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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

CHI-CH'IL-TAH/JONES RANCH
FEBRUARY 2, 2016
10:30 A.M.

CHI-CH'IL-TAH TEAM
JENS ROSSLER
PAUL TOHTSONIE
MARLENE TSOSIE
JESS KIRWIN

1 MR. ESKEETS: We are going to get started in a
2 little bit here; we are having technical difficulties. But
3 I wanted to say good morning to all of you again, those of
4 you that had came early this morning, and those of you who
5 are just coming in.

6 I think we have Chi-Ch'il-Tah next on the agenda.
7 My name is Emerson Eskeets. For those of you that don't
8 know me, I'm the division chief for the office -- for the
9 Division of Facilities Management and Construction.

10 So I do have my senior management here, Darrell
11 LaRoche is here, and Mr. Wallace Keays is also here, and
12 here is Mr. LaRoche. We also have in the audience
13 somewhere, I don't see her here yet, but her name is
14 Cheryl, a senior adviser to the Assistant Secretary of
15 Indian Affairs. And most of you know Barbara, too. So we
16 have the National Review Committee sitting up front, and
17 the presenters will be on that side.

18 And here are some ground rules. The first ground
19 rule is, if you are the audience and if you guys have
20 questions, please write them down on paper. We will have
21 paper and pen available in a minute or two. There is the
22 box, so feel free -- there is one on each desk, I believe,
23 so if you can write down your questions and give it to me
24 or Barbara. Or if you have a question when you get home,
25 e-mail it to me so. So that's one of the ground rules.

1 The other ground rule is if you can shut off your
2 cell phones or put them on buzz, that would be good for us,
3 too.

4 Another ground rule is -- questions? Okay, we
5 have the committee here, the presenters here, and the
6 audience here, and the only question and answer session is
7 between the committee members and the presenters. Please
8 be aware of that. Did I miss one?

9 MS. BORGESON: No.

10 MR. ESKEETS: Okay. Again, welcome. We are
11 trying to get over a little technical difficulty. We have
12 a lower version of power point, so that's the problem, but
13 we are getting it fixed remotely.

14 It's like Star Wars, somebody is up loading a
15 version of 13 remotely onto the computer.

16 (Pause in introductory remarks.)

17 MS. BORGESON: For those of you who just joined
18 us for the public meeting for the next project, we are
19 having obviously technical difficulties. We have some
20 dated government equipment here that's not compatible with
21 the format for the presentation, so we are trying to
22 accommodate that presentation. And a couple of options we
23 are looking at now is updating our software on our
24 presentation computer and getting another computer and
25 setting that up if the upload doesn't occur pretty soon.

1 But what we want to stress is we have enough time
2 built in the schedule this morning that we will allocate
3 the full 30 minutes for the presentation and the full
4 20 minutes for the Q and A. So the Chi-Ch'il-Tah will get
5 their full presentation and question time.

6 We just have to make sure our equipment will
7 cooperate, so we are working on that right now. So thank
8 you for your patience, and we hope to get it resolved
9 shortly.

10 (Pause in introductory remarks.)

11 MR. ESKEETS: While we are waiting, I don't have
12 anything to offer, food and all that good stuff, I know
13 everyone is looking for that, but I have a story to tell.
14 Are you guys ready for a story? All right. One day I went
15 for a checkup, and they had -- they told me I had an eye
16 condition. I won't tell you what that is because it kind
17 of gives the story away.

18 Dale and I were travelling down to Greasewood,
19 and it was a long day, and what people forgot to tell me
20 was, okay, there is an upper and lower Greasewood, so we
21 went to the upper. So we were at the wrong place, so this
22 just made for a long day. So we had to go down south and
23 to lower Greasewood. So we are on our way there and the
24 sun was coming down and the sunset was coming down. So we
25 had to go across the mountains, a place where he has never

1 been before, so I don't know if he was afraid, but we went
2 through these places, ditches, arroyos, and through
3 mountains, the never-ending trail that we went through.

4 Anyway, so we were driving along, the sun is
5 coming down, and I started noticing flashes. I see a flash
6 every now and then, and the doctor told me -- I went to an
7 optometrist, and he said, "You are seeing floaters?"

8 So I am seeing floaters for the first time, and
9 then he advised me that I had a torn retinae, then I would
10 start seeing lights and so forth. And he is driving, I'm
11 just sitting there, so -- and the sun is coming down, so I
12 thought maybe the sun was reflecting off of something and
13 hitting my eye.

14 Now I'm getting concerned because you could go
15 blind, and I was debating in my mind, well, do we cut this
16 trip short, or is it really that important that I go to
17 Greasewood and not show up because I'm really getting
18 concerned, worried. We made all this investment in time
19 and frustration, so -- and the sun was still coming down,
20 and then all of a sudden it kind of got a little dark, and
21 I still see bright lights. It's getting brighter now, and
22 I see this flashing light. As a matter of fact it was
23 blue. Well, they didn't tell me I could see blue lights
24 and all of these things, so I'm really in bad shape now, so
25 will I be blind tomorrow?

1 And I said, "Dale," and he was wearing one of
2 those like bluetooths, and it was flashing blue. That's my
3 story.

4 MR. KEEL: True story.

5 MS. BORGESON: Perfect story, perfect timing. I
6 think we are about ready to start.

7 Just a reminder, the presentation by the
8 Chi-Ch'il-Tah team will be 30 minutes long and then
9 followed by 20-minute question and answer session.

10 And the National Review Committee has provided
11 three questions to the team, presenting team, that they are
12 required to answer during the session.

13 (Video presentation played.)

14 MS. TSOSIE: Okay. Good morning. My name is
15 Marlene Tsosie. I'm the principal at Chi-Ch'il-Tah/Jones
16 Ranch School.

17 (Speaking in native language.)

18 I want to introduce my team here. Mr. Paul
19 Tohtsonie is our facility manager; Dr. Jens Rossler, our
20 academic supervisor; and Mr. Jess Kirwin, who is our school
21 board vice-president.

22 Okay. What we are going to do here is we are
23 going to address the three questions that were sent to us
24 that was on the itinerary, and we are going to start now.
25 Mr. Tohtsonie?

1 MR. TOHTSONIE: Good morning. My name is Paul
2 Tohtsonie. I'm agency facility manager for New Mexico
3 Navajo South. I would like to introduce Mr. Wilbe Antone
4 from my office; Helenes Henderson, my environmental
5 technician; and Benjamin K. Abeyta, our secretary.

6 On behalf of Chi-Ch'il-Tah Community School I
7 would like to thank the National Review Board Committee for
8 giving us the opportunity to present our request for a new
9 school. So I thank you for this time.

10 We appreciate your concerns with us and agreeing
11 that we have an adverse dilapidated school that we have at
12 Chi-Ch'il-Tah. These are some of the topics that I want to
13 address for the post requirements within the 18 months.

14 Land availability, New Mexico Navajo South and
15 Chi-Ch'il-Tah Community School, we have 36.32 acres of
16 legal land description that's withdrawn as you can see on
17 the map here.

18 We also have currently five acres of usage, and
19 the rest of the acreage is available for construction
20 development. In hand also we have possession of the
21 original archeological and environmental assessments for
22 this withdrawn land. Currently we are updating these
23 assessments which will enable us to move forward to make
24 sure that we are ready for construction when we get the
25 post award.

1 During the construction we will also keep the
2 school and construction concurrently operating because we
3 have all this land that we are able to run both the
4 construction and keep the school in session after we get
5 the award for the new school.

6 Also, I want to talk about utilities. The water
7 tower is -- we also have a 150,000-gallon water tower that
8 is readily available to tap into once we get the new school
9 construction started. We also have a local utility
10 company, which is NTUA, if we need to tap into additional
11 water we will have them readily available. It's parallel
12 to the school.

13 We do have a county road and a state route that
14 runs around, kind of, and circles the school, so egress and
15 ingress for construction wouldn't be a problem if we wanted
16 it for the school session.

17 Okay. We do have three lagoons capable of
18 providing the wastewater for the new school. Currently we
19 only have one cell that's being used. The project will be
20 managed by Navajo Regional Office, and the design will be
21 up to the regional office who they elect, and we will
22 support their decision at the regional office.

23 The next slide, infrastructure. Another main
24 concern is the stability of our supporting structure,
25 mainly, in particular, we are talking about building -- the

1 CMUs, the concrete masonry units. They are dilapidated,
2 they are cracking, we have floors that are sinking, we
3 have, you know, weathered PTO roofing that needs -- in dire
4 need of replacement. When it gets cold and when it rains,
5 we have leaky roofs, and that interferes with instructional
6 time, and we have to rotate students from room to room
7 because our roofs are so bad that we have to just patch
8 them to keep our program running.

9 Despite efforts to remediate the encapsulated
10 mold in the residential hall, we had to keep the
11 residential hall open because we are sitting -- the school
12 is essentially is right beneath a hill so all the runoff
13 water runs into the residents -- underneath the residential
14 hall, and this creates mold. And back in 2011 we had the
15 residential hall renovated. We just encapsulated the mold
16 and captured it.

17 And a lot of our buildings are in that state, so
18 we need to get our school out of the flood zone, and the
19 area that we selected there is a higher ground which will
20 eliminate the -- the getting up out of the flood zone.

21 The EPA, we draw your attention to the EPA.
22 Recently we were -- we were fined for drinking water
23 deficiencies with high copper and lead contamination beyond
24 NCL limits. That's due to the old copper -- I mean old
25 lead pipes that are still in the school building and some

1 of the pipes that are deteriorating. We have old buildings
2 that we -- they were interconnected back in 1984, so that
3 made it a one-unit building, so a lot of the pipes that
4 were connected causes low pressure in some of the
5 buildings. So we have problems with low pressure in some
6 of the school locations, and we get a lot of complaints
7 from backed up sewer systems, backed up commodes and stuff,
8 so we also looked at that.

9 And, in conclusion, Chi-Ch'il-Tah Community
10 School, we have the land base for a new school, we have the
11 necessary papers to start construction, and we endorse the
12 opportunity to demonstrate the feasibility of a probable
13 new gift for our students at Chi-Ch'il-Tah. That gift
14 would be a brand new school.

15 Finally, on behalf of the Navajo Code Talkers, we
16 are suggesting that we change the name from Chi-Ch'il-Tah
17 Community School to [] Elementary School. Thank you.

18 MS. TSOSIE: Thank you, Mr. Tohtsonie.

19 I will be talking about this slide here, and this
20 is one of the questions is, how does your school support
21 the mission of the BIE, manifest consideration of the whole
22 person, taking into account the spiritual, mental, physical
23 and cultural aspect of the individual?

24 We based our philosophy of learning from our Dine
25 language and culture. We do follow the Dine educational

1 standards, the Navajo educational standards. And this
2 model here addresses the whole person, the whole child, the
3 whole parent community. And some of the things that --
4 that we have here is what we are implementing at our
5 school.

6 Next slide. The thinking in our case, we have
7 implementation of an academic, rigorous curriculum. It's
8 aligned with the Concord standards, and it incorporates a
9 lot of our Navajo language and culture, history and
10 government lessons that we incorporate into this
11 curriculum.

12 Incorporation with our Taa Hwo Ajiteego character
13 building, a big thing that we really focus on is building
14 students with high self-esteem, high self-respect, and
15 knowing where they come from, and to really have this Taa
16 Hwo Ajiteego model, meaning you persevere in all the
17 challenges in life, and you overcome them by being
18 resilient and being forthcoming and by doing what we want
19 our children to do is become lifelong learners.

20 We have a Face early childhood program and a home
21 educator program where the teachers provide education to
22 the parents during, you might say, in conception when they
23 are -- when you are carrying the infant, and then through
24 infancy and up to toddler. So that's being provided for K8
25 schools, but we do really address the early childhood

1 education.

2 We have monthly family circles and parent
3 involvement training; that's a big thing at our school. We
4 have monthly parent training and we bring in parenting
5 topics to help our parents become better parents and also
6 to get involved with their child, which is a lifelong
7 behavior that we want everyone to, you know, incorporate in
8 their daily lives.

9 Another one is -- it's not us planning. Our
10 common core state standards curriculum, we are constantly
11 addressing this area. We are making consistent changes to
12 be able to challenge our students. We have a three-tier
13 model where we address instruction at grade level. We also
14 have intervention, you know, tier two, tier three. We have
15 our Dine language standards that we incorporate.

16 We have school restructuring, and we receive the
17 1003T school improvement grant. We are implementing the
18 transformation model at our school, and this requires a
19 turnaround to build best practices, to have highly
20 qualified teachers, to incorporate very structured
21 professional development for our teachers to give them
22 support, also working with our stakeholders providing
23 information communication that is very vital for our young
24 children to grow.

25 The rest is lina, life. We have highly qualified

1 teachers. They teach our students to be college and career
2 ready. We -- another topic that we will focus on is to
3 sustain wellness with positive educational outcomes. We
4 try to incorporate the character counts, and then also our
5 own Navajo concepts of being -- developing positively to --
6 to have them appreciate themselves and to incorporate that
7 into their daily lives so they can be successful, so that's
8 a big area that we focus on.

9 We have high school readiness into our
10 curriculum. Our 6th, 7th and 8th grade, they are
11 functioning, the majority of them, I would say about
12 50 percent plus are functioning at grade level, and our
13 math scores have been very high. Within the BIE system we
14 have exceeded the majority of the schools if you look at
15 some of the data that's available.

16 North is Sihasin, assuring mental and spiritual
17 strength. We provide that to our stakeholders and our
18 faculty also. We try to work as a team, as a professional
19 learning community, and we try to collaborate all resources
20 to -- to address the child. The number one thing that we
21 address at our school is the student, the child.

22 Self identity through life's challenges, there is
23 challenges our children need to be aware of at an early
24 age. Our parents, we have a lot of young parents that need
25 to understand there is going to be a lot of challenges that

1 they need to be able to embrace it and try to live and work
2 and balance.

3 Career readiness, we talk about careers to our
4 students on a daily basis. We tell them what they want to
5 be. We have outside resources coming in providing training
6 and information on careers. We do have the -- esteem
7 projects in our school. We are working with petrified
8 national forests right now, and we have our students
9 actually analyzing plants, what's relevant in their
10 community and out of their community and how important it
11 is to -- to know these things so they can preserve their
12 land where we live.

13 We also have a 21st Century program. We address
14 high enrichment activities that we try to incorporate, like
15 physical activities. And our kids are so interested in
16 sports that we try to include sports all the way to our
17 kindergarten rather than leaving them out. You know, there
18 is basic physical needs that they can learn.

19 Our kids are truly happy students, and I guess
20 that's what makes me do what I'm doing. It's what makes us
21 all here today is those students out there. And it -- it
22 touches my heart. You've got to have a passion to do what
23 we're doing, and it's a job that we want to do, and it's
24 coming from the heart. And I really do want to stress that
25 these students, my students, my children, Chi-Ch'il-Tah, I

1 want them to have a new school. I want them to enjoy
2 learning throughout their lifetime. And I just wanted to
3 share that with you, and this is my presentation. Thank
4 you.

5 MR. ROSSLER: Thank you, ladies and gentlemen.
6 Thank you, Review Committee. I'm going to be addressing
7 the third component that was outlined, specifically the
8 effects of school conditions on Chi-Ch'il-Tah/Jones Ranch
9 educational program, specifically technology
10 infrastructure, internet connectivity, power outages that
11 we experience, and school utility systems.

12 Okay. Here, you see our very high-tech
13 switchboard that we are using for the elementary school.
14 It's also called the janitor's closet. This has been in
15 use for the last 15, 20 years. Unfortunately, that's the
16 way it's been designed, and that's what we are living with.

17 What you see there is also -- let me use this
18 little pointer here -- very high tech five cabling with
19 80s, mid 90s technology that is actually no longer
20 applicable for what we need to do at our school. We
21 constantly experience outages in the classrooms, in the
22 computer labs, in the offices, and we inquired having new
23 cabling done, but the cost is so outrageous that we just
24 can't really afford it.

25 One other area that is of concern -- and here you

1 see our high-tech antenna that connects us to the internet.
2 Notice the very stable tripod, kind of flimsy antenna, held
3 down by cinderblocks. This is our internet connectivity.
4 Wind, rain, storm, ice, we're out. It can't download
5 anything, no assessments, no NWA, no PARCC assessments. We
6 have to drive to Gallup, go into an internet cafe to
7 download it, come back and manually load it into our
8 system. Nowadays this is not acceptable.

9 We are trying to really bring in educational
10 programs such as Study Island, ABC Learning, Houghton
11 Mifflin Math and Reading. We can't hardly use those items
12 because we don't have the bandwidth. This provides 1.5
13 megabits, I guess they call it. The consensus nowadays is
14 that you need at least ten megabits for 100 students, so we
15 are looking at a minimum of 15.

16 So, again, it -- it alleviates us from
17 downloading the PARCC assessments, for example, the NWS
18 assessments, anything else. Yes, it works at times,
19 sometimes it doesn't, and sometimes we go up there, and we
20 just rearrange it to make it work. So that's basically
21 where we are at. Wifi was in the building, yes, we have
22 Wifi, but it is definitely not working all the time.

23 And with regards to internet connectivity, this
24 is no longer acceptable. Yes, we are working with it, the
25 students are working with it, we are making it work, but we

1 need to get to a point where we can say, hey, I go into my
2 computer lab, I turn on 25, 30 computers, and everything
3 works all the time, and we are not there. And that's one
4 of the reasons why we are talking about internet
5 connectivity.

6 Next. Power outages, we consistently have power
7 outages where we are at. We have no power backup system.
8 Power outages affect the phone system, internet access,
9 safety, and security. We sometimes have to drive a mile
10 and a half up the hill to get a cell phone signal if I have
11 to dial 911. It's happened plenty of times. I can't
12 contact parents. We can't contact police or anything that
13 we need to.

14 So I'm going to have to go a little bit faster
15 here. The heating boiler system, those are our heating
16 systems. We manually have to open the heaters in the
17 morning, put our hands in there in the electrical box there
18 and turn them on, classroom by classroom. Sometimes we are
19 taking components from one heater and put it in the next
20 heater so we can put heat in the classrooms. An issue.

21 Okay. You can go ahead. Just a couple of
22 pictures. Our very well -- you know, those are waterlines
23 probably from the 40s or 50s and probably very well lead
24 laden.

25 Go on to the next one, please. Highfalutin

1 electrical systems for the pump house. Not sure this --
2 the safety inspections, sometimes we are getting dinged on
3 these.

4 Next one, please. Self explanatory. Roof leaks,
5 was mentioned before.

6 Next one, please. This is a boiler that's
7 supposed to be providing hot water. Please notice it's not
8 hooked up. We don't have replacements, so we have certain
9 areas that do not have hot water, so that's an area that is
10 of concern for the school as well.

11 So, ladies and gentlemen, I know this was a fast
12 run-through of some of the problems and how it does affect
13 the educational environment. If we don't have heat, we
14 don't have internet connectivity, we don't have programs we
15 can run, it definitely affects our educational environment
16 on a daily basis.

17 So I'm asking you, the National Review Board,
18 that you please consider Chi-Ch-il-Tah/Jones for a new
19 school -- actually, I'm going to beg you, please consider
20 us. And at this point in time, thank you very much for
21 your time. I'm going to hand you over to our school board
22 vice-president, Mr. Jess Kirwin.

23 MR. KIRWIN: He almost hit me with this mic.
24 Good morning, ladies and gentlemen. So quiet in here it's
25 kind of scary. My name is Jess Kirwin. I'm the school

1 board vice-president, also the secretary. On a monthly
2 basis I am -- (native language) -- water that flows
3 together -- (native language) -- that's who I am.

4 And I come from Chi-Ch'il-Tah. Those of you who
5 don't know what Chi-Ch'il-Tah means in Navajo, it's a hard
6 wood where the acorn comes out.

7 And the time before, I was -- this is my school,
8 this is where I originated from back in 1956. So that -- I
9 was crying, I didn't want to go to school, I kicked my
10 mother in the shin and everything else, but this is my
11 school, this is where I live. And I am a veteran. I also
12 am a community president, a former community president, so
13 we support the school at large.

14 So my job today is to talk to you about the
15 board's objective. Our board objective is that it's an
16 honor to stand here before you asking the committee that we
17 be awarded a brand new school. Our school is about 74, 75
18 years old. And I'm 64, so I know what I'm talking about.

19 So within that, that the first name for
20 Chi-Ch'il-Tah was not Chi-Ch'il-Tah, it was known as
21 "Chi-Cho-Caton". "Chi-Cho-Caton" Boarding School was the
22 name until our vice president changed it, Edward T. Begay
23 changed it to Chi-Ch'il-Tah because of the -- all of the
24 trees that was surrounding us.

25 So our school buildings are getting old, very old

1 and obsolete. Every time we try to do something -- even
2 the fence around the school itself is -- is out of sync,
3 poles are kind of leaning over. So Chi-Ch'il-Tah School is
4 located in one of the largest land bases in -- in Eastern
5 Navajo. We are also known as the checkerboard area because
6 of the land status.

7 Our school buildings were built somewhere in the
8 1942, and I still see myself where I used to sleep when I
9 go walk into the building. Our school building, our
10 dormitories are aging and maybe causing health hazards, to
11 not only our students, but also to our employees.

12 And our building -- our dormitory was closed last
13 year. Our dormitory was closed last year because of --
14 because of the water break and all the mold underneath, so
15 we lost quite a few students to the McKinley County School.
16 A lot of the students go there because of convenience, and
17 we would love to have those back.

18 And, basically, there is no privacy in our
19 dormitories. Our toilet bowls are wide open, our showers
20 are wide open where everybody sees one another, and that's
21 where bullying starts. So with that, we don't have
22 security. We only have a night watchman. Our law
23 enforcement, Navajo Nation PD, is about a hundred miles
24 away. It takes them a good hour, maybe hour and a half to
25 get there if they are available.

1 And one of the other things today, facility
2 maintenance people travel 75 miles one way to try to
3 correct the problems that we have at our aging building,
4 our obsolete building.

5 So our community is known for its fighting force.
6 We have people, Chester Nez, the original 29 of the Navajo
7 Code Talkers, Robert Wallie, Thomas H. Begay, and this
8 community has also produced two Ms. Navajos, two Ms.
9 Navajos from our community. So we are proud of them. Our
10 education system is not broken there, our building is
11 what's broken.

12 So we come before you to ask you that -- the
13 saying from Chief Manuelito, "Education is the ladder."
14 That's what we look for for our children, and we want them
15 to be -- one day for our children we would like to see them
16 be doctors, lawyers, nurses, in one of these professional
17 positions.

18 We are -- we at our home here, we are not
19 isolated. We are looking into the future for our children.
20 We are -- we are shovel ready. We want a new school. We
21 would like to have a new school.

22 Back in 1987 Mother Theresa came to our
23 community, and she also said a blessing to our school, and
24 that's why we want a new school, to answer her prayers.
25 Thank you.

1 (Video presentation played.)

2 MS. TSOSIE: Thank you. This concludes our
3 report.

4 MS. BORGESON: Now we are ready for the question
5 and answer. You answered the main questions through your
6 presentation, but I'm sure the committee has some follow-up
7 questions they would like to ask. Dale?

8 MR. KEEL: Dale Keel. You showed a -- showed an
9 aerial view of the school -- you talked about you have a
10 lot of land there you only use -- I think you said you have
11 36.32 acres and only utilizing five at this time.

12 Two questions, one, what part of the other 36 --
13 where on the other 30 acres are you looking to site your
14 school, and do you have the infrastructure -- you have the
15 infrastructure there at your school, but does it extend out
16 to the location of where your new school will be?

17 MR. TOHTSONIE: And, Dale, thank you for your
18 question. We do have 36.32 acres and again in the present
19 case we are only using five acres. Most of the acreage is
20 on the southeast end of the legal description that we
21 showed up there.

22 MR. KEEL: Could we throw that back up? I don't
23 mean to interrupt.

24 MR. TOHTSONIE: No, that's fine.

25 This is the Parcel A and this is the lagoon. We

1 do have a lagoon here. The current school sits here, and
2 we have a small ridge that runs here that I was talking
3 about. This is the area we want to develop right in here.
4 We have the county road that runs here, we have the state
5 road that runs here, so ingress egress, no problem.

6 We also have the waterline from the local utility
7 company running through here. We can, in the future, tap
8 into that and use our current water tank for --

9 MR. KEEL: Where is your electrical?

10 MR. TOHTSONIE: The electrical comes in -- I
11 think it comes in from here.

12 MR. RATION: James Ration. You have electrical
13 coming in, you guys have the right-of-way for that? And
14 then also if you want to tap into NTUA, have you guys had
15 those kinds of communications as far as asking for service
16 lines, stuff like that? And also -- three questions -- and
17 has that land been withdrawn through the tribe and the --

18 MR. TOHTSONIE: Yes. This is the legal
19 description, so it is withdrawn for --

20 MS. BORGESON: Paul, can you use the microphone?

21 MR. TOHTSONIE: Hello?

22 MS. BORGESON: There you go.

23 MR. TOHTSONIE: Sorry about that. Yes, this is
24 the legal description of the area withdrawn for the
25 educational programs. We do have right-of-way for the

1 power company that comes in right in here. So the only
2 thing that we would require for any extension would be just
3 tapping off the main line here. And your third question
4 was?

5 MR. RATION: Have you talked about tapping in?

6 MR. TOHTSONIE: Yes. I'm currently in a
7 conversation with and communications with NTUA. They are
8 doing the study to see if they can accommodate a large
9 usage like a school, so we are getting the calculation how
10 many gallons we use per month, and they are going to use
11 that data to determine if the waterlines are sufficient to
12 support the school.

13 MR. RATION: How about clearances -- (question
14 inaudible.)

15 MR. TOHTSONIE: We already have -- like I said,
16 we already have the original art clearance, we already have
17 the original environmental assessment. I got in contact
18 with SHPO here in Santa Fe and they sent me the data. All
19 we need to do is update those, and right now the supreme --
20 supreme with the Navajo Nation Archeological Department.

21 MR. RATION: Thank you.

22 MR. LAPLANTE: Mike LaPlante. My question on
23 those, on your water -- on your water towers, are those
24 elevated towers?

25 MR. TOHTSONIE: On the water tank we have two

1 75,000-gallon tanks. They are barrel -- they elevate -- no
2 they are not on elevated towers. They sit on that hill
3 there I was talking about.

4 MR. LAPLANTE: The reason why I asked that is
5 because if you move to higher grounds, you are losing the
6 pressure that you have at your school right now because of
7 your non-elevated towers.

8 MR. TOHTSONIE: That is true, but that ridge is
9 higher on both ends, so that ridge bisects the property, so
10 it's high enough if we build a school on the back end, and
11 also down where we have our current school.

12 MR. PALMER: Regarding your -- Johnny Palmer --
13 sorry. Regarding your existing problems with your internet
14 and your power outages you are experiencing, if you build a
15 new school, will that actually correct that, or are those
16 problems with the availability of those services from your
17 utilities companies?

18 MR. ROSSLER: Okay. New schools will have a
19 backup power system that is usually being installed. I
20 think we are also in communication with the power company
21 to make sure that it goes -- we are experiencing power
22 outages quite a bit, that when we get to build a new
23 school, that they will check the lines and maybe reline for
24 those areas.

25 MR. TOHTSONIE: Our neighboring school, Bread

1 Springs School, has a 60 K watt backup generator, and we
2 are going to duplicate that system.

3 MR. PALMER: What about the internet?

4 MR. ROSSLER: Okay. The internet, that is and
5 was a concern. We had people from Washington come by last
6 summer, and we were promised, because that is -- we are a
7 bureau school, and the bureau is at this point in time
8 still in charge of connectivity, that they would open the
9 bandwidth, number one, that they would maybe look into a
10 new T1 optical lines. There are all possibilities going
11 that route when we have that available. But the bureau at
12 this point in time said they would open them up maybe to
13 15. It's a question of money.

14 MR. KIRWIN: In answer to your question, over
15 where I live on top of the ridge, about maybe four or --
16 four miles away from us, we just built a brand new tower.
17 My family donated land so that we can have a cell tower,
18 and as we progress from here, I'm sure we are going to have
19 some type of microwave beams directly back to the school.

20 And when I was chapter official we were trying to
21 erect a beam right on top of our chapter house so it can
22 work with the school, and I don't know what happened. I
23 stepped down after that, and so it's yet to be seen.

24 MR. ROSSLER: The original idea was that a tower
25 was to be built by the water towers for the microwave to

1 come in, but that didn't happen. If we are at the higher
2 elevation, we are going to have a better line of sight
3 connectivity. As a matter of fact, the main tower is
4 currently at David Skeet's Gallup Public School. They have
5 a real high tower that is owned by SES. If we are on a
6 higher location we can tap into that tower right from where
7 we are at.

8 MR. PALMER: Thank you.

9 MS. BORGESON: Any other questions from the
10 committee?

11 (No response.)

12 MS. BORGESON: No? All right. We have a few
13 minutes. Do you want to add any points to your
14 presentation, or do you have any additional statements you
15 would like to make?

16 MR. TOHTSONIE: The last session there was a
17 question about a facility area that we would like to
18 request that facility office be built with this new school,
19 within the compounds of the new structure. Also currently
20 we have an MOU with the McKinley County Fire Department
21 that we are using -- or they're utilizing the old fire
22 station that we used to have. There is an MOU with them,
23 so they utilize that to support our -- any fire that we
24 might have on campus.

25 MS. TSOSIE: Well, in closing I just want to say

1 thank you to the committee, and you are more than welcome
2 to come visit our schools if you are in the area and see
3 where we are located.

4 And like I said before, you know, our kids are
5 learning. Our education has -- we are really working on
6 improving education in our school, really improving
7 education with this school improvement grant, and we had to
8 change the culture of the school, how we think, how we do
9 things to improve making changes from the inside of the
10 person to really want to do what we are doing.

11 And I think the next step right now is to really
12 look at the facility to make it how we feel about teaching
13 our kids, we want to see that in the building, also. We
14 want a new science classroom so our students are able to do
15 experiments, keep with the update theme projects across the
16 nation. We want our students to be able to do those
17 things. We went smart boards in our classrooms.

18 We want to be able to connect with the outside
19 world nationwide for our students, and we are hoping to --
20 hopefully BIE BIA will listen to our pleas to expand our
21 bandwidth at our school. It's something that our students
22 need. We want them to be able to learn what's out there.
23 And some of the Ivy League Schools, things they are using,
24 the technology, and our kids adapt to that very well. You
25 have students that are able to manipulate the technology

1 with no problem. Why not give them the opportunity? Why
2 not let them learn through technology and give them that
3 opportunity to learn in their way rather than the
4 traditional way of instruction. We need to give them the
5 opportunity for technology.

6 And I guess when we do our plans for our school
7 regarding academics, we think -- I think in that manner,
8 our leadership team, we think, well, the kids are going to
9 enjoy this. They are going to learn this. They are going
10 to want to do this. They are going to take the independent
11 role of learning, and we want them to be independent. We
12 want them to do -- to take learning on their own and be
13 responsible. We want them to be responsible for their
14 learning. And why not with technology, something they like
15 at the high interest, have them engage without being told
16 to do it by the teacher, but to really have that engagement
17 and to learn.

18 So I really feel good about what's happening at
19 our school with the academic portion and the culture of the
20 school, how our teachers, our faculty members are becoming
21 part of the team. I feel really good about my school
22 board. We just got accredited with the NCA accreditation.
23 Our school was up for accreditation and we just got
24 accredited for the next five years.

25 And they really praised our school board. They

1 said, "We have never seen a school board that supports
2 their school like what we have seen." And I have a school
3 board that supports everything that we do, and it kind of
4 makes my job easier just to -- to have that, and then to
5 have the community, you know, have that community. Some of
6 our stakeholders are coming in.

7 Yeah, we still need a lot of work with them. We
8 still need a lot of communication with them, but still
9 there is -- there is that turnaround where they are coming
10 in and asking questions about their children, how they can
11 work with their children at home, and that's something to
12 see. That's what we want. We want to continue what we are
13 doing, and -- and even be better.

14 And so, again, this is all coming from education,
15 from educators, you know. I am a teacher, so I really want
16 our students to learn. I really want them to be, you know,
17 a whole person, be able to be accessible and live out there
18 in the world and be able to live like other people because
19 right now some of our children at our communities, they
20 have no running water, they don't have electricity. And
21 they live out, you know, in small one-room homes. So when
22 they come to school, we want to make it so exciting, so
23 safe, interesting and fun so they want to be there, and I
24 think we have accomplished that, but now we just need a new
25 school. We just need a new school. So I just want to end

1 with that, and thank you very much.

2 MS. BORGESON: Thank you very much to the
3 Chi-Ch'il-Tah team. Thank you for your patience and our
4 lack of technology update here. I'm glad it all came
5 together, and I think we got a good picture of your school,
6 and thank you so much. Really appreciate it.

7 All right. Our next presentation will be at 1
8 o'clock today. That's Crystal. Is there anybody in the
9 audience from Crystal? No? All right. Well, we will see
10 you at 1 o'clock for the next presentation.

11 (Chi-Ch'il-Tah presentation concluded.)

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

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