN GRISHAM	28,948	100.00%	JOHN A SANCHEZ	58,410	100.00%
United States Representative - District 1 - Republican			Secretary of State – Democratic		
MICHAEL H FRESE 13,209	65.37%		MAGGIE TOULOUSE OLIVER	56,940	100.00%
RICHARD G PRIEM 6,999	34.63%		State Auditor- Democratic		
Total Votes 20,208			TIMOTHY M KELLER	92,391	100.00%
United States Representative - District 2 – Democratic			State Treasurer- Democratic		
ROXANNE "ROCKY" LARA	21,683	100.00%	TIM EICHENBERG	59,258	
United States Representative - District 2- Republican			JOHN WERTHEIM	53,187	
STEVE PEARCE	24,531	100.00%	Total votes 112,445		
United States Representative - District 3- Democratic			State Treasurer - Republican		
BEN R. LUJAN	50,286	87.57%	RICK J LOPEZ	54,739	100.00%
ROBERT BLANCH	7,139	12.43%	Attorney General - Democratic		
Total Votes 57,425			HECTOR BALDERAS	101,752	100.00%
United States Representative - District 3 - Republican			Attorney General - Republican		
JEFFERSON L. BYRD	15,636	100.00%	SUSAN M.RIEDEL	55,950	100.00%
Public Regulation Commissioner- District 3- Republican			Commissioner of Public Lands - Democratic		
PATRICK H LYONS	16,005	100.00%	RAY BENNETT POWELL	95,986	100.00%
			Commissioner of Public Lands - Republican		
			AUBREY DUNN	56,507	100.00%
			Judge of the Court of Appeals - Democratic		
			KERRY C. KIERNAN	90,041	100.00%
			Judge of the Court of Appeals - Republican		
			MILES HANISEE	54,147	100.00%



PUEBLO of JEMEZ

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SECOND HEMISH SPIRITUAL GATHERING

Community members are encouraged to attend the Second Hemish Spiritual Gathering at the Valles Caldera on Saturday, July 26. Transportation will be available. Please join your families, neighbors and friends to reinforce our connections to these ancestral lands.

For more information, contact the tribal office at (575) 834-7359.



Fourth of July Celebration

The Governors and Tribal Administration will host a Fourth of July picnic at the baseball fields on Friday, July 4. Flyers will be posted with more information.



JEMEZ HISTORIC SITE PRESENTS Pueblo Independence Day

**In commemoration of the 1680 Pueblo Revolt
SUNDAY, AUGUST 10 7 A.M. - 3:30 P.M.**

On August 10 and 11, 1680, the Pueblo People of New Mexico, aided by Apache and Navajo allies, launched a successful rebellion against Spanish colonization.

The commemoration will begin with a pilgrimage run from Walatowa plaza to Gisewa Pueblo plaza. Participating in this run is a way to pay tribute to the Ancestors and show appreciation for the sacrifices they made. Their brave resistance helped preserve the Pueblo way of life, our culture, languages and right to reclaim our aboriginal lands.

7 a.m. Run begins at the Jemez Pueblo plaza.

The public is welcome. Water stations will be available.

10 a.m. Guest speakers: Cliff Fragua, Sculptor

10:30 a.m.- 3:30 p.m. Traditional Native dances, authentic Native food, arts & crafts

FREE Vendor booths available

Call Jemez Historic Site for details (575) 829.3530
Free Admission for all NM Residents