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

GREASEWOOD SPRINGS SCHOOL
FEBRUARY 3, 2016
9:00  A.M.

GREASEWOOD SPRINGS SCHOOL
EMMY PUENTE
RUTH LOGAN
VICTORIA JONES
MURRAY LEE
LUCINDA GODINEZ
MR. ESKEETS: Good morning. Good morning.
Better response than from yesterday. Okay. Finally woke
up, sorry, which is good.

For those of you that don't know me, my name is
Emerson Eskeets. I'm the chief for the office of the
facilities management and construction, so this is the
continuation of what we started yesterday. But I do want
to acknowledge that you have my director here, Darrel
LaRoche, he is here, and I also have my deputy director,
Wallace Keays. And as of yesterday we also had a senior
aide advisor here, Cheryl, but today she doesn't seem to be
here. She may come in.

So welcome, Greasewood, I have a story about you
guys that I talked about yesterday. Anyway, here are some
ground rules. As we all know today the schools are
assigned in alphabetical order to make their presentations,
and the presentation, as we all know by now, which is good
for 30 minutes followed by a 20-minute question and answer
session.

So the Q and A session, there is three questions
that the review committee are placing emphasis on so
hopefully you reviewed those questions and are ready to go.
If there -- if there was an audience here. Which I hope to
see some time during the day, I would have said to them, if
there is questions from the audience, that they need to put
it in writing. And then we have some paper back there and pencils for them to put it in writing. Give it to me or Barbara, and we will give it to the review committee for their review and consideration.

The only photos or recording that we're allowed is the scribe here, so that's the only such -- that's the only one that we're allowing to make the scribes here for us this morning. But welcome.

Getting into your time now, so I will give it to Barbara and we will get started.

MS. BORGESON: Thank you, Emerson. Welcome everybody this morning. We are starting off our presentation with a schedule today with Greasewood and our --

MR. ESKEETS: One more thing, put your phones on vibrate.

MS. BORGESON: Emerson has advised to put your phones on vibe. I think I heard the Greasewood team say that already this morning so that we don't interrupt their presentation. So once I hand over the mic to Greasewood, then we will start the timer for the 30-minute presentation followed by 20-minute Q and A.

MS. LOGAN: Good morning. My name is Ruth Logan. I'm the school board president of Greasewood Community School. Thank you for the invitation to proceed to the
final phase of our school replacement. This is a great opportunity and we appreciate it.

For years our children and staff have put up with grossly deficient, sometimes unfit and unsafe facilities. We at Greasewood Springs Community School have lost significant enrollment due to the age and poor facility and the condition of the school.

So we don't want to waste our time and energy complaining or being negative, but we choose to remain positive, optimistic and continue being active and beneficial and essential to our community and sustaining our community.

We continue to be supportive of our community. We have a wonderful and stable student body that will grow with a new school. And we are committed in continuing now and into the future our special, mission to education and to prepare our children for the future while ensuring that we maintain a strong, active, locally unique community and cultural faith.

And this school will allow all of this to continue, and we are extremely grateful for this opportunity and greatly appreciate your participation in this process. So our students, staff and community are very excited about this possibility, therefore it is an honor to present to the National Review Committee on behalf
of our school. Student, parents, staff and everyone in the surrounding communities within our school district, it's a dream come true. We will corporate and work with the Bureau of Indian Education and Bureau of Indian Affairs to follow all of their guidelines, rules, regulation and policies associated with the school replacement construction.

Our team will now present. Thank you.

MS. GODINEZ: I'm going to go ahead and start our presentation with our video.

(Video played.)

MS. JONES: Good morning. My name is Victoria Jones, and I'm the head teacher at Greasewood School.

MS. PUENTE: Good morning. My name is Emmy Puente. I'm the human resources manager.

MR. LEE: Good morning. My name is Murray Lee.

I'm the facility manager.

MS. GODINEZ: Good morning. I'm Lucinda Godinez. I have been at Greasewood Springs now for two and a half years as principal of the school. What we want to do is, after the video you have seen that's our intro into the PowerPoint, the remaining part of the PowerPoint is going to be specifically focused on the deficiencies of our facility, and also we want to make sure that we keep in mind how those facilities and these deficiencies are in
impacting our educational program. Okay? Murray.

MR. LEE: Okay. We will get started with the PowerPoint. Here we see the actual documents from 1964. This is the plan that was the BIA so it's documented. There is a survey map on the top of it. On your here we see a support letter from the Navajo Tribal Utility.

There is a power substation located right next to the campus, and it's -- was in 69000 volts. And this letter states that whatever power is needed they will work with us. So this is in your PowerPoint. This is the layout of the campus where the circle is the main building referred to as Building 431. Building 431 is passing where it houses children, and also where we have the administration building.

Next. The building itself, there are very serious deficiencies. As you can see there is no central alarm system. When we have a fire alarm exercise, we have only the bell ringing in this building. It does not tie to the other building, which is the fire station and facility maintenance building, and we have to use the two-way radios, and there is a lot of time lost in between.

And this is the hallway of the school building. You will see the aging tiles and acoustical ceiling that needs to be replaced. And the lighting system, it's mostly T 12 lighting system, and in the classroom it creates a lot
of problems with our kids with disabilities. And this is from the exterior side of the building. We have the gym in there and then the library, and this is the service box from NTUA. And the boxes, they are more than 50 years old, they need updated. And they don't lock on their own which poses a serious problem. And also the wiring of the building, it's exposed.

This is the radiators that we have. They are not working well at times. We -- climate control, they are either too hot or too cold and so it's breaking down. Here is pictures of the vinyl asbestos tile flooring. They are cracking and popping up into the heavy congestion and heavy everyday use by students and staff. On November 18th we had to have a school closure because three tiles, I think, got loose, and it's a domino effect when it gets loose and it starts popping up.

This is underneath the -- this is the crawl space underneath the flooring. You see how galvanized pipes with the asbestos wrapping, and some, they have really deteriorated to where when you turn on the hot water pressure to get more heating, they burst.

And then in the bottom part you see the cast iron for the sewer system, and these are not replaced, creating lot of problems, and it has to be totally replaced which we are not -- we don't have the funding to have that done. So
there is a lot of that backup that poses problems for our
kids.

We don't have much space, and this is the
library. It's overcrowded. There is no place to have our
IT.

MS. PUENTE: I will be presenting on Building 432
which is next to east of Building 431 which houses the
classrooms.

Go to the next line and you will see this
building that does not meet ADA requirements, and you will
notice it also on the other buildings. You see the ramp
there, however, the parking is on the back side of the
building and all around the building is all dirt. There is
no sidewalk, no ramps where anyone with a wheelchair or
cane can enter or access the building. So that's in
violation of the ADA requirements.

Also there is lack of heating, ventilation system
where the air quality is poor, so there are indoor
pollutants in the building. This is a picture of the
boiler room in Building 432. The heating system is
malfunctioning for example, fan breaks -- fan belts will
break, and it will result in hot air not being distributed
throughout the whole building, and there is a lot of rooms,
classrooms in that building.

This is a picture of the parking lot that I
mentioned. There is a parking lot there. There is like a
four feet drop from those steps, so there is no ramp, there
is no concrete ramp. However, at the door there is a ramp,
but there is no connection for anyone who needs assistance.
There is no way to get up there. It's all dirt, and then
there is an incline that's made of dirt. So there is
access that's missing for anyone that needs to get into the
building.

And then for the electrical box, that is old.
That is from 1962. It cannot support technology. And for
student learning it is affected when we have to do student
testing, the servers don't have the capacity to process
like 30 students to be on a computer doing their online
testing. It bogs down, and the school is up for
accreditation, it's finishing for the testing window which
is usually like for two weeks. And this is a picture of
the similar plumbing under the building.

MR. LEE: Now we will go over to the dining hall.
The dining hall was built -- classroom buildings to dining
hall. It's approximately 250 yards. And in the dining
hall there is no large fiber optic lines and septic water
and waste water pipes need to be replaced. The dining
hall, the boiler system breaks down, and we have a handling
unit that is not working because there is no ventilation.

This is the loading dock. Water ponds there.
Right now we have ice there. It creates a serious problem.

MS. PUENTE: Building 436 is the residential and it houses students from kindergarten through 8th grade. This is the pictures of the electrical box. There is very unsafe because the breakers are not labeled, so we don't know which -- breaker one, we don't know where it goes. If there is an emergency they have to search and look for where the breakers turned off and look around and see where the electricity is out.

This is also another picture of the boilers that are outdated and inefficient. It has outlived its useful life. For the past two years there has been two -- two different times we had to shut down the dorms, and students had to be transported home and they had to ride the bus -- some of them live miles off the main highway, but it was -- it was the only way that we could keep children safe. We couldn't keep them in the dorm.

MR. LEE: Okay. These are the components of the boiler system. You see the coil tubes. They need updated, they're obsolete and replacement parts is hard to find so we have to get it fabricated. It usually costs us 300 for us to get it fabricated, but to get it fabricated it costs us too much.

The bathroom is not ADA compliant, and they break down often, too. This is the residential housing and we
are only utilizing 17 of them and they are severely
deteriorated. Also there is a lot of asbestos in the
drywall and asbestos.

Once the tile gets loose, then we have to close
them down because of administration. And housing, at the
very first of this year, they had a new -- a new box there.
It had to be compliant with 6 inches, so we are not
compliant with that. The window has to be more than four
feet away, so they are not letting utilize these homes.

The storage water tank, a lot of the compliance
counts that are coming down. This is the street that we
had the pavement, that is the one we replaced. And this is
the sewer lagoon. It's the one that needs to be brought up
to compliance. Thank you.

MS. GODINEZ: I think I will just summarize and
wrap it up, our 30-minute presentation. I just want to say
that our main gist of the video, from the video all the way
through the PowerPoint, our basic message is, our facility,
the infrastructure that we have and how it impacts our
academic and our learning, our teaching, and it also houses
-- where it houses our students, as well, and as well as
our staff.

So we just want to make sure that the message we
take across has to do with the -- what goes on in these
buildings and how, how the shelf of it actually impacts the
academics, the learning, and the teaching, so --

What am I doing here, playing with the mic. It's a wonderful mic.

MS. BORGESON: Are you ready for the questions?

MS. GODINEZ: Ready for the questions.

MS. BORGESON: Now the questions have been prepared by the National Review Committee and they are being posed to every school that's presenting.

And the first question is, can you meet the post award requirements for planning within the 18-month time frame. These requirements include land availability, utilities, geotechnical surveys, can all of these items be completed within the 18-month requirement for preplanning?

MR. LEE: Yes. Greasewood Springs Community School will meet the post award requirements in 18 months or sooner. A suitable land has been already available, and we have this document on the property plan. And the advisory committee has issued a resolution on it in 1964, and it's 163.81 acres that has been set aside. Not only has the land been identified, also some of the post preliminary requirements have already been met.

We have NEPA in place. We have -- the process that has been done, and the survey has been done for the utilities. NTUA is the service provider. We have the substations, and what they will do is, because the distance
is so short, the conductor wires are short, there is no voltage drop, and there is power, so we have utilities readily available.

And then we have a fully functioning sewer lagoon that has two cells, and utilities are installed and available at the school. The site has its own independent abundant water. We have three water wells. And in this place we have water for generations to come in the future.

This is foregoing the geotechnical 100-year flood plain study has been done, and we have a conceptual drawing, a preliminary one here that has approximately 69,000 square footage, and that's we are looking at.

MS. GODINEZ: I would like to say that we are definitely, definitely more than shovel ready. And as demonstrated, as the way we demonstrated through our PowerPoint and throughout the presentation, this is not an empty claim that we bring before you.

Many of the time-consuming precautions and also the procedures are definitely completed, and they are certainly in place. We also -- I also want to mention that at this time we can definitely be assured that we can difficultly move forward efficiently and effectively, and definitely have the ability to do so to fully receive the funding, to fully utilize the funding that we receive for the school, and that's really what we hope to -- that's
really what we hope to obtain in this process.

We also -- I also want to mention that we also have substantial in-house expertise here with -- with our team, and we have expertise in procedures, construction, construction management, and also any of the other related services that's needed, including, we also have -- have training or we have received training in super thermo. We also, in addition, the administration, budgeting as well as contracting and any of those, the details of the procedures that entail the -- that entails those that are procedures that has to -- that tie into the financial control.

At this time I want to state that recently -- one of our highlights is recently, for example, we just received our audit, annual audit final report, and it actually came back for the current reporting period, it came back unconditional -- stamped as unconditional, which, to us and the team here, it reflects our ability to -- this is really a rare and high achievement that I just want to put a stamp on that as a rare and high achievement for our team because it really actually shows and reflects our responsibility, and also our reliability, as well as the ability to partner truly successfully with the Bureau of Indian Affairs in this process. Thank you.

MR. KEEL: My name is Dale Keel. I've got a question. Where are you planning to -- do you have
163 acres, I believe you said, and all your infrastructure is right there. You stated everything was right there. Are you planning to put your new school, if you are selected, right next to the -- to the existing school, or will it be away from it, or are you planning on demolishing your current school and building there. And how are you going to manage keeping your school open while under construction?

MR. LEE: If you can take a look at Page 2 on your booklet, you will see the Building 31 is circled around, and you have -- this is -- sorry to say this is not to scale, but if you look at it, between the building we have a large area, and we currently have a playground there, and our 100 year flood plain study, it was determined that that portion, that level where any type of development could be made. So to answer your question, we had a playground there, and this power -- this laser power is going to be this area, it's -- it's a big area. So what we want to do is we want to take apart the playground and have the buildings be done here, and this is ready for demolition and demolition, and we would proceed further into this area. So this is a huge parcel. I wish that we could have brought a better map.

MR. KEEL: I have been to your school. Are you sure that that area is large enough to hold what you are
planning to build?

MR. LEE: Yes, it does. In 2006, BIA recognized that Greasewood Springs needed a new school, so studies were made, and it was recommended that that would be an ideal place to start with, and then venture this way when these two get demolished.

MR. KEEL: So it's going to be a phase construction?

MR. LEE: Yes.

MS. MATTINGLY: Patricia Mattingly. If you -- where is the playground going to go then? It's important for kids to have an area to play.

MR. LEE: Okay. We have this big area here where we currently have a football field and where we are trying to do more leveling, so that's where the temporary playground area will be put. That's a big area.

MR. REBER: I have a question. Todd Reber. How many students do you serve?

MS. GODINEZ: We have over a span of three years an average of 200 students.

MS. MATTINGLY: Patricia Mattingly again. So somebody mentioned there was a loss of enrollment. What was the loss, and where did the kids go to? If it was another school, how close was that school or that school to your school?
MS. GODINEZ: If you go to your pamphlet and look, we have a map of the -- of the -- what page is it? Okay. And it reflects where our school is in relation to the other surrounding schools, those are our feeder schools. And yes, in many cases the decrease in enrollment, parents are taking a lot of their children to the neighboring schools, and in many cases they are into the feeder schools that you see on the map there.

And I just want to state that what comes to mind first is the existence of the asbestos, and the deterioration of our buildings definitely is one of the reasons why parents, when you close our school, especially when school closure happens, and those are times when the flare-up happens, and parents come around and they are asking exactly what is going on, and that's part of the large -- one of the reasons why the decrease in enrollment. Thank you.

MS. MATTINGLY: What would the distance be between your school and closest school?

MS. PUENTE: Indian Wells School is about 20 minutes. And between Greasewood and Kindalchi there is another school that's also about 20 minutes.

MR. RATION: James Ration. Good morning. James Ration. Earlier question was asked by Dale, if you do get funding, how would that interrupt the daily activity of the
school, or that affect when you have to bus kids to other
schools, or -- if you should get funding and then you start
building on this new site, will that affect the daily
routine of the school?

MS. GODINEZ: My response to that is I would like
to think that there wouldn't be short -- not even like the
things that -- the hub that you see on the map there, it
holds the cultural section, so it really is the hub of that
map there that is in front of us, and the interruption, I
would like to think there would not be any interruption.
Thank you.

MS. BORGESON: The next question is, how does
your school support the mission to manifest consideration
of the whole person taking into account spirituality,
mental, physical and cultural aspects of the individual.

MS. JONES: At Greasewood Springs Community
School, our mission is to provide a quality educational
opportunity for K through 8 program, which includes
residential, funding and support service and food services
and transportation, facility and administration.

We also have a pre-K Face family and child
education program. We transition into the kindergarten
class. There is no Face adult education. There is also
Face adult education program for our community people to
obtain their GED, and enrollment and includes secondary
education. The Navajo language and culture program that gives student one hour of Navajo language history and cultural instruction on a daily basis, including the teachings of the Four Sacred Mountains and direction, Nitsahakees, critical thinking, Nahata, future strategic planning, Lina life, Bee Niiseeldoo, growth, and then with the new construction the colors of the Four Sacred Mountains will be imbedded in the four areas.

The school also experienced high school enrollment and two high student enrollment in two grade classes that's resulted in creating two classrooms for the 2nd and 5th grade in school year 2015 and 16. This also have taken place for this year. The academic coach has an open-door policy and coordinates on a routine basis to determine which students need intervention in reading and math and providing coaching and mentoring to all teachers. Partnerships with K through 8 schools and post-secondary schools for students and staff. The school also provides for programs, summer school for all students, extended school year for students in special ed.

Student council from all leadership and students have a voice in decision making. Promotes self-identity and the Navajo individuals and students serve as investor of the school. We have high expectations for all students and staff.
In consideration of the whole person, we have full time certified physical education teacher who provides lessons in physical education for all grades, full time certified special education teacher who coordinates special education programs for eligible students, including services by speech pathologists, physical therapists and school psychologists, occupational therapists. A full time certified counselor who provides character development lessons that promote positive thoughts and actions. Mental health providers are available for students and families. Navajo peace making program that promotes harmony and conflict resolution and Navajo traditional family values, a full time parent involvement coordinator who works with the parent advisory committee and other stakeholders to be actively involved in the children's education. School programs begin with Navajo prayers and individuals where Navajo traditional codes.

MS. PUENTE: I also want to add that we support the BIE mission by being in compliance with having 100 percent highly qualified teachers and principals. We conduct 100 percent background checks on all employees. We are up 100 percent up to date, and we have completed the last year's financial school audit, which is unqualified, and that is rare, and that just shows that we are -- we are financially responsible. We also have staff professional
development that supports our own school mission which
compliments the BIE mission in promoting the whole
identity, the whole person.

And also the school is authorized as a Navajo
grant school and Navajo Nation Advanced Ed has also
authorized -- accredited our school for two years, and we
achieved this by having a stable leadership in the local
school board and the current school administration. So I
am very thankful for this opportunity to present
information to you. Thank you.

MS. BORGESON: Okay. In the few minutes we have
left. Are there any follow-up questions or to Question
Number 2 from the committee?

(No response.)

MS. BORGESON: If not, we have about four minutes
left for the last question. How does the current condition
affect your ability to run a day-to-day education program?
Items to address include power outages, a lack of internet
access, adequate water and utility systems.

MS. GODINEZ: I want to start off by saying, it's
extremely difficult and it's challenging as well to piece
together an educational program that is adequate for our
community and our -- of course for our students.
The inadequacy of our boilers as you see in the
presentation, as well as the broken pipes, and it affects
our ability to continually deliver instruction seamlessly. And also failure of basic infrastructure, such as the heat, the water, the sewage, the water damage that we have in our buildings as well as the possible mold and corrosion of the many parts of our building, and not to mention the years and years of wear and tear that has taken its toll and has made it quite, quite difficult to properly house our residential students, as well as our staff, and of course, to have a reliable and safe infrastructure.

I at this time want to state that we know there are -- there is an array of research out there that confirms that deteriorating school buildings have a phenomenal impact, a phenomenal impact on our student achievement, as well as teaching, our health, as well as the morale of our students and staff.

With that in mind, I just want to highlight three areas that -- the deficiencies of our buildings and how that affects and impacts our -- our delivery of a quality educational program.

Number one, our outdated boilers and corroded boilers, our outdated boilers and also the broken pipes we have, it causes lack of hot water. And also the heating, the heating in our buildings, our poorly, poorly functioning heating system ends up having us frequently, frequently stopping, and it causes us to stop our focus on
our instruction and ends up having to merely focus on
whether our students and our staff are hot -- too hot or
too cold in the winters, and also during the summer.

Number two, our internet, internet server is not
sufficient to support our student computerized assessments.
It also restricts the educator from extracting resourceful
-- resourceful methods of teaching and all that we can get
from our internet, and so that we are ready -- so that we
continue seamlessly to prepare our students for our
technologically driven 21 century.

Our scanty -- I want to put a stamp on this
one -- our scanty connectivity for our school-wide
communication system as well as our fire alarm system is a
live safety hazard, especially during times of emergency.

Number three, our current facility does not meet
the acceptability requirements for the American Disability
Act. This causes potential barriers for our students with
learning disabilities.

To conclude, I can reiterate that there is an
array of research out there showing that there is
definitely a link between the facility, the deterioration
of the facility, and our educational program. Yes, our
decaying non-functional facility, environmental facility is
limiting our ability to provide a world class education for
our students. I like that. Just like Obama is saying. It
also puts our children at risk, and it negatively impacts
the morale of course of our students and our staff. And it
also causes our families and parents to transfer their
students or take their children elsewhere, which in most
cases is away from their homestead, further away from their
homestead. Thank you.

MS. BORGESON: Thank you, Greasewood. Any last
questions from the review committee?

MR. HASTINGS: Jim Hastings. I think you said
had you 55 quarters, and how many of them are currently --
REPORTER: I can't hear.

MS. BORGESON: Jim Hastings stated they had 55
quarters and asked how many are they using.

MR. HASTINGS: You are using only 17 because the
rest don't meet requirements, or you don't need them right
now?

MR. LEE: No. The truth is the risk of them they
have severely deteriorated. You see on the poster there
the vinyl asbestos tiles that have come loose, and once one
becomes loose, it seems like it's a domino effect. And we
know that a maintenance worker cannot work or fix no more
than three square feet, so you see those floor tiles, six,
seven, eight loose, then maintenance people cannot fix
those because we have to contract those out. So when that
happens, you slowly you start turning them down, so as of
now we have only available 17 apartments.

MR. KEEL: Dale Keel again. We had some discussion with another school yesterday on quarters, and I spoke to our quarters management officer, and there are, while this is a different -- a different program, there are some fundings for quarters repairs available, so you need to work with your -- your agency and region to submit requests for funding to get some of those repairs made.

There are some funding -- quarters funding improvement and repair funding available.

MR. LEE: Thank you. We will look into that.

MS. BORGESON: Thank you, Greasewood, and thank you, Committee, and thank you for the presentation. Thank you.

Our next presentation is scheduled for 10:30 with Laguna Elementary.

(Greasewood 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