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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

QUILEUTE BOARDING SCHOOL
FEBRUARY 3, 2016
2:30 P.M.

QUILEUTE TEAM:
CHAS WOODRUFF
MARK JACOBSON
LETICIA JAIME
SUSAN DEVINE
CRYSTAL LYONS

1 MR. ESKEETS: Good afternoon. Can everybody hear
2 me? If not, I won't speak any louder.

3 Anyway, good afternoon. My name is Emerson
4 Eskeets. I'm division chief for the Office of Facilities
5 Management and Construction. I'm just here to provide
6 ground rules.

7 One, if you can turn your cell phone to
8 vibrate -- to vibrate. And the only media that we're
9 allowing is our transcriber, and we don't want you to
10 record on your cell phone or take pictures on your cell
11 phone.

12 The other ground rule, that is, the only dialogue
13 that is to happen is between the presenters and National
14 Review Committee members. And if there is audience in the
15 background that want to ask a question, please write them
16 down, have a piece -- anyway, he was trying to take a
17 picture of me, so I want you -- you are out.

18 Anyway, if you is have a question, write it down
19 on a piece of paper, give it to me or Barbara here and
20 we'll give it to the National Review Committee members to
21 consider.

22 I would also like to advise that we have a senior
23 advisor from the office of AS-IA, Cheryl. And also I have
24 my director -- I mix those guys up, so I'm going to do it
25 right this time, I hope. Mr. Darrel LaRoche and

1 Mr. Wallace Keays, he is the deputy director. And I'm
2 going to turn it over to Barbara from this point on.

3 MS. BORGESON: Thank you, Emerson. Welcome to
4 our last presentation for this afternoon from the Quileute
5 Tribal School. And we will have a 30-minute presentation
6 from the school, followed by a 20-minute Q and A session
7 with the National Review Committee.

8 And I just wanted to reiterate that when we are
9 having presentation and then the Q and A session, that the
10 committee members, as well as the school board members,
11 utilize the microphones so our transcriptionist can be sure
12 to capture every word.

13 And with that, I would like Quileute to start
14 out.

15 MR. WOODRUFF: Good afternoon. I'm Chaz
16 Woodruff, the chairman of the Quileute Tribe of the Le
17 Push, Washington. Thank for giving us the -- giving us the
18 opportunity to share with you today the story of our people
19 and the vulnerable position that our children and our
20 tribal school faces every day.

21 I have other members of our team with me today,
22 and I'm going to allow them to introduce themselves.

23 MR. JACOBSON: Mark Jacobson, principal-
24 superintendant of Quileute Tribal School.

25 SUSAN DEVINE: Project manager.

1 MS. LYONS: Crystal Lyons, treasurer.

2 MR. WOODRUFF: Future generation, children are
3 our heritage. Students are our future. I stand here today
4 carrying a message that started way before my time. Please
5 hear the words we leave you with today. We are a new
6 generation carrying a message from the very heart and soul
7 of the Quileute people.

8 As Quileute people, since the beginning of time,
9 we have had cultural ties with our land. In the past our
10 people lived, hunted, fished, picked roots and berries on
11 hundreds of miles across the Olympic Peninsula throughout
12 the many thousand of acres of our northwest coast.

13 Our people honored the natural elements and
14 moved -- moved out of harms way when mother nature told us
15 to. We all know mother nature gives as well as she has the
16 power to take away. Like our ancestors, we know when it's
17 time to move freely like they did back in the day.

18 But moving freely ended for us when our treaty
19 forced our tribe onto a one square mile reservation. We
20 are surrounded by the Olympic National Park on one side,
21 the Quillayute River and the Pacific Ocean on the other
22 side.

23 Our home, tribal school, elder center and
24 administrative -- administrative buildings are built
25 basically at sea level. And there is a huge fault line

1 right off our coast called the Cascadia Subduction Zone.
2 In the event of an earthquake, the fault line is predicted
3 to unleash a catastrophic tsunami that will destroy our
4 tribal school.

5 Beyond the tsunami danger, our tribe faces
6 consistent threat of flooding from the Quillayute River.
7 We get 12 feet of rain per year, an average of 144 inches.
8 There is only one road in and one road out of La Push, and
9 this road is often under three to four feet of water.

10 When that road is flooded or completely
11 destroyed, our entire village is trapped. In order to
12 ensure that our tribe had a chance for survival, our former
13 leaders, elders, and previous tribal council fought
14 tirelessly for decades for the passage of the legislation
15 that would give us back a small portion of Olympic National
16 Park so we could move our village out of the danger to
17 higher ground, out of the danger of tsunamis, out the
18 danger of annual flooding, out of the danger of
19 catastrophic storms.

20 On February 27, 2012, after decades of struggle
21 and with the support from our congressional leaders, former
22 representative Norm Dix, Senator Thady Murray, Senator
23 Marie Cantwell. President Obama signed the Quileute
24 Tsunami Protection legislation giving us the opportunity to
25 move to higher ground.

1 Now it's time to move into the next phase of
2 that -- of the process. We have made our children and the
3 relocation of our tribal school our first priority.

4 We need to move our most vulnerable population
5 out of a vulnerable situation. We need to move our tribal
6 school out of harms way in order to preserve our culture,
7 our tradition, and our heritage for generations to come,
8 and we need your help to do that.

9 This is why we need your help. Location
10 constraints, we currently have ten structures which
11 together comprises our school site. Of these, nine are
12 located in state or federally identified hazard zones.

13 Take note of the -- of the laser there, that
14 shabby shingled building, that's the old Coast Guard
15 building that we have used in a form -- in a form of one
16 way or another for a tribal school since the 1970s.

17 Location of the facilities and educational space.
18 The school ball fields are just feet above sea level, and
19 often the floods during winters and often floods during
20 winter storms. The carving shed, playground and the
21 portables are located within the flood hazard zone and face
22 damage from wind and droves of salt air.

23 Flood water and debris block entrances to the
24 parking and the portables. Massive logs and driftwood
25 block bus lane access and cover the playground. Take note

1 of the -- of the sign there in the circle. We all have
2 seen that sign somewhere, "Slow, children are at play."

3 Picture for yourselves in your mind, if that was
4 your children and had to face that reality in your own
5 front yard. If I could just encourage you to visualize
6 that in your mind. The location has long been unsafe.

7 This photo is a 100-year-old photo of our
8 ancestors outside the tribal school. Again, the location
9 has long been unsafe.

10 MR. JACOBSON: Once again, my name is Mark
11 Jacobson. I'm the principal and superintendent of the
12 Quileute Tribal School. I'm going to apologize in advance,
13 I have asthmatic bronchitis and the more I talk the more I
14 cough, so please tolerate that and the smell of vaporub.

15 Future generations, children are our heritage,
16 students are our future. The Quileute Tribal School has
17 five portables that house over 75 percent of the students
18 all day, each portable only 15 feet above sea level.

19 Our tribal school includes students from
20 Quileute, Hoh, Makah, Nisqually, Muckleshoot, Ponca,
21 Blackfeet, Quinault, Shoshone Bannock, Yakima, and many
22 other tribes. Crumbling unsafe buildings, the structures
23 are located in hazard zones and are damaged due to the
24 environmental conditions and do not meet building and
25 safety health codes.

1 Looking at the shabby building on the top left
2 that Chairman Woodruff described previously, you will note
3 the light color on the shingles. That's lead based paint
4 on the 1931 Coast Guard building. The darker color
5 shingles are those where the lead paint has crumbled off
6 and fallen on the ground.

7 The picture in the top metal shows the main beam
8 over the entrance to the elementary building that are
9 detained from the wet conditions and salt air. On the
10 right you can see a portable that is less than three years
11 old, and the wind has already wrapped the metal at the top
12 of the entrance, and you can see the supports holding the
13 sides of the entrance up are already rusted.

14 The lower left picture is the second floor of the
15 old coast guard station and it's used to store artifacts,
16 culture, and language materials. We are having problems
17 with water entering the building, and in an effort to
18 protect this area, please note the maintenance staff put
19 plastic over the window and wall.

20 In the floor in the middle it's the asbestos
21 flooring that's decaying in the coast guard station. The
22 building is still used for school counselor, physical and
23 occupational therapists, school psychologist, some pull out
24 program, the teacher's work room and various program
25 directors.

1 Facility limitations, the Quileute Tribal School
2 does not have adequate space to house all the programs
3 needed to meet Washington State graduation requirements.
4 The carving shed was a garage. It was never intended to be
5 used as a classroom, and it's falling down.

6 It doesn't have a ventilation or dust collecting
7 system. When the students or staff use the power
8 equipment, they put a box fan in the window in an effort to
9 try to suck the dust out of the room.

10 The playgrounds and ball fields are unusable many
11 months out of the year due to high levels of rainfall and
12 the ocean surge that pushes logs and other debris onto the
13 fields.

14 The elementary school building has inadequate
15 HVAC. The salt air ate up the damper controls and they no
16 longer open and close, and parts are no longer available
17 for them. We have no science or vocational labs. We have
18 no broadband, so we can't test online.

19 We have a lack of electives. We can't offer
20 electives that other schools can because of a lack of
21 facilities and resources, we are unable to offer electives
22 in college prep classes online and available to the public
23 schools in our region, such as gaming, Microsoft
24 certification and hundreds of online college classes that
25 we simply don't have the bandwidth.

1 Aging structures, the problems we have with
2 school facilities is not new to anyone in this room. In
3 this slide you can see what the Quileute Tribe has endured
4 for the past 100 years or so. Our students and staff are
5 still using a 1931 coast guard station pictured in the top
6 right portion of this slide.

7 While this was a great location for a Coast
8 Guard, it is not a safe location for students and staff.
9 Thank you.

10 MS. JAIME: (Presenting in native language.)
11 Good afternoon. My Indian name is []. My English name is
12 Leticia Jaime, and I'm Quileute. As a former student and
13 honors graduate of Quileute Tribal School, this school is
14 important to me that I -- I joined the school board four
15 years ago in an effort to serve my community, and this is
16 my first year serving as school board chair.

17 In pass to culture, tradition and language, our
18 children deserve nothing less than to have inherited their
19 own language. You can argue when a tribe loses its
20 language it loses a piece of its inner being and part of
21 its soul or spirit. That is how important and meaningful
22 our languages are to us as the original habitats of this
23 area. The Quileute language is an isolated language and is
24 in danger being lost forever.

25 The Quileute Tribal School is rich in culture,

1 tradition and cultural activities. The picture to the left
2 is cedar bark gathering. Teaching our kids how to strip
3 cedar, soak it, use it for baskets and ceremonial purposes.
4 We have a weekly drum circle. We sing, we drum, we dance
5 in order to pass down our culture.

6 Our Tribal School sponsors an annual celebration
7 for our elders, but we have many cultural activities
8 throughout the year that bring the youth and elders
9 together. The tribal school sponsors an annual welcoming a
10 whale ceremony. That is an ancient ancestral tradition
11 that shows gratitude for the brethren of the whale, and the
12 thousands of years it provided sustenance to our people.
13 We teach our ancestral foods, hunting, fishing, and our
14 tribal language. We cannot do this alone.

15 MS. DEVINE: My name again is Susan Devine, and I
16 am the project manager for Quileute Tribe. So far this
17 afternoon you have heard of the proud history and tradition
18 of the Quileute people. You have heard of the once vast
19 land that are now reduced to one square mile. You have
20 seen the conditions and age of the structures, the lack of
21 space to provide graduation requirements.

22 And you have heard and seen the perils at which
23 the cultural archives are being stored in a coast guard
24 building. But we are not stopping there. We are ready and
25 we have a plan, and I would like to share that with you

1 today. You might ask yourself why would you build a school
2 at sea level, and I would remind you, and you can see here
3 on the dotted line of our one square mile, the buildable
4 land is on the beach, and that's what we had to build with.

5 But now as Chairman Woodruff explained, the land
6 legislation gave the tribe back several hundred acres, one
7 part of which is called the Southern Land and it's on
8 higher ground. This master plan we have been working on
9 since the legislation was signed actively for the last
10 three years.

11 Land is a precious resource, and we need to make
12 sure we use every acre responsibly and effectively, and
13 this is the result of a long-time community planning
14 process that we have been working on with the students,
15 with the elders, and with the community. You can see here
16 the higher school site in blue. That's about a 45-acre
17 site.

18 It has plenty of room for a K 12 building which
19 is what we are here talking about today, and that takes
20 about 20 acres, but we have an additional 20 acres or so
21 that we are able to use for higher education and future
22 development. We highly anticipate new and additional
23 students coming back home to Quileute to go to school to
24 learn and share their culture.

25 And as you can see from the other colors on this

1 map, we have about 300 -- potential for about 300
2 additional housing units. We want to build to bring the
3 Quileute children home, and we want to build a school at
4 the heart of higher ground for those children to attend.

5 We are fully engaged and on board and in complete
6 agreement with the BIE mission to educate the entire
7 student. And we really felt like there was no better way
8 for students to learn science, technology, engineering, and
9 math than to literally put their hands to the table to plan
10 for the higher ground and for their school.

11 As a long time engineering planning and
12 architectural professional, it is very gratifying for me to
13 share what we do and what any one of these children could
14 be if they knew about it and could understand what it meant
15 in their real lives.

16 So these pictures show some of our community
17 meetings with the students learning how to use an
18 engineering scale, looking at an aerial of their village
19 which they had not seen in the past, and even as the
20 picture in the corner shows, learning how to auto cad,
21 drawing roads, drawing waterlines. This is educating the
22 whole student, and we are proud that we can use our higher
23 ground and our new school to provide for that education.

24 So now that we have talked, we would like to show
25 you a brief video that a good friend of the tribe has

1 prepared for us and donated his time. He is a producer of
2 Northwest Indian News, and we would like to show you that
3 now.

4 (Video played.)

5 MS. DEVINE: Thank you for watching our video. I
6 have seen it many times and every time that tsunami siren
7 starts, I feel it in my heart. If you have ever been or
8 heard one, I'm a grown woman, and when I hear that and I
9 know it's coming because it's a drill, it is scary. I
10 cannot imagine being a child at that school when that
11 happens.

12 So we are going to start addressing the questions
13 that were provided to us ahead of time, and I'm going to
14 start with Question 1. And the first question is, can you
15 meet the post award requirements?

16 I'm standing in front of you to tell you we have
17 an absolute, yes, we are ready. As I mentioned before, we
18 have been working for many years to get to the point to
19 stand before you today, and we are really excited to talk
20 to you about how ready we are.

21 I'm going to hit on each one of these items, but
22 before I do that, I want to point out the folks at this
23 table. We have been working with many federal and state
24 partners as a part of this process, this group is called
25 our technical team, and they represent the BIA

1 Transportation Department, the USDA, HUD, Indian Health
2 Services, the Department of Commerce and several members of
3 our local and state and federal political contingencies.

4 I want to reiterate that whenever we meet, the
5 first thing we think of is the mission statement of the
6 tribal school, future generations, children are our
7 heritage, students are our future.

8 Talk a little bit more about land availability,
9 the land was legislated to the tribe so that it is fully
10 within their control. The master plan which you see behind
11 me has been adopted by the community. And this schedule
12 represents everything going forward.

13 You will see if we were to start with an award
14 this quarter, we would move forward on many different
15 tracks at the same time. The planning would continue
16 working with community and outreach of the students and
17 elders and continuing to work with our partners. Working
18 on environmental clearance, we already have completed many
19 of those items, and I'm going to talk about that in a
20 minute as a part of getting that higher ground.

21 The infrastructure design, the site design, and
22 the actual school programming and design is about a
23 six-month process for us.

24 And now we are going to see something that's
25 different because of that tiny corner that we are located

1 at in the northwest of Washington. And that is, weather is
2 a big player when we make our schedule. So this schedule
3 is a reasonable and realistic construction schedule.

4 And as you notice it was a beautiful, pristine
5 forested area, so we start with clearing and grubbing with
6 timber harvest and that needs to be done in a certain time
7 of year which this calendar and schedule reflects.

8 And then we move into construction in the summer,
9 and it's about a one-year process. And we have vetted this
10 with several contractors who have done a significant amount
11 of work on the coast. Again I want to remind you where the
12 higher grounds are in relationship to sea level.

13 The higher grounds are at 250 feet above sea
14 level, so no longer will the student be in harms way. In
15 fact, at some point all of our tribal administration and
16 future housing will also be out of harms way.

17 A little bit more planning. One of the things
18 that I really enjoy doing with the students is taking the
19 BIE programming requirements, it talks about space
20 requirements and square foot per children, and we are turn
21 it into almost like legos, but we use paper.

22 So these classes there is an actual for everybody
23 that would be required for each grade K through 12, and
24 then we give the students the color coded pieces, and at
25 the end is a result of one of the groups working together

1 to put their school together. So now we are building
2 architects in addition to future graduates of this school.

3 Up above you see several members of our school
4 board and our council. And we went on a tribal school
5 tour. There are some beautiful schools in the northwest,
6 and we have also -- they have also had a lot of lessons
7 learned, and we really want to make sure we are being
8 efficient in masterminding our resources, so we wanted to
9 talk to them about that what they would do different or
10 what they would do the same next time.

11 And in fact we were honored that the Affiliated
12 Tribes of Northwest Indians endorsed our school and
13 provided a resolution of support as part of this process.

14 Engineering and site conditions, we have been
15 working on these as well. I showed you that calendar I
16 talked about the last several years. We have already done
17 significant amount of work on soil and wetlands and
18 identifying the other hazards that we will be staying out
19 of. We have survey work and we are getting a drone flight
20 done to add to the technical support data.

21 But most importantly the site was selected not
22 only because it's at the heart of higher ground, but
23 because it has good access to existing utilities. It has
24 good access to existing roads, to water and sewer and all
25 the things that they cite, it can be challenging. We have

1 taken that out of the equation by really thinking about
2 where we are locating the school on higher ground.

3 It's close to housing. Again, I mentioned there
4 could be up to 300 additional housing units on higher
5 ground, so we want to make sure the school is integrated
6 into those housing and it's walkable and part of the
7 community.

8 Infrastructure. So I mentioned some of the
9 partners we have been working with and one of those very
10 important to us is Indian Health Services to talk about
11 water and sewer planning for the higher ground, not only
12 the school, but all the development area.

13 We have existing water and there is sufficient
14 water supply. We will definitely have to build access
15 transmission lines and we might need storage -- water pump
16 storage, sorry. But we have sufficient water quantity,
17 which is our number one concern.

18 And sewer, we are very happy that our
19 predecessors planned the sewer wastewater treatment plant
20 out of the hazard zone. It's not in a flood zone, it's not
21 in the tsunami zone. We don't have to build a new sewer
22 treatment plant, and we don't need to provide additional
23 capacity. There is sufficient capacity for the full
24 redevelopment of that entire higher ground area.

25 That's really important, and it's a big schedule

1 issue. Again, roads, we have the main road, arterial that
2 comes along the site that we would build an access from,
3 probably a roundabout to slow down traffic as it turns to
4 go down towards the beach. And again water -- or power
5 exists along that road, and we are soon getting a K20
6 microwave, so that will improve some of the situations that
7 Principal Jacobson talked about.

8 One of the most important things in terms of
9 schedule is all the check marks that you see here. This is
10 a representation of the environmental work that we have
11 done to date. We are well on our way to doing that. We
12 have a BA that is being completed as we speak and submitted
13 to the US Fish and Wildlife Service.

14 We are working on an EA. We don't have any EA
15 species of concern in our southern lands. The Army Corps
16 of Engineers has been an amazing partner. They performed
17 already our cultural resources study for the school site.
18 And they have performed the wetlands study for the entire
19 southern ground.

20 In addition we have completed our forest
21 management plan update, which we have to do before we can
22 log or harvest any timber, and that's already been
23 completed. And our NEPA EA is in process as well. We will
24 still need to do some site-specific work on the building
25 environment, but we are well ahead of the game on NEPA, and

1 I want to say again that the Army Corps has been a great
2 partner and we provided a letter of support that we are
3 going to leave behind with you today from the Army Corps.

4 MS. LYONS: (Presenting in native language.) In
5 our Quileute language I said good afternoon. My name is
6 "Tutusipi" and my English name is Crystal Lyons. I'm
7 Quileute. I'm honored to be here today as a representative
8 for the Tribal Council, but I'm more honored to be here
9 today as a parent of a tribal school student representing
10 all parents who send their kids to a Quileute Tribal
11 School.

12 I'm going to answer Question 2, how does your
13 school support the mission of the BIE? Our simple answer
14 to that is that at the tribal school we are educating the
15 whole student from each aspect.

16 From the physical aspect, our children are
17 involved in our traditional activity throughout the entire
18 year. They are out paddling in canoes, they are gathering
19 our traditional materials and our traditional food, they
20 are drumming and they are dancing our traditional songs and
21 our dances.

22 Emotionally, every Monday our students start with
23 the morning circle and it's the entire school, the staff,
24 and students. They sing and they dance and they talk about
25 what's coming up for the week. It fosters teamwork and a

1 sense of pride to be a tribal school student. They are not
2 all Quileute, but they are all Quileute Tribal School
3 students, and they do all work together and they have that
4 sense of pride to be there.

5 We are a smaller tribe and it comes with its
6 advantages also disadvantages. One of the advantages when
7 it comes to educating the entire student is that our
8 teachers are able to be invested on a more personal level
9 with their students. They are able to connect more and
10 provide a sense of security and attention that sadly not
11 all children get at home.

12 Spiritually, as our tribal school board
13 Chairwoman Jaime mentioned, some events that the students
14 participate in throughout the year. We have elders' week
15 where we honor our elders. We do it every day, but the one
16 week out of the year is special just for them.

17 We have the whale ceremony. We have weekly drum
18 circles. But the Quileute culture and language don't just
19 take place in events, and they don't just take place in
20 ceremonies, they are integrated into our every day
21 curriculum.

22 Mentally, the tribal school provides ESC, OT and
23 PT, psychological counseling to the students who require
24 those. We also, the tribal school has a very strong
25 relationship with the Quileute Department of Health and

1 human services to provide additional services that the
2 school might not have the capacity for.

3 So that was in a nutshell just some examples of
4 how we are educating the whole student. I would like to
5 address with you, if I could, how some of the factors also
6 -- how the specific location of the school affects
7 education.

8 Students are housed in five portables located
9 just feet above sea level, less than 300 feet from the sea
10 and 130 feet from the river. Flooding regularly occurs in
11 the playground area, keeps our kids from utilizing outdoor
12 education spaces to get that precious physical education
13 that they need, and the lord knows, if we don't get that
14 energy out, what they are going to do.

15 So due to the inclement weather that we have in
16 our little tiny part of the northwest Washington, we have
17 school closures throughout the year due to the flooding on
18 the only road into and out of the village which is taking
19 away from precious classroom time.

20 I talked a little bit about the inclement weather
21 picture. On the bottom left shows the United States Coast
22 Guard and some of our public utility staff sandbagging to
23 try to mitigate our river from flooding.

24 Also to note behind it, you will see a dish, and
25 it's not Dish Network, it's not Direct TV. That satellite

1 is the direct contact from the Washington State tsunami
2 warning system. We have to make sure that thing is safe so
3 if something happens we can warn our people.

4 Every day we are facing various physical threats,
5 whether it be the river, or whether it be a tsunami,
6 whether it be from wind, whether it be from rain.

7 Spiritually, how does the location of the school
8 affect our ability to preserve, protect, and pass on our
9 culture and language? As was mentioned earlier that the
10 Quileute language is an isolate. No other people in the
11 world speak this language. It's not taught any place else.

12 You will see the top right is a poster of all our
13 Quileute alphabet. Our language was not put on paper or
14 written until the 1970s. Since the 1970s they have taken
15 these letters which were written out and they turned them
16 into curriculum.

17 And the council and the school wishes that we had
18 the resources to digitize those and preserve them, but it's
19 an expensive process and anybody that's gone through it
20 knows this. So for now, you saw the picture earlier of
21 that shoddy building on the second floor with plastic
22 covering the windows, those are our archives. That's our
23 curriculum, that's our language. We need to move it to
24 some place that's safe so it will carry on for years to
25 come. We have I think maybe three fluent Quileute speakers

1 left, and they are aging.

2 Continuing on about educating the whole spirit, I
3 was talking about how culture is integrated every day with
4 or children. Top left, children gathering cedar bark,
5 carrying on traditions of ancestors. Books, like a lot of
6 ours, it was all passed down orally.

7 In the middle, there are pictures -- the Quileute
8 people are oceangoing people, always have been, always will
9 be. Our children at the tribal school get the chance to go
10 out, and I think that's part of their physical education
11 curriculum actually is they get to go out and learn how to
12 traverse the waters just like my ancestors did, just like
13 their ancestors did.

14 On the right-hand side, the same -- just some
15 examples of some of the regalia and things our children are
16 able to use at the schools in order to make artifacts and
17 regalia.

18 How does the location of the school affect the
19 emotional well-being of our students, if you could -- it's
20 late in the day, right? Everybody is ready to go home, but
21 if could you just humor me for a second.

22 I said earlier, I am a parent. I have a first
23 grader. I drop him off at the school every morning. So do
24 me a favor and imagine you are this little first grader and
25 you are sitting in the passenger seat of your mom's car,

1 and you are looking out the window, and to the right 100
2 feet, close enough for you to throw a stick, the raging
3 Quillayute River. It gets worse and worse throughout the
4 fall and wintertime.

5 You look up, and you are looking out the front
6 window, and all you see is the Pacific Ocean for the whole
7 way. And you are looking at that little guy or a little
8 girl, not knowing if today is the day, but you are going to
9 school anyway.

10 So for the mental, how does the location of the
11 school affect the mental state of our children and their
12 ability to learn it? We lose classroom time to emergency
13 preparedness and drills which creates an environment of
14 fear and uncertainty for the students and the parents who
15 drop them off in our care.

16 We'd like to think, especially as parents, that
17 doesn't cross their minds, that our little ones are worried
18 about video games, our little ones are worried about
19 basketball.

20 But I would like to share a story with you just
21 to show that they really are thinking about it. So my
22 little guy that I mentioned earlier, a couple of months ago
23 we are walking into the grocery store, holding hands, and
24 he looks at me and goes, "Hey, mom, did you know we are
25 getting a new school?"

1 I have been working on this for three years,
2 right, and this is kind of what I do is humored him, and I
3 said, "You are?"

4 And he goes, "Yeah, we are getting a new school.
5 We are moving to higher ground so we will be safe when the
6 tsunami comes." A first grader has to worry about being at
7 school when a tsunami comes.

8 So in closing, why should you care, right? Why
9 should little Quileute be a priority for school replacement
10 funding? My late mother had a quote she used to say a lot,
11 and it was, "You know what, Quileutes, we may be a poor
12 people, we may not have a lot of money in our bank
13 accounts, we may not have a lot of land, but what we are
14 rich in is culture."

15 The Quileute Tribal School works hard every day
16 making sure that our children are learning our language and
17 our culture and they are preserving that, we need to keep
18 them safe. Thank you.

19 MR. JACOBSON: Mark Jacobsen, principal and
20 superintendent again with you. How does the current
21 condition affect daily education? Location is everything
22 and it's the one thing we can't change. In this slide
23 please note the playground equipment is right in the line
24 of this -- see right past that red sign, that's playground
25 equipment operation. Crystal Lyons shared her fear of

1 sending her son to our school every day. I have similar
2 fears. Every morning when I walk into the school building,
3 I wonder, is today going to be the day that I have to
4 evacuate by bus, or worse yet, walk or run through the
5 forest over and around downed trees, ruptured fuel and
6 propane lines, downed power lines and other hazards in an
7 effort to get to high ground?

8 I wonder, how can I ever get all the children and
9 pregnant and physically challenged students and staff
10 safely away in a bus, or worse yet, walk across the
11 hillside blocking the only route of safety. I have even
12 greater concerns when I'm gone and not there to help.

13 The location at the edge of the sea and the river
14 was ideal for the coast guard, but it is perilous for our
15 children. We cannot change the location of the river. We
16 cannot change the location of the ocean. We cannot change
17 the location or the national forest, but we can change the
18 location of the Quileute Tribal School. We can change the
19 location and save a generation with your help.

20 Every year we lose three to five days to winter
21 weather, flooding, downed trees and power lines, power
22 outages and high winds. Daily the lack of bandwidth is a
23 huge problem. Adequacy of facilities over the last
24 30 days, I have been up four different nights monitoring
25 the river level and ocean tides trying to determine when

1 and if flooding would occur and whether I need to cancel
2 school. There is only one road in and one road out, and
3 the graph you see on the slide showing the increasing river
4 level height and what we do every hour on the hour trying
5 to decide whether to close or not.

6 The bus leaves at 5:45 in the morning, starts
7 picking up kids at 6:30. We have staff that drives from
8 86 miles away, an itinerate staff that drives from 170
9 miles away, so I have notify them pretty early.

10 We deal with icy roads conditions, fog, heavy
11 rain and hydroplaning, logging trucks and trees and power
12 lines across the roadways. I actually carry a chain saw in
13 my truck, with fuel, a tow rope and -- so I can cut down
14 trees off the road to get the bus home or get me and other
15 staff members home at the end of the day.

16 As I said before, we can change the location of
17 the Quileute Tribal School with your help by doing it
18 together. Thank you.

19 MS. BORGESON: Thank you.

20 You have one more? You have about five minutes
21 including questions from the committee.

22 MR. WOODRUFF: So on behalf of every member of
23 the Quileute Tribe, our ancestors and especially our elders
24 and our children, we want to thank you again for this
25 opportunity. I am humbled to be a part of the leadership

1 that brought you this message today.

2 I feel like a torch has been personally been
3 passed on to me. I watched my grandfather and my father,
4 both long time tribal chairmen, fight so hard for our
5 people to make this dream of a higher land a possibility.
6 I saw them and others take both stands because they knew
7 they were fighting for the very survival and future of our
8 people.

9 We hope we have demonstrated our dire need to
10 move our tribal school, that we have done our Village of Le
11 Push proud. Thank you. Thank you.

12 MS. BORGESON: We have about three minutes left
13 for questions from the committee. Are there any questions
14 from the committee members on the presentation? No
15 questions?

16 MR. KEEL: Dale Keel. You talked about the land
17 legislation, what status is the land in? Is it in trust or
18 is it in deed, what status is the land in?

19 MR. WOODRUFF: It is into trust.

20 MR. KEEL: In trust okay.

21 MR. PARHAM: Johnny Parham. Is USGS or the state
22 or anybody, have they studied the probability of a tsunami
23 or anything there? Is that a -- is there an annual
24 probability that they have published or anything like that?

25 MR. WOODRUFF: Thank you for that question. I'm

1 going to direct it to the person who I think can answer it
2 best.

3 MS. DEVINE: Susan Devine project manager. The
4 best estimates that tsunamis that are generated by the
5 inter earthquake occur about every 300 years, and we are
6 actually past due.

7 The last one that's actually recorded and
8 actually reflected in many north west tribes, actually many
9 coastal tribes within the 1700s. So it's a matter of --
10 not if, it's when, and from a engineer geological
11 standpoint that could be any day.

12 And it's also important to note this flooding
13 occurs on a random January just because we have a high
14 winds, not even hundred year storms. So tsunami is the
15 significant event, but we have events that cause flooding,
16 river and oceans, surge flooding, regularly. Thank you.

17 UNIDENTIFIED SPEAKER: Dale, I've also stated
18 that it has preloaded with stress again, so it could go any
19 time.

20 MR. HASTINGS: Jim Hastings. Mark, are you guys
21 going to ask for quarters to be built at the new school.

22 MR. JACOBSON: Yes, quarters and generator for
23 the school because of the power outages, that's correct.

24 MS. BORGESON: Any other questions from he
25 committee?

1 MR. PARHAM: I have one more. What's your
2 enrollment? School enrollment.

3 MR. JACOBSON: Over the last three years we have
4 averaged about 60 students, however, with a new school we
5 think we could capture anywhere 25 to 50 percent of the
6 kids back and it would jump enrollment by 150 to 250
7 students.

8 The Fork School has a 130 native students but
9 they are 400 in the region.

10 MR. WOODRUFF: So the Fork School is actually 15
11 miles away from La Push, so I believe we'll bring them kids
12 back. It's like a new car, everybody wants one, everybody
13 wants a new school.

14 MR. JACOBSON: And with the proper building with
15 being able to offer electives like woods, metal, drafting,
16 family consumer science, which is home ec, regular people,
17 I think we can get a lot of our students back rapidly.
18 Thank you guys.

19 MS. BORGESON: Thank you, Quileute school.

20 (Quileute 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 3, 2016.

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