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REPLACEMENT SCHOOL PUBLIC MEETING  
SOUTHWEST TRAINING AREA  
2ND FLOOR, ROOM 271  
1011 INDIAN SCHOOL ROAD, NW, SUITE 335  
ALBUQUERQUE, NEW MEXICO 87104

BLACKWATER SCHOOL, AZ  
FEBRUARY 2, 2016  
9:00 A.M.

BLACKWATER TEAM:  
JAGDISH SHARMA  
WILLIAM MEHOJAH  
SUZANNE ACUNA  
LARRY HUDAK  
RANDEN PINO SR.

1           MR. ESKEETS: Good morning. I see we have  
2 visitors from the great state of Washington, and there is  
3 more schools coming, so I think they are all -- at least  
4 the first two presenters are here early this morning, so  
5 thank you for coming. My name is Emerson Eskeets. I'm the  
6 facility chief for the Division of Facilities Management  
7 and Construction. And I'd just like to introduce my boss,  
8 Darrell -- you can't hear me? Hello? -- and also the  
9 deputy director, Wallace Keays, and the senior advisor for  
10 AS-IA, Cheryl.

11           And I know the review committee is here, and I  
12 think we have approximately 20 members or so. I don't know  
13 if they are all accounted for, who will be the first  
14 presenters.

15           I just want to say, welcome, and let's begin the  
16 process in about five minutes. One thing I want to advise  
17 you of is that you'll go through your presentations and  
18 talk about your schools. And the last part of it is the  
19 question and answer session, and I wanted to advise that,  
20 okay, on the question and answer session, there will be a  
21 little bit more greater emphasis on that portion of it, so  
22 be prepared. That's all I want to advise you of.

23           And in about five minutes we will get started,  
24 and Barbara is here to monitor and give guidance. We also  
25 have some ground rules -- we have some ground rules in

1 that, if there some audience and they -- if they have  
2 questions, we want to ask them to write it down and give  
3 them -- give those questions to either Barbara or myself.  
4 That's one of the ground rules.

5 MS. BORGESON: Yes. I just wanted to add to  
6 those instructions, that guidance is on your agenda for  
7 today's meeting. At the bottom of the schedule of meetings  
8 are the ground rules that Emerson was talking about.

9 So because we have such tight time constraints  
10 for our presenters, we don't want to take any time away  
11 from their presentation or question and answer period. So  
12 if the audience has any questions or comments, please  
13 forward them in writing to Emerson or myself. If you need  
14 pencil and paper, we will be glad to provide that to you,  
15 and we will forward those comments and questions to the  
16 committee.

17 Thank you for reminding me, Emerson.

18 MR. ESKEETS: Okay. Welcome.

19 MS. BORGESON: So we are very pleased to have for  
20 our first presenter in the application process is  
21 Blackwater School from Arizona. And they will start their  
22 presentation off with a member from the school board.

23 MS. ACUNA: Good morning. My name is Suzanne  
24 Acuna, and I am a school board member from Blackwater  
25 Community School, and we are here in the community. I

1 would like to recognize our members who are Mr. Jagdish  
2 Sharma, our principal; Mr. Bill Mehojah, our consultant;  
3 Mr. Larry Hudak, our ADM architectural firm; and Mr. Randen  
4 Pino, who is the facilities manager.

5 We also have aboard our former school board  
6 member Francisco Osite from Washington district, plus our  
7 newly elected member Ann Garcia from Washington.

8 Also we are privileged to have two of our council  
9 members here representing Blackwater, District 1, we have  
10 Mr. Joe Whitman who is the vice-chair of our education  
11 planning committee, and Mr. Arzie Hogg, who is the chairman  
12 of our education planning committee.

13 So we're all privileged and honored to come here  
14 before this board. And if you can view our first -- our  
15 first slide, we are here to just give you information about  
16 our urgent need for a new school construction.

17 The school is a locally-controlled community  
18 school that has the proud support throughout the area, and  
19 we take great pride in our campus and use all available  
20 resources to maintain the building, including the portable  
21 structures and the permanent buildings that date back to  
22 1939.

23 Next slide. Blackwater School has made AYC since  
24 the No Child legislation was passed in 2002. Our school  
25 has become a school of choice for parents in our attendance

1 area. We have been recognized by the state of Arizona and  
2 the BIE for academic excellence and so far the only school  
3 on the Gila River which attained AYC.

4 Next slide. It's an aerial view of our school.  
5 It shows our current campus. As you can see, we have ten  
6 portables out here. We also want to point out that our  
7 permanent construction is to include Building 201. I don't  
8 know if you can see that, but -- and 201 P and the  
9 administration building.

10 We -- our school was first built in 1939 and --  
11 and we take pride again in maintaining our buildings. We  
12 also want to point out that one of our buildings which is  
13 used for science is structurally unsound, and it's a  
14 portable classroom. We also want to point out that there  
15 is not enough space for core education learning.

16 We have a modular, which we purchased second hand  
17 20 years ago, and it helps with our cultural and language  
18 classes. There is no bathroom, and our students have to  
19 walk about a hundred feet to use the bathroom which takes  
20 time out from instructional learning and took time away  
21 from the class.

22 MR. MEHOJAH: Like she was saying, this is a 1939  
23 building. It's the administration building. And then this  
24 is a Face building over here in the old section of the  
25 school that has a bathroom. This is a 1939 section of the

1 building as well, except for the one wing on the south  
2 side, that is the -- that was renovated in 1992.

3 MS. ACUNA: Next slide. The next slide points  
4 out a summary of application, and we want to briefly review  
5 and summarize.

6 The south wing, as Mr. Mehojah said, was added in  
7 1992, and we have updated the infrastructure to include the  
8 electrical, water, and sewer system since 2009 to prepare  
9 for future new school construction.

10 Based on current enrollment for early childhood  
11 through second grade, we need an additional 31,407 square  
12 feet of space. The majority of our students are educated  
13 in portables, and that's considered unhealthy by the  
14 bureau.

15 Next slide. We have the BIE letter summary,  
16 which we cherish, which was written in 2008. The important  
17 point is the overcrowding noted in 2007. The enrollment  
18 has increased due to new home construction in the school's  
19 attendance area, and because Blackwater is a school of  
20 choice for parents due to our emphasis on academic  
21 achievement, a lot of parents drive their children to  
22 school. And we are expecting more construction in the two  
23 areas that we serve, District 1, Blackwater, and Hashan  
24 Kehk, District 2.

25 Where we need the -- we also are in great need of

1 a multipurpose building because of our children's -- during  
2 the hot months of summer aren't able to go outside to  
3 exercise.

4 As you know, we are noted for the high incidence  
5 of diabetes melitis, and we -- our children are more  
6 susceptible to it at this early age, also, and we are  
7 wanting to combat that by diet and exercise throughout the  
8 whole year.

9 Our buildings are undersized and overcrowded, and  
10 in our next slide we have an overview of enrollment. As  
11 you can see, in the year 2007-8, we were -- our students  
12 totaled 130, and as you can see, it has grown. And so the  
13 for the school year 2014-15, it went up to 253. Back in  
14 2000 the BIE determined that the school was undersized by  
15 more than 13,000 feet, and since that time the enrollment  
16 has dramatically increased.

17 Thank you. I will turn this over to Mr. Sharma.

18 MR. SHARMA: Good morning. Can we go to the next  
19 slide, please. Thank you.

20 What you are looking at is, from a distance, it  
21 looks like more like a trailer park rather than an  
22 elementary school. And as you will see, the majority of  
23 our students are being housed in mobile portable units,  
24 including the portable kitchen that we received from  
25 another school about three, four years ago. And that

1 replaced the old kitchen that was again undersized and was  
2 renovated and became a new library which is still  
3 undersized based on the enrollment. The school currently  
4 has to use available space for education functions such as  
5 counseling, physical therapy, high needs, special ed  
6 children, special education assessments, culture and  
7 language, all of which takes space and leads to  
8 overcrowding in the classrooms.

9 Many of these functions are required by the  
10 state, federal laws, title programs, special ed  
11 regulations, tribal education, tribal resolution which  
12 mandates the teaching of language and culture within our  
13 school, and the advanced ed which is accrediting agencies.  
14 Back then the school was actually -- they are not designed  
15 to accommodate these programs.

16 Next slide, please. So what you are looking at  
17 is, kindergarten right now we have three classrooms at 709  
18 square feet, totaling 2127 square feet, again with no  
19 storage rooms. Actually what we need is 4.25 classrooms at  
20 1,200 square feet, plus 340 square feet storage, which  
21 amounts to 5,440 square feet.

22 Similarly, in the case of first grade, we have,  
23 again, portables. There are three, and each one of those  
24 portable units are about 709 square feet, totaling  
25 2127 square feet. No storage rooms. What we really need

1 is three classrooms for the first grade, 880 square feet,  
2 plus 200 square feet storage space, totaling up to 2,880  
3 square feet. If you look at it, it draws a picture of  
4 overcrowding with less and less space.

5 As you see by looking at the size of the square  
6 feet of each one of these classrooms for kinder and first  
7 grade, these are undersized based on the BIA space  
8 guidelines and the current enrollment. They lack storage  
9 rooms that are much needed for early childhood education  
10 classrooms, and don't come with some programs that we hold  
11 near and dear to our hearts, like circle time, group  
12 reading, or differentiated learning activities.

13 Next slide, please. The school has currently  
14 three portables that have outlived their useful life, the  
15 science classroom and nurse's office which are combined in  
16 the same building are housed in an 18-year-old building  
17 that required \$160,000 to renovate that building. It is  
18 old. It's sinking. The nurse's door cannot easily be  
19 opened and closed.

20 There is less square feet space inside. If there  
21 is one child who needs services from the nurse's office,  
22 the other students have to wait outside the building  
23 because there is hardly any space.

24 The culture classroom was purchased secondhand  
25 and is more than 20 years old and is structurally deficient

1 and doesn't have bathroom facilities. And the third  
2 portable was placed on campus 15 years ago to accommodate  
3 enrollment expansion.

4           Next slide, please. What you are looking at here  
5 is a typical day at Blackwater Community School. As you  
6 heard that this school has been making AYC ever since the  
7 No Child Left Behind Act was passed. We try every which  
8 way to find a little bit of space, especially when it comes  
9 to differentiated learning, small group instruction, there  
10 is hardly any room left inside the classroom.

11           What you are looking at is a hallway between the  
12 two modular units. You see those teachers are teacher  
13 aides working with small group of students out in the  
14 hallway. Wherever we can find space, we use that space.  
15 What it indicates is the overcrowding.

16           The portable structure and the classrooms in  
17 Building 201 T, which is trailer, do not meet space  
18 guidelines for kinder, first and second grade. That's what  
19 you are looking at there.

20           Next slide, please. Again, this is a picture of  
21 overcrowding, second grade classroom, students working in  
22 two different areas. Student desks had to be pushed aside  
23 to make room for the second group to sit down and find a  
24 space so we can have the instructions going.

25           And I would like to make a point here that, as we

1 are looking at the demographic changes within the  
2 community, we are expecting about 41 more homes to be built  
3 soon, so that would add more student population, and it  
4 will be hard to accommodate, and it will be extremely  
5 difficult, as a matter of fact.

6           Next slide, please. This picture shows a teacher  
7 conducting a read aloud activity, as you can see, but the  
8 students do not have sufficient space to see the book or  
9 interact with the teachers. It's like kids sitting wall to  
10 wall pretty much.

11           Next slide, please. This classroom is trying to  
12 conduct rural learning activities without sufficient space  
13 for the white board activity. The students on the right  
14 are receiving additional help, and the students on the left  
15 are learning skills with the help of a white board that you  
16 can't see on the left side. Again, it's a typical example  
17 of overcrowding at Blackwater Community School.

18           Next slide, please. What you are looking at is  
19 the typical day again at the cafeteria. This cafeteria is  
20 made out of, I believe, five modular portable units put  
21 together, and on the bottom right corner you see that the  
22 crack is showing up, and it's barely three or four years  
23 old, but I don't know how old this building is when we  
24 received it from another school.

25           The students have to wait in line to, to be

1 seated. It is -- it's a wait time is what we are looking  
2 at and the crowd in the cafeteria. This unit is still  
3 undersized and had to be renovated to make more room for  
4 the cafeteria portion, however, we still have to serve  
5 three shifts. Basically it takes a long time to serve all  
6 of those students, taking up a lot more instruction time  
7 just to make sure all the students eat their food properly.

8           Next slide, please. This is a nutshell,  
9 basically inadequate space for these programs, special ed  
10 with high needs. Gifted and talented program, this program  
11 was introduced, this is the second year. We have about 23  
12 students identified and are receiving services, but hardly  
13 there is any room for them. Again, what we described, make  
14 things work wherever we find the space, in the hallways,  
15 some of them go actually in the cafeteria.

16           Physical education, like Mrs. Acuna, board  
17 member, presented, she talked about a lack of gymnasium,  
18 even though back in 2007 when the BIA conducted the space  
19 analysis, it was highlighted that this school definitely  
20 needs a gymnasium.

21           Library, administration, nurse's office, as I  
22 talked about which is being housed in the same where the  
23 science building is, speech therapy, science, culture and  
24 language. Culture and language program is one of those  
25 programs mandated by the tribal resolution. Do not have a

1 space for a kitchen or bathrooms. Like Mrs. Acuna  
2 mentioned, the students have to walk 100 yards to the admin  
3 building to use the restrooms. And plus there is no  
4 kitchen area where the teachers would like to teach the  
5 students how to cook traditional food, which is again part  
6 of the language and culture program, but it's not happening  
7 because of the lack of space.

8 Next slide, please. So based on the 2015  
9 enrollment of 253 students, the school needs approximately  
10 31,407 square feet for grades kinder through second. I  
11 will be handing over the mic to Larry Hudak.

12 MR. HUDAK: Can everyone hear me in the back?  
13 No, okay.

14 Next slide, please. This is the master plan of  
15 the campus showing that we could build a new master plan  
16 with facilities that we just described and still be able to  
17 maintain the school in session at the same time.

18 The contractor would enter off of this side for  
19 construction. The teachers and faculties and students  
20 would enter on this side. The buses would be relocated  
21 temporarily off-site, and they would fence in the property  
22 to show that, you know, there is no -- there is separation  
23 between the students and the construction.

24 Now the next slide shows, if you go on, it shows  
25 the classroom building, basically the cost estimate. The

1 engineering and design frame, we are looking at four to six  
2 months to do a design for this type of facility, and the  
3 construction time frame for the same facility, the  
4 classroom, is ten months.

5           If you move on to the next slide you will see the  
6 plan of the classroom building and the existing cafeteria.  
7 We are showing the modulars in this area gone, but they  
8 would still be in use while the classroom building is being  
9 built.

10           Move on, please. This is a view coming in the  
11 parking lot basically down in this area here looking at the  
12 building. Then the next view is a view from the southwest  
13 corner down in this area. And we are trying to keep the  
14 southwest look, that desert look.

15           If you move on to the next slide, we are calling  
16 this 2A, which is the cafeteria and admin building. The  
17 cost for this portion is roughly two and a quarter million.  
18 Engineering and design would be the same as the six month  
19 total for both the first and second phase, and the  
20 construction time frame is roughly six months.

21           Now, Phase 2A and Phase 1 would -- would best  
22 work together because then we would be able to keep the  
23 existing cafeteria here, and they could build this portion  
24 while that cafeteria is still in use. And after they have  
25 this portion done, they will be able to move in. The

1 contractor would then enter from the west, and the public  
2 would then have this facility.

3 Next slide, please. This is a view of the  
4 cafeteria from this corner up here. And the next slide is  
5 a view of the cafeteria -- or of the multipurpose space is  
6 the final space here, they would be able to move the  
7 cafeteria over into the new portion and then they could  
8 build the multipurpose after that is completed.

9 And then the cost estimate for the multipurpose  
10 is roughly 2.8 million. Engineering and design is still in  
11 that six-month period, and the construction time frame is  
12 roughly six months. Altogether, it's about 18 months  
13 construction time frame, six months design. The  
14 infrastructure throughout was updated in 2009, and we would  
15 just have to do some slight modifications to plumbing and  
16 water.

17 Next slide, please. This is a view from this  
18 corner back here looking at, you know, where we put a  
19 canopy in because it's the west exposure. And then we  
20 again use the southwest colors for mountains and desert.

21 Next slide, please. Okay. This is going back to  
22 the multi -- the full campus for 520 students with the  
23 build-out of the campus. If they need a future space, the  
24 buses could possibly be moved to another location, or they  
25 could probably acquire this property to the north if they

1 had to expand beyond 520.

2 Okay, next slide. This is an aerial view from  
3 this corner down here looking up to the northeast. Do you  
4 want to go on to the video slide?

5 (Video playing.)

6 MR. HUDAK: Okay. This is coming down Blackwater  
7 Road going to the east. This is presently where the  
8 library is now. You see that's the face building, then we  
9 have a play area between the face building and the library  
10 building. So we are coming around the south coming into  
11 the campus from the east. This is the addition for the  
12 administration. This is the full complex. We would add  
13 more canopies in here to make it less, you know, grandeur  
14 looking. It looks so big at this point that we need to  
15 break that up. We just kind of put this together.

16 This is coming into the cafeteria area, going  
17 along the north of the campus. And this is the area where  
18 it would be opened up for a play field. That's where the  
19 existing modulars are right now. And this is coming down  
20 the southwest corner. Now we are going along the south  
21 side of the classroom building.

22 There again, this elevation would be improved  
23 with, you know, some shade on those windows and maybe  
24 enlarge the windows. And this is coming around the  
25 southwest corner. We designed the walkway so that fire

1 service could actually come completely around the building  
2 to service any fire issues.

3 In 2009 there was a fire loop built around the  
4 campus with fire hydrants, so it's well prepared for any  
5 fire situations. And then on the west side we show a  
6 canopy here that would give some shade and also shade the  
7 windows that we have in that area. This is coming into the  
8 gymnasium area.

9 So I would like to iterate that all of this could  
10 be built while these modulars are being used, and none of  
11 the kids would have to be located offsite. So that's where  
12 we are. You want to add anything?

13 MR. MEHOJAH: Good morning. What I wanted to  
14 reiterate, just so everyone knows, a few years ago the  
15 tribe came in and they constructed a 12-inch pipeline  
16 across here that's a water -- new water pipeline, and when  
17 we put these modulars in here, they required us then to run  
18 another waterline around the entire campus for fire  
19 suppression purposes, so we did that.

20 And when we started putting in these modulars, we  
21 found out that our sewer system was outdated. It was one  
22 of the clay pipe kind of systems, so that was redone, and  
23 there is whole new system in here for sewer.

24 The other thing that happened, when we started  
25 putting these in, we had to upgrade our electrical system.

1 So we have some new FDS systems here, here and back over  
2 here that can pretty much take care of future growth.

3 And so we want to make sure that, that we have  
4 everything in place because we thought that what would  
5 happen is that we would, for future construction purposes,  
6 build on this campus, just because of the lack of -- of  
7 land because this land is kind of protected over here  
8 because of the cultural reasons. There is houses over  
9 here, houses here, other buildings over there.

10 So the campus is ready for new construction, is  
11 what I'm saying. And all of the infrastructure is pretty  
12 much in place except for some new connections would have to  
13 be made with the new building.

14 Another thing I wanted to mention, too, is that  
15 the school has taken great pride in maintaining its  
16 buildings, and back in 2013, this wing was redone as long  
17 as -- as well as this one, the 1939 section, and they have  
18 taken them down to the studs and floor joists and just have  
19 redone the whole building, so it's in good condition. And  
20 they made a conscious decision to do that because they  
21 wanted to make sure that their students were in safe  
22 facilities, as well as in nice facilities.

23 And so they talked about that because they  
24 thought, well, maybe they should let them run down so they  
25 get higher on the scale for the FCI, but, you know, they

1 said, no, we didn't want to do that. And then this  
2 building was actually not in the inventory a few years ago  
3 because of the condition it was in. It was pretty much  
4 condemned, but the school got a grant of \$300,000 to  
5 renovate it.

6 So this building has been renovated. It used to  
7 be the old teachers' quarters. They have two teachers, who  
8 is also a principal, so that has been redone for the admin,  
9 but of course it's too small. It's like around 21 hundred  
10 square feet. So, okay. Thank you.

11 MS. BORGESON: Thank you, Blackwater, for being  
12 our first presenter, nice job.

13 And now we are ready to go into the question and  
14 answer session with our review committee. So I will pass  
15 the mic to among the committee members to ask follow-up on  
16 the questions.

17 First of all we have on our -- on the guide we  
18 have three questions that the committee wanted the  
19 presenters to address. So would you like to start with  
20 those three questions? All right.

21 MR. SHARMA: Good morning, again. My name is  
22 Jag. I'm the principal of the school. I jotted down some  
23 notes that -- that attempt to address the Question Number  
24 1.

25 Question Number 1 on the list was, how does the

1 current condition affect your ability to run the day-to-day  
2 education program? Items to address includes power  
3 outages, lack of internet access, adequate water, adequate  
4 utilities.

5           So my response goes like this: The school has  
6 worked hard to address the electrical, water, and sewer  
7 infrastructure issues. The school made a decision back in  
8 2009 to upgrade the sewer, water, and electrical systems in  
9 in order to be ready for permanent construction.

10           We have land on which to build our campus. Our  
11 campus has prepared for new school construction.  
12 Blackwater School was built in 1939 and was limited to only  
13 kinder through second grade campus.

14           The majority of the time the campus enrollment  
15 was very small, about less than a hundred students. The  
16 campus consisted of teachers' quarters, and one block of  
17 rooms that included the cafeteria and classrooms. There  
18 were two teachers, one of whom was the principal.

19           Today the campus consists of the same original  
20 building, as well as eight modular classrooms, a modular  
21 cafeteria, and then early childhood building. The most  
22 critical issues related to current facility condition is  
23 lack of adequate space to conduct core educational  
24 functions.

25           The BIE recognizes this issue back in 2007 after

1 conducting a space analysis survey at the school. This  
2 report recognized the serious overcrowded conditions at the  
3 school that have become even worse since that report was  
4 issued. In 2007 the school was undersized by 13,000  
5 square feet and is now undersized by more than  
6 31,400 square feet.

7           The culture language program is housed in an  
8 unsafe building, and the science and nurse's office is  
9 housed in a structurally deficient building with doors that  
10 cannot be closed due to structural deficiencies in the  
11 floor and its foundation.

12           One of the greatest and most serious challenges  
13 facing the school is the lack of gymnasium. It is an  
14 accepted fact that Gila River has the highest rate of  
15 diabetes among North American tribes, and one of the  
16 highest in the world. For 50 percent of the school year  
17 students can't be outside because of the extreme heat  
18 advisories and in the summer the mosquitoes. And sometimes  
19 in winter it's too cold for the little students to go  
20 outside and play. Without a gym, the children's long-term  
21 health and life expectancy is jeopardized.

22           The inadequate facilities don't provide space for  
23 the 23 children in the gifted and talented program, and the  
24 school lacks sufficient space for administration, library  
25 slash media room, server room and technology office, its

1 special education assessment space, and space for speech  
2 therapy and occupational therapy, reading interventions and  
3 counsel.

4 Counselors do not have office space to conduct  
5 private counseling sessions and often resort to working  
6 with students at their -- or by the corner of the building.  
7 The school's kitchen and cafeteria is housed in a portable  
8 structure and children eat in overcrowded conditions.

9 Overcrowding results in children being educated  
10 in hallways as you saw in the pictures for small group  
11 instructions. Children are almost sitting on each other  
12 during group reading time and circle time.

13 And teachers don't have space to work with groups  
14 of children needing small group instructions. Teachers  
15 don't have space for professional development and  
16 especially when it comes to training the teachers on the  
17 common core, and that's conducted each Wednesday at our  
18 school.

19 Because the classroom does not have a restroom  
20 requiring students to walk to the administration building  
21 approximately a hundred yards away to use those facilities.  
22 The traditional food, which is an essential part of the  
23 curriculum, again, that kitchen part is missing in the  
24 culture and language classroom.

25 The greatest deficiency is the overcrowding. If

1 those overcrowded conditions are allowed to continue, the  
2 school is in danger of no longer being able to meet AYP.

3           There are more than 41 applications for the new  
4 homes in our serving area, the attendance area, which is  
5 District 1, District 2, and District 3 of the Gila River  
6 Indian Community. It will add more overcrowdedness, to say  
7 the least. So that was my response to Question Number 1.

8           If I may continue, with the permission of the  
9 NRC, to carry on to Question Number 2 and the response,  
10 please?

11           MS. BORGESON: Are you okay.

12           COMMITTEE: (Nodding.)

13           MR. SHARMA: Question Number 2 begins like this:  
14 How does your school support the mission of BIE to manifest  
15 the consideration of the whole person, taking into account  
16 the spiritual, mental, physical and cultural aspects of the  
17 individual?

18           Blackwater Community School is committed to  
19 providing a quality education program for its students who  
20 enroll in our school.

21           Our mission statement says that all quality  
22 education begins here, and we believe strongly in it.  
23 Blackwater is a highly performing early childhood through  
24 grade two school, and has obtained adequate yearly progress  
25 since the No Child Left Behind Act was passed in 2002 and

1 has been recognized by the BIA in the state of Arizona by  
2 providing an exemplary education program. Due to our  
3 commitment to higher achievement for all students our  
4 school has become a school of choice of parents in our  
5 attendance area.

6           Spiritual, the learning environment is focused on  
7 providing each child with the foundation and the cultural  
8 norms of the community. The Gila River Indian link within  
9 the community to the elderly -- elders and the historical  
10 significance of the community, all children are required to  
11 participate in this program.

12           The school has a long history of a commitment to  
13 early childhood education. The Face program has been in  
14 place for almost 24 years and has been recognized twice as  
15 the model program in the -- within the bureau system.

16           In addition the school has successfully operated  
17 a Title VII preschool program for 15 years, and for five  
18 years under the First Things First, which is now called  
19 Quality Preschool Program, which is based on the state  
20 initiative of tobacco tax funding. We have 1000 for the  
21 preschool under that program.

22           The enrollment for all of these programs is close  
23 to 60 children. Many of the Face parents are full-time  
24 employees and completed their GEDs, as well as enrolled in  
25 higher education and employment in the community.

1           Quality of education, at the heart of this  
2 instruction model is the data. Each week data is reviewed  
3 to determine individuals who are in the mastery and need  
4 referrals. The student mastery at my school is set to  
5 80 percent.

6           Any student, every other Friday we take the  
7 assessment, form 2 assessment. Any student who does not  
8 achieve 80 percent on the mastery standard goes back into  
9 the small group instructions. Again that leads towards  
10 needing more space for the classrooms.

11           Our school has a full-time physical education  
12 teacher who works with all grades. This is especially  
13 important as it is well known the Gila River Indian  
14 Community has one of the world's highest documented  
15 incidence of Type 2 diabetes melitis and also have high  
16 prevalence of obesity.

17           However, our commitment to our students' health  
18 is made more difficult because we lack the facility to  
19 conduct the physical education program, and it's often  
20 impossible to conduct our physical education activities due  
21 to extreme temperatures that exceed well beyond 105 degrees  
22 for three months of the school year.

23           Our school is committed to the well-being of the  
24 whole student. Overall Blackwater Community School has a  
25 demonstrated history of success in all aspects of the

1 child's development. We have a high expectation for  
2 students and staff and are committed to the integration of  
3 culture and language throughout all grade levels from early  
4 childhood through Face adult education programs.

5 Our school has won many prestigious honors over  
6 the years because of the leadership of the board and the  
7 community support. The school clearly looks has  
8 the strength, academic model, and the commitment to the  
9 preservation of its spiritual and cultural tradition to  
10 meet the mission of the Bureau of Indian Education.

11 That was my response to Question Number 2. If I  
12 may continue to the response to Question Number 3, I would  
13 hand over the microphone to Larry.

14 MR. HUDAK: Thank you. The first question is,  
15 can we meet the post award requirement for planning within  
16 18 months.

17 As we indicated, in 2009 the site utilities were  
18 upgraded to accommodate any future construction. We have  
19 schematic plans in elevations which can be further  
20 developed. An NEPA review of the school site was performed  
21 in 1998, and there were no findings that were  
22 environmentally damaging.

23 In the sequencing to prepare documents, we would,  
24 at the same time as geotech reports, topographic surveys  
25 are taken place, we would be programming the requirements

1 for the BIE based on their space requirements. We would  
2 then move into preliminary design, and that would take  
3 about four weeks followed by design development and  
4 construction documents.

5 We can complete this within the six-month period.  
6 Therefore, 100 percent completion could be submitted to the  
7 BIA, GRIC and state fire marshall in roughly six months.

8 Adding new facilities on the existing site that  
9 is operational does not thus create sub-issues to consider.  
10 In the case of Blackwater, construction access can be  
11 accommodated, as I indicated, from the east, and the school  
12 personnel access from the west.

13 The worksite would be fenced and screened from  
14 the school campus keeping the students safe during the  
15 construction period. The current conditions of the site  
16 utilities will accommodate the new building.

17 Outages would be minor. The current power  
18 surface, internet access, water and sewer will have a  
19 short-term outage necessary to make the new connection.  
20 Any utilities that interfere with the footprint of the new  
21 construction will be rerouted and the service connection  
22 made when the school is not in session.

23 We do not anticipate any of the services being  
24 interrupted for more than a 24-hour period and can be  
25 coordinated so as not to interfere with school activities.

1           MR. SHARMA: That was the response to Question  
2 Number 3.

3           MS. BORGESON: Thank you. Now, the committee has  
4 requested, do you have the responses in writing, by any  
5 chance? They wanted to be able to review your responses in  
6 writing if that was possible.

7           MR. SHARMA: As a part of this -- as part --

8           MS. BORGESON: When they are deliberating, since  
9 you gave such detailed information, I'm not sure all the  
10 committee members -- and you can e-mail it if you prefer  
11 to.

12          MR. MEHOJAH: Why don't we e-mail.

13          MS. BORGESON: Okay, yeah, they just want to have  
14 it when they give their final deliberations. So now we  
15 have time for questions from our committee members.

16          MR. KEEL: My name is Dale Keel. In question  
17 Number 1, talking about planning the facility and  
18 infrastructure, and it sounds like you've got your  
19 infrastructure and everything in place. What about right-  
20 of-way clearances and any other discussions between the  
21 tribe and the bureau and getting right-of-ways and land use  
22 agreements in place, and the tribe -- and do you have a  
23 plan to make that happen quickly? Because in a number of  
24 construction projects that's one of the holdups we found,  
25 that sometimes that creates delays.

1           MR. HUDAK: In 2009 when the utilities were  
2 upgraded, all the connections out in the street have been  
3 accommodated, so we would be tying in to those facilities  
4 that are already onsite. We would not be interfering with  
5 the right-of-way coming into the site.

6           The contractor, if he had to, would post  
7 controls, you know, agreed to by the city or GRIC, they  
8 would put controls in the street so that the heavy traffic  
9 coming and going with construction vehicles. In most cases  
10 construction vehicles are in the site before 6 o'clock  
11 a.m., so they are ready to go at the break of dawn.

12           So chances are we would not be interfering with  
13 egress or access into the facility, and by separating the  
14 faculty and students to the west, I believe that could be  
15 accommodated so the school personnel, not to interfere with  
16 that access either.

17           MR. KEEL: More specifically I was talking about  
18 the land use agreements because it is -- it is -- most land  
19 is reserved for school use and those types of things.

20           MR. MEHOJAH: Yes, thanks for the question. The  
21 land itself has been -- is part of that reserved land for  
22 education purposes. And we have a plat, you know, that  
23 shows that land has been reserved for Blackwater Community  
24 School, and we worked with the people at the agency, the  
25 real estate services people, and so we checked that

1 against, you know, their records.

2           So when we also put in the portables, we had to  
3 work with the Gila River Building Safety personnel, as well  
4 as their fire marshall, to get all the approvals for that.  
5 We also had to work with their cultural affairs office for  
6 clearances, and so they -- they actually put out that  
7 report that Larry was talking about in 1998. So everything  
8 that -- that is there now has had to go through a process  
9 since we started putting in all of those portables, and so  
10 there really hasn't been any issues that we have faced  
11 since we started the whole process.

12           So the land is there, and we made a conscious  
13 effort to say that that's where the school is going to be.  
14 It's going to be on that land, on the reserved status land  
15 for education.

16           MR. RATION: There is no land -- good morning.  
17 Good morning. I'm James Ration. With the new construction  
18 that happens, you say that there is probably growth for 253  
19 students. Say you go over that in the future, is there  
20 land available that you can utilize? Because you were  
21 saying you are kind of locked down in the bottom.

22           MR. MEHOJAH: Yes. What you are looking at here  
23 is when we did the master plan for this site, we also  
24 thought about, would there be enough land here for  
25 expansion for 3rd, 4th, and 5th grade. And because that's

1 really what the community wants, they want a kindergarten  
2 through 5th grade program funded by the Bureau, so this is  
3 actually the footprint for that, for kindergarten  
4 through 5th grade, this whole process.

5           So if you take a look at this -- this classroom  
6 is designed by Larry's group so that it would actually be a  
7 K through 2. And then it would allow for expansion on this  
8 side for 3rd, 4th, and 5th grade. We also sized the  
9 multipurpose and the cafeteria and the science for K  
10 through 5.

11           So to answer your question, yes, there is. We  
12 just build -- this is what was designed for on this  
13 schematic.

14           MS. ZAJICEK: Carlene Zajicek. So earlier I  
15 believe, Mr. Hudak, you had mentioned it was planned for  
16 520 students. That's K through 5?

17           MR. HUDAK: Correct. That would include the 3  
18 through 5. And I know I guess the tribe is willing to fund  
19 some of the monies for some of the sports, too, so --

20           MR. SHARMA: If I may. At the last line that you  
21 had, it had a copy of the scanned document that came out of  
22 Governor Louis' Office of the Tribal Governor where he  
23 promised to have a 25 percent of the cost that would be  
24 shared between the bureau and the -- and the tribe.

25           So that's the beauty of the -- this proposal that

1 the tribe and the community is working alongside with us to  
2 make sure that whatever is -- if there is any need, they  
3 will come forward and then help us out to build the school.

4 MS. BORGESON: Any other questions from the  
5 committee?

6 MR. MAHLE: My name is Kendrick Mahle. I guess I  
7 have a question as to -- to expand on what Mr. Keel was  
8 asking, because I'm -- I'm involved in a project right now  
9 where an existing government facility was, but there was no  
10 legal description, there was no lease in place, so we are  
11 having to go back. And that's, I guess, what I think  
12 Mr. Keel was getting towards was if there was -- if NEPA is  
13 already in place, these other documents are already in  
14 place, because one would say that these would have to be in  
15 place before a building goes up. But that's what I thought  
16 before I walked onto this other project.

17 So I guess that's the gist of the question is to  
18 make sure that the NEPA documents, all the cultural  
19 preservation and all these other surveys are accomplished,  
20 in place, so it doesn't hold you up. So that was just the  
21 clarification.

22 MS. BORGESON: Thank you. Did you want to speak  
23 to that?

24 MR. MEHOJAH: Yeah, just to reiterate -- thanks  
25 for the question. When we started putting these portables

1 in back in 2000 -- what is it, 2 -- then that was one of  
2 the first questions I had was, you know, how about the land  
3 issue, you know, where does it exist and whatnot.

4 And so I went to the real estate office in the  
5 agency and talked to the superintendent, and we got a copy  
6 of -- of the plat and of the description, you know, where  
7 the land is for that.

8 So, yeah, I wish we could have brought it. We  
9 can supply it to you all if you want it, we have a copy of  
10 it, so -- and then with the NEPA, that was done with the  
11 tribe, by the tribe's cultural office, as well as the  
12 bureau office out of Phoenix.

13 MS. BORGESON: I was going to say, our time is  
14 about up. Joe, what was your question?

15 MR. BITSY: My name is Joseph Bitsy, and do you  
16 address in your master plan a facility management shop  
17 building and any type of -- does the local community  
18 provide fire protection, and is there a storage tank  
19 included for like sprinkler systems to hold -- to provide  
20 water?

21 MR. HOGG: My name is Arzie Hogg, and I'm the  
22 counsel representative for Gila River and also the  
23 education chairman.

24 Yes, we do, that's why when they were talking  
25 about the pipeline and all of that, that was all taken into

1 consideration. Due to issues in the past with some of our  
2 construction, you know, trying to fall back thinking we  
3 had, you know, could go so far that hindrance comes up with  
4 suppression for water, and that was one of the main reasons  
5 why, when we did our district, we did the whole district,  
6 not just that section.

7           So all that has been taken care of. Also with  
8 the community, we are well in support of Blackwater getting  
9 construction as well as the other schools in the community.  
10 That's something we are looking forward to working  
11 hand-in-hand with the districts and the schools because all  
12 in all, it's not just for District 1, it's all for the  
13 whole community. That's the aspect we look at for the Gila  
14 River Community and any child attending our school, be it a  
15 member or not.

16           Those are the things that we were trying to be  
17 working together to have that collaboration. And as  
18 Mr. Keel has stated, we do work with our community on land  
19 use planning and development, we also do that. And any  
20 kind of development that comes forward, we ask for right of  
21 entries of construction, they already know that, and they  
22 would ask for right of entry, you know, pre-construction.  
23 Thank you.

24           MR. MEHOJAH: Thank you very much. And also to  
25 answer your question, right down -- you can't -- it's not

1 on here, but over to your right down that road a half a  
2 mile is the fire station. And it also has a ladder that  
3 can go up to the two stories. So -- and the fire marshall  
4 who we work with is centered out of that fire station.

5 And on our left-hand side which is on that  
6 diagram, you can see that that is where the buses are  
7 parked. There is also a maintenance shop there that we  
8 didn't highlight it, but it's there.

9 MS. BORGESON: Thank you. Thank you, Blackwater.  
10 Good job. And thank you for being our first presenter.  
11 Appreciate it.

12 So our next presentation will be at 10:30, so we  
13 will be taking a break until then, and thank you again for  
14 coming through all of that bad weather and being with us  
15 today.

16 (Blackwater presentation concluded 9:53 a.m.)

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5 I, IRENE DELGADO, Court Reporter for the State of  
6 New Mexico, hereby certify that I reported the foregoing  
7 proceeding, and that the foregoing pages are a true and  
8 correct transcript of my stenographic notes and were  
9 reduced to typewritten transcript through Computer-Aided  
10 Transcription; and that on the date I reported these  
11 proceedings, I was a New Mexico Certified Court Reporter.  
12 Dated at Albuquerque, New Mexico, this February 2, 2016.

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IRENE DELGADO  
New Mexico CCR No. 253  
Expires: 12-31-2016

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