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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

TONALEA/REDLAKE DAY SCHOOL
FEBRUARY 4, 2016
10:00 A.M.

TONALEA/REDLAKE TEAM:
KEIDRICK JUNE
PERFILLIEA CHARLIE
LYLE CLIFFORD
LENA DAYZIE
DELORES CLAW

1 MR. ESKEETS: Okay. We will get started as far
2 as some of these ground rules and stuff, and then we will
3 get started promptly at 10. Barbara is here so she can
4 take of the rest, but I will do the ground rules. My name
5 is Emerson Eskeets the division chief for the office of
6 facilities management and construction, so this is our
7 final presentation for today, so welcome.

8 Then I have audience in the back. First thing,
9 cell phones, if you can put it on vibration, that would be
10 good. And then the only media we're allowed here is the
11 transcriber. You all have these nifty little cameras
12 called cell phones, so refrain from recording, taking
13 pictures, please.

14 The other thing is, we have audience in the back
15 that have questions, I would ask them to write down their
16 questions, and we have the little boxes there that have
17 papers and pencil in them, so give them to me and I will
18 give it to the National Review Committee members.

19 And I want to say that there is 30 minutes for
20 the presentation that the presenters will provide, and then
21 there is 20 minutes on the questions and answers. There is
22 three questions that you're aware of that was part of your
23 package, so the committee members will put a lot of
24 emphasis on that, so hopefully with you're well prepared.

25 So welcome again. I do have in the audience a

1 senior adviser from the assistant secretary office, Cheryl.
2 And then somewhere I have my director Darrel LaRoche, and I
3 have my deputy director sitting here, Wallace Keays, so
4 let's start the show.

5 MS. BORGESON: All right. Thank you. Thank you,
6 Emerson. This is our last presentation. Welcome, Tonalea,
7 and just to let you know, as Emerson mentioned, you have 30
8 minutes for the presentation and 20 minutes for Q and A.
9 And I will give you a prompt, once you are down to ten
10 minutes, I will flash a sign to let you know you have ten
11 minutes left, and then five minutes and then we will start
12 the Q and A session. So your first speaker?

13 And also feel free if you want to come up here
14 and point out your pictures or your presentation, you are
15 welcome to circle back.

16 MS. CHARLIE: Good morning. My name is
17 Perfilliea Charlie. I'm the principal at Tonalea/Redlake
18 area western agency.

19 (Presentation in native language.)

20 That's who I am as a Navajo woman, and I am proud
21 to introduce my committee that are here as the panel. They
22 are all representatives of the school. We have one long-
23 term teacher that has taught every grade level within the
24 school building that you are about to hear for over 30
25 years that's joining us. We also have our stakeholders who

1 have been able to come the long drive with us this morning.

2 So I'm proud to say that our staff majority, 100
3 percent of our staff volunteer grandparents are all very
4 true models of their cultural heritage, Navajo. We also
5 have other tribals that come up from Utah border, as well
6 as some of the California tribes that come in that speak
7 their language, and we do the best we can to ensure the
8 cultural riches that we have as a western agency.

9 So let me go ahead and start the presentation
10 with a few slides. Tonalea is home of the wildcats. We do
11 have wildcats around the area, and hopefully we will be
12 able to give you the feeling of walking the path of our
13 staff and students to be able to see where we are located
14 as best as we could.

15 The Navajo name for Tonalea is [], Where the
16 Spring Gathers. It's not a waterfall, I thought it was a
17 waterfall when I first got there, but it's not, it's where
18 the stream ends. Here is our new school placement request,
19 and we are amongst the Navajo people that are very close
20 by.

21 Next slide. To give you an overview of the
22 community of Redlake, we have close to 600 voting people
23 within the Redlake area, and we have close to 200 student
24 enrollment, kindergarten through 8th grade. We have over
25 37 to 40 staff volunteer every grade level kindergarten

1 through 8th grade. And we also have a lot of elders that
2 we have contracted with the Navajo Nation for the last nine
3 years that have been very consistent in working in our
4 classrooms to be ensuring that we still have respect for
5 the elders within the community. And a lot of our elder
6 parents do promote and teach the cultural, the language and
7 the enriching that we have.

8 We have 94.11 percent ADM rate according to our
9 NASIS program. All of our students that do eat breakfast,
10 lunch, and we also serve sack lunches daily for our
11 students are a hundred percent free and reduced lunch.

12 We have five total bus drivers. Our longest
13 route pulls in close to 70 miles, and our first students do
14 get on board at 5:07 in the morning and return home until
15 5:45 in the evening. And if you can imagine, if they are
16 in sports, you can add another two more hours to that
17 route. So our students don't get home until close to 9
18 o'clock. And if you can envision the inclement weather we
19 have and the mud and you can add another hour to that.

20 Tonalea building was built in 1959, so when we
21 get to our presenter that will share the historical
22 portion, we will walk you through the path of our students
23 since 1959.

24 Other socioeconomic status for our population, we
25 have close to 63 population that do come from single parent

1 homes. We have a lot of our students that are being raised
2 by grandparents, guardianship, or have power of attorney
3 within our student population. Majority of our families do
4 have seasonal jobs, and to envision that they drive at
5 least an hour and a half to two hours either to Page, to
6 Flagstaff, or to Kayenta to have a job. That's how far
7 they come in, so that's the reason why our students are
8 being raised more by the grandparents.

9 I myself drive to and from Flagstaff every day
10 being committed and dedicated to the school, so I pretty
11 much can give you a tour, and if you can imagine leaving
12 every day quarter to 6 in the morning to be on site as soon
13 as possible.

14 Next slide. Our mission statement which I'm
15 proud to say has just been reviewed and adopted. December
16 the 10th the board members, the community, the chapter has
17 been able to work and do a bunch of surveys, translations,
18 also get everyone's input, and our mission statement pretty
19 much states that Tonalea Day School will engage in a
20 healthy foundation and learning environment, be able to
21 educate all of the children in a diverse challenge for the
22 21st century.

23 21st century means that we do have a partnership
24 with a lot of the higher education, universities such as
25 NAU that do come in, we have some student teachers that

1 want to be able to share some of diversion educational for
2 our students. And according to our mission in one of our
3 application questionnaire, this mission was also imbedded
4 and is alive with the cultural, spiritual, mental, physical
5 mission that everyone kind of put together. So that's
6 that's our new mission statement.

7 Next slide. Tonalea Day School, like I said, was
8 built in the late 50s. There is several exterior work that
9 has been completed. You have several pictures here that we
10 have blown up to give you an insight of what's the
11 underlaying foundation, a lot of patchwork along the way.

12 So here I'm going to introduce our long-term
13 educator, one of our occasional leaders, Ms. Lena. She'll
14 introduce herself and take you to the path of the next
15 since 1959.

16 MS. DAYZIE: Good morning. My name is Lena
17 Dayzie. I'm honored to have the privilege to come before
18 you and share a little history of our school.

19 So Tonalea Day School was built in 1959, and I
20 have gone to school there since 1960 all the way to 5th
21 grade, and then I left to continue in other schools like
22 Tuba City Public School.

23 And here is our current school, looking from the
24 front. And it has been worked on on the outer side
25 numerous of times. And now there is various cracks that

1 are appearing again, and the floors buckle up, doors jam,
2 and I often see water seeping in from the basement or
3 either from the roof that causes mildew on the wall from
4 time to time. And in the springtime there is dust sand
5 that blow in and infestation of mice and bugs. And then
6 during the winter months it is very cold when the boiler
7 goes down. And the new addition was built in 1983, however
8 the structure is already beginning to fall apart.

9 Next slide. This is the overview of the
10 enrollment over the five years. As you see that in 2013-14
11 and 15 we had a high enrollment which was over 200. And
12 from years before they were in that range, and we had to
13 double up the grades from kindergarten all the way to 8th
14 grade, and we were very, very crowded in that little school
15 building. I mean it's small, but it's not huge.

16 So we, right now we're down a little bit, but I
17 know next year when we get a new building, I mean we will
18 have that enrollment back up.

19 Next slide. And then this is the overview of the
20 whole grade, the student count, the percentage of
21 attendance and years of the teachers that have taught, and
22 the parent involvement. Right now the current enrollment
23 is at 193, the attendance is at 94 percent.

24 Currently there is an overcrowding of students in
25 the classrooms with students and furnitures. And the

1 furnitures, the desks are like the kind that's here, the
2 tables, and they are just compact adjacent to one another,
3 and two students at each table, and then the furniture
4 right along the side with my reference, my desk -- I mean,
5 it's truly overcrowded. And then the parent involvement is
6 averaging at 70 percent.

7 And then my next presenter will be Mr. Keidrick
8 June.

9 MR. JUNE: Good morning. My name is Keidrick
10 June. I'm originally from Kayenta. I travel 22 miles to
11 Tonalea Day School. I'm a facility supervisor at Tonalea
12 Day School. I have been working there for seven years and
13 three months.

14 So in my seven years I have been repairing and
15 renovating 12 buildings, six quarters. Each were built at
16 different times. So each built at different times to
17 accommodate more staff and students that keep coming and
18 going that keep working.

19 The school originally started with three
20 buildings and five living quarters. The main building
21 consisted of two classrooms, two offices, a cafeteria and a
22 kitchen, and this still was not enough to accommodate those
23 few students that kept enrolling into Tonalea Day School.

24 So the building had to be extended with four more
25 classrooms back in 1961. And also one more building was

1 added to accommodate the maintenance, facility maintenance
2 office, and three more quarters, and two apartments were
3 also added to accommodate for more teachers.

4 When the building was engineered and constructed
5 back in the 1950s, the standards were a lot different at
6 the time and also electrical codes were also different.
7 The main building -- the main building had no ground wires
8 connecting all the panels throughout the building because
9 of the extensions, and what we found was they are still
10 using 14-gauge wires in some classrooms to, to accommodate
11 electrical outlets.

12 This type of engineering is not up to standard
13 and we have to force it to function properly. It has cost
14 the school a lot of money to repair and replace damaged
15 equipment due to this type of engineering. The main
16 building right now is not in compliance with any ADA
17 requirements and does not allow for access for a person in
18 a wheelchair.

19 The school does not have a sprinkler system in
20 case of emergency and the fire panel that will not function
21 correctly during the power outages. The estimated costs to
22 repair and renovate the building to full compliance is
23 estimated at \$18 million, which exceeds the original
24 building costs.

25 These are not -- this is not my biggest concern.

1 Our biggest concern are these cracks in the building. As
2 you can see there is cracks coming along the building from
3 the windows and the structures and also the plants are
4 growing through those cracks on the south side of the wall.

5 Also the blow sand comes all in the windowsills
6 from the cracks that are separating around the windows.
7 And also on the floor right here in the bathroom, the
8 plants are growing out, just mostly vines, and we have --
9 this is part of a code we violated right here because of
10 the crack in the ceiling.

11 And so that was one of my biggest concerns
12 because the building is still settling after 50 years. In
13 1997 we did have helical piers installed under the main --
14 underneath the main school building to slow down the --
15 slow down the settlement of the building. The settling has
16 caused damage to the main buildings, and you can see the
17 cracks, the cracks that appear.

18 Every day we find new cracks, which causes blow
19 sand to enter the building into the kitchen and food
20 storage areas. This blow sand also comes through the
21 windows and joints and expansion joints in the classrooms
22 which causes children's allergies s to flare up during the
23 windy season.

24 I believe that the building keeps moving and
25 settling. I believe it could be a -- they might condemn

1 our building, so this is our real concern right now. Thank
2 you.

3 MS. CHARLIE: Like any other instructional
4 leader, I didn't go over my binder with you because we
5 wanted to make sure you get our really important
6 introduction. In the handout we have for the 13
7 committees, we have the PowerPoint slide that you see up.
8 In your handout we also included some pictures that we are
9 going to wrap this presentation in the best way we could.
10 In the last section there are supporting documents that are
11 current and up to date.

12 The pictures that you see up here being showcased
13 are actual pictures we have taken last week. We wanted to
14 give the actual pictures to date as well as the pictures
15 that were in the application process. So we had the
16 facility that went around and showed the pictures of all
17 the classrooms, especially the lower wing kindergarten
18 through 4th grade that do have separation in the ceiling.

19 We also have the actual pictures of the plants.
20 I had facility guys remove the cover from the heater to
21 show the actual plants are growing right now in this cold
22 weather. As of last Wednesday, that's how current these
23 pictures are. And also the patch up with the fourth
24 picture here that's largely the emergency exit, the
25 crackings that are there.

1 According to the backlog and a lot of the work
2 tickets we were able to research, the facility people have
3 been patching these up at least three times within our nine
4 month academic year. So you can imagine some of the
5 students that wait in line to get their lunch can see the
6 crack for at least two inches apart straight into the
7 principal's office. So if they are waiting in line, they
8 kind of all laugh as they get their trays looking all the
9 say through two buildings. Which I didn't know about until
10 last week, so that gives you an idea what the students are
11 seeing each year.

12 The last picture down at the bottom are actual
13 plants in the boy's restroom. We have only four restrooms,
14 two girls and two boys in the whole building of the first
15 PowerPoint that you see. The current picture down on the
16 bottom is actual plants, if you can see the roots. Not
17 only are they growing in the bathrooms, this is where the
18 moisture is, but we also have pictures of the dry foods in
19 the kitchen area where all the roots are pretty much
20 underneath the whole foundation of the school building.

21 So we will go ahead and have Ms. Lena Dayzie go
22 over the -- how they have adapted considering the facility
23 and aging of the school, of the staff adapting to the
24 facility and still making educational worthwhile of our
25 students.

1 MS. DAYZIE: Currently we are serving Tuba City
2 Public School, Tuba City Boarding School, Gray Hills
3 Academy, Shonto Preparatory and Shonto. Those are the
4 surrounding schools that we share students with and they
5 transfer in and transfer out for whatever reason that comes
6 about. And then currently we have two Navajo head start
7 programs, and many of the students from the head start,
8 because of the limited space that we have, they go to Tuba
9 City Boarding School and the public school, and therefore
10 we are losing students every school year and because of the
11 overcrowding situation.

12 This year we have 31 kindergartners, and then we
13 have a bus route, Route 16, that goes to White Mesa,
14 Route 62-60 and 62-70 which was mentioned before that
15 covers 70 miles a day, and some of these students do not
16 have running water or electricity and oftentimes they sign
17 up for tutoring after school so they can finish that work
18 for that day so they don't have to do it at home.

19 And then we also have Tonalea School, there are
20 24 students with IEPs, and the teacher travels 50 miles to
21 meet with student's parents, and we need to accommodate
22 these children with rails, ramps for their wheelchair so
23 they can access the building and also in the restroom.

24 One of the parent had a complaint about the
25 restroom not being adequate for her child and they withdrew

1 her from school. Now we have a little boy that is in a
2 special walker who often needs to rest, and the teacher
3 actually ordered special resting pads. And she sits down
4 underneath the promethean board in the classroom, so he is
5 laying there and does his work. So it's long day for him,
6 too, for that child to be there, but he is there, and the
7 parents are happy with the education that he is being
8 provided with right now.

9 And then the kindergarten classroom, there are 30
10 students, and this library was created to be a classroom,
11 too, to alleviate the overcrowding. And there was no room
12 large enough for these kindergartners to utilize, and they
13 have two teachers now, so they will be getting the
14 appropriate instruction that they need, and one educational
15 assistant that goes between the two teachers.

16 And then this one is the teachers' office, which
17 was the back entrance to the library. And then this --
18 there is chairs here and that's where she puts some of her
19 instructional material or bulletin board stuff right there.
20 As you can see it's really cluttered already on the
21 counter. We need a lot of storage area.

22 Next slide. This is the -- used to be the home
23 economics room back in the 1980s. Now it's the special
24 education room. There are five staff working with these
25 students in this department, and as you can see it's

1 overcrowded with special equipment that the students
2 utilize in that classroom. And some of the students go to
3 the modular building to receive special services such as
4 speech and occupational therapy and counseling. And
5 throughout the week the kindergartners through 8th grade go
6 to this modular trailer to receive instruction in life
7 skills.

8 And then the promethean board is put in a crowded
9 area, and the students sit right in front of that to be
10 given instruction, and the teacher sits off to another
11 section, and with the teacher and the assistant, and that
12 will be a Xerox copying machine right next to them.

13 And then another thing I ought to say about the
14 Navajo culture classes that, you know, the Navajo Nation
15 has come up with their curriculum, and to -- to enhance
16 their culture and language and which is the requirement for
17 all the schools on the Navajo reservation to do.

18 And we have an octagon that could be utilized by
19 the grandparents that come to our school to reenforce the
20 language and culture along with the teacher. And we have
21 Indian club that perform traditional dances and
22 grandparents that demonstrate native food preparation, and
23 weaving, textiles and silversmithing, shoe games and
24 horsemanship that are introduced to the kids.

25 And we often have presenters that come in and

1 these are all emphatic and to the mission statement. And
2 then lastly there is our school, and then we would like to
3 see a new school building in our community for our future
4 generation, housing for teachers so we can create an
5 environment that -- that is nice, and for the employees, a
6 safe working environment for teaches and the general
7 public, and then an office that is -- that is separate for
8 where it's not in the open area to hold all the
9 confidential information.

10 And this is one of the photos that we give out
11 for -- excuse me -- this is one of the summer recruitment
12 that we do where we give out literature, enrollment packet,
13 and workbook for students to work on during the vacation.

14 And then this is when I returned back to Tonalea
15 School back in 1980 to teach, and I have taught in every
16 classroom from kindergarten through 8th grade and have seen
17 all the changes that we are going through, and regardless
18 we are still on the forefront teaching these children and
19 doing the best we can to educate them. And then some of
20 the despite of what is going on, some of these students
21 have gone to college. They are recipient of the Chief
22 Manuelito scholarship, the Gate Millennium Scholarship and
23 putting the Tonalea School on the map.

24 And these are the children that I have taught,
25 whose children I'm teaching, I'm very proud to say. And

1 then these are our future generation for the upcoming years
2 to come, and then they -- they are in the freshman school
3 year. Thank you very much.

4 MS. CHARLIE: Okay. We didn't really go over all
5 the of -- the backlog. We have that all in your
6 application that we submitted. We wanted to give you
7 current one. So here we have some students who are present
8 for a new school building, so we will go ahead and give
9 them the last two, three minutes to hear from our student
10 council. We do have a Native American Club who are very
11 active and their parents and grandparents are very good
12 role models and stakeholders in our school.

13 After the video we will go ahead and have the two
14 stakeholders close up our presentation. We have been
15 practicing, so I think we are doing good.

16 (Video played.)

17 MS. CHARLIE: These are our students that have a
18 dream, even though asking for a dorm is overwhelming, a
19 little bit more to the budget we are allocating, but these
20 are their true words. This is what they are hoping for out
21 in western area. This is that they wanted to request of
22 the committee.

23 In your packet we have the most cultural annual
24 event that we, not only do we do it during our Native
25 American week or Native American month, Tonalea is proud to

1 say we actually host at least two to three events. In your
2 handout we have the most recent which was Friday,
3 January 29th, we had a shoe game. That's a shoe game that
4 was held. We had close to 100 participants from the all
5 the surrounding areas that participated. We had presenters
6 there shared in all the grade levels and in the evening we
7 invited all the community members.

8 We also see the "Yagashay" dance that was held
9 during the winter. And we will have the two stakeholders
10 come up and wrap up our last one minute. Colbert and --
11 they are going to share the one minute in our closing.

12 MS. CLAW: Good morning. My name is Delores
13 Claw. I'm a community member, grandparent and parent
14 there, and I also represent the school there as the school
15 board president.

16 I would like to also include words on
17 overcrowding. We don't have very much space for our
18 chemicals where the janitorial can keep their cleaning
19 supplies in or the facility where they have to store
20 hazardous chemicals, we don't have storage areas for those
21 so they are actually sitting out, and sometimes those are
22 deficiencies, so we need a lot of storage.

23 And then the classrooms, I remember when I was
24 working there, we had classrooms separated, classrooms that
25 way and then clinic area this way or either an office they

1 had to share one classroom. So we do need a lot of
2 classroom space for our students. And then also the boiler
3 is not up to standard sometimes, it breaks down, and the
4 school is always cold during the winter months, so that's
5 really a concern.

6 And then also our technology, our building is
7 always not up to the standards within our technology. We
8 have started a lab, computer lab way back and it, it didn't
9 actually work because of the electrical problems. It keeps
10 overloading, but we want every child to have a desk -- I
11 mean a computer at their desk, kindergarten through 8th
12 grade, we want them to use the computers. That's my number
13 one thing that I want done for the school.

14 And then also we need office space, and then it
15 really affects our -- our accreditation with a lot of these
16 is because of our students that are out in the remote
17 areas, and the bus roads are really awful during the winter
18 months and the rainy months and a lot of them don't come to
19 school, so -- because the bus can't reach them.

20 So we also do -- would like to advocate for a
21 residential hall to hold up to at least 80 students, and
22 that's one of the main concerns that I have because of the
23 electricity and no running water out there, and some of
24 the students do like to be a part of the extra curriculum
25 that is being offered at the school, and due to the roads

1 and some of them don't participate. So I would like to
2 have everything -- a new school, dining room, everything.
3 I remember my uncle working there for the longest time, and
4 my mom even went to school there, and I went to school
5 there, and my grandkids are going to school there now, so
6 it's a long generation thing. We have memories there.

7 So it's really sad to see that the building is
8 coming apart and I just would like to see a new school for
9 our students to enjoy. Thank you.

10 MS. BORGESON: We are now into our question and
11 answer time frame so perhaps your stakeholder -- we need to
12 address the three questions, and perhaps your other
13 stakeholder can speak during that time once you have
14 answered the three questions.

15 I have a low battery here, so I will let you keep
16 that one while I change the battery so you can answer. So
17 the first question has to do with completing -- being able
18 to complete all of the plan requirements during that
19 18-month period that's allotted for planning and if you
20 feel like you will be able to meet that 18-month time line.

21 MS. CHARLIE: Yes. In the packet we have given
22 you, we have dug high low of all -- this is not the first
23 time Tonalea has applied for the new school application
24 process. Actually this is like the third time within the
25 last 15 years, so we kind of missed the boat several times.

1 But in your packet we do have supporting documents of the
2 land, and I will go ahead and give the mic over to my other
3 colleague as the fifth presenter to answer those more in
4 depth.

5 MR. CLIFFORD: Good morning. My name is Lyle
6 Clifford, facility management, Western Navajo Agency. With
7 regards to the first question, yes, we do have land. It
8 will be built on site, and with regards to the utilities,
9 we have NTUA. That's who we use now. We do definitely
10 need an upgrade. A lot of times they point the finger to
11 the school and that may be, but NTUA has some issues, too,
12 with their equipment. So we also have one water well
13 there, so it would be wonderful to upgrade that. And then
14 we have a lagoon with two cells.

15 And then the school runs on propane, and we have
16 a 12,000-gallon tank there that is sufficient. With
17 regards to the geotechnical surveys and NEPA review, we
18 would definitely want to request assistance from region,
19 BIA Navajo Regional Office, so with regards to that
20 question we are -- we will be able to move on that.

21 What was the next question?

22 MS. BORGESON: The next question has to do with
23 how your program meets the BIE requirements for addressing
24 every -- all the aspects of a -- of the student learning,
25 their spiritual, cultural, as well as academic aspects of

1 the BIE program. How does your program address that?

2 MS. CHARLIE: At the beginning we mentioned the
3 mission statement. Our vision statement is very current.
4 We do comply with the 25 C with ensuring retaining and
5 keeping the language and the culture very forefront for our
6 educational setting.

7 All the way as early as the early childhood, like
8 we mentioned, we have three head start programs that are
9 very walking distance. The little 2 and 3-year-old
10 preschool can actually walk to our school. That's how
11 close we are to the head start. The curriculum we do
12 share. We have a very up to par and very most recent, with
13 our stakeholders' approval, we have a kindergarten
14 transition program that's very current. You are more than
15 welcome to look into our Tonalea Native Star. You can see
16 the current signed agreement that's in place with the three
17 head start to partner with kindergarten. As we have
18 mentioned, the data that we have with our kindergarten is a
19 high number; we have over 31 students. So there is a very
20 strong partnership, as well as our outgoing 8th graders
21 that are in high school.

22 I would say, I will have Lena address this, the
23 majority of the students do understand the Navajo language
24 and the culture and also the nine-year contract that we
25 have in the agreement with the Navajo Nation Elder Program

1 that do a lot of their cultural presentation with
2 traditional food making that is very -- it does pass the
3 cafeteria menu.

4 We also promote a lot of the cultural settings
5 and being able to do even the seasonal dances in the
6 culture. We have a hogan that's on site if you look into
7 or back area as the heart of the school to revive and
8 retain the cultural key.

9 So I will have Lena allude to the cultural
10 language for the learners there.

11 MS. DAYZIE: We are using the current Navajo
12 Nation curriculum that they have adopted and all the
13 materials that go with it, so we are going objective by
14 objective. That's what I'm doing in my classroom, and I
15 often go around and ask the other teachers if they are
16 doing that, also, and I know that they are. And right now
17 one of my objectives is for my second graders to know their
18 four first basic clans so they can verbally say it.

19 And then the next objective is knowing the Navajo
20 pledge, so we are abiding by our Navajo Nation curriculum.
21 Thank you.

22 MS. CHARLIE: What our facility failed to say,
23 most of our staff wear multiple hats because it's a small
24 school in a very isolated area. I would say, like I
25 mentioned in my introduction, all of the staff do speak the

1 Navajo language or their representing tribe. They also
2 share doing presentations. Our facility person here is
3 also a basketball coach. Our other facility is a
4 silversmith, so we have moccasin makers that are still
5 there -- very, very -- I mean real. It's really nice to go
6 back out and actually see a lot of the educational
7 workshops, the sessions, even the grandparents, elders that
8 are there to speak the language.

9 All of our elders, I would say two of them are
10 not able to read English, but they are there to promote the
11 language piece, which of all schools I have visited, the
12 Tonalea, to have the elders there is very strong, real, and
13 you see them in the classroom, and they are there for a
14 good five hours every day. Every morning they are there to
15 aid the student, they are working partners with the
16 classroom.

17 Lena has her grandparent with her every day all
18 day long. And your last supporting document page is the
19 letter from some of the other students with their
20 signature. As you know, our PARCC assessment, a persuasive
21 letter, this was just written, and this is what they wanted
22 to put in the packet as well.

23 MS. BORGESON: Ms. Charlie, before you go on to
24 the next question, see if the committee had some follow-up
25 questions at this point in time to the two questions that

1 have been posed. Any follow-up for any of the two
2 questions we presented so far.

3 MR. KEEL: I have one. Dale Keel. In your
4 information packet you have a layout in the back. Is this
5 -- is that the proposed layout of your new school or is
6 that your existing.

7 MR. JUNE: That's the existing.

8 MR. KEEL: What kind of layout are you looking
9 for for the new school? There seems to be a lot of
10 separation in the buildings, or are you looking at more of
11 a condensed school area where everything is contained in
12 one building or looking for several buildings.

13 MR. JUNE: In the picture the separated buildings
14 are quarters, and we do have separate classrooms outside on
15 the exterior of the main building. But we do want to
16 condense the building.

17 MR. KEEL: What size of school are you looking to
18 build? How big is the school now?

19 MR. CLIFFORD: What's the total square footage on
20 it, I don't know offhand, Dale.

21 MS. CHARLIE: Definitely at the beginning of the
22 first application process doing the research back in the
23 early 80s, it was a case K 6, and with a lot of students
24 and with our neighboring we extended it to five -- our
25 kindergarten through 8th grade. Now we have the early

1 childhood and kindergarten and preschool that's kind of way
2 up. So in some of the requested application, and with all
3 the stakeholders, it's kindergarten through 8th. We are
4 hoping for a 300 student population. That's very ideal and
5 realistic based on the numbers -- if you are look in our
6 application packet -- where is my cheat sheet? I had a
7 little cheat sheet here -- there is a three year data
8 there. The highest number we in our NASIS was 240
9 students, that was the highest peak number we had in that
10 last three years in the three-year data. So I know it's
11 realistic to have 250 students there for kindergarten
12 through 8th grade.

13 We have about four high schools in the
14 surrounding, because I know our high schools, 8th graders
15 are doing the transition visiting, so they go all the way
16 as high as a three and a half hour drive to Richfield. The
17 other one is to Flag High Dormitory or Holbrook. Of course
18 there is to Tuba City Boarding School down as well.

19 A lot of the parents and divisions of
20 stakeholders want to go further on out to the border towns
21 for sports. You know we have very good awesome basketball
22 players, so they want to go -- we accept people that come
23 out that want to recruit some of our players on out. So he
24 is also a basketball coach, and I think that is something
25 you capitalize, and you heard that in the video.

1 MR. MAHLE: Your land base, where your plot
2 shows, how much acreage do you all have?

3 MR. CLIFFORD: That was a question that I had
4 before coming in here, and I didn't get the total acreage,
5 but we do have on the east side a large section to build at
6 that -- onsite build though.

7 MR. MAHLE: So there is no legal description
8 anywhere on file --

9 MR. CLIFFORD: Yes.

10 MR. MAHLE: As far as -- that should state what
11 the land base is for the site?

12 MR. CLIFFORD: Yes.

13 MS. CHARLIE: We have 8 to 10 acres that have
14 been approved by the archeologist clearance from the Navajo
15 Nation. We have the three-year data and it's proposed for
16 8 to 10 acres. One of the pictures that we have in here is
17 for actually where the football site is. It's that whole
18 flat area. And I know, speaking with the Navajo Nation
19 just two weeks ago when we were trying to pull the most
20 recent, it is free of the water, it's free of flood zone --
21 I guess that's the right term, flood zone. It's been
22 okayed for the last 20 years. The rock clearance are
23 cleared. There is no bones. But it's been good for
24 20 years, I know that, that's what we got from the Navajo
25 Nation.

1 MR. MAHLE: Okay. Final question is, I have
2 heard the term you wanted a residential -- is it a
3 residential facility right now? Is there residential?

4 MS. CHARLIE: No.

5 MR. MAHLE: So has there been a request for
6 expansion?

7 MS. CHARLIE: With the last two application
8 process, yes.

9 MR. MAHLE: Not been approved though?

10 MS. CHARLIE: We have never even gotten this far.
11 We are honored to have gotten this far. The committee can
12 attest to it. It was a hurdle over the first one and we
13 are hoping we go past the second. So it's been good.

14 MS. BORGESON: Any other committee questions up
15 to this point?

16 MR. HASTINGS: You said that the reason the
17 ceiling and floors were separating is because of
18 settlement. If you are going to build back on this same
19 area, how are you going to keep that from happening again?

20 MR. JUNE: Well, this was -- this area right here
21 was built back in the 1960s, so the engineering, I don't
22 think it was good.

23 MR. HASTINGS: You don't think the soil was
24 compacted and everything.

25 MR. JUNE: Yes, and it's still settling.

1 MS. BORGESON: Any other comments or questions
2 from committee?

3 (No response.)

4 MS. BORGESON: All right, the last question. How
5 does the current condition affect your ability to run a
6 day-to-day education program. Items to address include
7 power outages, lack of internet access, adequate water,
8 adequate utility systems.

9 MR. CLIFFORD: As was brought out, we are
10 constantly having electrical outages. Like I said, NTUA
11 has not accomplished anything. They continually point the
12 finger. We have had some -- we have had some studies or
13 metered systems put in place by NTUA to see where it
14 stands. And once again, they are not finding anything too
15 outstanding, but we definitely have issues, especially
16 during the monsoon season, but throughout the year -- and
17 it knocks out all of our batteries, it knocks out motors
18 with regards to our different electrical components at the
19 school. So this is a major issue that continues to, to go
20 on.

21 Now, we -- we turn in MI in our request MI in our
22 projects yearly, and they are taken care of, but we are
23 just putting a temporary Band-Aid not being able to solve
24 the real problems.

25 MS. BORGESON: Any questions from the committee

1 on that last question?

2 MS. ZAJICEK: If you are going to build on the
3 football field, then what -- are you going to have another
4 football field, or what are you going to have, a
5 playground, or what are you going to do? Is that part of
6 your plan to rebuild?

7 MR. CLIFFORD: Yes, we would like to rebuild, but
8 just recently we have had two schools built, both -- so we
9 can take down a building -- (microphone feedback.) So
10 anyways we have done that. They are at our other schools,
11 so we can tear down and rebuild at the same location or
12 close by so that we do have the extra space for the
13 athletics.

14 Just a -- just another note, you know, we are
15 getting close to being 60 years old, the school. To
16 illustrate that, as soon as I hit my 60s, I am starting to
17 fall apart, and I'm sure all of us know that with regards
18 to any type of building structure, we have the
19 infrastructure will be falling apart, and we have had that
20 in several of our schools and we have to address it.

21 MS. BORGESON: I hear my alarm going off.

22 MS. MATTINGLY: You just said there were two
23 schools, two new schools built nearby.

24 MR. CLIFFORD: That's why we are losing.

25 MS. MATTINGLY: How close are they?

1 MR. CLIFFORD: That's why we are losing students.
2 30 miles each way.

3 MS. MATTINGLY: So 15 miles one way?

4 MR. CLIFFORD: No, 30 miles one way. And they
5 bring their buses over to the Tonalea area.

6 MS. MATTINGLY: So there are alternative schools
7 for the kids to go to?

8 MR. CLIFFORD: Yes.

9 MS. BORGESON: All right. That completes our
10 time limit.

11 MR. KEEL: I think we need to let the last
12 stakeholder speak.

13 MS. BORGESON: If that's the committee's request,
14 we can certainly do.

15 MR. DAYZE: Good morning. My name is Colbert
16 Dayze. I'm part of the stakeholders, I'm the -- the
17 Tonalea tribe. I have been for the last three years.
18 (Presenting in native language.)

19 Thank you for this opportunity to address. You
20 have heard the testimony today. The Tonalea Chapter, one
21 of the primary concerns is the safety of our children and
22 staff that work -- they work in a safe environment.

23 Tonalea is unique. We have families that are
24 still on Hopi partition lands, families that are on NPL and
25 also the -- the area where the chapter is and where the

1 school is located was subject to land title. We had land
2 dispute for more than 45 years. The title to ownership has
3 been resolved, and we are rebuilding. We are working at
4 chapter level to bring in improved infrastructure, and part
5 of the development is the school. We need a new school.

6 The census show that there was about 2,500, the
7 population, but today, there are 3,000 in the community.
8 And our land base is pre large because we covered quite a
9 territory.

10 Our chapter was also built in 19 -- around 1959
11 and we were able to secure some funding for the demolition
12 and reconstruction, so we are rebuilding, and it's time
13 that we rebuild. And with the testimonies you heard today,
14 I implore you that we need to move forward into the next
15 generation to bring -- continue to provide education and a
16 safe environment for our children, a safe environment for
17 our students.

18 So with that, I thank you for this opportunity to
19 be here today and to address our concerns, and thank you
20 very much. In conclusion, my written statement is in the
21 package.

22 MS. BORGESON: Thank you very much. Thank you
23 Tonalea team for presenting this morning, and this
24 concludes our presentations for the top ten schools. Thank
25 you all. (Tonalea 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 4, 2016.

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