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

CHI-CH'IL-TAH/JONES RANCH
FEBRUARY 2, 2016
10:30 A.M.

CHI-CH'IL-TAH TEAM
JENS ROSSLER
PAUL TOHTSONIE
MARLENE TSOSIE
JESS KIRWIN
MR. ESKEETS: We are going to get started in a little bit here; we are having technical difficulties. But I wanted to say good morning to all of you again, those of you that had came early this morning, and those of you who are just coming in.

I think we have Chi-Ch'il-Tah next on the agenda. My name is Emerson Eskeets. For those of you that don't know me, I'm the division chief for the office -- for the Division of Facilities Management and Construction.

So I do have my senior management here, Darrell LaRoche is here, and Mr. Wallace Keays is also here, and here is Mr. LaRoche. We also have in the audience somewhere, I don't see her here yet, but her name is Cheryl, a senior adviser to the Assistant Secretary of Indian Affairs. And most of you know Barbara, too. So we have the National Review Committee sitting up front, and the presenters will be on that side.

And here are some ground rules. The first ground rule is, if you are the audience and if you guys have questions, please write them down on paper. We will have paper and pen available in a minute or two. There is the box, so feel free -- there is one on each desk, I believe, so if you can write down your questions and give it to me or Barbara. Or if you have a question when you get home, e-mail it to me so. So that's one of the ground rules.
The other ground rule is if you can shut off your cell phones or put them on buzz, that would be good for us, too.

Another ground rule is -- questions? Okay, we have the committee here, the presenters here, and the audience here, and the only question and answer session is between the committee members and the presenters. Please be aware of that. Did I miss one?

MS. BORGESON: No.

MR. ESKEETS: Okay. Again, welcome. We are trying to get over a little technical difficulty. We have a lower version of power point, so that's the problem, but we are getting it fixed remotely.

It's like Star Wars, somebody is up loading a version of 13 remotely onto the computer.

(Pause in introductory remarks.)

MS. BORGESON: For those of you who just joined us for the public meeting for the next project, we are having obviously technical difficulties. We have some dated government equipment here that's not compatible with the format for the presentation, so we are trying to accommodate that presentation. And a couple of options we are looking at now is updating our software on our presentation computer and getting another computer and setting that up if the upload doesn't occur pretty soon.
But what we want to stress is we have enough time built in the schedule this morning that we will allocate the full 30 minutes for the presentation and the full 20 minutes for the Q and A. So the Chi-Ch'il-Tah will get their full presentation and question time.

We just have to make sure our equipment will cooperate, so we are working on that right now. So thank you for your patience, and we hope to get it resolved shortly.

(Pause in introductory remarks.)

MR. ESKEETS: While we are waiting, I don't have anything to offer, food and all that good stuff, I know everyone is looking for that, but I have a story to tell. Are you guys ready for a story? All right. One day I went for a checkup, and they had -- they told me I had an eye condition. I won't tell you what that is because it kind of gives the story away.

Dale and I were travelling down to Greasewood, and it was a long day, and what people forgot to tell me was, okay, there is an upper and lower Greasewood, so we went to the upper. So we were at the wrong place, so this just made for a long day. So we had to go down south and to lower Greasewood. So we are on our way there and the sun was coming down and the sunset was coming down. So we had to go across the mountains, a place where he has never
been before, so I don't know if he was afraid, but we went through these places, ditches, arroyos, and through mountains, the never-ending trail that we went through.

Anyway, so we were driving along, the sun is coming down, and I started noticing flashes. I see a flash every now and then, and the doctor told me -- I went to an optometrist, and he said, "You are seeing floaters?"

So I am seeing floaters for the first time, and then he advised me that I had a torn retinae, then I would start seeing lights and so forth. And he is driving, I'm just sitting there, so -- and the sun is coming down, so I thought maybe the sun was reflecting off of something and hitting my eye.

Now I'm getting concerned because you could go blind, and I was debating in my mind, well, do we cut this trip short, or is it really that important that I go to Greasewood and not show up because I'm really getting concerned, worried. We made all this investment in time and frustration, so -- and the sun was still coming down, and then all of a sudden it kind of got a little dark, and I still see bright lights. It's getting brighter now, and I see this flashing light. As a matter of fact it was blue. Well, they didn't tell me I could see blue lights and all of these things, so I'm really in bad shape now, so will I be blind tomorrow?
And I said, "Dale," and he was wearing one of those like bluetooths, and it was flashing blue. That's my story.

MR. KEEL: True story.

MS. BORGESON: Perfect story, perfect timing. I think we are about ready to start.

Just a reminder, the presentation by the Chi-Ch'il-Tah team will be 30 minutes long and then followed by 20-minute question and answer session.

And the National Review Committee has provided three questions to the team, presenting team, that they are required to answer during the session.

(video presentation played.)

MS. TSOSIE: Okay. Good morning. My name is Marlene Tsosie. I'm the principal at Chi-Ch'il-Tah/Jones Ranch School.

(speaking in native language.)

I want to introduce my team here. Mr. Paul Tohtsonie is our facility manager; Dr. Jens Rossler, our academic supervisor; and Mr. Jess Kirwin, who is our school board vice-president.

Okay. What we are going to do here is we are going to address the three questions that were sent to us that was on the itinerary, and we are going to start now. Mr. Tohtsonie?
MR. TOHTSONIE: Good morning. My name is Paul Tohtsonie. I'm agency facility manager for New Mexico Navajo South. I would like to introduce Mr. Wilbe Antone from my office; Helenes Henderson, my environmental technician; and Benjamin K. Abeyta, our secretary.

On behalf of Chi-Ch'il-Tah Community School I would like to thank the National Review Board Committee for giving us the opportunity to present our request for a new school. So I thank you for this time.

We appreciate your concerns with us and agreeing that we have an adverse dilapidated school that we have at Chi-Ch'il-Tah. These are some of the topics that I want to address for the post requirements within the 18 months.

Land availability, New Mexico Navajo South and Chi-Ch'il-Tah Community School, we have 36.32 acres of legal land description that's withdrawn as you can see on the map here.

We also have currently five acres of usage, and the rest of the acreage is available for construction development. In hand also we have possession of the original archeological and environmental assessments for this withdrawn land. Currently we are updating these assessments which will enable us to move forward to make sure that we are ready for construction when we get the post award.
During the construction we will also keep the school and construction concurrently operating because we have all this land that we are able to run both the construction and keep the school in session after we get the award for the new school.

Also, I want to talk about utilities. The water tower is -- we also have a 150,000-gallon water tower that is readily available to tap into once we get the new school construction started. We also have a local utility company, which is NTUA, if we need to tap into additional water we will have them readily available. It's parallel to the school.

We do have a county road and a state route that runs around, kind of, and circles the school, so egress and ingress for construction wouldn't be a problem if we wanted it for the school session.

Okay. We do have three lagoons capable of providing the wastewater for the new school. Currently we only have one cell that's being used. The project will be managed by Navajo Regional Office, and the design will be up to the regional office who they elect, and we will support their decision at the regional office.

The next slide, infrastructure. Another main concern is the stability of our supporting structure, mainly, in particular, we are talking about building -- the
CMUs, the concrete masonry units. They are dilapidated, they are cracking, we have floors that are sinking, we have, you know, weathered PTO roofing that needs -- in dire need of replacement. When it gets cold and when it rains, we have leaky roofs, and that interferes with instructional time, and we have to rotate students from room to room because our roofs are so bad that we have to just patch them to keep our program running.

Despite efforts to remediate the encapsulated mold in the residential hall, we had to keep the residential hall open because we are sitting -- the school is essentially is right beneath a hill so all the runoff water runs into the residents -- underneath the residential hall, and this creates mold. And back in 2011 we had the residential hall renovated. We just encapsulated the mold and captured it.

And a lot of our buildings are in that state, so we need to get our school out of the flood zone, and the area that we selected there is a higher ground which will eliminate the -- the getting up out of the flood zone.

The EPA, we draw your attention to the EPA. Recently we were -- we were fined for drinking water deficiencies with high copper and lead contamination beyond NCL limits. That's due to the old copper -- I mean old lead pipes that are still in the school building and some
of the pipes that are deteriorating. We have old buildings that we -- they were interconnected back in 1984, so that made it a one-unit building, so a lot of the pipes that were connected causes low pressure in some of the buildings. So we have problems with low pressure in some of the school locations, and we get a lot of complaints from backed up sewer systems, backed up commodes and stuff, so we also looked at that.

And, in conclusion, Chi-Ch'il-Tah Community School, we have the land base for a new school, we have the necessary papers to start construction, and we endorse the opportunity to demonstrate the feasibility of a probable new gift for our students at Chi-Ch'il-Tah. That gift would be a brand new school.

Finally, on behalf of the Navajo Code Talkers, we are suggesting that we change the name from Chi-Ch'il-Tah Community School to [] Elementary School. Thank you.

MS. TSOSIE: Thank you, Mr. Tohtsonie.

I will be talking about this slide here, and this is one of the questions is, how does your school support the mission of the BIE, manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspect of the individual?

We based our philosophy of learning from our Dine language and culture. We do follow the Dine educational
standards, the Navajo educational standards. And this model here addresses the whole person, the whole child, the whole parent community. And some of the things that -- that we have here is what we are implementing at our school.

Next slide. The thinking in our case, we have implementation of an academic, rigorous curriculum. It's aligned with the Concord standards, and it incorporates a lot of our Navajo language and culture, history and government lessons that we incorporate into this curriculum.

Incorporation with our Taa Hwo Ajiteego character building, a big thing that we really focus on is building students with high self-esteem, high self-respect, and knowing where they come from, and to really have this Taa Hwo Ajiteego model, meaning you persevere in all the challenges in life, and you overcome them by being resilient and being forthcoming and by doing what we want our children to do is become lifelong learners.

We have a Face early childhood program and a home educator program where the teachers provide education to the parents during, you might say, in conception when they are -- when you are carrying the infant, and then through infancy and up to toddler. So that's being provided for K8 schools, but we do really address the early childhood
education.

We have monthly family circles and parent involvement training; that's a big thing at our school. We have monthly parent training and we bring in parenting topics to help our parents become better parents and also to get involved with their child, which is a lifelong behavior that we want everyone to, you know, incorporate in their daily lives.

Another one is -- it's not us planning. Our common core state standards curriculum, we are constantly addressing this area. We are making consistent changes to be able to challenge our students. We have a three-tier model where we address instruction at grade level. We also have intervention, you know, tier two, tier three. We have our Dine language standards that we incorporate.

We have school restructuring, and we receive the 1003T school improvement grant. We are implementing the transformation model at our school, and this requires a turnaround to build best practices, to have highly qualified teachers, to incorporate very structured professional development for our teachers to give them support, also working with our stakeholders providing information communication that is very vital for our young children to grow.

The rest is lina, life. We have highly qualified
teachers. They teach our students to be college and career ready. We -- another topic that we will focus on is to sustain wellness with positive educational outcomes. We try to incorporate the character counts, and then also our own Navajo concepts of being -- developing positively to -- to have them appreciate themselves and to incorporate that into their daily lives so they can be successful, so that's a big area that we focus on.

We have high school readiness into our curriculum. Our 6th, 7th and 8th grade, they are functioning, the majority of them, I would say about 50 percent plus are functioning at grade level, and our math scores have been very high. Within the BIE system we have exceeded the majority of the schools if you look at some of the data that's available.

North is Sihasin, assuring mental and spiritual strength. We provide that to our stakeholders and our faculty also. We try to work as a team, as a professional learning community, and we try to collaborate all resources to -- to address the child. The number one thing that we address at our school is the student, the child.

Self identity through life's challenges, there is challenges our children need to be aware of at an early age. Our parents, we have a lot of young parents that need to understand there is going to be a lot of challenges that
they need to be able to embrace it and try to live and work and balance.

Career readiness, we talk about careers to our students on a daily basis. We tell them what they want to be. We have outside resources coming in providing training and information on careers. We do have the -- esteem projects in our school. We are working with petrified national forests right now, and we have our students actually analyzing plants, what's relevant in their community and out of their community and how important it is to -- to know these things so they can preserve their land where we live.

We also have a 21st Century program. We address high enrichment activities that we try to incorporate, like physical activities. And our kids are so interested in sports that we try to include sports all the way to our kindergarten rather than leaving them out. You know, there is basic physical needs that they can learn.

Our kids are truly happy students, and I guess that's what makes me do what I'm doing. It's what makes us all here today is those students out there. And it -- it touches my heart. You've got to have a passion to do what we're doing, and it's a job that we want to do, and it's coming from the heart. And I really do want to stress that these students, my students, my children, Chi-Ch'il-Tah, I
want them to have a new school. I want them to enjoy learning throughout their lifetime. And I just wanted to share that with you, and this is my presentation. Thank you.

MR. ROSSLER: Thank you, ladies and gentlemen. Thank you, Review Committee. I'm going to be addressing the third component that was outlined, specifically the effects of school conditions on Chi-Ch'il-Tah/Jones Ranch educational program, specifically technology infrastructure, internet connectivity, power outages that we experience, and school utility systems.

Okay. Here, you see our very high-tech switchboard that we are using for the elementary school. It's also called the janitor's closet. This has been in use for the last 15, 20 years. Unfortunately, that's the way it's been designed, and that's what we are living with.

What you see there is also -- let me use this little pointer here -- very high tech five cabling with 80s, mid 90s technology that is actually no longer applicable for what we need to do at our school. We constantly experience outages in the classrooms, in the computer labs, in the offices, and we inquired having new cabling done, but the cost is so outrageous that we just can't really afford it.

One other area that is of concern -- and here you
see our high-tech antenna that connects us to the internet. Notice the very stable tripod, kind of flimsy antenna, held down by cinderblocks. This is our internet connectivity. Wind, rain, storm, ice, we're out. It can't download anything, no assessments, no NWA, no PARCC assessments. We have to drive to Gallup, go into an internet cafe to download it, come back and manually load it into our system. Nowadays this is not acceptable.

We are trying to really bring in educational programs such as Study Island, ABC Learning, Houghton Mifflin Math and Reading. We can't hardly use those items because we don't have the bandwidth. This provides 1.5 megabits, I guess they call it. The consensus nowadays is that you need at least ten megabits for 100 students, so we are looking at a minimum of 15.

So, again, it -- it alleviates us from downloading the PARCC assessments, for example, the NWS assessments, anything else. Yes, it works at times, sometimes it doesn't, and sometimes we go up there, and we just rearrange it to make it work. So that's basically where we are at. Wifi was in the building, yes, we have Wifi, but it is definitely not working all the time.

And with regards to internet connectivity, this is no longer acceptable. Yes, we are working with it, the students are working with it, we are making it work, but we
need to get to a point where we can say, hey, I go into my computer lab, I turn on 25, 30 computers, and everything works all the time, and we are not there. And that's one of the reasons why we are talking about internet connectivity.

Next. Power outages, we consistently have power outages where we are at. We have no power backup system. Power outages affect the phone system, internet access, safety, and security. We sometimes have to drive a mile and a half up the hill to get a cell phone signal if I have to dial 911. It's happened plenty of times. I can't contact parents. We can't contact police or anything that we need to.

So I'm going to have to go a little bit faster here. The heating boiler system, those are our heating systems. We manually have to open the heaters in the morning, put our hands in there in the electrical box there and turn them on, classroom by classroom. Sometimes we are taking components from one heater and put it in the next heater so we can put heat in the classrooms. An issue.

Okay. You can go ahead. Just a couple of pictures. Our very well -- you know, those are waterlines probably from the 40s or 50s and probably very well lead laden.

Go on to the next one, please. Highfalutin
electrical systems for the pump house. Not sure this --
the safety inspections, sometimes we are getting dinged on
these.

Next one, please. Self explanatory. Roof leaks,
was mentioned before.

Next one, please. This is a boiler that's
supposed to be providing hot water. Please notice it's not
hooked up. We don't have replacements, so we have certain
areas that do not have hot water, so that's an area that is
of concern for the school as well.

So, ladies and gentlemen, I know this was a fast
run-through of some of the problems and how it does affect
the educational environment. If we don't have heat, we
don't have internet connectivity, we don't have programs we
can run, it definitely affects our educational environment
on a daily basis.

So I'm asking you, the National Review Board,
that you please consider Chi-Ch-il-Tah/Jones for a new
school -- actually, I'm going to beg you, please consider
us. And at this point in time, thank you very much for
your time. I'm going to hand you over to our school board
vice-president, Mr. Jess Kirwin.

MR. KIRWIN: He almost hit me with this mic.

Good morning, ladies and gentlemen. So quiet in here it's
kind of scary. My name is Jess Kirwin. I'm the school
board vice-president, also the secretary. On a monthly basis I am -- (native language) -- water that flows together -- (native language) -- that's who I am.

And I come from Chi-Ch'il-Tah. Those of you who don't know what Chi-Ch'il-Tah means in Navajo, it's a hard wood where the acorn comes out.

And the time before, I was -- this is my school, this is where I originated from back in 1956. So that -- I was crying, I didn't want to go to school, I kicked my mother in the shin and everything else, but this is my school, this is where I live. And I am a veteran. I also am a community president, a former community president, so we support the school at large.

So my job today is to talk to you about the board's objective. Our board objective is that it's an honor to stand here before you asking the committee that we be awarded a brand new school. Our school is about 74, 75 years old. And I'm 64, so I know what I'm talking about.

So within that, that the first name for Chi-Ch'il-Tah was not Chi-Ch'il-Tah, it was known as "Chi-Cho-Caton". "Chi-Cho-Caton" Boarding School was the name until our vice president changed it, Edward T. Begay changed it to Chi-Ch'il-Tah because of the -- all of the trees that was surrounding us.

So our school buildings are getting old, very old
and obsolete. Every time we try to do something -- even
the fence around the school itself is -- is out of sync,
poles are kind of leaning over. So Chi-Ch'il-Tah School is
located in one of the largest land bases in -- in Eastern
Navajo. We are also known as the checkerboard area because
of the land status.

Our school buildings were built somewhere in the
1942, and I still see myself where I used to sleep when I
go walk into the building. Our school building, our
dormitories are aging and maybe causing health hazards, to
not only our students, but also to our employees.

And our building -- our dormitory was closed last
year. Our dormitory was closed last year because of --
because of the water break and all the mold underneath, so
we lost quite a few students to the McKinley County School.
A lot of the students go there because of convenience, and
we would love to have those back.

And, basically, there is no privacy in our
dormitories. Our toilet bowls are wide open, our showers
are wide open where everybody sees one another, and that's
where bullying starts. So with that, we don't have
security. We only have a night watchman. Our law
enforcement, Navajo Nation PD, is about a hundred miles
away. It takes them a good hour, maybe hour and a half to
get there if they are available.
And one of the other things today, facility maintenance people travel 75 miles one way to try to correct the problems that we have at our aging building, our obsolete building.

So our community is known for its fighting force. We have people, Chester Nez, the original 29 of the Navajo Code Talkers, Robert Wallie, Thomas H. Begay, and this community has also produced two Ms. Navajos, two Ms. Navajos from our community. So we are proud of them. Our education system is not broken there, our building is what's broken.

So we come before you to ask you that -- the saying from Chief Manuelito, "Education is the ladder." That's what we look for for our children, and we want them to be -- one day for our children we would like to see them be doctors, lawyers, nurses, in one of these professional positions.

We are -- we at our home here, we are not isolated. We are looking into the future for our children. We are -- we are shovel ready. We want a new school. We would like to have a new school.

Back in 1987 Mother Theresa came to our community, and she also said a blessing to our school, and that's why we want a new school, to answer her prayers. Thank you.
(Video presentation played.)

MS. TSOSIE: Thank you. This concludes our report.

MS. BORGESON: Now we are ready for the question and answer. You answered the main questions through your presentation, but I'm sure the committee has some follow-up questions they would like to ask. Dale?

MR. KEEL: Dale Keel. You showed an aerial view of the school -- you talked about you have a lot of land there you only use -- I think you said you have 36.32 acres and only utilizing five at this time.

Two questions, one, what part of the other 36 -- where on the other 30 acres are you looking to site your school, and do you have the infrastructure -- you have the infrastructure there at your school, but does it extend out to the location of where your new school will be?

MR. TOHTSONIE: And, Dale, thank you for your question. We do have 36.32 acres and again in the present case we are only using five acres. Most of the acreage is on the southeast end of the legal description that we showed up there.

MR. KEEL: Could we throw that back up? I don't mean to interrupt.

MR. TOHTSONIE: No, that's fine.

This is the Parcel A and this is the lagoon. We
do have a lagoon here. The current school sits here, and we have a small ridge that runs here that I was talking about. This is the area we want to develop right in here. We have the county road that runs here, we have the state road that runs here, so ingress egress, no problem.

We also have the waterline from the local utility company running through here. We can, in the future, tap into that and use our current water tank for --

MR. KEEL: Where is your electrical?

MR. TOHTSONIE: The electrical comes in -- I think it comes in from here.

MR. RATION: James Ration. You have electrical coming in, you guys have the right-of-way for that? And then also if you want to tap into NTUA, have you guys had those kinds of communications as far as asking for service lines, stuff like that? And also -- three questions -- and has that land been withdrawn through the tribe and the --

MR. TOHTSONIE: Yes. This is the legal description, so it is withdrawn for --

MS. BORGESON: Paul, can you use the microphone?

MR. TOHTSONIE: Hello?

MS. BORGESON: There you go.

MR. TOHTSONIE: Sorry about that. Yes, this is the legal description of the area withdrawn for the educational programs. We do have right-of-way for the
power company that comes in right in here. So the only
thing that we would require for any extension would be just
tapping off the main line here. And your third question
was?

MR. RATION: Have you talked about tapping in?

MR. TOHTSONIE: Yes. I'm currently in a

conversation with and communications with NTUA. They are
doing the study to see if they can accommodate a large
usage like a school, so we are getting the calculation how
many gallons we use per month, and they are going to use
that data to determine if the waterlines are sufficient to
support the school.

MR. RATION: How about clearances -- (question
inaudible.)

MR. TOHTSONIE: We already have -- like I said,
we already have the original art clearance, we already have
the original environmental assessment. I got in contact
with SHPO here in Santa Fe and they sent me the data. All
we need to do is update those, and right now the supreme --
supreme with the Navajo Nation Archeological Department.

MR. RATION: Thank you.

MR. LAPLANTE: Mike LaPlante. My question on
those, on your water -- on your water towers, are those
elevated towers?

MR. TOHTSONIE: On the water tank we have two
75,000-gallon tanks. They are barrel -- they elevate -- no
they are not on elevated towers. They sit on that hill
there I was talking about.

MR. LAPLANTE: The reason why I asked that is
because if you move to higher grounds, you are losing the
pressure that you have at your school right now because of
your non-elevated towers.

MR. TOHTSONIE: That is true, but that ridge is
higher on both ends, so that ridge bisects the property, so
it's high enough if we build a school on the back end, and
also down where we have our current school.

MR. PALMER: Regarding your -- Johnny Palmer --
sorry. Regarding your existing problems with your internet
and your power outages you are experiencing, if you build a
new school, will that actually correct that, or are those
problems with the availability of those services from your
utilities companies?

MR. ROSSLER: Okay. New schools will have a
backup power system that is usually being installed. I
think we are also in communication with the power company
to make sure that it goes -- we are experiencing power
outages quite a bit, that when we get to build a new
school, that they will check the lines and maybe reline for
those areas.

MR. TOHTSONIE: Our neighboring school, Bread
Springs School, has a 60 K watt backup generator, and we are going to duplicate that system.

MR. PALMER: What about the internet?

MR. ROSSLER: Okay. The internet, that is and was a concern. We had people from Washington come by last summer, and we were promised, because that is -- we are a bureau school, and the bureau is at this point in time still in charge of connectivity, that they would open the bandwidth, number one, that they would maybe look into a new T1 optical lines. There are all possibilities going that route when we have that available. But the bureau at this point in time said they would open them up maybe to 15. It's a question of money.

MR. KIRWIN: In answer to your question, over where I live on top of the ridge, about maybe four or -- four miles away from us, we just built a brand new tower. My family donated land so that we can have a cell tower, and as we progress from here, I'm sure we are going to have some type of microwave beams directly back to the school. And when I was chapter official we were trying to erect a beam right on top of our chapter house so it can work with the school, and I don't know what happened. I stepped down after that, and so it's yet to be seen.

MR. ROSSLER: The original idea was that a tower was to be built by the water towers for the microwave to
come in, but that didn't happen. If we are at the higher
elevation, we are going to have a better line of sight
connectivity. As a matter of fact, the main tower is
currently at David Skeet's Gallup Public School. They have
a real high tower that is owned by SES. If we are on a
higher location we can tap into that tower right from where
we are at.

MR. PALMER: Thank you.

MS. BORGESON: Any other questions from the
committee?

(No response.)

MS. BORGESON: No? All right. We have a few
minutes. Do you want to add any points to your
presentation, or do you have any additional statements you
would like to make?

MR. TOHTSONIE: The last session there was a
question about a facility area that we would like to
request that facility office be built with this new school,
within the compounds of the new structure. Also currently
we have an MOU with the McKinley County Fire Department
that we are using -- or they're utilizing the old fire
station that we used to have. There is an MOU with them,
so they utilize that to support our -- any fire that we
might have on campus.

MS. TSOSIE: Well, in closing I just want to say
thank you to the committee, and you are more than welcome
to come visit our schools if you are in the area and see
where we are located.

And like I said before, you know, our kids are
learning. Our education has -- we are really working on
improving education in our school, really improving
education with this school improvement grant, and we had to
change the culture of the school, how we think, how we do
things to improve making changes from the inside of the
person to really want to do what we are doing.

And I think the next step right now is to really
look at the facility to make it how we feel about teaching
our kids, we want to see that in the building, also. We
want a new science classroom so our students are able to do
experiments, keep with the update theme projects across the
nation. We want our students to be able to do those
things. We went smart boards in our classrooms.

We want to be able to connect with the outside
world nationwide for our students, and we are hoping to --
hopefully BIE BIA will listen to our pleas to expand our
bandwidth at our school. It's something that our students
need. We want them to be able to learn what's out there.
And some of the Ivy League Schools, things they are using,
the technology, and our kids adapt to that very well. You
have students that are able to manipulate the technology
with no problem. Why not give them the opportunity? Why not let them learn through technology and give them that opportunity to learn in their way rather than the traditional way of instruction. We need to give them the opportunity for technology.

And I guess when we do our plans for our school regarding academics, we think -- I think in that manner, our leadership team, we think, well, the kids are going to enjoy this. They are going to learn this. They are going to want to do this. They are going to take the independent role of learning, and we want them to be independent. We want them to do -- to take learning on their own and be responsible. We want them to be responsible for their learning. And why not with technology, something they like at the high interest, have them engage without being told to do it by the teacher, but to really have that engagement and to learn.

So I really feel good about what's happening at our school with the academic portion and the culture of the school, how our teachers, our faculty members are becoming part of the team. I feel really good about my school board. We just got accredited with the NCA accreditation. Our school was up for accreditation and we just got accredited for the next five years.

And they really praised our school board. They
said, "We have never seen a school board that supports their school like what we have seen." And I have a school board that supports everything that we do, and it kind of makes my job easier just to -- to have that, and then to have the community, you know, have that community. Some of our stakeholders are coming in.

Yeah, we still need a lot of work with them. We still need a lot of communication with them, but still there is -- there is that turnaround where they are coming in and asking questions about their children, how they can work with their children at home, and that's something to see. That's what we want. We want to continue what we are doing, and -- and even be better.

And so, again, this is all coming from education, from educators, you know. I am a teacher, so I really want our students to learn. I really want them to be, you know, a whole person, be able to be accessible and live out there in the world and be able to live like other people because right now some of our children at our communities, they have no running water, they don't have electricity. And they live out, you know, in small one-room homes. So when they come to school, we want to make it so exciting, so safe, interesting and fun so they want to be there, and I think we have accomplished that, but now we just need a new school. We just need a new school. So I just want to end
with that, and thank you very much.

MS. BORGESON: Thank you very much to the
Chi-Ch'il-Tah team. Thank you for your patience and our
lack of technology update here. I'm glad it all came
together, and I think we got a good picture of your school,
and thank you so much. Really appreciate it.

All right. Our next presentation will be at 1
o'clock today. That's Crystal. Is there anybody in the
audience from Crystal? No? All right. Well, we will see
you at 1 o'clock for the next presentation.

(Chi-Ch'il-Tah presentation concluded.)
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.

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