

Notes from Symposium Final Round Table Sharing -

What was the most interesting part of this morning's sessions?
Recommendations for improved communication about our school.

- [A need to] Empower the community to go forward with an education plan. Currently we lack a plan for how to establish a comprehensive education plan from Head Start to Higher Education for the pueblo.
 - Outsiders have provided the structure we have today but where do we all fit in? We are not balanced.
 - Initiate from here and use resources necessary to develop an overall *education plan*.
 - Who we are as Santa Clara people and what does "Santa Clara people" mean?
 - Who are we? Want to feel comfortable as Kha p'o people today (short term) and in the future (long term).
 - We all have a contribution towards what education can become for all community members to be successful because everyone has a gift.
 - We all have a contribution we all can make.
 - Who we are can become stronger through communication.
 - *Help each other address our core values to know more about who we are.*
 - We don't know our own Santa Clara Pueblo Constitution.
 - We know more about people's problems than about their success.
 - *The Tribal Council needs a plan to guide them. The Hopi Education Foundation exponentially increased their scholarship program over time.*
 - Participant wants to make a different and go beyond old analogies of what's been done in the past relying on others' plans and ideas for us as a community especially regarding education.
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- The Keres Children Learning Center (KCLC School) showed that it is not impossible to teach and learn your language. When you find out something like this, you are challenged to want to see something like this for our community and some many not agree.
 - KCLC experience shows that something has had success and has promise.
 - *Integrated learning experience was Keres learning as well.*
 - *The quality of their experience as parents with children speaking Keres influenced the use of Keres at home.*
 - The experience of school curriculum being driven from outside where they didn't learn about Po'pay and the Pueblo Revolt or about Santa Clara Pueblo.
 - *Door is open for a different kind of experience.*

- A lot of potential with this kind of change.
 - Making sure that all children are learning –true engagement by non-Pueblo member children
 - Need people with experience as part of the committee planning for this change.
 - Keep the good teachers –need certified teachers.
 - Plan with the community so they can give input.
 - Constitutional rights –learning at school –How to implement that in one hour lesson?
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- Three years of total immersion in pre-school –biggest yearning is learning the language- is a struggle
 - *Healing from cultural genocide come from speaking your language.* Studies suggest how children learn is not teaching the “same way” to every child.
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- We need different learning methods and experts.
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- Maybe five years from now...speaking language fluently
 - Hard lives, sadness can be addressed with prayer for we are all one.
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- How to learn the language- example given by Keres Children Learning Center.
 - Multi-lingual includes Native languages.
 - It’s a struggle to benefit the children; they have to see they are cared for by the community.
 - It was a fight with a local school district when we moved them to another. They said we were taking money away from them. It was the best decision.
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- The financial impact on staff working currently for the Santa Clara Day School is significant. Some will lose pay and it will hurt the employee and many have been with the school for many years.
 - Education is part of the community so bring it back to the community.
 - Three languages are spoken in her home. They refer to their grandmother using proper Tewa titles.
 - *However, only enrolled members can attend Tewa language classes.*
 - Why should language be restricted? In my view, a grandparent of a Tewa child should be able to learn the language.
 - Do it right (referring to the language)- It is for everyone – As an outsider, I’ve heard this for years.
 - I hope it is not just for this clan, or _____, _____.
 - Children who wanted to do a Navajo Dance for the school program were not allowed to by their parents.

- *Whoever is responsible for the (school and curriculum in the future) has to be responsible and make sure its for everyone.*
- Grandfather was insightful with incredible mind. Memories of him and my grandmother who was always scolding him for speaking Tewa to the children.
- It was a good core group at this morning Symposium activity.
- The invited Symposium presented were enthusiastic about their work and they were special people who shared with us, their excitement and enthusiasm.
- *Education is not just a problem for Santa Clara Pueblo the entire country is in turmoil.*
- *Need for a proactive stance looking toward creating an initiative.*
- *What it could be- An important piece, ideas, successive, inspiring.*
- (What emerged today) Leadership is important – young people like the example of the Founder of Keres Childrens Learning Center at Cochiti Pueblo). They brought people to see young people take them beyond and fulfilling to see that possibility.
- *Today (the Syposium) is starting to move forward with an idea, awareness that inclusion is important- No one should not be a part of this.*
- *BIE school members not being a part of this leaves the Pueblo with no voice at the school currently. Frustrated by feeling persona-non-grata at school.*
- [They] don't want to open their hears and mind for the possibility of a different place-to reframe the school philosophy towards self-determination and self-sufficiency- and inclusion of old, young, parents, staff -All have to be included.
- All have to be included, have a role to be able to feel a part of it-How exactly it gets done?
- One suggestion made this morning was the idea about engaging the community by going in small groups to visit each community household to get their input (based on a SC Health Assessment some years ago.)
- It is important to understand and be listened to and understood.
- How to do this? Understand and translate what ideas and solutions arise – breaks down in the implementation stage. Need people who can help you develop a course of action – Plan- Projects – Commitments – Assessments
- [Avoid] Lack of participation and inclusion to avoid the reflection: *"No body listened to me."*
- Visiting all the Pueblos in the past, to listen and translate their needs and concerns and used this with students and listen to them;
- They all have to put in their 2 cents. "The majority rules" in America and the problem with that is 50 % go home grumpy.

- *Connect to listening. Consensus is the objective and go home satisfied – here’s what we did together-to accomplish goals through process of inclusion; support give and take.*
- Try our best to listen and relate, respond as the result of this (Symposium) meeting- positive example that demonstrate possibilities. A place it can get done with initiative –reminded of our Pueblo ancestors- special people in our families in the past who had a lot to say- we were lucky to have access to those kinds of people. Thank you for today.
- The special roles in Pueblo society were referred to and they require sacrifice of up to a year’s time away from family, mental and physical stamina for the people. In this same way, those working on this education program are making similar sacrifices.
- Advice received from Uncle– language is key.
- Participation s fighting for people here at Santa Clara.
- *If we can’t speak our language, we’ll just be “regular old Americans.”*
- Experience with Indian school collaborations involves diverse stakeholders like the Keres Children’s Learning Center, other communities and organization have been helped in developing their strategic plan for education;
- Consensus among stakeholders is powerful and witnessed tremendous struggle where you see: *“Common desire- We don’t value what we don’t invest in.”*
- *Santa Clara Pueblo needs to develop a strategic plan.*
- Nature of consensus is willingness to stick to the plan and engage the whole person to come to the table for consensus to fulfill their collective desire.
- Suggest this is just the first session of dialogue –thoughts and issues –some statements are emotional – venting out frustrations at this stage.
- What do we want to do? Door is opening – a major step concerning (Santa Clara Pueblo) membership towards a move in a positive direction- a move backward is to let the problem solve itself. (Regarding membership) Accept many community members that will become tribal members. We have some doors open like access once more to Valles Caldera for hunting and fishing and other important places for us.
- Share the same vision – we all have ideas that are part of the microcosm that can benefit everyone.
- **Questions about BIE:** What is the BIE advisory process? The system is not listening. And the day school administrator? *The SCDS staff tenure is a main topic for them so what is the role of the BIE administrator and school staff in this tribal control contract process?*

- Acknowledgement of leadership in this process and asked to pray and offer our assistance. Suggestion is to accept everything that is going to come your way; helping requires dealing with everything positively-take time.
- “My people come first” has been significant.
- “All these things we share today, would it be great for a child to know these things, our stories and have a book written for our grandchildren, to open up and learn about who they are through our thoughts and stories.
- *Can we come together again?*
- We have to get (SCDS teachers, staff and community) their input; they know how our children learn. How to use their expertise to help implement these things.
- They need a special direct invitation to get their input. A special invite where everybody wants to help in the community, it has to be one-on-one for staff to do this going family to family like conducting a survey with trained staff.
- Someone who cares about people and wants to be a part of this change,.
- Waiting to see these changes requires the community behind this/us, Thank you (in Tewa.)
- Tell your families the decision for this Tribal Control School was the Santa Clara Tribal Council’s decision.
- Are we going to build this school? As a tribal control contract school?
- We have role models here such as our mothers, past and present leaders.
- (It’s going to be hard work and look at these kids and maybe 2 kids are fluent.
- This is a very big step.
- Inclusion is so important because I also felt that I didn’t belong here and the hard knocks of what you put up with.
- Recalling the experience at the SC Day School and learning Tewa from older bilingual teachers. I wish it was like that again. They did their best to teach us.
- Let’s do our language again.
- *It is a strong feeling of not belonging and not having a voice and not being included keeps you out of having input in the decision-making process.*
- Want to give back what I can.
- Truly appreciate what we have as Native Americans with a strong tradition and history and so many things that belong to us. How the U.S. government treated Native people was not good. The outside world thinks we get free education/health care which were promised but not really-
- We need to learn Tewa.
- Envy our grandchildren they have a hopeful future.

- We will have a final report of this gathering available to everyone, including the Council and community in a few weeks. We'll be in contact.