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

DZILTH-NA-O-DITH-HLE COMMUNITY SCHOOL
FEBRUARY 2, 2016
2:30 P.M.

DZILTH-NA-O-DITH-HLE COMMUNITY SCHOOL
FAYE BLUE EYES
SHERLEEN JONES
BARBARA HANSON
ALBERTA MITCHEL
LAMYA MARQUEZ
ERVIN CHAVEZ
MS. BORGESON: It's 2:30 now, and we are ready to
start our next presentation.

MR. CHAVEZ: Good afternoon. I want to just
introduce the team here. My name is Ervin Chavez. I'm the
school board president for the Dzilth-na-o-dith-hle
Community School. I just wanted to say thank you for the
opportunity to allow us to present today.

With me is we have Sherleen Jones, second one
down, she is the instructional leader. They also have --
we brought a student with us, Lamya Marquez. She is the
one on the end. She'll be making a presentation today,
also.

Then we have Faye Blue Eyes. Of course a lot of
you know her, she is the assistant executive director. And
then Barbara Hanson with the BIA facility manager. So
that's what we have.

I want to just bring to your attention the
mission statement that we have that we follow at our
school. As it says, the mission of the Dzilth-na-o-
dith-hle Community Grant School is to provide a safe and
encouraging environment to develop students who are
academically and socially prepared to achieve life-long
goals. That's our mission statement.

But I think, at the same time, the
Dzilth-na-o-dith-hle is about providing a safe learning
environment for students and staff. Today's presentation
will give you the opportunity to see the current conditions
of our facilities within which we live and work. And our
first presenter is going to be Sherleen Jones.

MS. JONES: (Presenting in native language.)
Good afternoon. Just like he said, I'm Sherleen Jones.
I'm an instructional leader. I have been with
Dzith-na-o-dith-hle for about ten years now, and I have
seen the many changes that the school has been going
through, but for me I want to talk about the academic part
of it.

So the main reason why we are here of course is
the school, the building, and our students. They are the
focus. They are the reason why the school is built and why
everybody else is there also, so the education of our
students.

So I wanted to touch on that since we are in the
middle of the Navajo Reservation where a majority of our
students are Navajo, also. So one of the things that we
implemented at our school is what we call our model of
instruction. Just like the earlier presentation, they
talked about the way our students, our Navajo students
learn, and this is the Navajo philosophy of learning.

So from the east, it's called Nitsahakees, the
thinking, so everything you do comes with a thought first,
your thinking process.

From the south is Nahata, your planning, so whatever you think about, you put it in a plan. You organize your thoughts and you put it into a plan. So from the west is the Lina, also called applying. Whatever you got planned now you start applying to what you organized.

So to the north is our Sihasin which is evaluation. So from that process when you get to the applying, you go back and look at did it work, did it not work. If it didn't, then you go back again and start again and start all over.

So in a way everything that we do is pretty much set up like that. So this is one of the areas that we not only offer students, but our staff also that we do within our school. So I just wanted to touch up a little bit on our Navajo philosophy of learning.

So everything also comes in dualities. There is teaching and learning. Teaching is the female and learning is the male, so everything comes in that form. It goes back and forth, you teach you learn, you learn or you teach. So that's our model of instruction.

So the last part to evaluation, so everything that we do we have to assess, even as an individual, as a group, or as a school, we are always assessing what we need to do, how do you need to make changes, you know, you need
to assess what you have done.

So I wanted to go into that part of it about what happened within the last ten years since I have been there. We know through classroom observations, through looking at our tests, our data, staff surveys, we have continually made adjustments to all of that from the academic point of view.

So when I first came on board, one thing I noticed that our students, looking at the data, that our students are one to three years behind in grade level, and our staff needed an upgrade in their professional development.

So we worked on that for the last couple of years, you know, making adjustments to that and up to where we are at. We have come a long ways, not only looking at our data -- because we have to train, and we, ourselves as staff also have to make sure that we are doing our part to make sure we are on top of it also to be able to, you know, teach our students.

So back to the evaluation part, you know, one of the things that we do at our school is we have to assess our students, and two years ago it was the New Mexico state standards, now it's common core. So we wanted show you, you know, throughout the years, our state standards wasn't looking too good for the last couple of years, but now that
we went to PARCC -- PARCC is an assessment that is used to test common core state standards; it's not a national standard. Before it used to be just New Mexico state standards, but now it's common core state standards of New Mexico is doing now. So the test that is used to test that is called PARCC.

So this is the data from last year, 2014-15. If you can look at the chart up here you can see the purple, that is how the student is functioning on a national -- as a national average for all of these students who took the test across the nation.

And then the yellow is just New Mexico students. The red is BIE schools, and then we are in the blue. If you can see where the green mark is, that's the proficient meeting that the goal where everybody should be at. So as you can see our data, if you look at the blue, we are keeping up with not only national, but also as a state, and with all the BIE schools. So the top part is our math scores and then our reading scores.

So we look at this as a whole school-wide and to see where we need to make adjustments, and we analyze not only where our math and reading is low, but we look at also our staff, also.

So with that, the other presenters are going to go more into the facility part of it, so -- but, you know,
with that, I just wanted to bring all of that back with our philosophy of teaching and our data of how we have been making improvements throughout the years, even though there is different things and issues that have come up within our schools, and but we are still keeping -- we are going to keep going. That's the mission of what is set up there, not only as staff, but students also. So thank you.

MS. MARQUEZ: Hi, hello. My name is Lamya Marquez. I'm 13 years old and in 7th grade, and I have been attending Dzith-na-o-dith-hle Community Grant School since I was in fourth grade, so I have been attending the school for the past four years.

And when I first arrived here some problems with the school that I noticed were like the restrooms, the stalls doors were off their hinges. In the upper grade there is a crack in the wall so every time you walk by, cold air is always blowing through the crack.

And another problem that we have are our heaters, they don't work properly. So during winter, the classrooms get cold, and in August the air conditioning doesn't work, so everyone is pretty warm. And another problem that I noticed was that -- well, like -- but like I guess you could say it's a funny incident that, like the gym towels would pop out when people are practicing or playing a game, so they always trip people.
But some of the reasons I like going to Dzith-na-o-dith-hle is because of the education that is taught, and the caring staff, and there is also a lot of space for the students to learn. And it's one of the only schools that I have been to that has my culture, which is Navajo, so I have learned so much about the Navajo tradition.

And I also stay at the dorm, so some problems that I have noticed are like the heaters don't work, and ceiling tiles are also very old, so they look kind of like they are rotting, and the some of the floors also have huge stains on them.

And we could really use a bigger kitchen, too, because every time we are trying to make food or something, we are always bumping into each other. And I would really like to see the school building improved because I honestly think it's one of the best schools. And I also have some younger brothers and sisters who go to that school, and I would like it to be even better for them. Thank you.

MS. BLUE EYES: Thank you, Lamya. I'm going to cover the main facilities systems. This one here is the school programs. We have 180 students, and we have 70 students in the dormitories. The elementary school serves from kindergarten to 8th grade -- well, preschool to 8th grade.
The dormitory also caters to the high school students, and the high school students go to Bloomfield High School, which is about 25 miles away. We also have a Face program for home base and centered base adult education.

In addition to the school facilities we have 42 housing units. And if you look over here, this is an aerial view of our school campus to give you an idea of what it looks like.

This here is the education building. This one here is the kitchen, and here is the dormitory, and this is the shop and transportation. The housings are over here. These are old portables right here. These three we don't use, but this one we still do. And this is pretty much the same thing as this, but this is the layout that we have.

We are eligible for replacement school construction consideration. Our buildings are in good condition structurally. With no foundation settlements that would require complete building replacement, the more reasonable and cost effective measure is to retain our current buildings.

The BIA facilities is aware of our needs. They have conducted an assessment and they have assisted us over the years with some of these deficiencies.

So main waterlines are made of transite asbestos
containing pipe, and through time these pipes have become brittle and cracked and cause water leaks all over throughout campus, and we have to close down certain areas in order to try and fix them.

When we would go under these buildings to look at it -- I brought some show and tell -- and this is an example of our chrome pipes. I understand chrome is not supposed to rust, but this one has. And then this one is a sample of our water pipes. The thread is all corroded, rusted, and I don't know if you can see through it, but look at the sediment that's built up in it. And we are supposed to be drinking this water, having our kids bathe in it, the kitchen using these waters, but that's what we are dealing with.

We installed water filters on all the fountains because it became too costly to bring in bottled water from town, and when we opened up one of the filters, this is what we found. And this is the supposed to be pure, I understand, but instead it's black, the filter.

On more than one occasion our residential students had to stay in a hotel because we didn't have the heat or water. There is a serious need for filtration and water treatment because we have a lot of mineral deposits in our water, and we believe that's why these pipes are really corroded and filled with sediment.
This one is an example of our boiler room. What did I do with my -- can you move this back -- but as you look at these pictures, it's really corroded. This is the boiler pipe. The rust is sitting down here. And these are samples of the sediment. This is rust right here. They are like rocks. More pictures of the boiler pipes, and we really need help to completely replace those pipes.

In the kitchen the -- the equipment has exceeded their life expectancy because these equipment were installed when the school was first built. And also many of our equipments were donated from the Intermountain Indian School that closed down in 1984. That's 32 years ago.

The kitchen layout, the equipment exhaust fans do not meet current code causing inefficiency. The pizza oven is used to bake and cook when the ovens go out. The serving line burners do not work properly to maintain the food temperature. There are problems with the walk-in freezer and cooler, so we have staff rotating on holidays and weekends to ensure the temperature is okay.

The loading and unloading docks at the cafeteria are crumbling and very unsafe. Here is one of our ovens. These grills here don't work anymore because we kept getting gas leaks, so we just shut them off. This is the picture of the pizza oven that does most of our cooking for
Here is examples of the mineral deposits. Throughout the building this is what they look like and the pipes are rusted. This one is the sink in the kitchen. Look at that big old crack right there. This is a picture of the loading and unloading dock. The concrete is completely crumbling here. Are we able to dim these lights a little bit?

MS. BORGESON: Just turn the switch.

MS. BLUE EYES: There, that's a better picture.

The sewer lines are made of cast iron and are rusted and filled with rust sediment. The bottom of the cast iron pipes are very thinning, and we said we wish we could rotate these pipes, but I couldn't bring too many show and tell.

The other thing is a lot of the parts are obsolete to the drainage system, so this is what we found. When we took over as a grant school ten years ago, the previous BIA facility management was very creative. They made their own parts out of tin and bailing wire.

This one I think is my favorite; they used tire tube. And again it's all filled with sediment. This is what they look like. Over time the sewer lines no longer have the proper slopes, so these pipes are running along underneath, and then they go down. And again, our very
creative predecessors used these to hold up those sewer pipes. It's a string, and this is what we found.

So when they sag, the sewer accumulates in those areas and then they don't drain and it causes backup. So what we have to do is divert the students to the other side of the building, and for them to walk over there to the rest room and come back, they are wasting instruction time.

The HVAC system, there are two 16 inch by 4 fixed windows in each classroom. So there is one at that corner, and one over here, and there is no -- the windows don't open, so we put a small air conditioner at the bottom, but they are not sufficient to cool those rooms.

So we have no ventilation system throughout the entire building, and it reduces oxygen and fresh air that this negatively impacts the students' and teachers' productivity because they start feeling drowsy. So now what we are doing is we implemented a fresh air break, so in the morning they go out, and in the afternoon they do the same thing.

When during the summertime when it gets too hot, we leave the doors open, and then we have insects coming in, rodents, reptiles and birds. The fire sprinklers was antiquated, so we had the bureau assist us in replacing those in 2012. Parts were no longer available in the open market. Now we need water lines to the sprinklers to
complement the fairly new alarm system.

When preventive maintenance drains the sprinkler lines, they see that there is sediment built up in the water. As you can see in the bottom of the jar, this is from a sprinkler. Again this is another reason why we need a water treatment system.

We have wasted how many minutes waiting for this thing. The transition is slow. I'm going to have to speed up.

All the buildings that have fire escape windows or fire hydrants are corroded and rusted. We really need a lightning rod for our campus because we have a lot of strikes which then burns out our radios, the computer server, the radio base. This summer a lightning struck a tree near the staff house, it ricocheted into the staff house's window, busted it, and then took off again to a parked car where it burned out all the electrical instruments. The family also had to consult a medicine man to help them cleanse.

The gas lines are past their life expectancy so the lines are prone to leaks, and these need replacement. In 2010 we had a major gas leak that was found on campus, so we were closed for two weeks. The gas company was really upset. They told us we were very fortunate, that the school could have exploded.
Electrical system, in 2015 the lighting and electrical upgrade was completed for the education building, which is this building right here, but the rest of it still needs to be upgraded. But in the education, the classrooms, we no longer have flickering and buzzing florescent lights.

In 2013 electrical transformer was upgraded to handle the power because we kept having electrical going out tripping. We also have a new generator that was installed in 2013.

The ground roads, we have sidewalks that need replacing, concretes are cracked, crumbling, they are tripping hazards for staff. The asphalts are deteriorating, streetlights are not energy efficient.

Our school is located in a lower elevation, so the mesa is up here, and that water will just run from up here all the way down this way creating ponds throughout the campus. And then these ponds attract mosquitoes and other insects and our staff and students get bitten.

Here is the picture of our grounds, the crumbling curbs, the sidewalk now turning back to dust. This is one of our streets, and this is one of our sidewalks.

The sewer lagoon, we had a leak in 2012 when it backed up and it overflowed, so we really need assistance to fix that. We have to flush out this manhole every two
weeks. Here is the picture of the manhole with the sewer gushing out, and look what it did to the landscape.

Here are pictures of other deficiencies. This is the heater in the boy's restroom, a cracked wall with the light coming through in a dormitory, the gutters are just iced up here, and then this is the entrance to the dormitory and more examples of concrete.

And these are our windows. They have a lot of rust around them like this, and this is what the young lady was talking about, and these are doors.

Just keep going, we are running out of time.

This is our sidewalk. Most of them look like that. The ceiling or the roofs of the school, it needs work. This is the penthouse, not maxine -- you know what maxine is? It's our cooling system.

UNIDENTIFIED SPEAKER: Here I thought you were talking about the luxury floor.

MS. BLUE EYES: We are ready to begin planning and design phase. If we are considered we have the experience and we project to have both planning and design phase completed within 18 months. We are rated as a no risk auditee with no exceptions by our financial auditors.

We have enough electrical power to handle any and all upgrades. We have an adequate supply of water available. The proximity of the school's location to
Highway 550, we have great access. We didn't need no land withdrawal required. Our buildings are 48 years old, and if we can get the assistance, then we wouldn't be subjected to that historic preservation requirement. We don't need endangered species and arch clearance, and time will be saved because several steps of the planning phase will not be necessary. Most importantly, minimal instruction interruption is expected when construction begins because most of the work will be under the building, and the roof, and then most of it, the others ones we can do during the summer when the school is out, and we are projecting 18 million.

In addition to this, we also had a microwave dish installed on the mesa by Cellular One, so we have plenty of internet now. The fire station is less than a mile away from our school. And how many more minutes?

MS. BORGESON: Two.

MS. BLUE EYES: Ms. Hanson.

MS. HANSON: Thank you. Thank you, Ms. Blue Eyes and Dzilth-na-o-dith-hle team. Also I want to thank the National Review Committee panel for hearing our presentation for the Dzilth-na-o-dith-hle Community School, but most I would like to express appreciation for OFMC Navajo Region who handle the funding for the funding of the Dzith-na-o-dith-hle Community School for facilities
improvement funds.

With your funding dollars major upgrades have been done at the Dzith-na-o-dith-hle Community School campus. The lighting was upgraded in the school building and gymnasium, and the students and staff have better lighting in the classrooms. And the electrical distribution system was upgraded from the transformer and all of the lines going to the school buildings.

Prior to that, the school used to have frequent power outages, sometimes lasting about seven hours. Now the school has reliable power throughout the year.

Some of the upgrades in kitchens have been done. The boilers were replaced. Asbestos flooring and asbestos insulation have been abated and new flooring installed. The kitchen plumbing was antiquated and full of minerals. Now the plumbing is new and up to code.

The heating system was upgraded, and there is reliable and consistent heat throughout the kitchen and dining area. The gymnasium bleachers and flooring are currently being upgraded. The gym flooring was loose and unsafe. The antiquated bleachers were a safety hazard because the retractible components were worn out. The bleachers will soon be replaced with bleachers that are up to code and ADA compliant. The asbestos containing floor has been removed and new flooring is being installed.
These upgrades are appreciated by the staff, students and parents. In all the upgrades there is still much that needs to be done as reported in this presentation.

The residential dormitory has not been upgraded. The 1960s building has not had any major upgrades over the years. The dormitory restrooms are not ADA compliant, and the sleeping rooms do not have code compliant egress.

The deteriorating condition of the waterlines and sewer lines was clearly shown in the visual. The water and sewer line replacement need to be completed and our water treatment system for the campus is needed. The visual shows the poor condition of the pipes caused by the hard water which is not good for the equipment or the pipes.

The kitchen appliance ventilation system and fire suppression system need to be upgraded. The exhaust fluids do not align with the gas appliances and do not meet current code. Kitchen access doors will need to be enlarged to accept any new appliances and ventilation equipment.

The cinderblock structures all need to be upgraded to boost our value on the building. The heating and ventilation systems need to be upgraded. Currently there are no automated heat control on the heating system. The system is either on or off. Staff controls the
temperature in the buildings by opening doors. The heating
and ventilation system for each building will need to be
evaluated inside.

The New Mexico Navajo Central Agency and
Dzith-na-o-dith-hle Community School have worked together
effectively to complete as many projects as possible with
the available funds provided. Avant Technology of the
Navajo Region headed by Joe Bitsy who is on the panel with
his team of engineers, Ms. Georgia Padilla and her team
from the DECROM office who fund our environmental projects.
And I also want to thank OFMC headed by Emerson here in
Albuquerque and his entire team who worked behind the
scenes to fund our schools. It truly does take a team
effort to maintain these facilities.

Our number one priority is the physical safety
and security of our students and staff. The proposal
addresses additional upgrades that are needed to support
this priority. Thank you.

MS. BORGESON: All right. Now we have the
question and answer period with the National Review
Committee. And our first question is, can you meet the
post award requirements -- you covered this, Faye, in your
presentation -- can you meet the post award requirements
for planning within the 18-month time period? These
requirements include land availability, utilities, geotech
surveys, NEPA, to be completed, and you covered that in your presentation, but if you wanted to add to that.

MS. BLUE EYES: Again, I just wanted to say that we feel we can complete both the planning and the design in the 18-month period because we are pretty much prepared and we have all the utilities available as I have covered, and we have the experience to do so.

I was involved in another project that was over $26 million, and that was completed, I think, way ahead of schedule.

MS. BORGESON: Okay, thank you. The next question is, how does your school support the mission of BIE to manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the individual, and I believe you covered that in the presentation.

Are there additional comments or points you want to reemphasize related to that question for the committee?

MS. JONES: As a grant school, you know, we have the Dine standards that our school is using also. We have a culture teacher, and we also have an assistant that works with her, also. And then our next phase of -- of really integrating and making sure it's happening in the classroom is training the teachers about the culture and language and to start implementing those in the classrooms, also.
But right now the students do just go to the cultural, and that's -- and that was something that we -- what you just saw earlier is just we upgraded that and revised it to fit our mission statement now, so we are really going to be focusing on the cultural perspective of our students and the language.

MS. BORGESON: All right. Our last question, required question, and that is, how does the current condition affect your ability to run a day-to-day education program? Items to address include power outages, lack of internet access, adequate water, and adequate utility systems.

I believe your student addressed the student perspective of those facilities dealing with those day-to-day, and you touched on those in your presentation and your visuals here, but the committee just wanted to know if you wanted to add a few points to that question.

MS. BLUE EYES: As our test score demonstrates, no matter what, our teachers have done an outstanding job that when you are trying to teach your students how to read and the light flickers and buzzing, and here they are, their letters and words are jumping all over the paper, now that we have none of that, we are very excited that we can bring those scores even higher.

So despite the many challenges our students went
through, we believe that we have done a really good job in
outscoring the national averages in some areas, the state
of New Mexico and the bureau, so we believe that we are on
the right track with our education.

MS. BORGESON: Any follow-up from committee
members? Additional questions you might have?

MR. PARHAM: Johnny Parham. How married are you
to the idea that you continue to use your existing
buildings? And before you answer, let me explain why I'm
asking is because, in my experience, cost estimates doing
major rehabilitation on buildings that old tend to grow
significantly when you get into the project. And even when
you finish with the major rehabilitation of this magnitude
which you are talking about, you've still got the bones of
a very old building that you are dealing with.

And I understand why you were taking that
approach, but it honestly brings a little bit of skepticism
from me. So can you address a little bit about your
openness to explore other opportunities or how you have
looked at that?

MS. BLUE EYES: To us it doesn't make sense that
we have spent over a million dollars to upgrade the
education building. Like we said, you know, we just had
the lights done, it looks really nice. And this is -- it
would be a waste of the federal government's money to now
demolish all of those buildings for brand new buildings, but certainly we are open to replacing the dormitory because that one for some reason seems to be a lot worse shape than the education building.

So again, we do say that this would occur of course with assessment of the bureau. And they did do one assessment back in 2010, and it was done by Rock Gap Engineering, and at that time they did pretty much point out that we needed like doors replaced, windows, and the HVAC and things like that. And so I believe they indicated that these -- the structure was sound at that point. So that would need to be done again, of course.

MR. PARHAM: So you haven't had an economic analysis done of the cost to replace with new versus all of the rehab work?

MS. BLUE EYES: When we looked at the backlog reports, just to replace like this building here, it was hitting like 32 million, and we couldn't really figure out exactly how it was arrived at, so that's why we were thinking that maybe it would be more cost efficient to do the renovation of this building here mainly. But this one, like I said, I think it may need to be replaced, which is the dormitory buildings.

MR. HASTINGS: Jim Hastings. How many of those 42 quarters are you utilizing now, all of them?
MS. BLUE EYES: I believe we have 42, and about seven are vacant. And they need -- three of them need major renovation.

MR. HASTINGS: So you would be asking for new quarters?

MS. BLUE EYES: No, we are not asking for the quarters. They are in very good shape as well, and we have done a lot of work with them. And again the BIA has been assisting us, so there is some main sewer lines here to the housing. The construction just started last week.

But what we do need help with is the main sewer line that comes here, there is a water tower up here, and then it comes down and is shared by all the houses, and it runs down here. The lagoon sits way back here. So it's the infrastructure that really needs the work, the replacement.

MR. LAPLANTE: So if you were to build a new building, would it be more to the east or more to the south right where that football field is going to be?

MS. BLUE EYES: Right here, the new dormitory?

MR. LAPLANTE: Yeah.

MS. BLUE EYES: We were thinking it would be where it was sitting at because these are dormitory as well, but our Face program is housed in there. The education building uses this building, as well as the BIA
diagnostics uses that, and the dormitory uses some of the rooms.

We have a wellness center in here, and a child development center and the Face program are all housed in here. This wing over here is just vacant because of the sewer lines under there.

MR. LAPLANTE: So if I have that right, the road running out -- the road running out this way is the one going out to the 550.

MS. BLUE EYES: Yes. This one right here, but, yes, we do have all of this land right here. There is approximately, what, 25, 20 acres, Barbara?

MS. HANSON: Yes.

MS. BORGESON: We have about ten minutes left in the Q and A period. Any other comments or questions from the committee? We covered everything?

MR. HASTINGS: Your problems with your water treatment, is your water currently provided by NTUA, and are you proposing -- or is it someone else -- and are you proposing to put a secondary treatment onto the existing, or to build a completely new water supply system?

MS. HANSON: We have a couple of water treatment systems in two of our facilities, and they have filters, a bank of filters on them. And they, all the schools that do have them really, really like the systems, so that's kind
of what we are looking to put in is the school is on a BIA water well, and there is an elevated single pedestal tank, so we want to build that water treatment system kind of close to the base of that elevated tank.

MR. KEEL: Dale keel. Does NTUA have existing water close that it might transfer off of that well system and get on the rural water system?

MS. BLUE EYES: Recently, here is the housing right here. Back here there is a -- there is an NTUA water line that runs up here, so, yes, if we, I guess, wanted to do that, we could tie into that line because the NHA housing sits to the east of the campus.

MS. HANSON: I think either way they are coming off of the same aquifer, and we are going to need a water treatment system because the water is really hard. As you can see, it's very -- with the pipes and everything that she brought in, so you might want to take a closer look at all of those pipes when we get done here. So what I -- what I'm afraid of is I don't want us to get back into it because it's really hard on the equipment to where we have to keep changing out pumps and all of that, so we really need the treatment system for the campus.

MR. KEEL: I was just thinking though that NTUA is the commanding water source responsible for treatment in maintaining that system rather than the cost the school
would incur in putting in a new system with treatments and pumps.

MR. CHAVEZ: Just for your information, other than what Barbara and Faye talk about with the current system there by the school, the Navajo Nation just built a huge waterline coming off of the San Juan River. It's called the Cutter Lateral System, and that line basically runs about maybe half a mile or three quarters of a mile east of that housing.

It's a huge 24-inch line that they are bringing down, and they are going to be putting in, last I heard, several water treatment centers systems through there. So there, if this continues to go, I guess, they could easily go east and then tap off of that line, but it's a lot -- it's a supply that comes off the San Juan River that's part of the water settlement that Navajo Nation entered into.

MR. KEEL: This might be something that you would consider?

MS. BLUE EYES: (Nodding.)

MS. BORGESON: Any more questions or comments?

(No response.)

MS. BORGESON: All right. Well, thank you for your presentation, and thank you, committee, for your consideration today and our audience for attending the meetings today, and this wraps up our first day of the
public meetings for the application process, so thank you.

(Dzilth-na-o-dith-hle 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