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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

DZILTH-NA-O-DITH-HLE COMMUNITY SCHOOL  
FEBRUARY 2, 2016  
2:30 P.M.

DZILTH-NA-O-DITH-HLE COMMUNITY SCHOOL  
FAYE BLUE EYES  
SHERLEEN JONES  
BARBARA HANSON  
ALBERTA MITCHEL  
LAMYA MARQUEZ  
ERVIN CHAVEZ

1 MS. BORGESON: It's 2:30 now, and we are ready to  
2 start our next presentation.

3 MR. CHAVEZ: Good afternoon. I want to just  
4 introduce the team here. My name is Ervin Chavez. I'm the  
5 school board president for the Dzilh-na-o-dith-hle  
6 Community School. I just wanted to say thank you for the  
7 opportunity to allow us to present today.

8 With me is we have Sherleen Jones, second one  
9 down, she is the instructional leader. They also have --  
10 we brought a student with us, Lanya Marquez. She is the  
11 one on the end. She'll be making a presentation today,  
12 also.

13 Then we have Faye Blue Eyes. Of course a lot of  
14 you know her, she is the assistant executive director. And  
15 then Barbara Hanson with the BIA facility manager. So  
16 that's what we have.

17 I want to just bring to your attention the  
18 mission statement that we have that we follow at our  
19 school. As it says, the mission of the Dzilh-na-o-  
20 dith-hle Community Grant School is to provide a safe and  
21 encouraging environment to develop students who are  
22 academically and socially prepared to achieve life-long  
23 goals. That's our mission statement.

24 But I think, at the same time, the  
25 Dzilh-na-o-dith-hle is about providing a safe learning

1 environment for students and staff. Today's presentation  
2 will give you the opportunity to see the current conditions  
3 of our facilities within which we live and work. And our  
4 first presenter is going to be Sherleen Jones.

5 MS. JONES: (Presenting in native language.)  
6 Good afternoon. Just like he said, I'm Sherleen Jones.  
7 I'm an instructional leader. I have been with  
8 Dzith-na-o-dith-hle for about ten years now, and I have  
9 seen the many changes that the school has been going  
10 through, but for me I want to talk about the academic part  
11 of it.

12 So the main reason why we are here of course is  
13 the school, the building, and our students. They are the  
14 focus. They are the reason why the school is built and why  
15 everybody else is there also, so the education of our  
16 students.

17 So I wanted to touch on that since we are in the  
18 middle of the Navajo Reservation where a majority of our  
19 students are Navajo, also. So one of the things that we  
20 implemented at our school is what we call our model of  
21 instruction. Just like the earlier presentation, they  
22 talked about the way our students, our Navajo students  
23 learn, and this is the Navajo philosophy of learning.

24 So from the east, it's called Nitsahakees, the  
25 thinking, so everything you do comes with a thought first,

1 your thinking process.

2 From the south is Nahata, your planning, so  
3 whatever you think about, you put it in a plan. You  
4 organize your thoughts and you put it into a plan. So from  
5 the west is the Lina, also called applying. Whatever you  
6 got planned now you start applying to what you organized.

7 So to the north is our Sihasin which is  
8 evaluation. So from that process when you get to the  
9 applying, you go back and look at did it work, did it not  
10 work. If it didn't, then you go back again and start again  
11 and start all over.

12 So in a way everything that we do is pretty much  
13 set up like that. So this is one of the areas that we not  
14 only offer students, but our staff also that we do within  
15 our school. So I just wanted to touch up a little bit on  
16 our Navajo philosophy of learning.

17 So everything also comes in dualities. There is  
18 teaching and learning. Teaching is the female and learning  
19 is the male, so everything comes in that form. It goes  
20 back and forth, you teach you learn, you learn or you  
21 teach. So that's our model of instruction.

22 So the last part to evaluation, so everything  
23 that we do we have to assess, even as an individual, as a  
24 group, or as a school, we are always assessing what we need  
25 to do, how do you need to make changes, you know, you need

1 to assess what you have done.

2           So I wanted to go into that part of it about what  
3 happened within the last ten years since I have been there.  
4 We know through classroom observations, through looking at  
5 our tests, our data, staff surveys, we have continually  
6 made adjustments to all of that from the academic point of  
7 view.

8           So when I first came on board, one thing I  
9 noticed that our students, looking at the data, that our  
10 students are one to three years behind in grade level, and  
11 our staff needed an upgrade in their professional  
12 development.

13           So we worked on that for the last couple of  
14 years, you know, making adjustments to that and up to where  
15 we are at. We have come a long ways, not only looking at  
16 our data -- because we have to train, and we, ourselves as  
17 staff also have to make sure that we are doing our part to  
18 make sure we are on top of it also to be able to, you know,  
19 teach our students.

20           So back to the evaluation part, you know, one of  
21 the things that we do at our school is we have to assess  
22 our students, and two years ago it was the New Mexico state  
23 standards, now it's common core. So we wanted show you,  
24 you know, throughout the years, our state standards wasn't  
25 looking too good for the last couple of years, but now that

1 we went to PARCC -- PARCC is an assessment that is used to  
2 test common core state standards; it's not a national  
3 standard. Before it used to be just New Mexico state  
4 standards, but now it's common core state standards of New  
5 Mexico is doing now. So the test that is used to test that  
6 is called PARCC.

7           So this is the data from last year, 2014-15. If  
8 you can look at the chart up here you can see the purple,  
9 that is how the student is functioning on a national -- as  
10 a national average for all of these students who took the  
11 test across the nation.

12           And then the yellow is just New Mexico students.  
13 The red is BIE schools, and then we are in the blue. If  
14 you can see where the green mark is, that's the proficient  
15 meeting that the goal where everybody should be at. So as  
16 you can see our data, if you look at the blue, we are  
17 keeping up with not only national, but also as a state, and  
18 with all the BIE schools. So the top part is our math  
19 scores and then our reading scores.

20           So we look at this as a whole school-wide and to  
21 see where we need to make adjustments, and we analyze not  
22 only where our math and reading is low, but we look at also  
23 our staff, also.

24           So with that, the other presenters are going to  
25 go more into the facility part of it, so -- but, you know,

1 with that, I just wanted to bring all of that back with our  
2 philosophy of teaching and our data of how we have been  
3 making improvements throughout the years, even though there  
4 is different things and issues that have come up within our  
5 schools, and but we are still keeping -- we are going to  
6 keep going. That's the mission of what is set up there,  
7 not only as staff, but students also. So thank you.

8 MS. MARQUEZ: Hi, hello. My name is Lamyia  
9 Marquez. I'm 13 years old and in 7th grade, and I have  
10 been attending Dzith-na-o-dith-hle Community Grant School  
11 since I was in fourth grade, so I have been attending the  
12 school for the past four years.

13 And when I first arrived here some problems with  
14 the school that I noticed were like the restrooms, the  
15 stalls doors were off their hinges. In the upper grade  
16 there is a crack in the wall so every time you walk by,  
17 cold air is always blowing through the crack.

18 And another problem that we have are our heaters,  
19 they don't work properly. So during winter, the classrooms  
20 get cold, and in August the air conditioning doesn't work,  
21 so everyone is pretty warm. And another problem that I  
22 noticed was that -- well, like -- but like I guess you  
23 could say it's a funny incident that, like the gym towels  
24 would pop out when people are practicing or playing a game,  
25 so they always trip people.

1           But some of the reasons I like going to  
2 Dzith-na-o-dith-hle is because of the education that is  
3 taught, and the caring staff, and there is also a lot of  
4 space for the students to learn. And it's one of the only  
5 schools that I have been to that has my culture, which is  
6 Navajo, so I have learned so much about the Navajo  
7 tradition.

8           And I also stay at the dorm, so some problems  
9 that I have noticed are like the heaters don't work, and  
10 ceiling tiles are also very old, so they look kind of like  
11 they are rotting, and the some of the floors also have huge  
12 stains on them.

13           And we could really use a bigger kitchen, too,  
14 because every time we are trying to make food or something,  
15 we are always bumping into each other. And I would really  
16 like to see the school building improved because I honestly  
17 think it's one of the best schools. And I also have some  
18 younger brothers and sisters who go to that school, and I  
19 would like it to be even better for them. Thank you.

20           MS. BLUE EYES: Thank you, Lanya. I'm going to  
21 cover the main facilities systems. This one here is the  
22 school programs. We have 180 students, and we have 70  
23 students in the dormitories. The elementary school serves  
24 from kindergarten to 8th grade -- well, preschool to 8th  
25 grade.

1           The dormitory also caters to the high school  
2 students, and the high school students go to Bloomfield  
3 High School, which is about 25 miles away. We also have a  
4 Face program for home base and centered base adult  
5 education.

6           In addition to the school facilities we have 42  
7 housing units. And if you look over here, this is an  
8 aerial view of our school campus to give you an idea of  
9 what it looks like.

10           This here is the education building. This one  
11 here is the kitchen, and here is the dormitory, and this is  
12 the shop and transportation. The housings are over here.  
13 These are old portables right here. These three we don't  
14 use, but this one we still do. And this is pretty much the  
15 same thing as this, but this is the layout that we have.

16           We are eligible for replacement school  
17 construction consideration. Our buildings are in good  
18 condition structurally. With no foundation settlements  
19 that would require complete building replacement, the more  
20 reasonable and cost effective measure is to retain our  
21 current buildings.

22           The BIA facilities is aware of our needs. They  
23 have conducted an assessment and they have assisted us over  
24 the years with some of these deficiencies.

25           So main waterlines are made of transite asbestos

1 containing pipe, and through time these pipes have become  
2 brittle and cracked and cause water leaks all over  
3 throughout campus, and we have to close down certain areas  
4 in order to try and fix them.

5           When we would go under these buildings to look at  
6 it -- I brought some show and tell -- and this is an  
7 example of our chrome pipes. I understand chrome is not  
8 supposed to rust, but this one has. And then this one is a  
9 sample of our water pipes. The thread is all corroded,  
10 rusted, and I don't know if you can see through it, but  
11 look at the sediment that's built up in it. And we are  
12 supposed to be drinking this water, having our kids bathe  
13 in it, the kitchen using these waters, but that's what we  
14 are dealing with.

15           We installed water filters on all the fountains  
16 because it became too costly to bring in bottled water from  
17 town, and when we opened up one of the filters, this is  
18 what we found. And this is the supposed to be pure, I  
19 understand, but instead it's black, the filter.

20           On more than one occasion our residential  
21 students had to stay in a hotel because we didn't have the  
22 heat or water. There is a serious need for filtration and  
23 water treatment because we have a lot of mineral deposits  
24 in our water, and we believe that's why these pipes are  
25 really corroded and filled with sediment.

1           This one is an example of our boiler room. What  
2 did I do with my -- can you move this back -- but as you  
3 look at these pictures, it's really corroded. This is the  
4 boiler pipe. The rust is sitting down here. And these are  
5 samples of the sediment. This is rust right here. They  
6 are like rocks. More pictures of the boiler pipes, and we  
7 really need help to completely replace those pipes.

8           In the kitchen the -- the equipment has exceeded  
9 their life expectancy because these equipment were  
10 installed when the school was first built. And also many  
11 of our equipments were donated from the Intermountain  
12 Indian School that closed down in 1984. That's 32 years  
13 ago.

14           The kitchen layout, the equipment exhaust fans do  
15 not meet current code causing inefficiency. The pizza oven  
16 is used to bake and cook when the ovens go out. The  
17 serving line burners do not work properly to maintain the  
18 food temperature. There are problems with the walk-in  
19 freezer and cooler, so we have staff rotating on holidays  
20 and weekends to ensure the temperature is okay.

21           The loading and unloading docks at the cafeteria  
22 are crumbling and very unsafe. Here is one of our ovens.  
23 These grills here don't work anymore because we kept  
24 getting gas leaks, so we just shut them off. This is the  
25 picture of the pizza oven that does most of our cooking for

1 us.

2 Here is examples of the mineral deposits.  
3 Throughout the building this is what they look like and the  
4 pipes are rusted. This one is the sink in the kitchen.  
5 Look at that big old crack right there. This is a picture  
6 of the loading and unloading dock. The concrete is  
7 completely crumbling here. Are we able to dim these lights  
8 a little bit?

9 MS. BORGESON: Just turn the switch.

10 MS. BLUE EYES: There, that's a better picture.  
11 The sewer lines are made of cast iron and are rusted and  
12 filled with rust sediment. The bottom of the cast iron  
13 pipes are very thinning, and we said we wish we could  
14 rotate these pipes, but I couldn't bring too many show and  
15 tell.

16 The other thing is a lot of the parts are  
17 obsolete to the drainage system, so this is what we found.  
18 When we took over as a grant school ten years ago, the  
19 previous BIA facility management was very creative. They  
20 made their on own parts out of tin and bailing wire.

21 This one I think is my favorite; they used tire  
22 tube. And again it's all filled with sediment. This is  
23 what they look like. Over time the sewer lines no longer  
24 have the proper slopes, so these pipes are running along  
25 underneath, and then they go down. And again, our very

1 creative predecessors used these to hold up those sewer  
2 pipes. It's a string, and this is what we found.

3           So when they sag, the sewer accumulates in those  
4 areas and then they don't drain and it causes backup. So  
5 what we have to do is divert the students to the other side  
6 of the building, and for them to walk over there to the  
7 rest room and come back, they are wasting instruction time.

8           The HVAC system, there are two 16 inch by 4 fixed  
9 windows in each classroom. So there is one at that corner,  
10 and one over here, and there is no -- the windows don't  
11 open, so we put a small air conditioner at the bottom, but  
12 they are not sufficient to cool those rooms.

13           So we have no ventilation system throughout the  
14 entire building, and it reduces oxygen and fresh air that  
15 this negatively impacts the students' and teachers'  
16 productivity because they start feeling drowsy. So now  
17 what we are doing is we implemented a fresh air break, so  
18 in the morning they go out, and in the afternoon they do  
19 the same thing.

20           When during the summertime when it gets too hot,  
21 we leave the doors open, and then we have insects coming  
22 in, rodents, reptiles and birds. The fire sprinklers was  
23 antiquated, so we had the bureau assist us in replacing  
24 those in 2012. Parts were no longer available in the open  
25 market. Now we need water lines to the sprinklers to

1 complement the fairly new alarm system.

2           When preventive maintenance drains the sprinkler  
3 lines, they see that there is sediment built up in the  
4 water. As you can see in the bottom of the jar, this is  
5 from a sprinkler. Again this is another reason why we need  
6 a water treatment system.

7           We have wasted how many minutes waiting for this  
8 thing. The transition is slow. I'm going to have to speed  
9 up.

10           All the buildings that have fire escape windows  
11 or fire hydrants are corroded and rusted. We really need a  
12 lightning rod for our campus because we have a lot of  
13 strikes which then burns out our radios, the computer  
14 server, the radio base. This summer a lightning struck a  
15 tree near the staff house, it ricocheted into the staff  
16 house's window, busted it, and then took off again to a  
17 parked car where it burned out all the electrical  
18 instruments. The family also had to consult a medicine man  
19 to help them cleanse.

20           The gas lines are past their life expectancy so  
21 the lines are prone to leaks, and these need replacement.  
22 In 2010 we had a major gas leak that was found on campus,  
23 so we were closed for two weeks. The gas company was  
24 really upset. They told us we were very fortunate, that  
25 the school could have exploded.

1           Electrical system, in 2015 the lighting and  
2 electrical upgrade was completed for the education  
3 building, which is this building right here, but the rest  
4 of it still needs to be upgraded. But in the education,  
5 the classrooms, we no longer have flickering and buzzing  
6 florescent lights.

7           In 2013 electrical transformer was upgraded to  
8 handle the power because we kept having electrical going  
9 out tripping. We also have a new generator that was  
10 installed in 2013.

11           The ground roads, we have sidewalks that need  
12 replacing, concretes are cracked, crumbling, they are  
13 tripping hazards for staff. The asphalts are  
14 deteriorating, streetlights are not energy efficient.

15           Our school is located in a lower elevation, so  
16 the mesa is up here, and that water will just run from up  
17 here all the way down this way creating ponds throughout  
18 the campus. And then these ponds attract mosquitoes and  
19 other insects and our staff and students get bitten.

20           Here is the picture of our grounds, the crumbling  
21 curbs, the sidewalk now turning back to dust. This is one  
22 of our streets, and this is one of our sidewalks.

23           The sewer lagoon, we had a leak in 2012 when it  
24 backed up and it overflowed, so we really need assistance  
25 to fix that. We have to flush out this manhole every two

1 weeks. Here is the picture of the manhole with the sewer  
2 gushing out, and look what it did to the landscape.

3 Here are pictures of other deficiencies. This is  
4 the heater in the boy's restroom, a cracked wall with the  
5 light coming through in a dormitory, the gutters are just  
6 iced up here, and then this is the entrance to the  
7 dormitory and more examples of concrete.

8 And these are our windows. They have a lot of  
9 rust around them like this, and this is what the young lady  
10 was talking about, and these are doors.

11 Just keep going, we are running out of time.

12 This is our sidewalk. Most of them look like  
13 that. The ceiling or the roofs of the school, it needs  
14 work. This is the penthouse, not maxine -- you know what  
15 maxine is? It's our cooling system.

16 UNIDENTIFIED SPEAKER: Here I thought you were  
17 talking about the luxury floor.

18 MS. BLUE EYES: We are ready to begin planning  
19 and design phase. If we are considered we have the  
20 experience and we project to have both planning and design  
21 phase completed within 18 months. We are rated as a no  
22 risk auditee with no exceptions by our financial auditors.

23 We have enough electrical power to handle any and  
24 all upgrades. We have an adequate supply of water  
25 available. The proximity of the school's location to

1 Highway 550, we have great access. We didn't need no land  
2 withdrawal required. Our buildings are 48 years old, and  
3 if we can get the assistance, then we wouldn't be subjected  
4 to that historic preservation requirement.

5 We don't need endangered species and arch  
6 clearance, and time will be saved because several steps of  
7 the planning phase will not be necessary. Most  
8 importantly, minimal instruction interruption is expected  
9 when construction begins because most of the work will be  
10 under the building, and the roof, and then most of it, the  
11 others ones we can do during the summer when the school is  
12 out, and we are projecting 18 million.

13 In addition to this, we also had a microwave dish  
14 installed on the mesa by Cellular One, so we have plenty of  
15 internet now. The fire station is less than a mile away  
16 from our school. And how many more minutes?

17 MS. BORGESON: Two.

18 MS. BLUE EYES: Ms. Hanson.

19 MS. HANSON: Thank you. Thank you, Ms. Blue Eyes  
20 and Dzilth-na-o-dith-hle team. Also I want to thank the  
21 National Review Committee panel for hearing our  
22 presentation for the Dzilth-na-o-dith-hle Community School,  
23 but most I would like to express appreciation for OFMC  
24 Navajo Region who handle the funding for the funding of the  
25 Dzith-na-o-dith-hle Community School for facilities

1 improvement funds.

2           With your funding dollars major upgrades have  
3 been done at the Dzith-na-o-dith-hle Community School  
4 campus. The lighting was upgraded in the school building  
5 and gymnasium, and the students and staff have better  
6 lighting in the classrooms. And the electrical  
7 distribution system was upgraded from the transformer and  
8 all of the lines going to the school buildings.

9           Prior to that, the school used to have frequent  
10 power outages, sometimes lasting about seven hours. Now  
11 the school has reliable power throughout the year.

12           Some of the upgrades in kitchens have been done.  
13 The boilers were replaced. Asbestos flooring and asbestos  
14 insulation have been abated and new flooring installed.  
15 The kitchen plumbing was antiquated and full of minerals.  
16 Now the plumbing is new and up to code.

17           The heating system was upgraded, and there is  
18 reliable and consistent heat throughout the kitchen and  
19 dining area. The gymnasium bleachers and flooring are  
20 currently being upgraded. The gym flooring was loose and  
21 unsafe. The antiquated bleachers were a safety hazard  
22 because the retractible components were worn out. The  
23 bleachers will soon be replaced with bleachers that are up  
24 to code and ADA compliant. The asbestos containing floor  
25 has been removed and new flooring is being installed.

1           These upgrades are appreciated by the staff,  
2 students and parents. In all the upgrades there is still  
3 much that needs to be done as reported in this  
4 presentation.

5           The residential dormitory has not been upgraded.  
6 The 1960s building has not had any major upgrades over the  
7 years. The dormitory restrooms are not ADA compliant, and  
8 the sleeping rooms do not have code compliant egress.

9           The deteriorating condition of the waterlines and  
10 sewer lines was clearly shown in the visual. The water and  
11 sewer line replacement need to be completed and our water  
12 treatment system for the campus is needed. The visual  
13 shows the poor condition of the pipes caused by the hard  
14 water which is not good for the equipment or the pipes.

15           The kitchen appliance ventilation system and fire  
16 suppression system need to be upgraded. The exhaust fluids  
17 do not align with the gas appliances and do not meet  
18 current code. Kitchen access doors will need to be  
19 enlarged to accept any new appliances and ventilation  
20 equipment.

21           The cinderblock structures all need to be  
22 upgraded to boost our value on the building. The heating  
23 and ventilation systems need to be upgraded. Currently  
24 there are no automated heat control on the heating system.  
25 The system is either on or off. Staff controls the

1 temperature in the buildings by opening doors. The heating  
2 and ventilation system for each building will need to be  
3 evaluated inside.

4           The New Mexico Navajo Central Agency and  
5 Dzith-na-o-dith-hle Community School have worked together  
6 effectively to complete as many projects as possible with  
7 the available funds provided. Avant Technology of the  
8 Navajo Region headed by Joe Bitsy who is on the panel with  
9 his team of engineers, Ms. Georgia Padilla and her team  
10 from the DECROM office who fund our environmental projects.  
11 And I also want to thank OFMC headed by Emerson here in  
12 Albuquerque and his entire team who worked behind the  
13 scenes to fund our schools. It truly does take a team  
14 effort to maintain these facilities.

15           Our number one priority is the physical safety  
16 and security of our students and staff. The proposal  
17 addresses additional upgrades that are needed to support  
18 this priority. Thank you.

19           MS. BORGESON: All right. Now we have the  
20 question and answer period with the National Review  
21 Committee. And our first question is, can you meet the  
22 post award requirements -- you covered this, Faye, in your  
23 presentation -- can you meet the post award requirements  
24 for planning within the 18-month time period? These  
25 requirements include land availability, utilities, geotech

1 surveys, NEPA, to be completed, and you covered that in  
2 your presentation, but if you wanted to add to that.

3 MS. BLUE EYES: Again, I just wanted to say that  
4 we feel we can complete both the planning and the design in  
5 the 18-month period because we are pretty much prepared and  
6 we have all the utilities available as I have covered, and  
7 we have the experience to do so.

8 I was involved in another project that was over  
9 \$26 million, and that was completed, I think, way ahead of  
10 schedule.

11 MS. BORGESON: Okay, thank you. The next  
12 question is, how does your school support the mission of  
13 BIE to manifest consideration of the whole person, taking  
14 into account the spiritual, mental, physical and cultural  
15 aspects of the individual, and I believe you covered that  
16 in the presentation.

17 Are there additional comments or points you want  
18 to reemphasize related to that question for the committee?

19 MS. JONES: As a grant school, you know, we have  
20 the Dine standards that our school is using also. We have  
21 a culture teacher, and we also have an assistant that works  
22 with her, also. And then our next phase of -- of really  
23 integrating and making sure it's happening in the classroom  
24 is training the teachers about the culture and language and  
25 to start implementing those in the classrooms, also.

1           But right now the students do just go to the  
2 cultural, and that's -- and that was something that we --  
3 what you just saw earlier is just we upgraded that and  
4 revised it to fit our mission statement now, so we are  
5 really going to be focusing on the cultural perspective of  
6 our students and the language.

7           MS. BORGESON: All right. Our last question,  
8 required question, and that is, how does the current  
9 condition affect your ability to run a day-to-day education  
10 program? Items to address include power outages, lack of  
11 internet access, adequate water, and adequate utility  
12 systems.

13           I believe your student addressed the student  
14 perspective of those facilities dealing with those day-to-  
15 day, and you touched on those in your presentation and your  
16 visuals here, but the committee just wanted to know if you  
17 wanted to add a few points to that question.

18           MS. BLUE EYES: As our test score demonstrates,  
19 no matter what, our teachers have done an outstanding job  
20 that when you are trying to teach your students how to read  
21 and the light flickers and buzzing, and here they are,  
22 their letters and words are jumping all over the paper, now  
23 that we have none of that, we are very excited that we can  
24 bring those scores even higher.

25           So despite the many challenges our students went

1 through, we believe that we have done a really good job in  
2 outscoring the national averages in some areas, the state  
3 of New Mexico and the bureau, so we believe that we are on  
4 the right track with our education.

5 MS. BORGESON: Any follow-up from committee  
6 members? Additional questions you might have?

7 MR. PARHAM: Johnny Parham. How married are you  
8 to the idea that you continue to use your existing  
9 buildings? And before you answer, let me explain why I'm  
10 asking is because, in my experience, cost estimates doing  
11 major rehabilitation on buildings that old tend to grow  
12 significantly when you get into the project. And even when  
13 you finish with the major rehabilitation of this magnitude  
14 which you are talking about, you've still got the bones of  
15 a very old building that you are dealing with.

16 And I understand why you were taking that  
17 approach, but it honestly brings a little bit of skepticism  
18 from me. So can you address a little bit about your  
19 openness to explore other opportunities or how you have  
20 looked at that?

21 MS. BLUE EYES: To us it doesn't make sense that  
22 we have spent over a million dollars to upgrade the  
23 education building. Like we said, you know, we just had  
24 the lights done, it looks really nice. And this is -- it  
25 would be a waste of the federal government's money to now

1 demolish all of those buildings for brand new buildings,  
2 but certainly we are open to replacing the dormitory  
3 because that one for some reason seems to be a lot worse  
4 shape than the education building.

5           So again, we do say that this would occur of  
6 course with assessment of the bureau. And they did do one  
7 assessment back in 2010, and it was done by Rock Gap  
8 Engineering, and at that time they did pretty much point  
9 out that we needed like doors replaced, windows, and the  
10 HVAC and things like that. And so I believe they indicated  
11 that these -- the structure was sound at that point. So  
12 that would need to be done again, of course.

13           MR. PARHAM: So you haven't had an economic  
14 analysis done of the cost to replace with new versus all of  
15 the rehab work?

16           MS. BLUE EYES: When we looked at the backlog  
17 reports, just to replace like this building here, it was  
18 hitting like 32 million, and we couldn't really figure out  
19 exactly how it was arrived at, so that's why we were  
20 thinking that maybe it would be more cost efficient to do  
21 the renovation of this building here mainly. But this one,  
22 like I said, I think it may need to be replaced, which is  
23 the dormitory buildings.

24           MR. HASTINGS: Jim Hastings. How many of those  
25 42 quarters are you utilizing now, all of them?

1 MS. BLUE EYES: I believe we have 42, and about  
2 seven are vacant. And they need -- three of them need  
3 major renovation.

4 MR. HASTINGS: So you would be asking for new  
5 quarters?

6 MS. BLUE EYES: No, we are not asking for the  
7 quarters. They are in very good shape as well, and we have  
8 done a lot of work with them. And again the BIA has been  
9 assisting us, so there is some main sewer lines here to the  
10 housing. The construction just started last week.

11 But what we do need help with is the main sewer  
12 line that comes here, there is a water tower up here, and  
13 then it comes down and is shared by all the houses, and it  
14 runs down here. The lagoon sits way back here. So it's  
15 the infrastructure that really needs the work, the  
16 replacement.

17 MR. LAPLANTE: So if you were to build a new  
18 building, would it be more to the east or more to the south  
19 right where that football field is going to be?

20 MS. BLUE EYES: Right here, the new dormitory?

21 MR. LAPLANTE: Yeah.

22 MS. BLUE EYES: We were thinking it would be  
23 where it was sitting at because these are dormitory as  
24 well, but our Face program is housed in there. The  
25 education building uses this building, as well as the BIA

1 diagnostics uses that, and the dormitory uses some of the  
2 rooms.

3 We have a wellness center in here, and a child  
4 development center and the Face program are all housed in  
5 here. This wing over here is just vacant because of the  
6 sewer lines under there.

7 MR. LAPLANTE: So if I have that right, the road  
8 running out -- the road running out this way is the one  
9 going out to the 550.

10 MS. BLUE EYES: Yes. This one right here, but,  
11 yes, we do have all of this land right here. There is  
12 approximately, what, 25, 20 acres, Barbara?

13 MS. HANSON: Yes.

14 MS. BORGESON: We have about ten minutes left in  
15 the Q and A period. Any other comments or questions from  
16 the committee? We covered everything?

17 MR. HASTINGS: Your problems with your water  
18 treatment, is your water currently provided by NTUA, and  
19 are you proposing -- or is it someone else -- and are you  
20 proposing to put a secondary treatment onto the existing,  
21 or to build a completely new water supply system?

22 MS. HANSON: We have a couple of water treatment  
23 systems in two of our facilities, and they have filters, a  
24 bank of filters on them. And they, all the schools that do  
25 have them really, really like the systems, so that's kind

1 of what we are looking to put in is the school is on a BIA  
2 water well, and there is an elevated single pedestal tank,  
3 so we want to build that water treatment system kind of  
4 close to the base of that elevated tank.

5 MR. KEEL: Dale keel. Does NTUA have existing  
6 water close that it might transfer off of that well system  
7 and get on the rural water system?

8 MS. BLUE EYES: Recently, here is the housing  
9 right here. Back here there is a -- there is an NTUA water  
10 line that runs up here, so, yes, if we, I guess, wanted to  
11 do that, we could tie into that line because the NHA  
12 housing sits to the east of the campus.

13 MS. HANSON: I think either way they are coming  
14 off of the same aquifer, and we are going to need a water  
15 treatment system because the water is really hard. As you  
16 can see, it's very -- with the pipes and everything that  
17 she brought in, so you might want to take a closer look at  
18 all of those pipes when we get done here. So what I --  
19 what I'm afraid of is I don't want us to get back into it  
20 because it's really hard on the equipment to where we have  
21 to keep changing out pumps and all of that, so we really  
22 need the treatment system for the campus.

23 MR. KEEL: I was just thinking though that NTUA  
24 is the commanding water source responsible for treatment in  
25 maintaining that system rather than the cost the school

1 would incur in putting in a new system with treatments and  
2 pumps.

3 MR. CHAVEZ: Just for your information, other  
4 than what Barbara and Faye talk about with the current  
5 system there by the school, the Navajo Nation just built a  
6 huge waterline coming off of the San Juan River. It's  
7 called the Cutter Lateral System, and that line basically  
8 runs about maybe half a mile or three quarters of a mile  
9 east of that housing.

10 It's a huge 24-inch line that they are bringing  
11 down, and they are going to be putting in, last I heard,  
12 several water treatment centers systems through there. So  
13 there, if this continues to go, I guess, they could easily  
14 go east and then tap off of that line, but it's a lot --  
15 it's a supply that comes off the San Juan River that's part  
16 of the water settlement that Navajo Nation entered into.

17 MR. KEEL: This might be something that you would  
18 consider?

19 MS. BLUE EYES: (Nodding.)

20 MS. BORGESON: Any more questions or comments?

21 (No response.)

22 MS. BORGESON: All right. Well, thank you for  
23 your presentation, and thank you, committee, for your  
24 consideration today and our audience for attending the  
25 meetings today, and this wraps up our first day of the

1 public meetings for the application process, so thank you.

2 (Dzilth-na-o-dith-hle 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.

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