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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

TIIZ NAZBAS COMMUNITY SCHOOL
FEBRUARY 4, 2016
8:30 A.M.

TIIZ NAZBAS TEAM:
KARINA ROESSEL
HERMAN FARLEY
GARRISON MORRIS
WESLEY BILEEN

1 MR. ESKEETS: Good morning. Everyone in the back
2 say good morning.

3 COLLECTIVELY: Good morning.

4 MR. ESKEETS: My name is Emerson Eskeets. I'm
5 division chief for the office of facilities construction
6 management. I have two ground rules that I want to cover
7 before we get started. We are in the home stretch. I
8 think this the ninth presentation since we started one. If
9 you could put your cell phones on vibration.

10 Second, the only media that we allow here is the
11 transcriber. Please do not photos, recordings. If you
12 have those little nifty gadgets called cell phones that
13 does all kinds of things, very powerful stuff, they have --
14 there.

15 The presentation, we all know, is 30 minutes on
16 the first leg. The second leg is 20 minutes. So I want to
17 advise the presenters the National Review Committee will
18 take more time and place more emphasis on the Q and A,
19 those three questions that you have seen in your packet.

20 And then if there was a -- I do have an audience.
21 I am going to say to them that, if you have a question,
22 please write it down, and the paper and pencil there are in
23 those little black boxes, and give it to me and I will
24 forward it to the National Review Committee.

25 We also have a senior advisor from AS-IA, Cheryl,

1 and then I have my director, Mr. LaRoche in the back and
2 deputy director Wallace Keays. We will start the show.

3 MS. BORGESON: As Emerson mentioned, we have a
4 30-minute presentation, and then I, as soon as I hand the
5 microphone over to you, I will start the timer.

6 You will have 30 minutes to do your presentation,
7 20 minutes for the question and answer session with the
8 National Review Committee, and they want the three
9 questions answered that were presented in the guide.

10 MS. ROESSEL: (Presenting in native language.)
11 I'm coming to you from Tiis Nazbas Community School in the
12 four corners area, and I just wanted to let you know that
13 we do have a team of people. I have Ms. Harriet Lansing,
14 who is my assistant; our school board member, Herman
15 Farley; and Mr. Wesley Bileen, facility staff member; and
16 Mr. Garrison Morris, facility staff member as well.

17 One of the first things I wanted to do was just
18 introduce you and pose to you a question. We have included
19 photos in your packets, and from my heart personally as the
20 mother of four children, I kind of revert back to if I was
21 a mother and my four kids were still school age, would you
22 be satisfied with them attending a school in this type of
23 condition?

24 And when I begin looking at the challenges that
25 we face on a daily basis, it really does open your eyes and

1 as a school principal, it's my job to ensure the safety, as
2 well as the promotion of the health and spiritual --
3 spiritual aspect of the child, and just making sure that
4 they are being taken care of during the time they get on
5 the bus and when they get back home at the end of the day.

6 And from, from just my perspective, in working
7 and providing with the staff members, the -- I guess the
8 accountability of that piece is huge. We'll refer to
9 looking at a school as a human. And in our culture, you
10 know, we rely heavily on our sacred traditions and our
11 beliefs, and in looking at a human being who is sick and
12 unhealthy in the condition that our school is in, it would
13 be like instead of taking the individual to a surgeon,
14 actually just taking them into the nurse's office and
15 putting a Band-Aid on that wound for numbers and numbers of
16 years.

17 You are already aware of the age of our school.
18 You're aware of the FCI and the amount of work that's gone
19 into inputting all of those needed and necessary items in
20 to the cleaning system, now maxima system, and on a daily
21 basis I think that's one of our biggest challenges as
22 educational leaders and staff members there at the school.

23 So I'm going to go ahead and turn it over to
24 Mr. Farley, and before I do that I want to also mention to
25 you that, when I first became principal there at the

1 beginning of the school year, I was actually detailed in
2 July, and when housing assignments come around, it's like
3 you go through and I ask the facility staff which one of
4 these houses is in the best condition.

5 And in looking at that quarters there on our
6 school campuses, we have two, one side is condemned and
7 other side we still have, I believe, like 25 to 28
8 structures that are, you know, that people can actually
9 live in. One of them is filled with mold so that knocks
10 one off, and the other one has really serious, you know,
11 repairs that are needed.

12 So in terms of recruiting teachers and getting
13 them to our school to continue that work as an educator, we
14 do have a kindergarten through 8th grade. Five years --
15 five years ago, I believe not like two years from now,
16 seven years previously, our school made AYP five years in a
17 row. And in looking at that, you know, it does say that,
18 you know, the people and staff members there are committed
19 to doing a good job.

20 So I'm going to turn it over to our board member,
21 Mr. Farley, and he is going to give you some other
22 information.

23 MR. FARLEY: Good morning. My name is Herman
24 Farley. I serve as one of the school board members at Tiis
25 Nazbas Community School. We have five board members

1 representing five communities and one at large. The Tiis
2 Nazbas Community School is located south of the Four
3 Corners monument near the Carrizo Mountain. It was built
4 and established in 1965, and during all -- that's the year
5 of duration, a period of the building that's been utilized
6 since.

7 It was -- it was designed to a capacity of 850 to
8 1000 students. At one time I do remember -- and I'm one of
9 the former alumni and a T school -- T school. I remember
10 we had about a little over 1000 students, and it was
11 designed to have the capacity of that many students to be
12 going to school there.

13 And since then, since then, it has, on a yearly
14 basis, deteriorated, and we had some little minor
15 renovations that's been done not too long ago, but our
16 principal just mentioned, it's just a Band-Aid. Inside of
17 it is more -- several deficiencies, major distinguish have
18 been noted. As we go along they are -- the facility staff
19 will bring up to your attention.

20 Anyhow, our school board members are from Tiis
21 Nazbas Communities; Aneth Community, that's in Utah; Red
22 Mesa is part of Utah and Arizona, and also from "Totocan,"
23 Sweet Water, Mexican Water and all the way up to Shiprock.
24 So that -- those are five school board members of the
25 respective community. Thus far we have close to up 160

1 students enrolled. And in this period of time the duration
2 of the facilities has been deteriorated has really not
3 allowed students, and we want and have an interest in
4 having this new school to be built.

5 A lot of our community members, students and
6 grandkids, like to go to a bureau school because of the
7 residential program the bureau holds. And with the home
8 living setting back in their own home, they rather have the
9 kids the upbringing in the dormitory life that will give
10 them determination of staff discipline and more of the
11 disciplinary portion of growing up.

12 And within our community we have a lot of support
13 from these various respective chapters of growing up in a
14 new school in the Tiis Nazbas Community School, so just
15 want to bring it up to your attention. And right now we
16 have agencies and the Navajo Nation Council being very
17 supportive of putting up a new school in our community.

18 At one time it used to be -- Tiis Nazbas
19 Community used to be -- used to be -- be very looked at as
20 more of a number one school in the agency. Now our school
21 has very, very well deteriorated that it needs a
22 replacement. So I just wanted to briefly bring up to your
23 attention, and we really appreciate all of your support and
24 several considerations you have given us in approving our
25 new school construction. So I appreciate that. I would

1 like to go ahead and give a little time over to our staff
2 member to take their presentation and --

3 MR. BILEEN: Good morning. As I have been
4 introduced, I'm Wesley Bileen. I'm one of the facility
5 workers at Tiis Nazbas Community School, and this is the
6 ranking that you have given us for our school.

7 To begin with, there was, from the Office of
8 Facility Departmental and Cultural Resources magazine or
9 posting that they give out, one issue we make that, not on
10 the front page, but we made the second page with our water
11 tank here.

12 It was overflowing, it was overflowing and they
13 mentioned that the water just sat on the ground next to the
14 dorm and because the funding wasn't available to put an
15 automatic shutoff to the water tower. So it's manually
16 operated, and we have to check it every day and make sure
17 that it doesn't happen all the time.

18 I want to go through some of the buildings that
19 are on our campus. If you look over here at this map way
20 over here, this is the layout of our campus. And I may go
21 back a few years back to the late 50s or actually three
22 phases to the school improvement that have been done so
23 far.

24 One was the first phase. I believe it was done
25 in the early 50s, and there was school buildings. And then

1 they -- the second phase they moved up on top of the mesa,
2 which is these four buildings here. There was a dorm here
3 in this area that got demolished. This was a dorm, and
4 this was a dorm, this is a kitchen, and there is a dorm
5 that sat here.

6 The current buildings now that sit there, the
7 ones that were built in 1965, as far as the bigger
8 buildings are these two, this dorm, this dorm, a bigger
9 kitchen and administration building with the gym. That was
10 the third phase, and that's what we are utilizing today.

11 And these buildings, these other buildings for
12 what they were not intended originally, and that has the
13 been the problem for us and citations and write-ups are
14 what we are not supposed to be using the building as.

15 So I will start with building 628. All of our
16 buildings are in the 600 numbers. 628 is a garage building
17 but that was turned over to a facility shop at one time.
18 It's a metal building, single pane windows, and when they
19 use it as a shop they have to add power to it to run all of
20 the machines.

21 The big thing with this building was that it sat
22 below ground level, so every time it rained or the snow
23 melted, the whole building flooded. So that's why, the
24 reason why the -- you can see the lines at the floor level.
25 It still has the single pane windows that are broken and

1 cracked. It's not heat efficient. There are holes at one
2 time I guess used for ventilation for other sources in the
3 structure you can see there.

4 In Building 641 was one of the original ones that
5 was built in the second phase. This will building has been
6 a continuous problem with the sewer system. It is built in
7 the -- the second phase buildings were all built on the
8 cement slab foundation. There was no crawl space to get
9 underneath to get the -- the waterlines, the sewer system
10 under the floor, so that posed a great problem.

11 The pictures, as we see some of the cracks and
12 exterior conditions of the building. In the springtime
13 there are also, when the wind blows, sand accumulates
14 underneath the doors and through the windows and this is
15 where the junior high students are housed. Our school is a
16 K 3 school and this building is for the junior high student
17 population.

18 Moving on to 644, Building 644, which was
19 originally a cafeteria, has gone through a few phases of
20 how the building was used. And it's been used from the
21 homeland traditional arts building before, it has been used
22 by the kitchen, and now it's used by our department as a
23 shop building. Again, it has single pane windows. When
24 the wind blows and it's cold, there is large amounts of
25 heat that our -- is used to heat these buildings. And

1 these are some of the pictures of the deterioration of the
2 floors, of the walls.

3 And with these buildings, there is still remains
4 a lot of asbestos, especially in the floors and ceilings
5 and some of the walls. And in Building 645 you will see
6 the deterioration of the -- they still have the plaster
7 cement ceilings in the metal frames, and you see that the
8 cracks in the walls in this building. Again, it's built on
9 a concrete slab. There is no, no crawl space, no way to
10 get under the building. And this a picture of Building
11 645, the floors are buckling from -- from underneath the
12 ground.

13 Building 657, that is a garage building. In the
14 last slide you saw that the rain water has come down
15 through the roof, and coming down the side of the walls.

16 Building 658 is our residential hall or dorm.
17 This building has been a continuous problem every year,
18 especially during the winter. It still has the old boiler
19 system that they use for heat, and it's a very old system
20 that has been obsolete the last 20 years. And in order for
21 us to get parts, we try to order new parts, but the sales
22 people just laughed at us and said, "You are still on that
23 type of a system, and those are obsolete 20 years ago, and
24 there are no parts."

25 This is one example with the -- with the heating

1 system, one of the fan blowers went out and we had to -- we
2 went all over the Four Corners area looking for a part and
3 nobody had it, and luckily we came along to this one
4 heating store and they said, "Well, we can make the part."

5 So they had to specially make the part, mail it
6 out, ship it out, and that took time, it took like three or
7 four months for them to make. So the next time that it
8 breaks down, we know what we are going to -- going to get
9 a part like that.

10 But I mentioned the two dorms that are the same,
11 we have to literally pull the parts from that building and
12 use it on this building here. Here is a water heater that
13 still has the asbestos wrap that is covered with it,
14 covering the tank itself and most of the waterlines.

15 And been having a problem with our heating and
16 the fuel. This building uses diesel. All the other
17 buildings are run by propane. So they couldn't run propane
18 to it because they considered this building to have a
19 basement. It's like two or three feet below the ground
20 level. So as a cautionary measure they had to convert it
21 to diesel so in case there was a gas leak or something.
22 Because propane that would settle to the ground and may
23 cause an explosion or something serious if that ever
24 happened.

25 And I will switch to Building 666 which is the

1 cafeteria. In all honesty, I would have to say that, as
2 Mr. Farley pointed out, the building was designed to house
3 1000 students. And the cafeteria, most of the people would
4 say, you know, our building is too small. So, in all
5 honesty, we would say this building is too big for the
6 numbers of student that have the space that we have to
7 maintain and that we have to heat and cool throughout the
8 year.

9 So I would say close to three-fourths of the --
10 or half of the building is not being utilized, but it has
11 to be kept up. And our dishwasher has gone out, they --
12 they had to resort to using paper wares which is at an
13 additional cost. This is run by steam, our steam boiler is
14 on the verge of breaking down. We have estimates to have
15 it replaced, but the lining inside is deteriorating, the
16 fire breaking inside the steamer. And we put a temporary
17 fix on it and lined it with heat blocks.

18 Here you can see that they only use half of the
19 room, and the other half is just like -- we have a problem
20 with the -- the grease trap. The staff was complaining
21 that there with a smell, and it was coming from the heat --
22 the grease trap, and we had to go back and install the
23 smaller unit to take care of the problem.

24 And in the picture, the corner you saw an AC
25 unit. When they put in the unit, they put the unit right

1 next to the grease trap, so when they turn it on, it just
2 blew the grease trap smells back into the building, so they
3 couldn't even put the AC in.

4 You see the Building 661 is the main
5 administration building with the gym, the library, and
6 classrooms. And you see the cracks in some of the walls.
7 They tried putting a -- an extra unit on that building, but
8 since it has not worked ever since they put it in. They
9 said instead of the boiler system, let's put in one of the
10 those units, and it hasn't worked since. But we have 22
11 boilers on campus that we maintain, and we have been trying
12 to cut that down and go to HVAC units, but it hasn't
13 happened yet. So these, we have nine buildings that we
14 maintain on campus, and all of them by propane and diesel.

15 Real quickly, Building 662 is the fire station.
16 We lost our fire station about three years ago, and because
17 of the problems that they said it was obsolete, too, and
18 they couldn't find parts to fix the fire truck. And since
19 then we have had a fire -- two fires in two apartments.
20 And we have -- we had to have help coming to put it out
21 because we didn't have a fire truck at that time.

22 I thank you for your time.

23 MR. MORRIS: Good morning. We are going to talk
24 about -- one is the dorm heating problems, cooling
25 problems, sometimes our heating unit is not working and we

1 have to send the students home. Closure due to -- you saw
2 the film in there about the kitchen, that floor plank that
3 caught on fire, caused the school to close down. We got
4 cited for failure for range hood, for -- for the range
5 hood. We got cited for old loading dock, and we got -- we
6 need to replace our sewer line down -- the whole sewer line
7 around the whole school.

8 Like Wesley was saying, we got fire in one of the
9 quarters in 2010. A new fire alarm system was installed
10 when we had this renovation in 2010 and still continue to
11 have problems with it. A whole new waterline system and
12 sewer system in the whole campus. New water -- new --
13 installing new fire hydrant for the waterline for the fire
14 hydrant. New generator for the school in case the power
15 goes out, we can continue to have school. New vapor outlet
16 for propane. We have two big 3,000 propane gallon tanks to
17 it, and I think one is replacing sidewalk 1 million
18 something dollars to replace it.

19 We don't have a bus, a bus barn for the bus to
20 park at, and asphalt for the road coming and going from the
21 school, parking around the school campus. And like Wesley
22 was saying, replacing the elevation tank, 10,000-gallon
23 water tank. Thank you.

24 MS. ROESSEL: That was a really quick run of our
25 presentation, but just bottom line, when we go back and

1 talk about the cultural aspects, when you have a school I
2 think the best thing that you can do is try to create a lot
3 of positiveness within it, the respect for culture in and
4 amongst the staff, as well as with the students, and just,
5 you know, really making sure that everybody is proud to be
6 where they are at.

7 And a lot of times just driving in to the school,
8 you know, you do have that feeling of sadness because there
9 is a lot of, you know, housing and buildings that are still
10 there that are targeted for demolition and that really are
11 in need of major repairs.

12 So with that, we really would like to have a good
13 space, a child centered place where we can continue to work
14 on the whole child, the spiritual aspect, the, you know,
15 the traditional aspect, the cultural aspects, as well as,
16 you know, having the goals for them to move forward to the
17 next grade, or to the next high school, or on to college.
18 And with the common core state standards, you know that we
19 are involved in doing that and trying to promote that as
20 well as continue to have the culture that we stand for in
21 our community and having a place where they can go that
22 they are proud of, and you know, having staff, you know,
23 being -- having a facility for them where they can do their
24 planning and continue to work together with the students
25 and their colleagues in a positive and respectful way.

1 So I think that's one of the biggest emphasis is
2 just making that our tradition and our culture and how can
3 we fit that with our educational program. There is a
4 serious need, and like I said before, you already know the
5 FCI information, you know all of that, but from just our
6 perspective it is really -- it's a daily chore putting out
7 fires every day. And I did bring two of the other facility
8 staff members because I need to make sure that everything
9 is okay over there while we are here. And it is looking at
10 the boilers, and number of boilers that we have in the
11 residential program, and just making sure that things don't
12 get shut down while we are gone, so that's one the biggest
13 concerns.

14 And I want to say thank you. We are going to end
15 with this photo of the students, staff and board members,
16 you know, just looking and wanting to emphasize to you the
17 importance of what this would do for our community, our
18 students, our parents, as well as the staff there at the
19 Tiis Nazbas Community School, so we thank you for your ear.

20 MS. ROESSEL: Thank you, Dr. Roessel. You can
21 hold on to that microphone because right now we are going
22 to go into the 20-minute Q and A session, and Emerson is
23 going to facilitate that session this morning, and we are
24 going to go over the questions that the National Review
25 Committee has asked that you respond to -- and Emerson

1 will.

2 MR. ESKEETS: I have to be gainfully employed.
3 These are the three questions: Can you meet the post award
4 requirements for planning within the 18-month time frame?
5 The requirements include land availability, your approach
6 to utilities, geotechnical surveys, and how they can be
7 completed -- and it's very important here -- how can the
8 NEPA process -- what's your approach to the NEPA process,
9 and can that be completed in a timely manner?

10 And the other question, how does your school
11 support the mission of BIE, 25 CFR Part 2.3? You touched
12 on it a little bit, but to manifest consideration of the
13 student, taking into account their spiritual, mental,
14 physical and cultural aspect of that individual within your
15 school program.

16 The last question will be, how does the current
17 condition affect your ability to run the day-to-day
18 education program? Items to address, which you covered in
19 some of your slides, power outages, lack of internet
20 access, adequate water, adequate utility systems.

21 So you can begin.

22 MS. ROESSEL: First of all, we wanted to
23 emphasize to you that we were looking at being shovel ready
24 as everybody has been talking about. We are going to do an
25 onsite build, so the land we are going to be utilizing is

1 going to be within the school, what the school is currently
2 located on, and you know, just making sure that we can
3 continue to offer up the immediacy of the -- you know, the
4 building here, this is the main academic building here,
5 this old dorm here has been slated for demolition, and as
6 well as the other buildings that you see in the pictures we
7 included.

8 So we are working off of this building here, and
9 this is the current residential hall here. So if we were
10 to continue with the construction, this is where we are
11 going to utilize the space and land. And following what
12 Dennehotso Boarding School did, they utilized the same
13 method of taking one building down and constructing a new
14 place, and moving kids into like the new residential hall,
15 and then working on the new cafeteria, and you know, so on
16 and so forth. So that's the kind of plan we do have.

17 We do have power here, just to ensure that
18 everything is located here that we have the power. The
19 water. The pump house is here. The lagoons are farther
20 down on this side of the -- I guess down below the mesa.
21 The school sits up higher and so the sewer lagoons are down
22 below.

23 So we had just mentioned the replacement of the
24 sewer lines. We are looking into how soon that's going to
25 take and just making sure that we have the sewer lines

1 upgraded. Right now we are running off of clay pipes, and
2 those continually, I guess, continue to allow the roots and
3 roots growing through this. So we are hoping to have those
4 upgraded to be able to continue to utilize that new sewer
5 line to the lagoons.

6 And I will go ahead and let these guys talk about
7 some of the other pieces that we had looked at on the
8 questions that you gave us.

9 MR. BILEEN: On the availability of the
10 utilities, the power up to the phase, we had the sewer
11 lines, we had the water right now. Originally we had four
12 wells, and now we are working with three, but the last year
13 we had to shut one down because of a -- so we had to shut
14 that one down, so now we are operating on two wells. But
15 if we need to, we can tap into the local utility system
16 which is NTUA. There is natural gas that is available that
17 can be brought into the area which we can tap into also.

18 MR. FARLEY: Just to let you know, this amount of
19 acres that's within the whole school compound is about 150
20 to 200 acres, and that's the land availability
21 establishment that we have right now. So there is really
22 no need to get another land somewhere, it's already there.
23 So we can work within this area to put up a new school. So
24 we can be redesigned to where we can accommodate at least
25 about 200 students. And we are trying to gather, upgrade

1 the data for enrollment. And like I was saying earlier, we
2 did lose a lot of students because of the building was
3 unsafe, and the parents want them to be.

4 So if you could make it to have a new school
5 built, certainly there will be high enrollment. And within
6 the surrounding area, we have a public school, but that's
7 also reached its max of enrollment in their area, so
8 more -- more that they want to transfer students to our
9 school, but our facilities, the building staff is not well
10 up to date. So as Ms. Roessel testified the deficiencies
11 are that's been mentioned. I'm sure that the new school
12 building will be very beneficial and provide a quality
13 education and through that again our activity will be all
14 very beneficial.

15 MR. KEEL: Dale Keel. I had a question. You
16 said your original school was designed for 850 students and
17 you currently have a 160. What student capacity are you
18 looking to get?

19 MS. ROESSEL: We didn't get to do that. Like I
20 said, I was detailed there in the beginning of July, so we
21 really didn't have the opportunity to do any improvement
22 for the summer this past year, but I am looking at possibly
23 4 to -- say 400 to 450 capacity. In your notes in your
24 slide, the information enrollment number that we give you
25 in your slide was taken from the application, and we have

1 since increased our enrollment since January, and it's
2 probably sitting between 165 and 168. So the numbers we
3 get -- and we know the availability out on the reservation
4 because we are a remote community, parents do move from
5 place to place in terms of their jobs, you know maybe
6 employment and things like that, so we serve a huge area.
7 We mentioned, you know, the chapters that we have here on
8 this presentation board. But we also get kids from Cortez
9 that are residential students. We also get kids from the
10 Ute reservation that are also enrolled in our school.

11 So it is a huge expense of -- to stay within the
12 numbers, but I'm looking at 450 to 4 -- let's see -- I said
13 400 to 450 students increase. And you know, the condition
14 of the cafeteria, you saw the amount of wasted space we
15 have. It's not suited for even our student population now,
16 but we are going to be doing an active student recruitment
17 effort when the school ends this year and see how many more
18 students we can get back.

19 And in terms of your question for the Question 2
20 about the spiritual, mental, physical and cultural aspects,
21 we kind of talked about that as we our staff as well, in
22 looking at how we are so connected with our tradition,
23 Navajo tradition, as well as we have other, you know,
24 cultural -- cultures I guess from, like I said, the Ute
25 Tribe, we have had a mix of -- we have several Samoa

1 students that attend our school, we have some African
2 American students that attend our school right now
3 currently, and in terms of that you begin to see a huge
4 diversity. So it's not just our Navajo culture, but that
5 emphasis on spirituality across the board with the numbers
6 of religions that we have, as well with people who still
7 practice Navajo traditional ceremonies and the prayers and
8 as well as the Native American church. We have Mormon
9 community members there, those that attend Catholic -- the
10 Catholic church, as well as the Baptist church in the area.

11 So you know, we have got a huge diversity. It's
12 a small community, but there are a lot of individuals that
13 are coming to us with their own beliefs. And what we would
14 like is to really just provide a well-versed educational
15 program for everybody. We don't look at a child as being,
16 you know, a child from the Mormon family. When they come
17 in, yeah, we are made aware of that there might be certain
18 practices that they believe in, but we take them in and
19 just continue to educate them like the rest of the student
20 population, so I think that consideration in making our
21 school fit with our community.

22 We do have a really very active Face program at
23 our school. I think's one of the best programs I have seen
24 on the reservation. And we have parents that are involved
25 that are in the building every single day. I have one

1 parent who comes in and she'll sit and decorate bulletin
2 boards for the teachers, and she doesn't have to do that,
3 but she is always there. And I can always count on her at
4 the end of the month to come in again and help out and
5 provide that assistance to everyone.

6 We have parents that are involved in our
7 leadership team, our advanced ed team is kind of combined
8 with that, so we try to provide a lot of information. And
9 I'm just like that, a parent comes in, I want to handle
10 things right away, and the staff there are very supportive
11 in getting that done.

12 So in terms of that, I think with the second
13 question you have, the spiritual, mental, physical and
14 cultural aspects also takes into consideration our sped
15 population, and making sure that we are ADA, an approved
16 site, that we have the wheelchair ramps, we have the
17 accessibility for all the restrooms, and accommodations
18 within the classrooms, our IEPs, to be able to address all
19 of those, and having a facility where you are taking in
20 those four aspects of a child, as well as the mission
21 statement that you membered.

22 It's real important, you know, for a school --
23 and I mentioned this fact to the staff members -- our
24 salaries come from every single child that comes in, and we
25 are there to provide that service to those children to

1 educate them the best that we can and do the best job we
2 can. And we want to send them home to parents who know
3 what's going on at the school, and having that open
4 environment where they can come.

5 Providing safety has been difficult because you
6 can see, it's my worst nightmare as a principal. If I have
7 students over here in the residential program, and you
8 know, we end up calling a code red, you know, I'm looking
9 at having to dash -- that's like probably, what, a fourth
10 of a mile across? And just making sure that safety is also
11 one of the priorities.

12 And that, when you have kids that feel safe, when
13 you have students that feel welcome, when you have them and
14 they feel like they are really the priority within your
15 school, that's when you know you are going to make
16 progress.

17 And like I said, five years in a row we made AYP.
18 We want to get that back. It's going to take a lot of
19 work, but staff members that we have there now are
20 committed to do that doing that, and it's important you
21 know when you begin looking at the internet part, we talked
22 to our IT person before we came here, on a scale of 1 to
23 10, how well is our internet working.

24 And he said, "On a good day it's probably at
25 five."

1 Okay. So this is the notice that goes out, when
2 we are doing assessments, we do any assessment online, the
3 notice that goes out is, "Teachers, employees, do not let
4 your kids access the internet for the next five days
5 because we are doing assessments."

6 Is that really necessary? So we have to bump
7 kids off the internet. If they are involved in
8 computerized reading program, they use the i-Ready for
9 reading and math. If they are accessing that, and they
10 need to get onto that to help build their skills, then they
11 are not able to access the internet during the time that
12 they are being assessed, other grades are being assessed.
13 So on a good day we are probably functioning at a five with
14 internet access.

15 And because of the remoteness of our school and
16 limitations, we can't take them out on a visit to -- over
17 here to the Children's Museum here in Albuquerque, it's a
18 little museum, or down to Phoenix to the Children's Museum.
19 We can't do that, but if we had really good internet
20 connection and we could do that and have that accessibility
21 through the internet, and that's what we are looking at,
22 and that's what we are wishing for.

23 So in terms of that, I don't know if we answered
24 all of your questions that you just asked, but does anybody
25 else have anything to say?

1 MR. BILEEN: Just a note on the -- if you are
2 coming to our campus, what the students see is -- the first
3 thing they see is the boarded up housing area, the quarters
4 area, that's the first thing that they see. So in terms of
5 their emotional, their physical aspects of what they see
6 when they first come in, I think that plays a roll on how
7 they -- they would think, and the same with any of our
8 visitors that come in.

9 MR. ESKEETS: I'm going to have the National
10 Review Committee members, give them time to have a question
11 or two.

12 MR. HASTINGS: Do you have a working P.A. system
13 that connects all the buildings where students might be
14 located in case of emergency? And do you have a working
15 fire alarm and sprinkler system throughout the campus?

16 MR. MORRIS: We don't have a P.A. system, but we
17 have phones in each building. That's the only way that we
18 can connect with the building. Our fire alarm system is
19 installed, and the problem was, before they installed it,
20 just the dorm will come on, but the administration and
21 junior high wouldn't come on.

22 Recently they renovated the whole alarm system
23 about a month ago, and the dorm comes on, all of it comes
24 on now. The kitchen will go off, all of the alarm system
25 will come on now. That's how it's set up now. Before each

1 one of them had their own control panels in the office.

2 MR. ESKEETS: Any more questions?

3 MS. MATTINGLY: Are all of your students
4 residential students?

5 MS. ROESSEL: We have about I would say 68
6 students who are in the residential program.

7 MS. MATTINGLY: So you want to double, basically
8 double -- you are looking to double your students coming
9 in, correct, because you have approximately what, 160 and
10 you want to go to 400 or 450.

11 MS. ROESSEL: Yes.

12 MS. MATTINGLY: Where are all of those students
13 coming from?

14 MS. ROESSEL: We have a lot of students that --
15 there are three public school systems within our area, one
16 is Red Mesa School District, the other one is we have the
17 Montezuma High School, and the Bluff Elementary School, and
18 then we have Central Consolidated Public School System in
19 Shiprock, and because we kind of are right in the middle of
20 that, parents will choose to -- say, for instance, if I
21 were to have disciplinary action that was serious, and if I
22 were to expel one of my students, which hasn't happened
23 yet, if I were to expel them then they would have to look
24 for enrollment at these other places, so that's where they
25 end up going.

1 MS. MATTINGLY: So how far are those schools from
2 your school?

3 MS. ROESSEL: Shiprock Central Consolidated is
4 about 30 miles down the road. Montezuma White Horse High
5 School is about 25 miles, and then Red Mesa Unified School
6 District is about 15 to 20 miles from the school.

7 MS. MATTINGLY: And you are K through 8?

8 MS. ROESSEL: Yes, K through 8.

9 MS. MATTINGLY: So wouldn't the high school
10 students be going to high school?

11 MS. ROESSEL: Yes, they would be.

12 MS. MATTINGLY: They wouldn't be going to your
13 school?

14 MS. ROESSEL: No.

15 MS. MATTINGLY: So you couldn't count on those
16 kids coming back?

17 MS. ROESSEL: No. No.

18 MR. ESKEETS: Very good. Any more questions?
19 One more time, anyone have any more questions?

20 (No response.)

21 MR. ESKEETS: Okay. Thank you for your
22 presentation.

23 MS. ROESSEL: Thank you everybody, appreciate it.

24 (Tiis Nazbas presentation concluded.)

25 MR. ESKEETS: The next one starts at 10. I think

1 they are here. Raise your hands. All righty.

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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 4, 2016.

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