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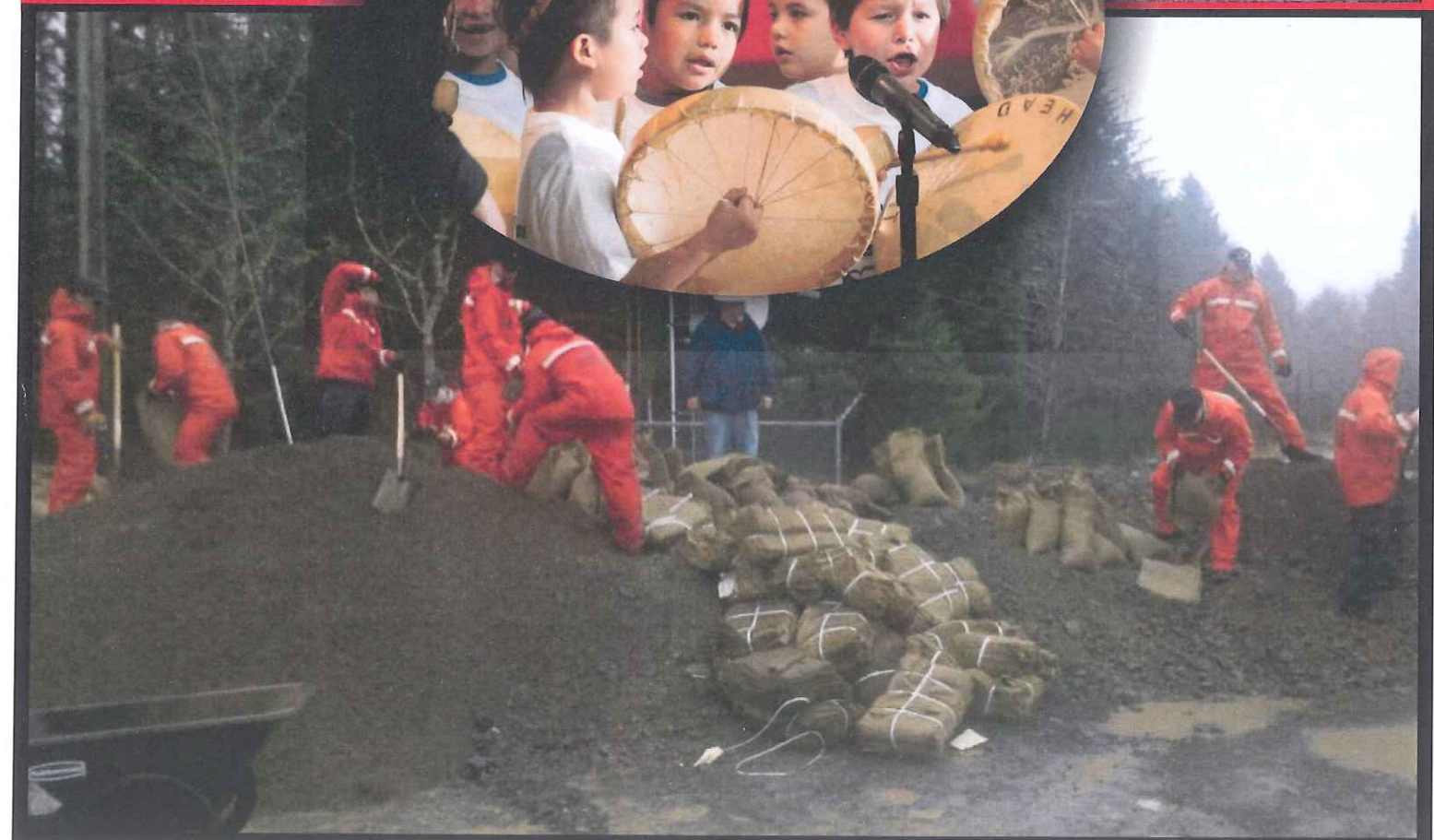
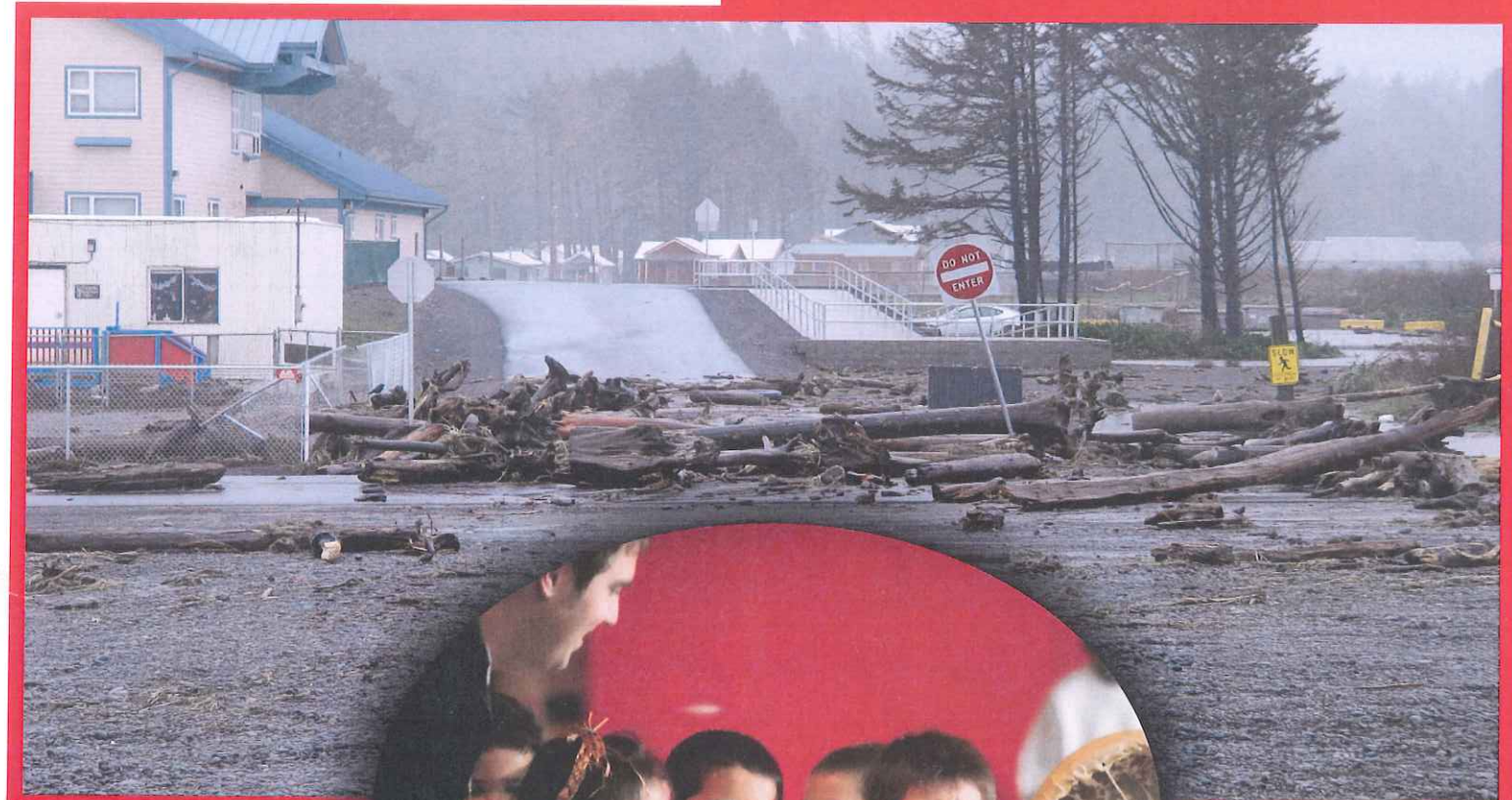
Thank you

Bureau of Indian Education • School Replacement Grant
Quileute Tribe • Move to Higher Ground



Bureau of Indian Education School Replacement Grant

Quileute Tribe Move to Higher Ground



Quileute Tribal School



BIE School Replacement Grant Presentation – February 2016

Quileute Tribal School – Overview



Future Generations - Children are our heritage. Students are our future.

Quileute Lands

Quileute Aboriginal Camps and Villages



We once moved hundreds of miles across the Olympic Peninsula, following fish and game and moved with the weather.

Quileute Reservation

- 100-Year Flood Zone
- Likely Flood Hazard
- Tsunami Hazard Area
- Evacuation Route
- - - Quileute Tribe Boundary

After the treaty, we were left with just 1 square mile of beachfront and flood plain

RIALTO BEACH

JAMES ISLAND

Quillayute River

EVACUATION ROUTE
Travel time by foot: 10 minutes
Travel time by bus: 6 minutes

CURRENT SCHOOL SITE
15' above sea level
300' from ocean
130' from river

PACIFIC OCEAN

FUTURE SCHOOL SITE
250' above sea level
3,500' from ocean
8,700' from river
43 acres total

OLYMPIC NATIONAL PARK

SOUTHERN LANDS

110

Google earth

Land Legislation

The land legislation has been a long-standing Council and community priority. Much has been achieved by our past leaders, many years of fighting for what is rightfully ours, for the protection and preservation of our children and our culture. Now is the time to build that future.



Land Legislation

One Hundred Twelfth Congress of the United States of America

AT THE SECOND SESSION

Begun and held at the City of Washington on Tuesday,
the third day of January, two thousand and twelve

An Act

To provide the Quileute Indian Tribe Tsunami and Flood Protection, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. OLYMPIC NATIONAL PARK—QUILEUTE TRIBE.

(a) DEFINITIONS.—In this section:

(1) MAP.—The term “Map” means the map entitled “Olympic National Park and Quileute Reservation Boundary Adjustment Map”, numbered 149/80,059, and dated June 2010.

(2) PARK.—The term “Park” means the Olympic National Park, located in the State of Washington.

(3) RESERVATION.—The term “Reservation” means the Quileute Indian Reservation, located on the Olympic Peninsula in the State of Washington.

(4) SECRETARY.—The term “Secretary” means the Secretary of the Interior.

(5) TRIBE.—The term “Tribe” means the Quileute Indian Tribe in the State of Washington.

(b) FINDINGS AND PURPOSE.—

(1) FINDINGS.—Congress finds that—

(A) the Reservation is located on the western coast of the Olympic Peninsula in the State of Washington, bordered by the Pacific Ocean to the west and the Park on the north, south, and east;

(B) most of the Reservation village of La Push is located within the coastal flood plain, with the Tribe’s administrative buildings, school, elder center, and housing all located in a tsunami zone;

(C) for many decades, the Tribe and the Park have had a dispute over the Reservation boundaries along the Quillayute River;

(D) in recent years, this dispute has intensified as the Tribe has faced an urgent need for additional lands for housing, schools, and other Tribe purposes outside the tsunami and Quillayute River flood zones; and

(E) the lack of a settlement of this dispute threatens to adversely impact the public’s existing and future recreational use of several attractions in the Park that are accessed by the public’s use of Reservation lands.

(2) PURPOSES.—The purposes of this Act are—

(A) to resolve the longstanding dispute along portions of the northern boundary of the Quileute Indian Reservation;

H. R. 1162—6

entry, use, surveys, or other activities are deemed fully satisfied and extinguished upon a formal Tribal Council resolution, including claims related to the following:


(A) LAND ALONG QUILLAYUTE RIVER.—The lands along the sections of the Quillayute River, starting east of the existing Rialto Beach parking lot to the east line of Section 22.

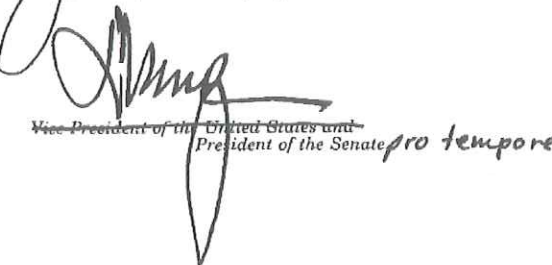
(B) SECOND BEACH.—The portions of the Federal or Tribal lands near Second Beach.

(C) SOUTHERN BOUNDARY PORTIONS.—Portions of the Federal or Tribal lands on the southern boundary of the Reservation.

(2) RIALTO BEACH.—Nothing in this section shall create or extinguish claims of the Tribe relating to Rialto Beach.

(i) GAMING PROHIBITION.—No land taken into trust for the benefit of the Tribe under this Act shall be considered Indian lands for the purpose of the Indian Gaming Regulatory Act (25 U.S.C. 2701 et seq.).


Speaker of the House of Representatives.


Vice President of the United States and
President of the Senate *pro tempore*.

APPROVED

FEB 27 2012



Location Constraints

We currently have 10 structures which together comprise our school site. Of these, 9 are located in a state or federally identified hazard zone.

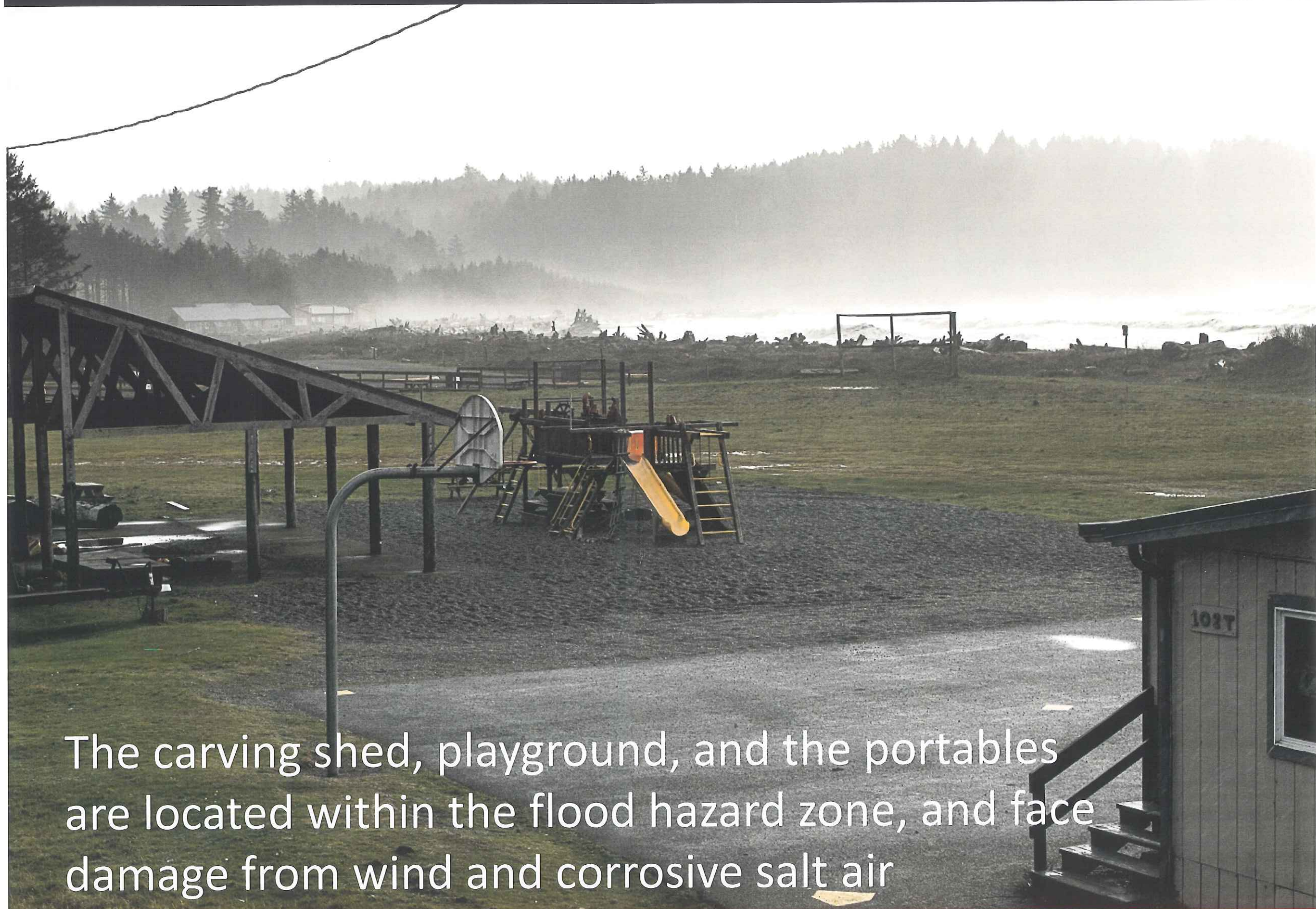


Location of Facilities and Educational Space



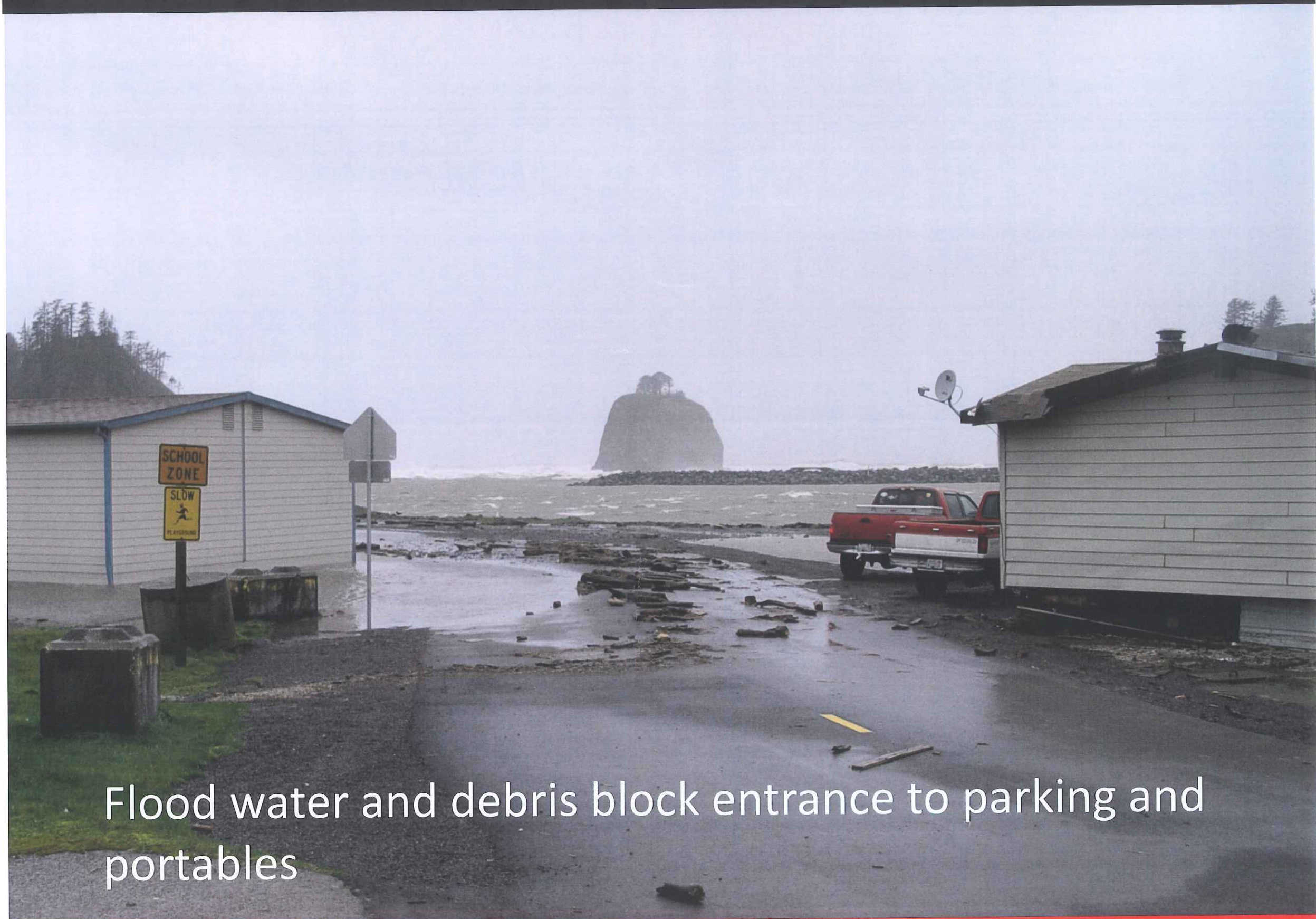
The school ball fields are just feet above sea level, and often flood during winter storm events

Location of Facilities and Educational Space



The carving shed, playground, and the portables are located within the flood hazard zone, and face damage from wind and corrosive salt air

Location of Facilities and Educational Space



Flood water and debris block entrance to parking and portables

Location of Facilities and Educational Space



Massive logs and driftwood block bus lane access,
and cover the playground

Location of Facilities and Educational Space



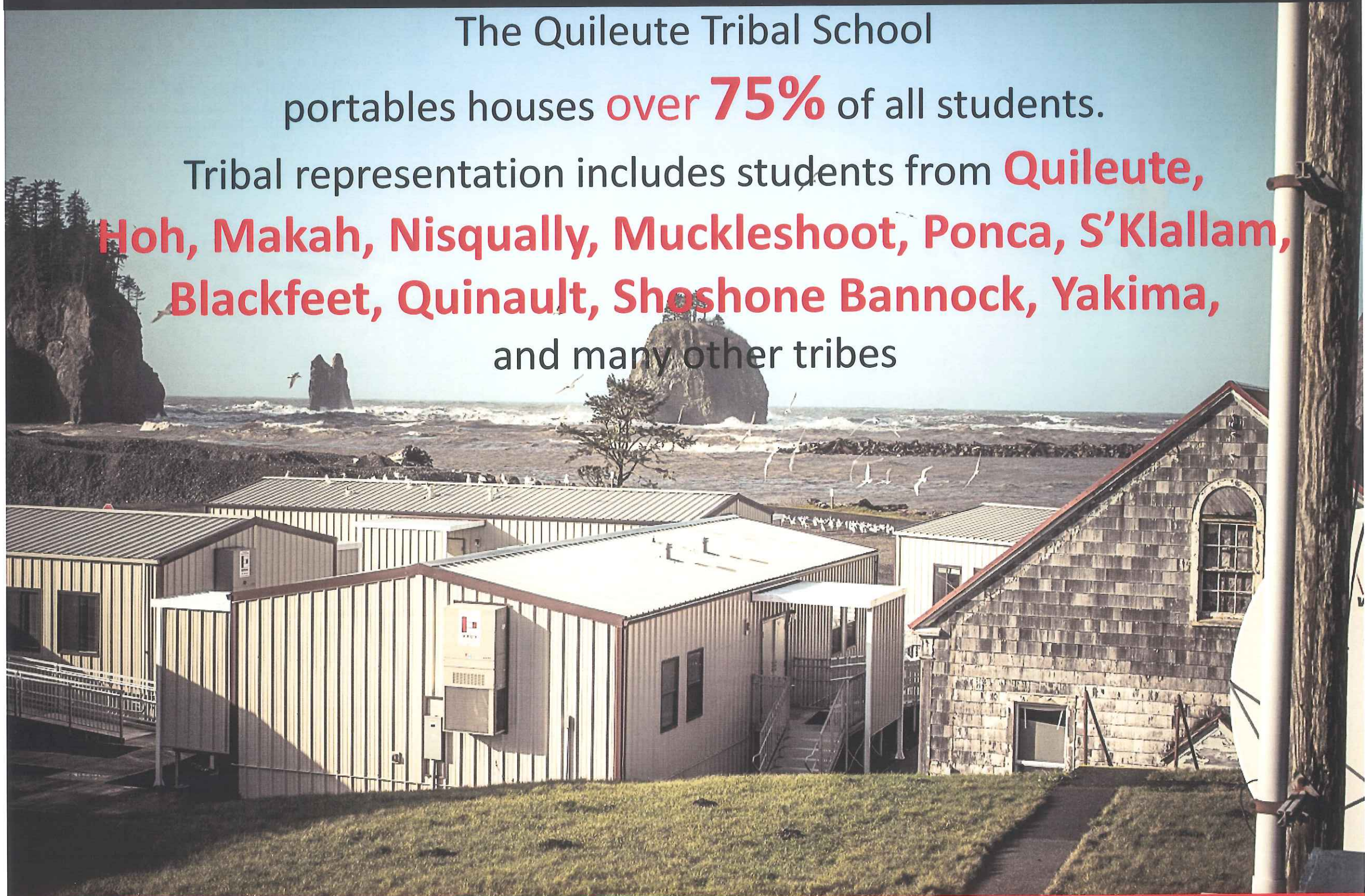
The location has long been unsafe

Crowded

The Quileute Tribal School

portables houses **over 75%** of all students.

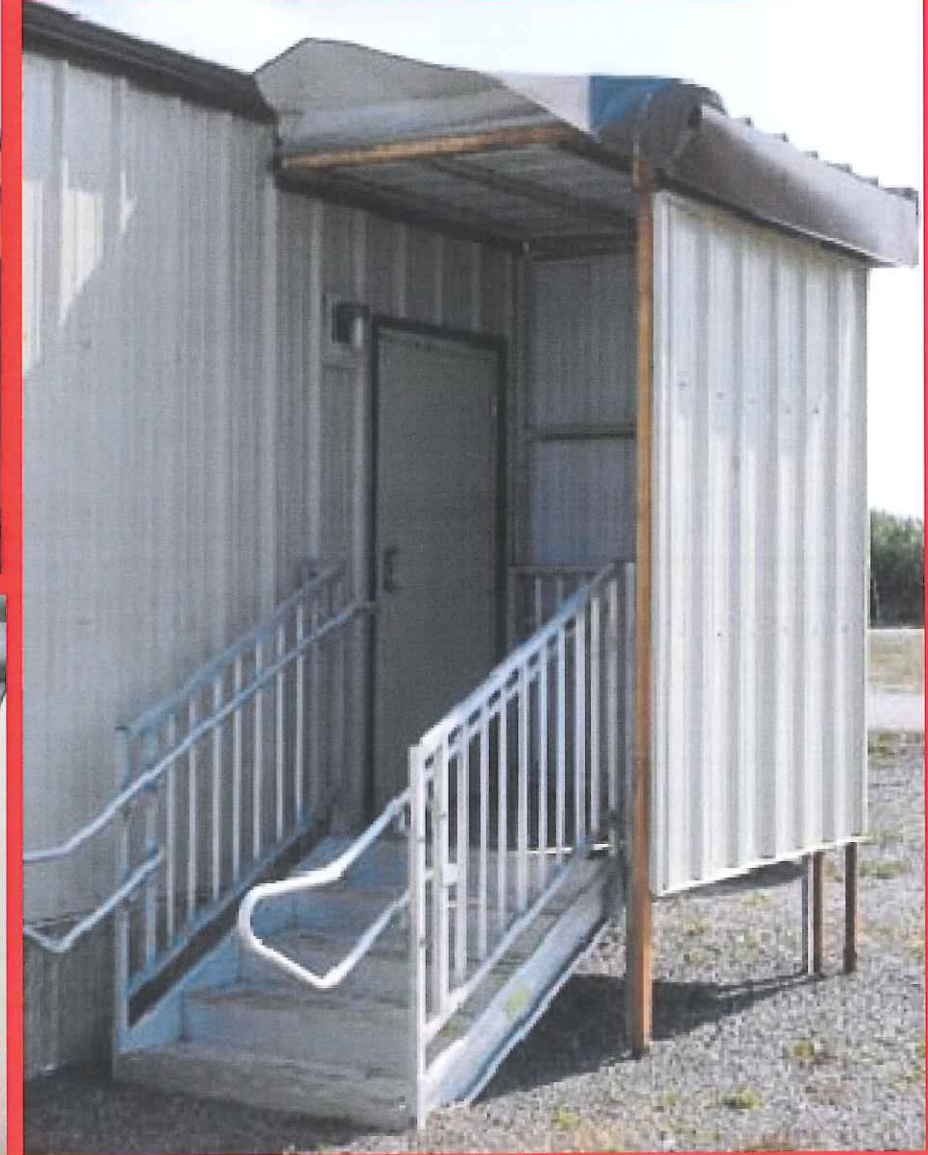
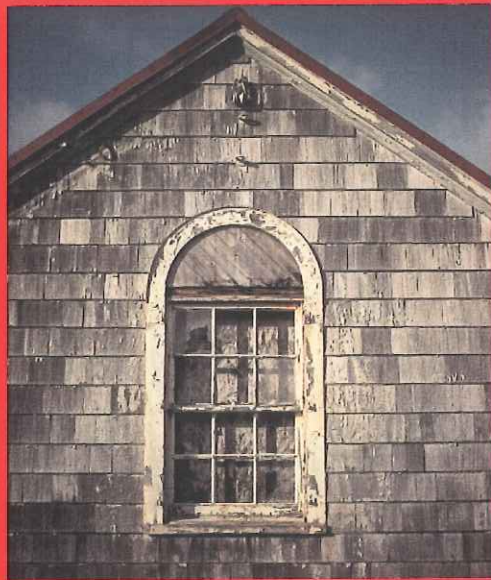
Tribal representation includes students from **Quileute, Hoh, Makah, Nisqually, Muckleshoot, Ponca, S'Klallam, Blackfeet, Quinault, Shoshone Bannock, Yakima,** and many other tribes



Future Generations - Children are our heritage. Students are our future.

Crumbling and Unsafe

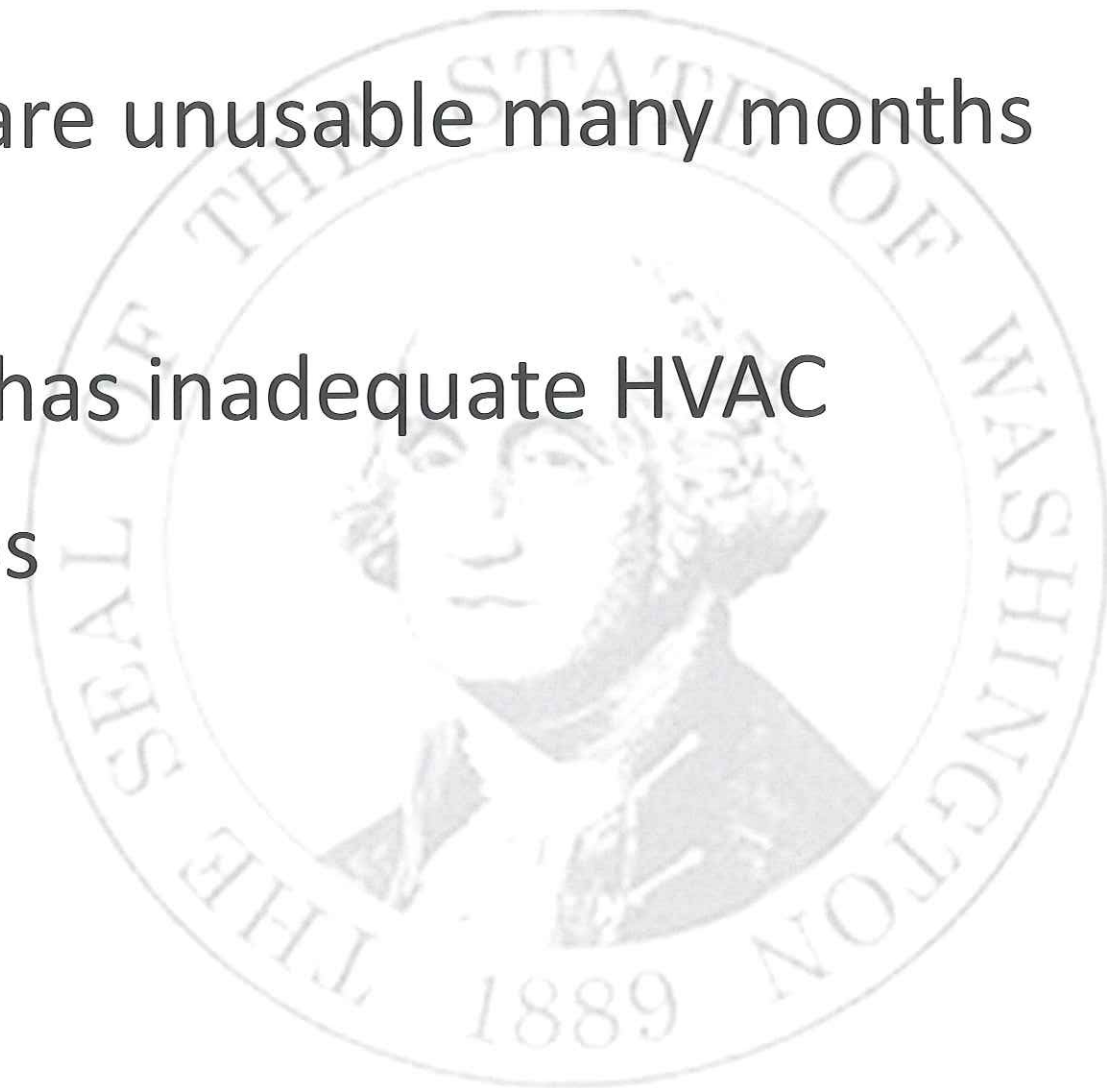
- Structures located in **HAZARD ZONES**
- Structures **DAMAGED** due to environmental conditions
- Facilities that **DO NOT** meet building health and safety codes



Facility Limitations

INSUFFICIENT SPACE to house all of the programs needed to meet Washington State graduation requirements.

- Carving shed is falling down
- Playgrounds and ball fields are unusable many months of the year
- Elementary school building has inadequate HVAC
- No science or vocational labs
- No broadband = no testing
- Lack of Electives



Aged Structures



Impacts to Culture, Tradition, and Language

“Our children deserve nothing less than to have inherited their own language. You could argue that when a tribe loses its language, it loses a piece of its innermost being, a part of its soul or spirit. That is how important and meaningful our languages are to us, as the original inhabitants of this hemisphere.”

- Sonny Skyhawk

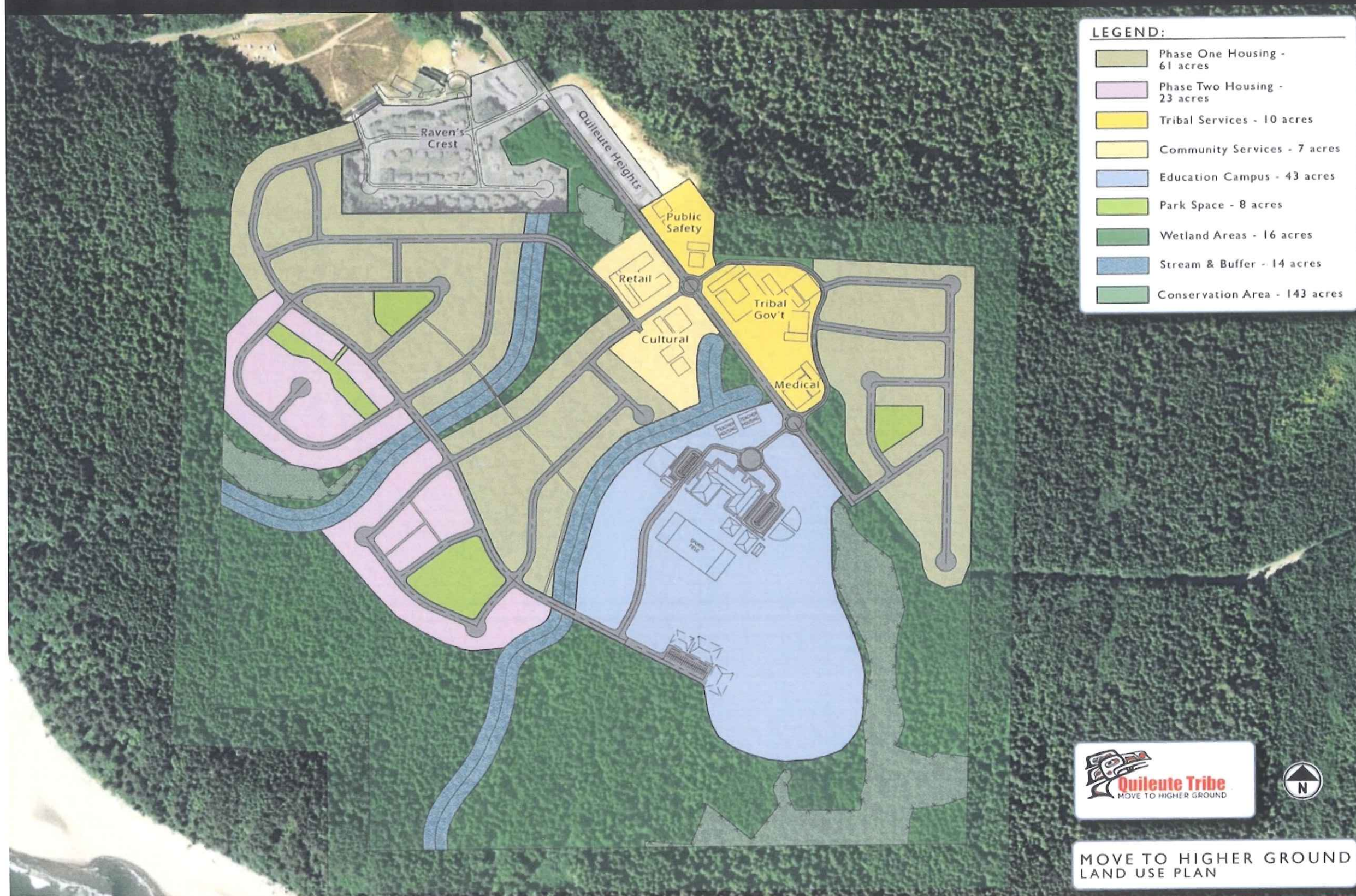


The Quileute language is an “isolate” language – and is in danger of being lost forever

Impacts to Culture, Tradition, and Language



We have a Plan – and We are Ready



Future Generations - Children are our heritage. Students are our future.

Student Involvement: Higher Ground as a learning opportunity



Quileute Tribal School



Future Generations - Children are our heritage. Students are our future.

Quileute Tribal School – Q&A



BIE School Replacement Grant Presentation – February 2016

QUESTION 1: Can you meet the post-award requirements?

YES – we are ready

- ✓ Land Availability
- ✓ Geotechnical Surveys
- ✓ Utilities Availability
- ✓ NEPA Review



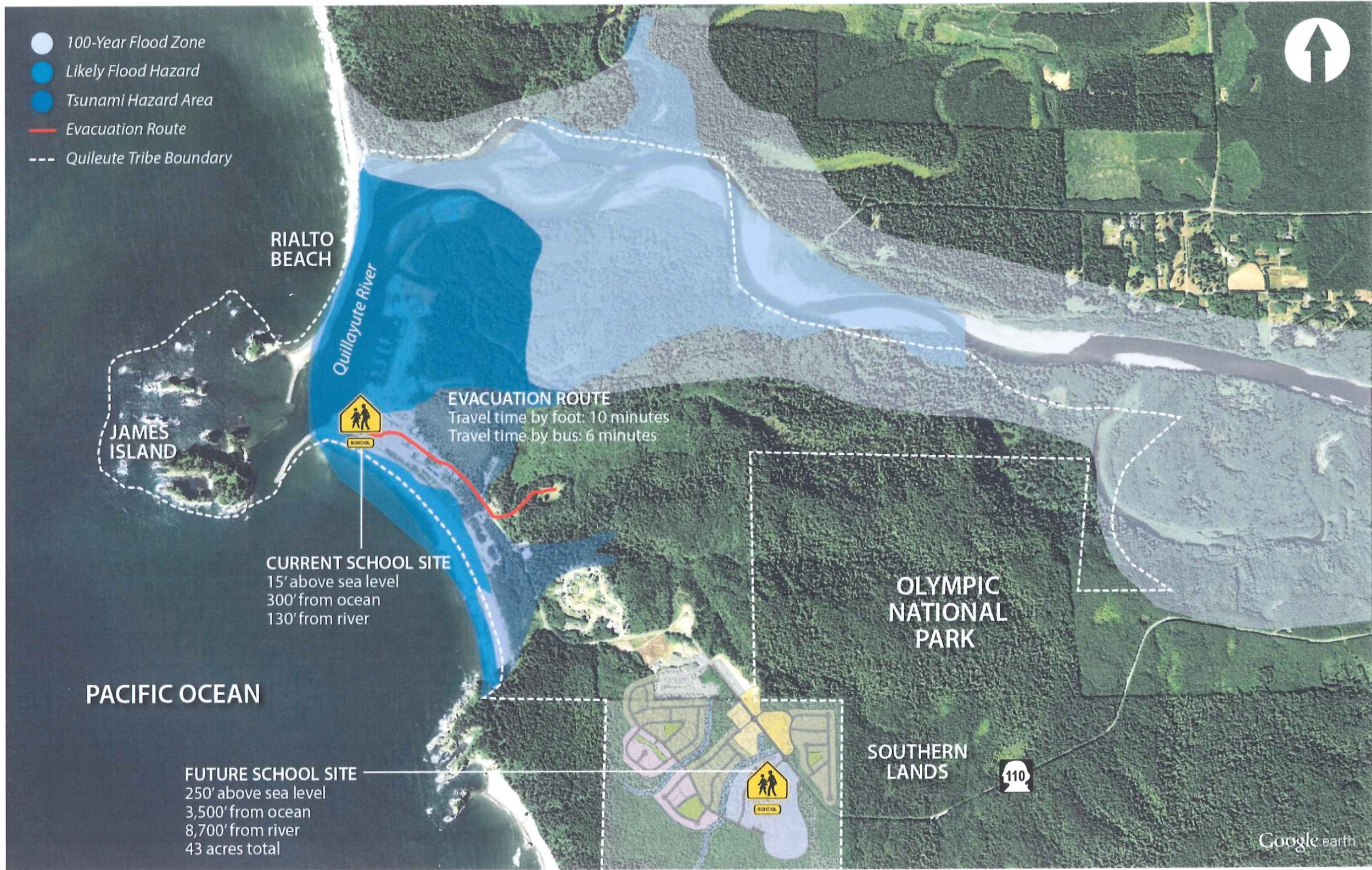
Future Generations - Children are our heritage. Students are our future.

Land Availability

| TRACK | 2016 | | | | 2017 | | | | 2018 | | | |
|---|------|-------|----------------------|-----|------|--------------|-----|-----|------|-----|-----|------------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | FALL | WIN | SPR | SUM | FALL | WIN | SPR | SUM | FALL | WIN | SPR | SUM |
| Selection Process | ★ | AWARD | Procure A&E Services | | | BID AD AWARD | | | | | | |
| Planning | █ | | | | | | | | | | | |
| Environmental Clearance • BA • EA | █ | | | | | | | | | | | |
| Infrastructure Design | | | | █ | | | | | | | | |
| Site Design | | | | █ | | | | | | | | |
| School Design | | | | █ | | | | | | | | |
| Timber Harvest | | | | | | █ | | | | | | |
| Grubbing and Clearing | | | | | | | | █ | | | | |
| Construction | | | | | | | | █ | | | | |
| School Open | | | | | | | | | | | ★ | Grand Opening Ceremony |

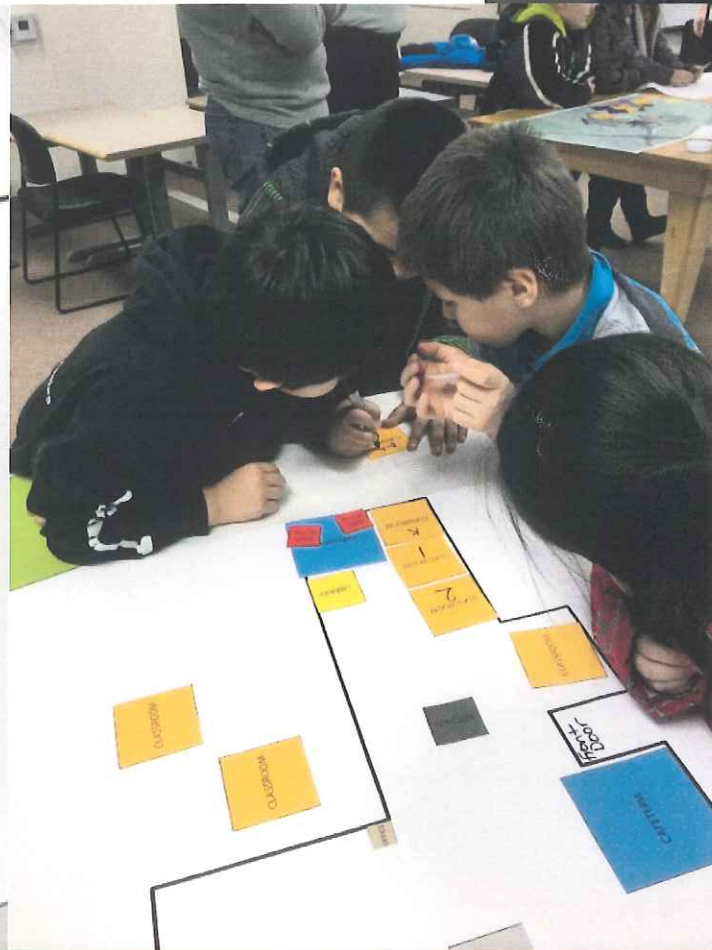
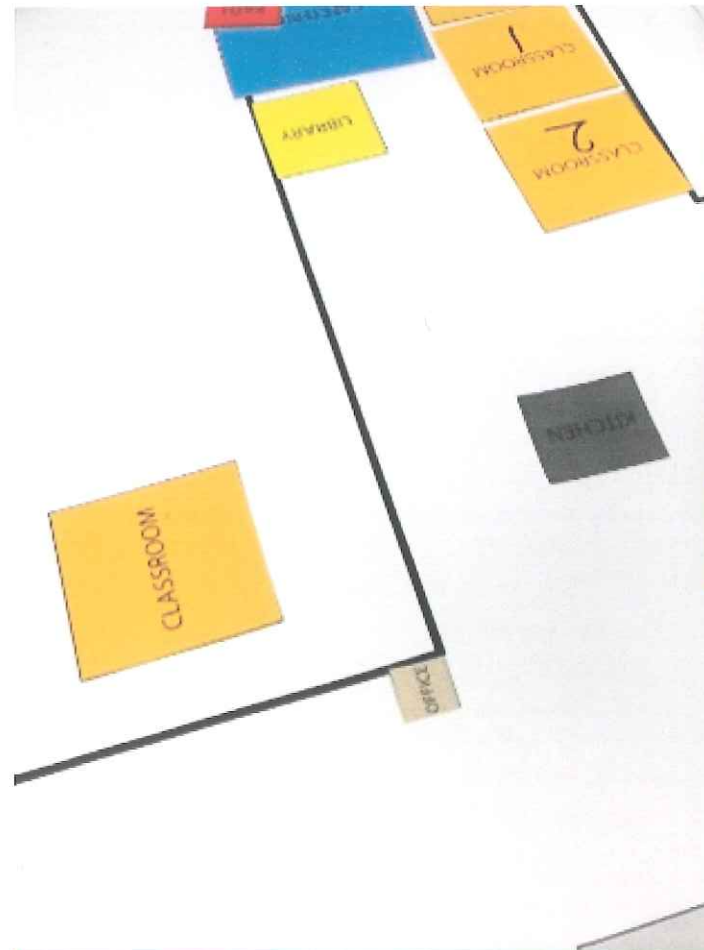


Land Availability



Planning

- Community Outreach
- Building Programming
- Architecture



Engineering and Site Conditions

Site Conditions

- Soil
- Wetlands
- Slopes

Survey

- Lidar
- Drone

Site Design

- Prominent Location
- Close to housing
- Good access to infrastructure



Infrastructure



Water – water is available along La Push Road, but will need to be extended to the site, may need to develop additional storage and pumping capacity

Sewer – there is sufficient capacity in the treatment plant to handle additional flow, but will need to extend to the site

Roads – will need access into school site, currently looking at possibility of roundabout

Power – power exists along La Push Road

Internet – K20 microwave available



Natural Resources – Environmental Clearance

Biological Assessment

- ✓ In draft form, with February completion date for submittal to USFWS
- Addressing ESA species of concern
(Northern Lands as mitigation, per legislation)

Wetlands

- ✓ ACOE has completed wetland study of all Higher Grounds

- ✓ Completed
- In Process

Cultural Resources Study

- ✓ ACOE has completed for education campus area
- ✓ NRCS has completed the Soils Survey
- ✓ **Forest Management Plan Update (completed for all Higher Grounds)**

NEPA

- EA in process for timber harvest
- Will need site specific EA for school

QUESTION 2: How does your school support the mission of BIE?

- School Location
- School condition
- Classroom size
- Transportation
- Utilities

PHYSICAL

- Safety
- Security
- Pride
- Accomplishment
- Belief in the Future

EMOTIONAL

- History
- Culture
- Language
- Conservation
- Natural Resources

SPIRITUAL

- Health and Human Services
- Education
- Recreation
- Success in achieving goals

MENTAL

Future Generations - Children are our heritage. Students are our future.

Educating the Whole Student

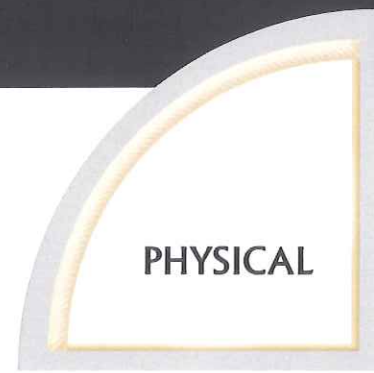
PHYSICAL

How does the physical location of the school affect education?

Students are housed in 5 portables, located just feet above sea level, less than 300' from the sea and 130' from the river.

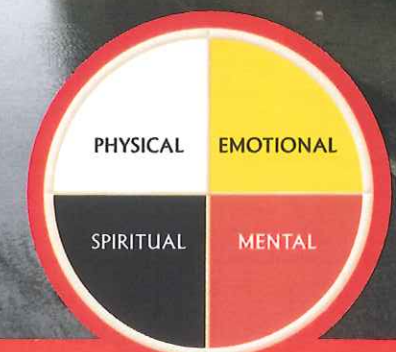
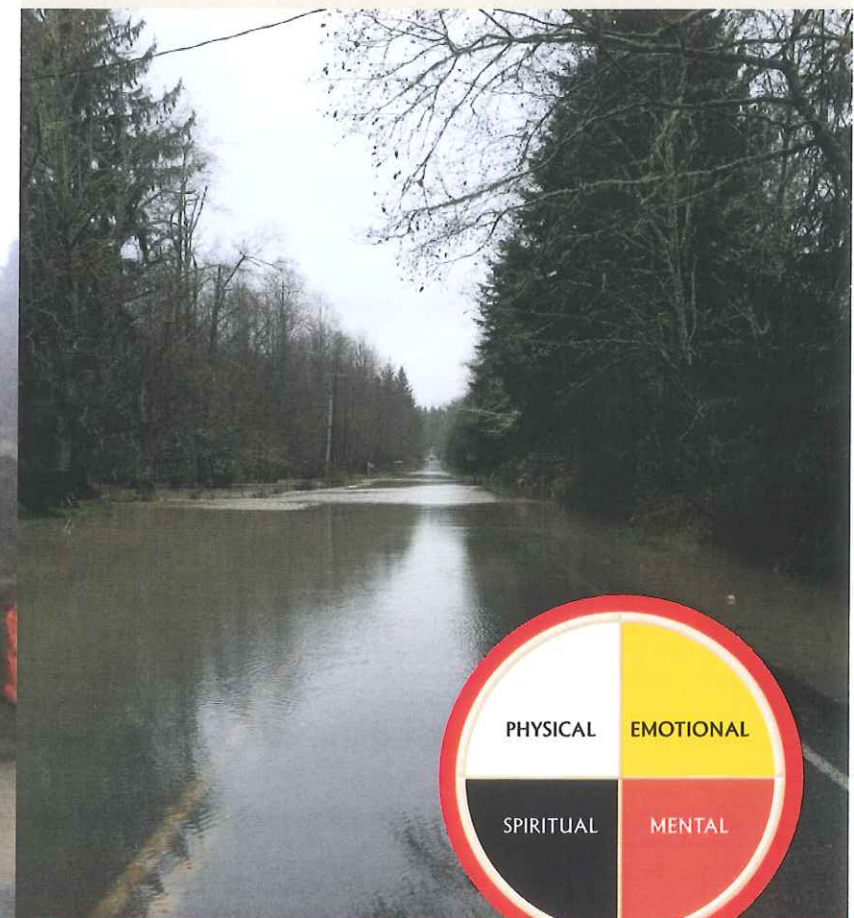


Educating the Whole Student



Flooding regularly occurs in the playground area, keeping children from utilizing outdoor education spaces

School closures occur throughout the year, due to flooding on the only road into and out of the Village



SPIRITUAL

Educating the Whole Student

How does the location of the school affect our ability to preserve, protect, and pass on our culture and language?



Quileute Alphabet

| | | | | |
|------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--|
| a ^{toin faher} ?á-lita | b ^{banon} bá-yah | ch ^{Casin chunh} chibó-d | ch ^{Chupisim ch} chó?ch? | d ^{di?á-di?} dú-dut |
| h ^{hibhib} hí-hib | i ^{Chá?Pig? wot} ?háksi | K ^{Kadi-do} Ká-di-do | K ^{Chupisim K} Kí-hit | K ^{Wá?in? wach?} Káshk'ash |
| K ^{Wá?in? wach?} Ká-ya | K ^{Chá?K?} Ká-liyit | K ^{Chupisim K} Kí-tsa | K ^{Wá?in? wach?} Ká-pí | K ^{Wá?in? wach?} Ká-kspat |
| l ^{liyá-f} lí-yá-f | t ^{tá?w?} tá-w? | o ^{ó-lit} ó-lit | pp ^{ppá-k'ad} ppá-k'ad | p ^{Chupisim p} pí-cha |

QUILEUTE WORD OF THE WEEK

WEEK #49 — Haylo Kwo'olayyot [hay-lo quo-oh-LAY-yo-t]

We are Quileutes

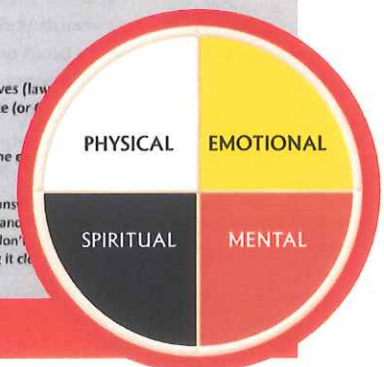
January 4-9. This is a phrase that Russell suggested would be good for Quileute young people to know so that Quileute canoe paddlers, sports teams, and school groups could call out a Quileute tribal chant. Haylo Kwo'olayyot (pronounced hay-lo quo-oh-LAY-yo-t (all the o's are pronounced like o in Coke). It means "We are Quileutes." So, we composed a Quileute chant:

Haylo Kwo'oLAYyot
We are the Quileutes
Lawats'akil-ti
Made from wolves.

That, of course, refers to the creation story of the tribe, in which Kwáti changed the wolves (law) mouth of the river into the Indians who were the tribal ancestors. And the name Quileute (or name of the chief of the wolves back then, Kwólí (pronounced quo-LAY).

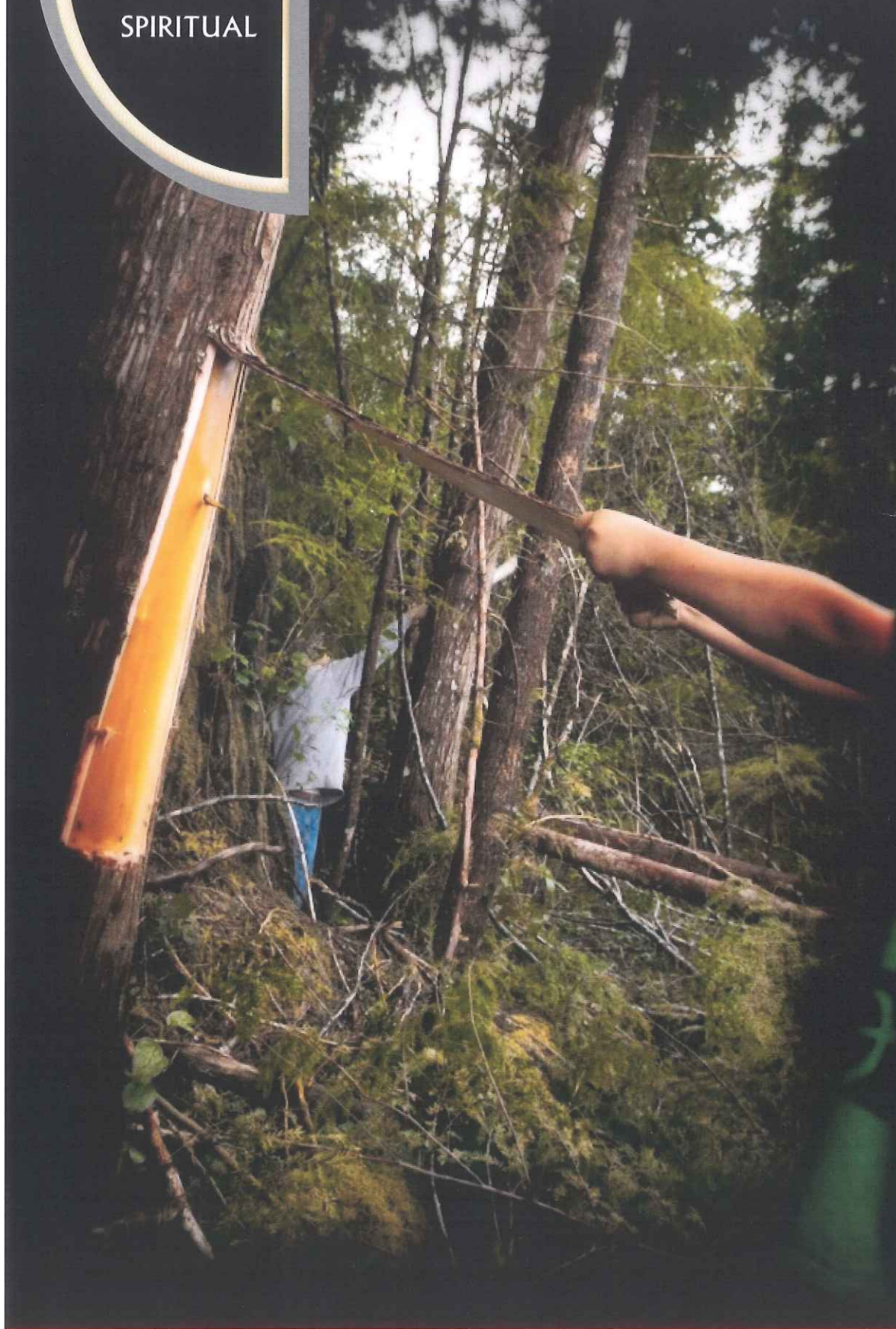
The phrase can also be changed to mean "I am a Quileute" by changing the last vowel. The e and for "I" is -lee. So you can also say Haylee Kwo'oLAYyot, "I am Quileute."

The phrase can be used humorously. So, if someone says, "You eat a lot of fish." You can answer in sense of, "After all, we ARE Quileutes." And, if one has to introduce oneself while visiting and can always start out by saying Haylee or Haylo Kwo'olayot, "I'm or We are Quileute." You don't in Quileute. You simply need to confidently say Haylee Kwo'olayot, and you will be making it clear Quileute.



Educating the Whole Student

SPIRITUAL

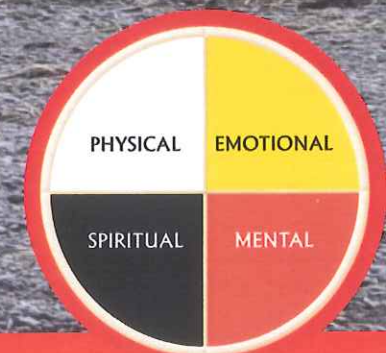


Educating the Whole Student

EMOTIONAL

How does the location of the school affect the emotional well being of our students?

In a land of extremes, we are always watching, waiting, and monitoring the affects of water, wind, and sea



MENTAL

Educating the Whole Student

How does the location of the school affect the mental state of our children, and their ability to learn?

We **lose classroom time** on emergency preparedness and drills, which creates an **environment of fear** and uncertainty for our students – and the parents who drop them off in our care

We walked
to
Higher Ground

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QUESTION 3: How does the current condition affect daily education?

Location is everything....

And it is the one thing we cannot change...



Future Generations - Children are our heritage. Students are our future.

School Location

The location at the edge of sea and river was ideal for the Coast Guard – but **perilous** for the children....



Loss of education time is substantial

3-5/yr

Days lost to winter weather – flood, downed trees, and high winds

Weekly

Power Outages

Daily

Without Internet



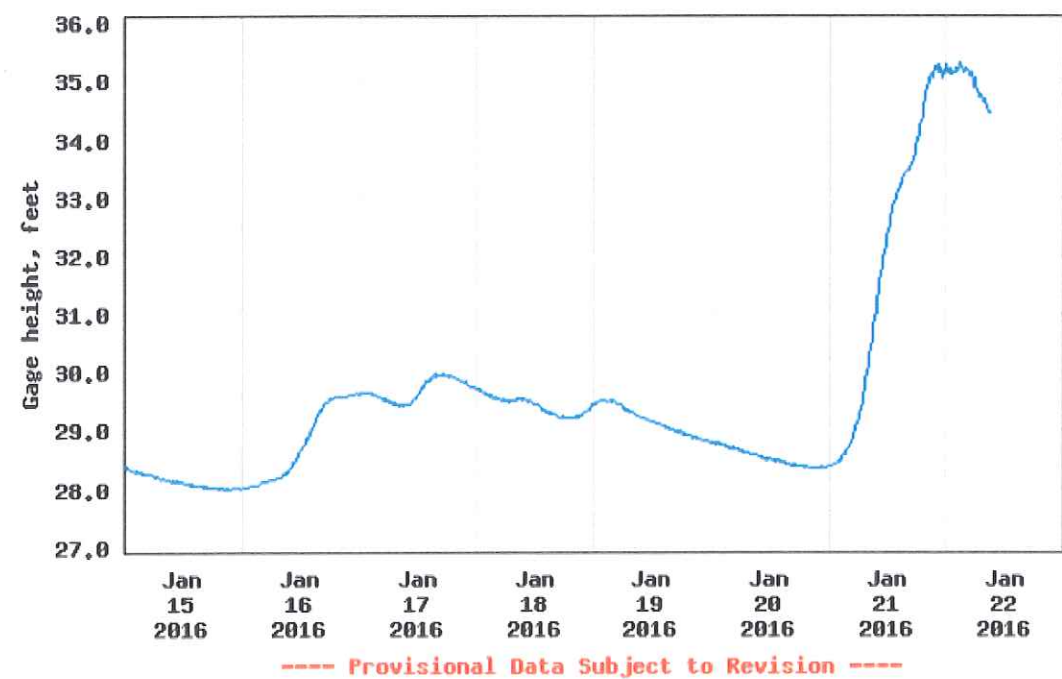
Adequacy of Utilities

Roads are subject to closure due to floods blocking ingress and egress to the reservation

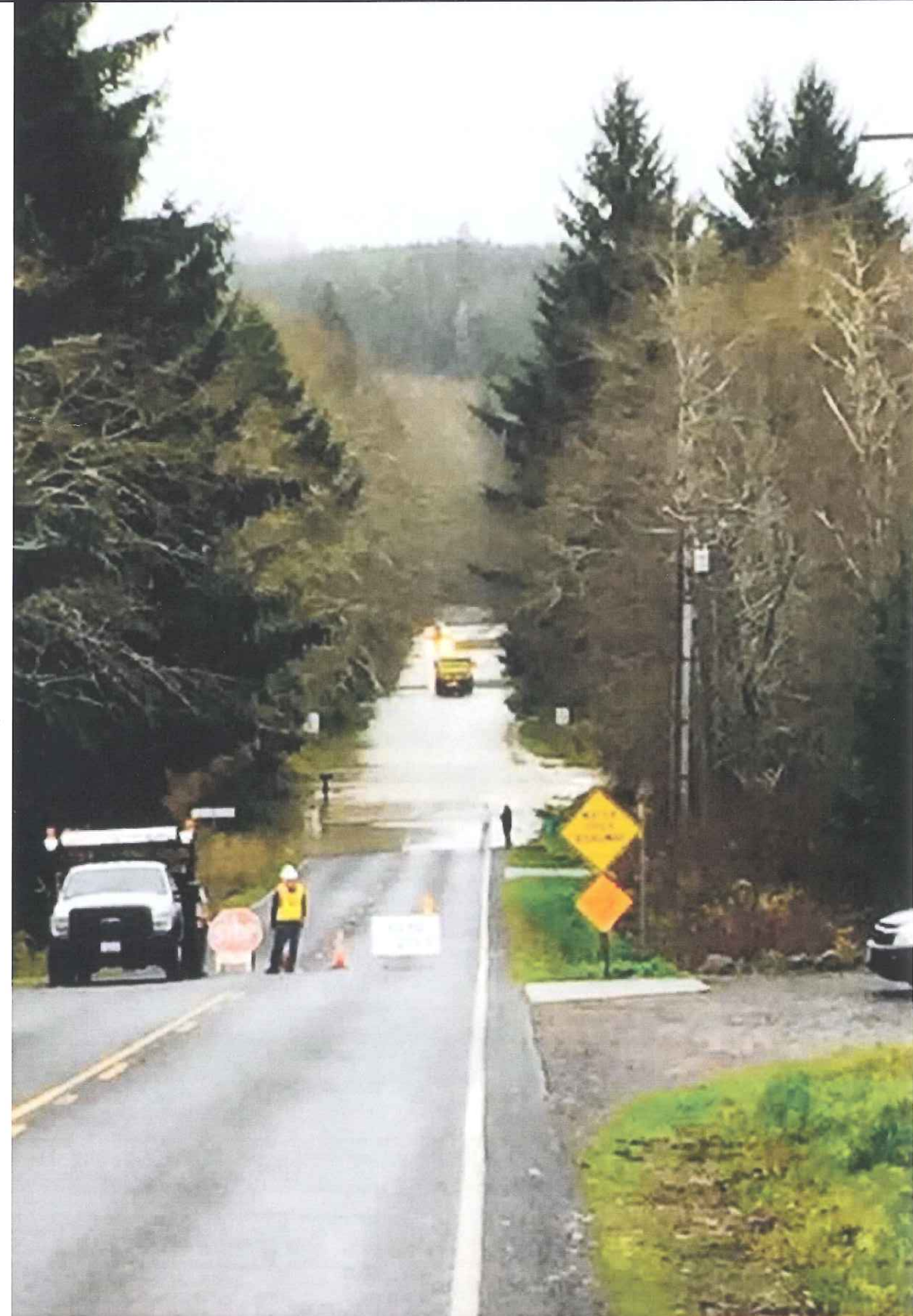
Gage height, feet

Most recent instantaneous value: 34.44
01-22-2016 09:00 PST

USGS 12043015 BOGACHIEL RIVER NEAR LA PUSH, WA



Add up to 2 more sites and replot for "Gage height, feet"



Questions and Closing

The land legislation has been a long-standing Council and community priority. Much has been achieved by our past leaders, many years of fighting for what is rightfully ours, for the protection and preservation of our children and our culture. Now is the time to build that future.








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-  100-Year Flood Zone
-  Likely Flood Hazard
-  Tsunami Hazard Area
-  Evacuation Route
-  Quileute Tribe Boundary



RIALTO BEACH

Quillayute River

JAMES ISLAND



EVACUATION ROUTE
 Travel time by foot: 10 minutes
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CURRENT SCHOOL SITE
 15' above sea level
 300' from ocean
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PACIFIC OCEAN

FUTURE SCHOOL SITE
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OLYMPIC NATIONAL PARK

SOUTHERN LANDS

