REPLACEMENT SCHOOL PUBLIC MEETING
SOUTHWEST TRAINING AREA
2ND FLOOR, ROOM 271
1011 INDIAN SCHOOL ROAD, NW, SUITE 335
ALBUQUERQUE, NEW MEXICO 87104

BLACKWATER SCHOOL, AZ
FEBRUARY 2, 2016
9:00 A.M.

BLACKWATER TEAM:
JAGDISH SHARMA
WILLIAM MEHOJAH
SUZANNE ACUNA
LARRY HUDAK
RANDEN PINO SR.
MR. ESKEETS: Good morning. I see we have visitors from the great state of Washington, and there is more schools coming, so I think they are all -- at least the first two presenters are here early this morning, so thank you for coming. My name is Emerson Eskeets. I'm the facility chief for the Division of Facilities Management and Construction. And I'd just like to introduce my boss, Darrell -- you can't hear me? Hello? -- and also the deputy director, Wallace Keays, and the senior advisor for AS-IA, Cheryl.

And I know the review committee is here, and I think we have approximately 20 members or so. I don't know if they are all accounted for, who will be the first presenters.

I just want to say, welcome, and let's begin the process in about five minutes. One thing I want to advise you of is that you'll go through your presentations and talk about your schools. And the last part of it is the question and answer session, and I wanted to advise that, okay, on the question and answer session, there will be a little bit more greater emphasis on that portion of it, so be prepared. That's all I want to advise you of.

And in about five minutes we will get started, and Barbara is here to monitor and give guidance. We also have some ground rules -- we have some ground rules in
that, if there some audience and they -- if they have
questions, we want to ask them to write it down and give
them -- give those questions to either Barbara or myself.
That's one of the ground rules.

MS. BORGESON: Yes. I just wanted to add to
those instructions, that guidance is on your agenda for
today's meeting. At the bottom of the schedule of meetings
are the ground rules that Emerson was talking about.

So because we have such tight time constraints
for our presenters, we don't want to take any time away
from their presentation or question and answer period. So
if the audience has any questions or comments, please
forward them in writing to Emerson or myself. If you need
pencil and paper, we will be glad to provide that to you,
and we will forward those comments and questions to the
committee.

Thank you for reminding me, Emerson.

MR. ESKEETS: Okay. Welcome.

MS. BORGESON: So we are very pleased to have for
our first presenter in the application process is
Blackwater School from Arizona. And they will start their
presentation off with a member from the school board.

MS. ACUNA: Good morning. My name is Suzanne
Acuna, and I am a school board member from Blackwater
Community School, and we are here in the community. I
would like to recognize our members who are Mr. Jagdish Sharma, our principal; Mr. Bill Mehojah, our consultant; Mr. Larry Hudak, our ADM architectural firm; and Mr. Randen Pino, who is the facilities manager.

We also have aboard our former school board member Francisco Osote from Washington district, plus our newly elected member Ann Garcia from Washington.

Also we are privileged to have two of our council members here representing Blackwater, District 1, we have Mr. Joe Whitman who is the vice-chair of our education planning committee, and Mr. Arzie Hogg, who is the chairman of our education planning committee.

So we're all privileged and honored to come here before this board. And if you can view our first -- our first slide, we are here to just give you information about our urgent need for a new school construction.

The school is a locally-controlled community school that has the proud support throughout the area, and we take great pride in our campus and use all available resources to maintain the building, including the portable structures and the permanent buildings that date back to 1939.

Next slide. Blackwater School has made AYC since the No Child legislation was passed in 2002. Our school has become a school of choice for parents in our attendance
area. We have been recognized by the state of Arizona and the BIE for academic excellence and so far the only school on the Gila River which attained AYC.

Next slide. It's an aerial view of our school. It shows our current campus. As you can see, we have ten portables out here. We also want to point out that our permanent construction is to include Building 201. I don't know if you can see that, but -- and 201 P and the administration building.

We -- our school was first built in 1939 and -- and we take pride again in maintaining our buildings. We also want to point out that one of our buildings which is used for science is structurally unsound, and it's a portable classroom. We also want to point out that there is not enough space for core education learning.

We have a modular, which we purchased second hand 20 years ago, and it helps with our cultural and language classes. There is no bathroom, and our students have to walk about a hundred feet to use the bathroom which takes time out from instructional learning and took time away from the class.

MR. MEHOJAH: Like she was saying, this is a 1939 building. It's the administration building. And then this is a Face building over here in the old section of the school that has a bathroom. This is a 1939 section of the
building as well, except for the one wing on the south side, that is the -- that was renovated in 1992.

MS. ACUNA: Next slide. The next slide points out a summary of application, and we want to briefly review and summarize.

The south wing, as Mr. Mehojah said, was added in 1992, and we have updated the infrastructure to include the electrical, water, and sewer system since 2009 to prepare for future new school construction.

Based on current enrollment for early childhood through second grade, we need an additional 31,407 square feet of space. The majority of our students are educated in portables, and that's considered unhealthy by the bureau.

Next slide. We have the BIE letter summary, which we cherish, which was written in 2008. The important point is the overcrowding noted in 2007. The enrollment has increased due to new home construction in the school's attendance area, and because Blackwater is a school of choice for parents due to our emphasis on academic achievement, a lot of parents drive their children to school. And we are expecting more construction in the two areas that we serve, District 1, Blackwater, and Hashan Kehk, District 2.

Where we need the -- we also are in great need of
a multipurpose building because of our children's -- during the hot months of summer aren't able to go outside to exercise.

As you know, we are noted for the high incidence of diabetes mellitus, and we -- our children are more susceptible to it at this early age, also, and we are wanting to combat that by diet and exercise throughout the whole year.

Our buildings are undersized and overcrowded, and in our next slide we have an overview of enrollment. As you can see, in the year 2007-8, we were -- our students totaled 130, and as you can see, it has grown. And so the for the school year 2014-15, it went up to 253. Back in 2000 the BIE determined that the school was undersized by more than 13,000 feet, and since that time the enrollment has dramatically increased.

Thank you. I will turn this over to Mr. Sharma.

MR. SHARMA: Good morning. Can we go to the next slide, please. Thank you.

What you are looking at is, from a distance, it looks like more like a trailer park rather than an elementary school. And as you will see, the majority of our students are being housed in mobile portable units, including the portable kitchen that we received from another school about three, four years ago. And that
replaced the old kitchen that was again undersized and was renovated and became a new library which is still undersized based on the enrollment. The school currently has to use available space for education functions such as counseling, physical therapy, high needs, special ed children, special education assessments, culture and language, all of which takes space and leads to overcrowding in the classrooms.

Many of these functions are required by the state, federal laws, title programs, special ed regulations, tribal education, tribal resolution which mandates the teaching of language and culture within our school, and the advanced ed which is accrediting agencies. Back then the school was actually -- they are not designed to accommodate these programs.

Next slide, please. So what you are looking at is, kindergarten right now we have three classrooms at 709 square feet, totaling 2127 square feet, again with no storage rooms. Actually what we need is 4.25 classrooms at 1,200 square feet, plus 340 square feet storage, which amounts to 5,440 square feet.

Similarly, in the case of first grade, we have, again, portables. There are three, and each one of those portable units are about 709 square feet, totaling 2127 square feet. No storage rooms. What we really need
is three classrooms for the first grade, 880 square feet, plus 200 square feet storage space, totaling up to 2,880 square feet. If you look at it, it draws a picture of overcrowding with less and less space.

As you see by looking at the size of the square feet of each one of these classrooms for kinder and first grade, these are undersized based on the BIA space guidelines and the current enrollment. They lack storage rooms that are much needed for early childhood education classrooms, and don't come with some programs that we hold near and dear to our hearts, like circle time, group reading, or differentiated learning activities.

Next slide, please. The school has currently three portables that have outlived their useful life, the science classroom and nurse's office which are combined in the same building are housed in an 18-year-old building that required $160,000 to renovate that building. It is old. It's sinking. The nurse's door cannot easily be opened and closed.

There is less square feet space inside. If there is one child who needs services from the nurse's office, the other students have to wait outside the building because there is hardly any space.

The culture classroom was purchased secondhand and is more than 20 years old and is structurally deficient
and doesn't have bathroom facilities. And the third portable was placed on campus 15 years ago to accommodate enrollment expansion.

Next slide, please. What you are looking at here is a typical day at Blackwater Community School. As you heard that this school has been making AYC ever since the No Child Left Behind Act was passed. We try every which way to find a little bit of space, especially when it comes to differentiated learning, small group instruction, there is hardly any room left inside the classroom.

What you are looking at is a hallway between the two modular units. You see those teachers are teacher aides working with small group of students out in the hallway. Wherever we can find space, we use that space. What it indicates is the overcrowding.

The portable structure and the classrooms in Building 201 T, which is trailer, do not meet space guidelines for kinder, first and second grade. That's what you are looking at there.

Next slide, please. Again, this is a picture of overcrowding, second grade classroom, students working in two different areas. Student desks had to be pushed aside to make room for the second group to sit down and find a space so we can have the instructions going.

And I would like to make a point here that, as we
are looking at the demographic changes within the community, we are expecting about 41 more homes to be built soon, so that would add more student population, and it will be hard to accommodate, and it will be extremely difficult, as a matter of fact.

Next slide, please. This picture shows a teacher conducting a read aloud activity, as you can see, but the students do not have sufficient space to see the book or interact with the teachers. It's like kids sitting wall to wall pretty much.

Next slide, please. This classroom is trying to conduct rural learning activities without sufficient space for the white board activity. The students on the right are receiving additional help, and the students on the left are learning skills with the help of a white board that you can't see on the left side. Again, it's a typical example of overcrowding at Blackwater Community School.

Next slide, please. What you are looking at is the typical day again at the cafeteria. This cafeteria is made out of, I believe, five modular portable units put together, and on the bottom right corner you see that the crack is showing up, and it's barely three or four years old, but I don't know how old this building is when we received it from another school.

The students have to wait in line to,
seated. It is -- it's a wait time is what we are looking at and the crowd in the cafeteria. This unit is still undersized and had to be renovated to make more room for the cafeteria portion, however, we still have to serve three shifts. Basically it takes a long time to serve all of those students, taking up a lot more instruction time just to make sure all the students eat their food properly.

Next slide, please. This is a nutshell, basically inadequate space for these programs, special ed with high needs. Gifted and talented program, this program was introduced, this is the second year. We have about 23 students identified and are receiving services, but hardly there is any room for them. Again, what we described, make things work wherever we find the space, in the hallways, some of them go actually in the cafeteria.

Physical education, like Mrs. Acuna, board member, presented, she talked about a lack of gymnasium, even though back in 2007 when the BIA conducted the space analysis, it was highlighted that this school definitely needs a gymnasium.

Library, administration, nurse's office, as I talked about which is being housed in the same where the science building is, speech therapy, science, culture and language. Culture and language program is one of those programs mandated by the tribal resolution. Do not have a
space for a kitchen or bathrooms. Like Mrs. Acuna mentioned, the students have to walk 100 yards to the admin building to use the restrooms. And plus there is no kitchen area where the teachers would like to teach the students how to cook traditional food, which is again part of the language and culture program, but it's not happening because of the lack of space.

Next slide, please. So based on the 2015 enrollment of 253 students, the school needs approximately 31,407 square feet for grades kinder through second. I will be handing over the mic to Larry Hudak.

MR. HUDAK: Can everyone hear me in the back?

No, okay.

Next slide, please. This is the master plan of the campus showing that we could build a new master plan with facilities that we just described and still be able to maintain the school in session at the same time.

The contractor would enter off of this side for construction. The teachers and faculties and students would enter on this side. The buses would be relocated temporarily off-site, and they would fence in the property to show that, you know, there is no -- there is separation between the students and the construction.

Now the next slide shows, if you go on, it shows the classroom building, basically the cost estimate. The
engineering and design frame, we are looking at four to six months to do a design for this type of facility, and the construction time frame for the same facility, the classroom, is ten months.

If you move on to the next slide you will see the plan of the classroom building and the existing cafeteria. We are showing the modulars in this area gone, but they would still be in use while the classroom building is being built.

Move on, please. This is a view coming in the parking lot basically down in this area here looking at the building. Then the next view is a view from the southwest corner down in this area. And we are trying to keep the southwest look, that desert look.

If you move on to the next slide, we are calling this 2A, which is the cafeteria and admin building. The cost for this portion is roughly two and a quarter million. Engineering and design would be the same as the six month total for both the first and second phase, and the construction time frame is roughly six months.

Now, Phase 2A and Phase 1 would -- would best work together because then we would be able to keep the existing cafeteria here, and they could build this portion while that cafeteria is still in use. And after they have this portion done, they will be able to move in. The
contractor would then enter from the west, and the public
would then have this facility.

Next slide, please. This is a view of the
cafeteria from this corner up here. And the next slide is
a view of the cafeteria -- or of the multipurpose space is
the final space here, they would be able to move the
cafeteria over into the new portion and then they could
build the multipurpose after that is completed.

And then the cost estimate for the multipurpose
is roughly 2.8 million. Engineering and design is still in
that six-month period, and the construction time frame is
roughly six months. Altogether, it's about 18 months
cost estimate, six months design. The
infrastructure throughout was updated in 2009, and we would
just have to do some slight modifications to plumbing and
water.

Next slide, please. This is a view from this
corner back here looking at, you know, where we put a
canopy in because it's the west exposure. And then we
again use the southwest colors for mountains and desert.

Next slide, please. Okay. This is going back to
the multi -- the full campus for 520 students with the
build-out of the campus. If they need a future space, the
buses could possibly be moved to another location, or they
could probably acquire this property to the north if they
had to expand beyond 520.

Okay, next slide. This is an aerial view from this corner down here looking up to the northeast. Do you want to go on to the video slide?

(Video playing.)

MR. HUDAK: Okay. This is coming down Blackwater Road going to the east. This is presently where the library is now. You see that's the face building, then we have a play area between the face building and the library building. So we are coming around the south coming into the campus from the east. This is the addition for the administration. This is the full complex. We would add more canopies in here to make it less, you know, grandeur looking. It looks so big at this point that we need to break that up. We just kind of put this together.

This is coming into the cafeteria area, going along the north of the campus. And this is the area where it would be opened up for a play field. That's where the existing modulars are right now. And this is coming down the southwest corner. Now we are going along the south side of the classroom building.

There again, this elevation would be improved with, you know, some shade on those windows and maybe enlarge the windows. And this is coming around the southwest corner. We designed the walkway so that fire
service could actually come completely around the building
to service any fire issues.

In 2009 there was a fire loop built around the
campus with fire hydrants, so it's well prepared for any
fire situations. And then on the west side we show a
canopy here that would give some shade and also shade the
windows that we have in that area. This is coming into the
gymnasium area.

So I would like to iterate that all of this could
be built while these modulars are being used, and none of
the kids would have to be located offsite. So that's where
we are. You want to add anything?

MR. MEHOJAH: Good morning. What I wanted to
reiterate, just so everyone knows, a few years ago the
tribe came in and they constructed a 12-inch pipeline
across here that's a water -- new water pipeline, and when
we put these modulars in here, they required us then to run
another waterline around the entire campus for fire
suppression purposes, so we did that.

And when we started putting in these modulars, we
found out that our sewer system was outdated. It was one
of the clay pipe kind of systems, so that was redone, and
there is whole new system in here for sewer.

The other thing that happened, when we started
putting these in, we had to upgrade our electrical system.
So we have some new FDS systems here, here and back over here that can pretty much take care of future growth.

And so we want to make sure that, that we have everything in place because we thought that what would happen is that we would, for future construction purposes, build on this campus, just because of the lack of -- of land because this land is kind of protected over here because of the cultural reasons. There is houses over here, houses here, other buildings over there.

So the campus is ready for new construction, is what I'm saying. And all of the infrastructure is pretty much in place except for some new connections would have to be made with the new building.

Another thing I wanted to mention, too, is that the school has taken great pride in maintaining its buildings, and back in 2013, this wing was redone as long as -- as well as this one, the 1939 section, and they have taken them down to the studs and floor joists and just have redone the whole building, so it's in good condition. And they made a conscious decision to do that because they wanted to make sure that their students were in safe facilities, as well as in nice facilities.

And so they talked about that because they thought, well, maybe they should let them run down so they get higher on the scale for the FCI, but, you know, they
said, no, we didn't want to do that. And then this
building was actually not in the inventory a few years ago
because of the condition it was in. It was pretty much
condemned, but the school got a grant of $300,000 to
renovate it.

So this building has been renovated. It used to
be the old teachers' quarters. They have two teachers, who
is also a principal, so that has been redone for the admin,
but of course it's too small. It's like around 21 hundred
square feet. So, okay. Thank you.

MS. BORGESON: Thank you, Blackwater, for being
our first presenter, nice job.

And now we are ready to go into the question and
answer session with our review committee. So I will pass
the mic to among the committee members to ask follow-up on
the questions.

First of all we have on our -- on the guide we
have three questions that the committee wanted the
presenters to address. So would you like to start with
those three questions? All right.

MR. SHARMA: Good morning, again. My name is
Jag. I'm the principal of the school. I jotted down some
notes that -- that attempt to address the Question Number
1.

Question Number 1 on the list was, how does the
current condition affect your ability to run the day-to-day education program? Items to address includes power outages, lack of internet access, adequate water, adequate utilities.

So my response goes like this: The school has worked hard to address the electrical, water, and sewer infrastructure issues. The school made a decision back in 2009 to upgrade the sewer, water, and electrical systems in order to be ready for permanent construction.

We have land on which to build our campus. Our campus has prepared for new school construction. Blackwater School was built in 1939 and was limited to only kinder through second grade campus.

The majority of the time the campus enrollment was very small, about less than a hundred students. The campus consisted of teachers' quarters, and one block of rooms that included the cafeteria and classrooms. There were two teachers, one of whom was the principal.

Today the campus consists of the same original building, as well as eight modular classrooms, a modular cafeteria, and then early childhood building. The most critical issues related to current facility condition is lack of adequate space to conduct core educational functions.

The BIE recognizes this issue back in 2007 after
conducting a space analysis survey at the school. This report recognized the serious overcrowded conditions at the school that have become even worse since that report was issued. In 2007 the school was undersized by 13,000 square feet and is now undersized by more than 31,400 square feet.

The culture language program is housed in an unsafe building, and the science and nurse's office is housed in a structurally deficient building with doors that cannot be closed due to structural deficiencies in the floor and its foundation.

One of the greatest and most serious challenges facing the school is the lack of gymnasium. It is an accepted fact that Gila River has the highest rate of diabetes among North American tribes, and one of the highest in the world. For 50 percent of the school year students can't be outside because of the extreme heat advisories and in the summer the mosquitoes. And sometimes in winter it's too cold for the little students to go outside and play. Without a gym, the children's long-term health and life expectancy is jeopardized.

The inadequate facilities don't provide space for the 23 children in the gifted and talented program, and the school lacks sufficient space for administration, library slash media room, server room and technology office, its
special education assessment space, and space for speech
therapy and occupational therapy, reading interventions and
counsel.

    Counselors do not have office space to conduct
private counseling sessions and often resort to working
with students at their -- or by the corner of the building.
The school's kitchen and cafeteria is housed in a portable
structure and children eat in overcrowded conditions.

    Overcrowding results in children being educated
in hallways as you saw in the pictures for small group
instructions. Children are almost sitting on each other
during group reading time and circle time.

    And teachers don't have space to work with groups
of children needing small group instructions. Teachers
don't have space for professional development and
especially when it comes to training the teachers on the
common core, and that's conducted each Wednesday at our
school.

    Because the classroom does not have a restroom
requiring students to walk to the administration building
approximately a hundred yards away to use those facilities.
The traditional food, which is an essential part of the
curriculum, again, that kitchen part is missing in the
culture and language classroom.

    The greatest deficiency is the overcrowding. If
those overcrowded conditions are allowed to continue, the school is in danger of no longer being able to meet AYP.

There are more than 41 applications for the new homes in our serving area, the attendance area, which is District 1, District 2, and District 3 of the Gila River Indian Community. It will add more overcrowdedness, to say the least. So that was my response to Question Number 1.

If I may continue, with the permission of the NRC, to carry on to Question Number 2 and the response, please?

MS. BORGESON: Are you okay.

COMMITTEE: (Nodding.)

MR. SHARMA: Question Number 2 begins like this:

How does your school support the mission of BIE to manifest the consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the individual?

Blackwater Community School is committed to providing a quality education program for its students who enroll in our school.

Our mission statement says that all quality education begins here, and we believe strongly in it. Blackwater is a highly performing early childhood through grade two school, and has obtained adequate yearly progress since the No Child Left Behind Act was passed in 2002 and
has been recognized by the BIA in the state of Arizona by providing an exemplary education program. Due to our commitment to higher achievement for all students our school has become a school of choice of parents in our attendance area.

Spiritual, the learning environment is focused on providing each child with the foundation and the cultural norms of the community. The Gila River Indian link within the community to the elderly -- elders and the historical significance of the community, all children are required to participate in this program.

The school has a long history of a commitment to early childhood education. The Face program has been in place for almost 24 years and has been recognized twice as the model program in the -- within the bureau system.

In addition the school has successfully operated a Title VII preschool program for 15 years, and for five years under the First Things First, which is now called Quality Preschool Program, which is based on the state initiative of tobacco tax funding. We have 1000 for the preschool under that program.

The enrollment for all of these programs is close to 60 children. Many of the Face parents are full-time employees and completed their GEDs, as well as enrolled in higher education and employment in the community.
Quality of education, at the heart of this instruction model is the data. Each week data is reviewed to determine individuals who are in the mastery and need referrals. The student mastery at my school is set to 80 percent.

Any student, every other Friday we take the assessment, form 2 assessment. Any student who does not achieve 80 percent on the mastery standard goes back into the small group instructions. Again that leads towards needing more space for the classrooms.

Our school has a full-time physical education teacher who works with all grades. This is especially important as it is well known the Gila River Indian Community has one of the world's highest documented incidence of Type 2 diabetes melitis and also have high prevalence of obesity.

However, our commitment to our students' health is made more difficult because we lack the facility to conduct the physical education program, and it's often impossible to conduct our physical education activities due to extreme temperatures that exceed well beyond 105 degrees for three months of the school year.

Our school is committed to the well-being of the whole student. Overall Blackwater Community School has a demonstrated history of success in all aspects of the
child's development. We have a high expectation for students and staff and are committed to the integration of culture and language throughout all grade levels from early childhood through adult education programs.

Our school has won many prestigious honors over the years because of the leadership of the board and the community support. The school clearly looks has the strength, academic model, and the commitment to the preservation of its spiritual and cultural tradition to meet the mission of the Bureau of Indian Education.

That was my response to Question Number 2. If I may continue to the response to Question Number 3, I would hand over the microphone to Larry.

MR. HUDAK: Thank you. The first question is, can we meet the post award requirement for planning within 18 months.

As we indicated, in 2009 the site utilities were upgraded to accommodate any future construction. We have schematic plans in elevations which can be further developed. An NEPA review of the school site was performed in 1998, and there were no findings that were environmentally damaging.

In the sequencing to prepare documents, we would, at the same time as geotech reports, topographic surveys are taken place, we would be programming the requirements
for the BIE based on their space requirements. We would then move into preliminary design, and that would take about four weeks followed by design development and construction documents.

We can complete this within the six-month period. Therefore, 100 percent completion could be submitted to the BIA, GRIC and state fire marshall in roughly six months.

Adding new facilities on the existing site that is operational does not thus create sub-issues to consider. In the case of Blackwater, construction access can be accommodated, as I indicated, from the east, and the school personnel access from the west.

The worksite would be fenced and screened from the school campus keeping the students safe during the construction period. The current conditions of the site utilities will accommodate the new building.

Outages would be minor. The current power surface, internet access, water and sewer will have a short-term outage necessary to make the new connection. Any utilities that interfere with the footprint of the new construction will be rerouted and the service connection made when the school is not in session.

We do not anticipate any of the services being interrupted for more than a 24-hour period and can be coordinated so as not to interfere with school activities.
MR. SHARMA: That was the response to Question Number 3.

MS. BORGESON: Thank you. Now, the committee has requested, do you have the responses in writing, by any chance? They wanted to be able to review your responses in writing if that was possible.

MR. SHARMA: As a part of this -- as part --

MS. BORGESON: When they are deliberating, since you gave such detailed information, I'm not sure all the committee members -- and you can e-mail it if you prefer to.

MR. MEHOJAH: Why don't we e-mail.

MS. BORGESON: Okay, yeah, they just want to have it when they give their final deliberations. So now we have time for questions from our committee members.

MR. KEEL: My name is Dale Keel. In question Number 1, talking about planning the facility and infrastructure, and it sounds like you've got your infrastructure and everything in place. What about right-of-way clearances and any other discussions between the tribe and the bureau and getting right-of-ways and land use agreements in place, and the tribe -- and do you have a plan to make that happen quickly? Because in a number of construction projects that's one of the holdups we found, that sometimes that creates delays.
MR. HUDAK: In 2009 when the utilities were upgraded, all the connections out in the street have been accommodated, so we would be tying in to those facilities that are already onsite. We would not be interfering with the right-of-way coming into the site.

The contractor, if he had to, would post controls, you know, agreed to by the city or GRIC, they would put controls in the street so that the heavy traffic coming and going with construction vehicles. In most cases construction vehicles are in the site before 6 o'clock a.m., so they are ready to go at the break of dawn.

So chances are we would not be interfering with egress or access into the facility, and by separating the faculty and students to the west, I believe that could be accommodated so the school personnel, not to interfere with that access either.

MR. KEEL: More specifically I was talking about the land use agreements because it is -- it is -- most land is reserved for school use and those types of things.

MR. MEHOJAH: Yes, thanks for the question. The land itself has been -- is part of that reserved land for education purposes. And we have a plat, you know, that shows that land has been reserved for Blackwater Community School, and we worked with the people at the agency, the real estate services people, and so we checked that
against, you know, their records.

So when we also put in the portables, we had to work with the Gila River Building Safety personnel, as well as their fire marshall, to get all the approvals for that. We also had to work with their cultural affairs office for clearances, and so they -- they actually put out that report that Larry was talking about in 1998. So everything that -- that is there now has had to go through a process since we started putting in all of those portables, and so there really hasn't been any issues that we have faced since we started the whole process.

So the land is there, and we made a conscious effort to say that that's where the school is going to be. It's going to be on that land, on the reserved status land for education.

MR. RATION: There is no land -- good morning. Good morning. I'm James Ration. With the new construction that happens, you say that there is probably growth for 253 students. Say you go over that in the future, is there land available that you can utilize? Because you were saying you are kind of locked down in the bottom.

MR. MEHOJAH: Yes. What you are looking at here is when we did the master plan for this site, we also thought about, would there be enough land here for expansion for 3rd, 4th, and 5th grade. And because that's
really what the community wants, they want a kindergarten through 5th grade program funded by the Bureau, so this is actually the footprint for that, for kindergarten through 5th grade, this whole process.

So if you take a look at this -- this classroom is designed by Larry's group so that it would actually be a K through 2. And then it would allow for expansion on this side for 3rd, 4th, and 5th grade. We also sized the multipurpose and the cafeteria and the science for K through 5.

So to answer your question, yes, there is. We just build -- this is what was designed for on this schematic.

MS. ZAJICEK: Carlene Zajicek. So earlier I believe, Mr. Hudak, you had mentioned it was planned for 520 students. That's K through 5?

MR. HUDAK: Correct. That would include the 3 through 5. And I know I guess the tribe is willing to fund some of the monies for some of the sports, too, so --

MR. SHARMA: If I may. At the last line that you had, it had a copy of the scanned document that came out of Governor Louis' Office of the Tribal Governor where he promised to have a 25 percent of the cost that would be shared between the bureau and the -- and the tribe.

So that's the beauty of the -- this proposal that
the tribe and the community is working alongside with us to
make sure that whatever is -- if there is any need, they
will come forward and then help us out to build the school.

MS. BORGESON: Any other questions from the
committee?

MR. MAHLE: My name is Kendrick Mahle. I guess I
have a question as to -- to expand on what Mr. Keel was
asking, because I'm -- I'm involved in a project right now
where an existing government facility was, but there was no
legal description, there was no lease in place, so we are
having to go back. And that's, I guess, what I think
Mr. Keel was getting towards was if there was -- if NEPA is
already in place, these other documents are already in
place, because one would say that these would have to be in
place before a building goes up. But that's what I thought
before I walked onto this other project.

So I guess that's the gist of the question is to
make sure that the NEPA documents, all the cultural
preservation and all these other surveys are accomplished,
in place, so it doesn't hold you up. So that was just the
clarification.

MS. BORGESON: Thank you. Did you want to speak
to that?

MR. MEHOJAH: Yeah, just to reiterate -- thanks
for the question. When we started putting these portables
in back in 2000 -- what is it, 2 -- then that was one of the first questions I had was, you know, how about the land issue, you know, where does it exist and whatnot.

And so I went to the real estate office in the agency and talked to the superintendent, and we got a copy of -- of the plat and of the description, you know, where the land is for that.

So, yeah, I wish we could have brought it. We can supply it to you all if you want it, we have a copy of it, so -- and then with the NEPA, that was done with the tribe, by the tribe's cultural office, as well as the bureau office out of Phoenix.

MS. BORGESON: I was going to say, our time is about up. Joe, what was your question?

MR. BITSY: My name is Joseph Bitsy, and do you address in your master plan a facility management shop building and any type of -- does the local community provide fire protection, and is there a storage tank included for like sprinkler systems to hold -- to provide water?

MR. HOGG: My name is Arzie Hogg, and I'm the counsel representative for Gila River and also the education chairman.

Yes, we do, that's why when they were talking about the pipeline and all of that, that was all taken into
consideration. Due to issues in the past with some of our
construction, you know, trying to fall back thinking we
had, you know, could go so far that hindrance comes up with
suppression for water, and that was one of the main reasons
why, when we did our district, we did the whole district,
not just that section.

So all that has been taken care of. Also with
the community, we are well in support of Blackwater getting
construction as well as the other schools in the community.
That's something we are looking forward to working
hand-in-hand with the districts and the schools because all
in all, it's not just for District 1, it's all for the
whole community. That's the aspect we look at for the Gila
River Community and any child attending our school, be it a
member or not.

Those are the things that we were trying to be
working together to have that collaboration. And as
Mr. Keel has stated, we do work with our community on land
use planning and development, we also do that. And any
kind of development that comes forward, we ask for right of
entries of construction, they already know that, and they
would ask for right of entry, you know, pre-construction.

Thank you.

MR. MEHOJAH: Thank you very much. And also to
answer your question, right down -- you can't -- it's not
on here, but over to your right down that road a half a mile is the fire station. And it also has a ladder that can go up to the two stories. So -- and the fire marshall who we work with is centered out of that fire station.

And on our left-hand side which is on that diagram, you can see that that is where the buses are parked. There is also a maintenance shop there that we didn't highlight it, but it's there.

MS. BORGESON: Thank you. Thank you, Blackwater. Good job. And thank you for being our first presenter. Appreciate it.

So our next presentation will be at 10:30, so we will be taking a break until then, and thank you again for coming through all of that bad weather and being with us today.

(Blackwater presentation concluded 9:53 a.m.)
I, IRENE DELGADO, Court Reporter for the State of New Mexico, hereby certify that I reported the foregoing proceeding, and that the foregoing pages are a true and correct transcript of my stenographic notes and were reduced to typewritten transcript through Computer-Aided Transcription; and that on the date I reported these proceedings, I was a New Mexico Certified Court Reporter.

Dated at Albuquerque, New Mexico, this February 2, 2016.

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