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

LUKACHUKAI BOARDING SCHOOL
FEBRUARY 2, 2016
1:00 P.M.

LUKACHUKAI TEAM:
SAMUEL YAZZI
CHARLOTTE BEGAY
RAMONA ROGERS
JIMMIE C. BEGAY
ZANE JAMES
MR. ESKEETS: Good afternoon. We are into the second day of this public meeting, so welcome, Lukachukai folks. And I think I still see some people from the other presentation still are here, so that's good. Welcome again. We are getting into the third presentation of the day, and I have maybe one or two or three or four ground rules.

If you have cell phones, please put them on vibration. The only media that we're allowed in this room is the transcriber taking notes, so please don't take recordings or don't take photographs or from your cell phones and things like that.

So the presentations are, as you know, scheduled for 30 minutes with a follow-up of 20 minutes of question and answers. There will be more of an emphasis on the three questions that you should have paid particular attention to, but be aware there will be more emphasis on that.

Lastly, if the audience has any questions, I have a little black box on each table that you can write down your question. The reason I'm saying that is the only dialogue is between the National Review Committee members and the presenters here. So if you have questions, as far as the audience goes, please write them down, give them to me, and I will give them to the committee members for their
review and consideration.

I also like to recognize senior advisor to AS-IA, Cheryl, she is here in the audience. And then I have -- I would also like to acknowledge Mr. LaRoche, our deputy -- not our deputy, but the director of our office, and Wallace Keays, the deputy director. So I get them confused.

So thank you, and Barbara here will take the rest of the time and explain more.

MS. BORGESON: Thank you, Emerson. So our next group to present this afternoon is Lukachukai. We will have a 30-minute presentation followed by a 20-minute question and answer session.

And our transcriptionist who is taking notes for the meeting has asked when we have question and answer, if the committee members, as well as the school team, use the microphone so that she can be sure and get the names and as well as the discussion recorded. So if we can follow that guidance, we will have a good presentation here.

So I will turn it over to Lukachukai at this time.

MR. JAMES: Good afternoon, ladies and gentlemen. (Presenting in native language.) My name is Zane James. I am the Lukachukai school board member, if you don't mind, I would like our presenting board to introduce themselves to you as well.
MR. YAZZI: Good afternoon. My name is Samuel Yazzi. I'm school board president. My clan is []. Thank you.

MS. ROGERS: Good morning, my name is Ramona Rogers. I'm the human resource manager. My clan is [] Clan, born for Irish. Thank you.

MS. BEGAY: Good afternoon, my name is Charlotte Begay. I'm the school principal of Lukachukai Community School. (Presenting in native language.)

MR. BEGAY: Good morning, my name is Jimmie C. Begay. (Presenting in native language.) I'm facility manager.

MR. JAMES: Thank you National Review Committee. We are extremely honored and happy to be here to present before you today. I would like to say this new school construction project is a community-wide event. It's something that the whole community has embraced, not just within the Lukachukai community, but our neighboring communities of Sailing Wheat Fields, also Round Rock, Rock Point and those particular areas. And that is evident by our support here today. We have some school administrators and also community members in the audience. If you don't mind standing, the individuals that came to support us as well.

We also have our Navajo Nation delegate,
Mr. Nelson Begay, in the back. We do have support from the office of the vice president, Mr. Leonard Chee, staff assistant to the vice-president, the Honorable Jonathan Nez.

So this is a community-wide event, it's something that we are extremely excited about and throughout the presentation today, we really want to focus on the condition of the facility at Lukachukai Community School. It's something we want to really highlight in our presentation.

With that said, I'm going to turn the microphone over to our facility manager. Mr. Jimmie C. Begay.

MR. BEGAY: Hello. I wanted to express current concerns on the water sewer system. It was built in the 1930s. We still have some of the systems in place. As you know, it gives us a lot of problems in the pipes, water, also expensive to maintain. We have spent a lot of money over the years to maintain the system. We also produce low quality water, rusty water is. The coloration of water, at times it gets discolored and then gets cleared again. We have frequent leaks, water breaks, and freezing also during the winter. The summertime, like last summer we had a water break. It started working in October, and then we had three water breaks already.

And now I will give the microphone to Ms. Begay,
our principal.

MS. BEGAY: Thank you, Mr. Begay. Due to summer water breakage and just the annual problems that we have been having with our water pipes at Lukachukai Community School, one of the major events that has occurred in the year 2015 was the cancellation of our summer school program. We had no other resource to continue with our academic program due to the major water break under the kitchen and into our administration building, therefore, it was just a hindrance on our academic. We were not able to provide the free meal programs that are -- where our kids come in to eat and also it did create a rippling effect out into our quarters and our community as well. Quarters we had to declare a state of emergency where we had to call on the Navajo Nation for assistance. We had our Navajo tribal utility authority bring in a load of water to maintain our quarters for cooking, sanitary items and the day-to-day functions of our quarters. On the school campus we have -- we had to put in porta-johns. We tried to continue with our daily function, but the water break was just a really major big problem for our school, and that's one of the bigger things and our concern at this point. Thank you.

MR. BEGAY: Here we have pictures of -- this is below the classroom, the boiler system where the rusted pipes running down there into the classrooms, and here
where you see a -- the asbestos on the -- in the boiler areas. These are prevalent throughout the school system under where all the boilers are situated, so a lot of asbestos has not been abated.

Here we have the, in the dormitory, the connection to the washer and dryer. We have the problems with the discoloration also that accumulates on the pipes. These have been replaced three years ago, and it's accumulating again. Here is one in the kitchen, rusted also. This has been replaced three years ago and still there is prevalent rusting. Again we replaced them.

The heating and air conditioning, we have a subzero temperatures during the winters that is cold and winters we have temperatures 90 plus above. And the heating system is from the 1950s. These are the boiler type, these are not available locally but our shipment from Langdon, Utah, or from Langdon, Utah or Colorado. The parts of the boiler are not readily available, but call around to different places, even to Chicago to get to these parts.

Also a lot of these parts are no longer manufactured, I will give the microphone over to Mr. James.

MR. JAMES: In addition to the air conditioning units at our current school at Lukachukai Community School, we basically have no air condition units. Our air
conditioning units are single pane windows where we have to pry them open in the summertimes, and in the wintertimes it allows cold, cold air to come into our facility. That is one of the biggest things we deal with at Lukachukai Community School.

The other thing we deal with is maintaining adequate room temperature for our students and teachers. It's something we struggle with on a day-to-day basis every day. In the wintertimes our boilers are very -- the heat is maintained at one elevated temperature and summertimes we have no air conditioning unit within the facility.

MR. BEGAY: This is a boiler from the 1950s. As you can see, also there is a pad that is -- this is not working and not in service for some time.

MR. JAMES: As I mentioned earlier, the air conditioning units at Lukachukai are these little portable air conditioning units that we have to install for our classrooms. Again, these are not commercial air conditioning units. We all know that the facility was again built in the 1930s, so when we installed air conditioning units as such, we have to install plywood in certain areas, and these are done one time a year. So in the wintertimes you have a lot of excessive air coming into the facility as well.

As far as the shelter, the roofs, walls and
floors do not meet the basic standards that an individual should be educated in or that teachers should be teaching in. The building roofs were never adequately constructed, therefore they are continuously failing. Additionally, we have frequent leaks within our school system. It's very common to see it in the summertimes when the -- when the rains come you see portable pots and cans throughout the facility to -- to really capture some of the leaks.

We have cracked walls and floorings throughout the building. We also have decade old window system. Like I said, the single pane window is something we constantly struggle with because the rust has welded the majority of the window panes to the existing building. It's hard to keep wind out and dust out in certain areas of the building.

MR. BEGAY: Here is a picture the roof. This is a membrane roofing system. Again it's not adequate to hold water at times. These have been fixed so many times we have a lot of leaking in the dormitory and classrooms. So this is a picture of cracked walls from the outside where a lot of sediment outside the classrooms.

These are some of the cracks. We have a 1930s building still used as classrooms. We have cracking up here above the windows. Here we see the floor. It has asbestos containing material. This is also prevalent
throughout the classrooms, throughout the building, and other buildings also. So we need -- these need to be replaced.

MR. JAMES: This here is a very common sight within our classrooms. This is facing basically the whole wall of a classroom is a window setting. So we constantly struggle with adequate lighting within our facility and in the spring months it's very common to see teachers putting up papers to really distract some of the light that's coming in.

And of course we can't predict the weather. If the sun is not shining for that particular day. We need adequate lighting. The teachers have to go and take down those manmade shades as well. Additionally we had to install some curtains that subject the building to inadequate fire codes. So these are things we deal with on a day-to-day basis.

We would like to transition into a video for you to see first-hand and actually see what we encounter at Lukachukai Community Schools. Thank you.

(video played.)

MS. ROGERS: Isn't that something. We are shovel ready -- to be that small again so that we can experience that, too.

Some of the unmet need is the transportation as
stated in the presentation. We do not have paved loading
and unloading for students. We have parents that are
dropping kids off in the staff parking lot, which is a
safety concern. Our IT, our facilities are too old for
modern IT infrastructure. Overcrowding classrooms have to
be adjusted. Just this year we had two 2nd grade
classrooms, we had to add a third. We had to take that
chance to take that risk to get a third class because there
was behavior that was erupting, there was parents
complaining.

And we just told the principal, "We have to do
it." And it was a chance that we had to take and we were
lucky and fortunate to find that highly qualified teacher
mid year, so we were very fortunate with that. But those
are the things we are experiencing.

There is no adequate facilities for exceptional
student services. Every week these speech therapists,
occupational therapists, they have to come on location and
we have to find who is using that little classroom, that's
where they need to go serve the students.

So these are the things we have to deal with day
to day, and thank you very much.

MR. JAMES: In addition to some of the inadequate
classroom facilities we have, we also have inadequate
classroom facility. We have no -- absolutely no
recreational facility on campus, and we have a residential program that was cut in half when the original dormitory was condemned in the late 1980s, and you saw that in the video earlier as well.

This here is a picture of the Lukachukai school gymnasium, this gymnasium serves multi purposes at the Lukachukai Community School. We have a very community engaged school so our 8th grade graduations basically cannot accommodate the amount of people that come into this facility so we had to move the 8th grade graduations out into the open.

This here is a picture of Lukachukai Community School cafeteria. Our cafeteria, the size cannot accommodate the size of the kindergarten through 8, therefore we have to run three different lunch programs to accommodate all of the students, and it should be noted that the cafeteria currently has never -- has never had an adequate sanitation facility for our students. There are no boys and girls restrooms, and in the video you saw the students coming into the cafeteria, so if a child needs to go to the restroom, that individual has to leave the cafeteria and go into another building, expose them to weather conditions as such today -- we all know how cold it is today.

This classroom here, picture, is very typical at
Lukachukai Community Schools. If you look at the portable projector there, it's something that teachers have to be as innovative as they can to accommodate the needs of the classrooms.

If you saw Ms. Pahe in the video, there is one area where she had to turn sideways to move to maneuver throughout a classroom. It's very common we see clutter like this in a classroom as well.

The IT server rooms, this is very common here. This room has been flooded many times, so you have actual conduit coming out a little further than the ground just to accommodate the excessive water that funnels into the IT server rooms. Additionally you have exposed wiring that's very common.

This here is the infamous black hole on Lukachukai Community School. This building has been labeled a black hole, and it sits in the center, in the absolute center of our school -- school compound. This, imagine, this is the first thing the students see when they come into the school system on a daily basis and it's the last thing they see when they leave Lukachukai Community Schools.

And if you stand in the middle of our school compound, if you look directly north, imagine sitting in a classroom and you look out the window and first thing you
see is a cemetery. We are bordered to the north by a
cemetery and to the south we are bordered by a sewer
lagoon. So inadequate HVAC in our school compound dealing
with the summer from the sewer, that is something that our
students deal with on a day-to-day basis.

Additionally, school replacement has been sought
for over 15 years, beyond the 15 years. In 2014 the
defered maintenance backlog about $40 million. We have
secured 44 acres in the community for a new school site.
The site is -- we have access to utility infrastructure,
and also again by a show of our support here today, we have
a very strong community support for our new school
construction.

In conclusion, for decades Lukachukai Community
School students and teachers have had to overcome the
physical conditions at the school to try and teach and
learn, the buildings and lands should help learning happen
at Lukachukai Community Schools. The buildings and land
prevent students and teachers from doing the work they want
to do. School replacement at Lukachukai long ago stopped
being a question of convenience for our students and staff;
school replacement is a matter of human rights.

And I would like you to leave you with a little
quote from November 10, 2014, published article of the Sage
Open.
It says: "The condition of a school building is more correlated to student performance than the combined influences of family background, socioeconomic status, school attendance and behavior."

So a school compound has more bearing and is correlated to student performance than family background, socioeconomic status and school attendance and behavior -- 2001. Thank you.

MS. BORGESON: All right. Perfect timing there. It's time now for our question and answer session. And the first question is, can you meet post award requirements for planning within the 18-month time frame? These requirements include land availability, utilities, geotech surveillance, NEPA requirements, et cetera.

You have addressed it in your presentation, but would you like to add to that?

MR. JAMES: Yes, I would like to, and thank you for the question. And to answer your question as directly and frankly as we can, yes, we are ready to meet the requirements.

As evidenced here, we do have a letter from the division of natural resources department manager, Mr. Mike Corona, basically allowing and giving site control, land withdrawal to the Lukachukai Community Schools for the 44.27 acres for the site, so we do have adequate land
properly withdrawn. And you saw the video where the land is away from the proposed site or away from the current school, school structures.

Additionally we have two letters from the utility providers, the Navajo Nation, the Navajo Tribal Utility Authority, one, basically committing that we do have adequate water supply in the area, and that they are committed to providing the water for that particular area of our new school construction site.

And we all know in any construction process, in any vertical construction process that all -- that the issue always is adequate infrastructure. So we also have a letter indicating that we do have a three-way power system coming into the area so we can immediately tap off of that. So the infrastructure from the water and utility standpoint is readily available at our new 4.27 acre site.

Also the land has been surveyed and withdrawn as I stated here earlier. We have a copy of this as well, and we do have a conceptual of what the facility might look like. I, I always pride the fact that our school administrators, our school board has taken this proactive approach to getting prepared for new school construction.

We have had over 15 years to prepare. A lot of work has been put into this particular facility, so we are extremely excited. We feel like we are ready for the new
school construction. And in reference to the land withdrawal, land withdrawal cannot happen from a Navajo Nation designation if your archeological clearances are not complete, if your environment assessments are not complete, so that answers your NEPA question. Thank you.

Additionally, also we did go out and solicit a couple of geotechnical firms, so we are ready to go in and within the 44.27 acres to start a geotechnical analysis. So thank you.

MS. BORGESON: Do we have any follow-up questions from the committee on question one?

(No response.)

MS. BORGESON: No? I just want to add, too, that this documentation has been provided to the committee, and so you will have copies for consideration.

MR. KEEL: I do have -- Dale Keel. You mentioned that you have a dorm that was closed. Do you have a dorm program now, and do you plan to have a dorm program with your new school?

MR. JAMES: So you are basically giving us a new school, right? You are telling us we will have a new school? Thank you. Our job is done. We are going to go ahead and go home -- but no --

MR. KEEL: We want to transcribe that there.

MR. JAMES: It's all transcribed there. We did
have a current dorm and we had a dorm that was condemned in
the 1980s, and I will turn the floor over to Ms. Ramona
Rogers to elaborate more on that.

MS. ROGERS: Our dorm was closed 2008 to 2010 due
to mold, so we had to have all of our students go to day
school, day students, and our dorm students became teacher
aides for that contract year. The dorm was closed for two
years, EPA and the bureau came in and did all the
environmental studies and air quality and so forth, and we
got the green light to go back in.

So the dorm is in operation. We have
approximately 60 students that we are serving. Currently
the dorm that is condemned is from previous years, that was
a dorm. There was another one on the other side that we
converted to classrooms which were being used as
classrooms, junior high level classrooms.

There is another dorm that is currently in
operation. It's small dorms where we house both the boys
and girls. Thank you.

MR. JAMES: Additionally, to further elaborate on
that, with this new school construction we have proposed
dorm area as well.

MS. BORGESON: All right. On Question 2, 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.

MR. JAMES: For that question I'm going to turn
the floor over to our principal Ms. Charlotte Begay.

MS. BEGAY: Thank you, Mr. James. I would like
to elaborate and give you an overview of our instructional
program at Lukachukai Community School.

We are 99 percent enrollment of Dine students
kindergarten through 8th grade. We -- the school, we
integrate our Dine cultural language, we try to imbed our
instruction and preservation preserving our language and
culture.

And we do have supporting programs like the
gifted and talented. We also have an RCI implementation.
We have after-school tutoring. We do have counseling in
the academic and also on the residential. We do have a lot
of activities, extracurricular activities that are geared
towards tradition, our traditional culture. We have
students that are participating in Navajo culture group.
They go out to the communities, they do their dances, they
do skits, they do a lot of things.

One of the major setbacks is that we do not have
the specific housing or the placement for these students to
display their projects, you know, share with the parents in
the community what they are doing. Due to space, we don't
have enough space, we are -- on a lot of things we need to
provide our students with all of these accommodations, yet
the hindrance is that our building is obsolete. They are
very old, so we have to find different areas as Mrs. Rogers
just stated to accommodate all of these activities, and
imagine the things that our students can be doing and are
capable of. So I would like to leave you with that. Thank
you.

MR. JAMES: In addition to the question taking
into account the spiritual, mental, physical, and cultural
aspect of the whole individual, we showed you a picture of
the black hole, the infamous black hole in the center of
campus. Imagine going to work every day and seeing a
boarded up facility within your structure. What does that
do to you from a psychological standpoint as an employee?

Now, take that and imagine your child went to
that school setting every day, every day the first thing
they see. And the second thing they see, additionally, our
border to the exact north is the cemetery. A cemetery. We
look -- our students look at a cemetery every day while
shuffling through the school.

From a cultural standpoint, Native Americans,
specifically we Dine, those are some areas that we are not
supposed to be exposed to on a day-to-day basis. Our
children are there every day. We turn to the south and we
have a sewer lagoon. We have no adequate ventilation of
the facility. In the summertimes when we have to open the
doors, that odor comes into the building and our -- the
kids are exposed to that every single day.

Additionally, within the center of the school we
have -- there have been known pottery shards throughout the
school compound. In Navajo culture and Navajo tradition,
building on Anasazi sites is a taboo. It's something that
requires medicine men to come in and heal an individual
from a cultural standpoint, so we are exposed to that on a
day-to-day basis.

We can do what we can to support the mission of
BIE, but under the circumstances we can't fully meet that
due to the location of our school and due to the condition
of our school system. Thank you.

MS. BORGESON: We have some follow-up.

MR. LAPLANTE: Mike LaPlante. I would just like
to get an idea of where, on that lower map there, of where
your existing school is compared to your new proposed site.

MR. JAMES: Okay. So -- okay. So the Navajo
Route 12 basically runs -- this is Navajo Route 12, and
this is in 13 intersection, the gas or the grocery store,
the store that you saw is here. The new proposed land
withdrawal site is here. This is the 44 acres. The
current school system is up on the hill in this particular
area. So it's well away from the community cemetery, it's well away from the sewer lagoon and well away from all the historic Anasazi pottery shards that we have known to see on campus.

(Question asked inaudible.)

MR. JAMES: Approximately two miles from the current school.

MS. BORGESON: Any other comments from the committee on Question 2? All right, Question 3. How does the current condition affect your ability to run a day-to-day education program? Items you might address include power outages, lack of internet access, adequate water or adequate utility systems.

MR. JAMES: I will give the floor to Mr. Begay to speak to that.

MR. BEGAY: Thank you for this question. Imagine you have a school where everything works, you can go inside a classroom and control your heating system. You can go inside the classroom or auditorium, and you can control the lighting system, just a turn. Also imagine that you have a utility system that's in place that's working. The boiler systems are up to date, so you don't have many problems in your school system. All you do is check all the readings in the morning, at the border site an classrooms. We don't have that, the students don't have that. Imagine you don't
have power outages, you have adequate power outlets in a classroom or in a building where you can use a lot of electronics so you don't have power outages. We don't have that.

And imagine in a room like this where you have adequate ventilation, you have adequate air conditioning, you can control inside, also, the students don't have that. So we constantly have these problems. So also a set -- we have to take care of those, and those are problems despite all of these. I think we are -- the students are learning, and I will give the floor over to our principal.

MS. BEGAY: Thank you again, Mr. Begay. I just wanted to share with you on the portion of lack of internet -- lack of internet access, we at Lukachukai Community School have been doing what we can to accommodate the technology integrated portion on the academic side.

Currently we have an RTI program which is all internet based. We do have our NWEA, which is an online assessment that is required of Department of Education. Speaking to those, we do what we can and we start planning when our assessments are coming, we start planning.

We are active to make sure that our internet at the time of the testing window are working. We have to come in on weekends. Our technician comes in to update one computer at a time. It's not where you just go and do a
network check and do upgrades and whatnot. It's one day at a time, and really, in our RTI, our access to the internet is very limited. Our students are either waiting a couple of minutes to, you know, to get connected to our internet, otherwise it doesn't work, and that's a whole lesson lost right there. So these are the issues that we are dealing with at Lukachukai Community School.

One of the major points that I wanted to share with the review committee is that we have advanced ed accreditation that comes in to assess our school. We were cited for lack of internet access. In fact, the review team couldn't do any of their work on campus. They couldn't log in to their portal. They couldn't update upload any information on their portal to complete their job there on campus, but because we just didn't have the internet accessibility.

So what they did is they took their work and went to the nearest hotel and completed their assessment and that's a very good example of our internet capabilities, their lack of internet capabilities at our school. And thank you so much.

MS. BORGESON: Did you want to add something?

MS. ROGERS: I would like to add something. It took us three years advertising for a librarian. We finally got a librarian in June. We brought her so she
could get ready in the library. Come school starts, she said she couldn't do it. She submitted her resignation and left her location, so we are back down to having a library aide with the location at the time.

She could not upload all of these links to outside, and she couldn't upload the students' names into whatever software that the library uses, so those types of things that we have to deal with.

There was also another teacher we brought for the housing and she came back and she said, "Really, Ms. Rogers, really?"

And I said, "Yes, I placed you into an improved kitchen. We have new cabinets."

And they go, "Look at my bathroom. Look at the tub. I can't do that."

And this is from California, okay, what do I do next? So, you know, a lot of things, even within our positions were violating. So okay, let's give her something so she can stay.

It's very difficult to retain highly qualified staff and even to recruit because of our housing. So these are the things that we have to deal with, so I wanted to share that with you also. Thank you.

MS. BORGESON: Do we have any, at this point do we have any additional questions or comments from the
Jim, let me bring the microphone to you so the transcriptionist can hear the discussion.

MR. HASTINGS: Jimmie, can you tell me a little bit more about the quarters, how many quarters you have and how many are serviceable, and will you be asking for quarters in the new school?

MR. BEGAY: Currently we have 57 quarters. They were also built in 1950s, so still have a lot of problems at the school. We currently have sewer backups, water breaks, the same conditions as we described with the windows. No air conditioning. Those type of things. So, yes, we plan to have quarters built into the new school.

(Question inaudible.)

MR. BEGAY: How many are occupied? Because of the -- we have close to 40 occupied quarters, the quarters are in poor condition and we are trying to renovate them, is one of the reasons that people don't want to move into these -- if they come from our site, the reservation.

MR. JAMES: Housing is a huge issue on the Navajo Nation. Any environmental or any economic developmental area, any clinic area that are indirected on the Navajo Nation, adequate housing is also always an issue. Same here with Lukachukai Community School, we do not have the adequate housing to accommodate our staff, and those
individuals that are currently occupying the quarters basically don't have a choice. They don't have nowhere else to live, so they accept living in these poor conditions.

MS. BORGESON: Mike, did you have a follow-up?

MR. LAPLANTE: Just another question on your map there. Is that a -- is that a small housing community on the other side of that intersection?

MR. JAMES: Yeah.

MR. LAPLANTE: Yeah.

MR. JAMES: Those are Navajo Housing Authority houses.

MR. LAPLANTE: They are on their own lagoon system?

MR. JAMES: I believe they are.

MR. LAPLANTE: Adequate to connect to that one, big enough to support it?

MR. JAMES: Yes. As far as the sewer lagoon system, that is something that in today's technology and ability -- to elaborate to your question -- we had talked to a couple of engineering firms and also architectural firms that have told us there are adequate ways to address sewer lagoon issues within a particular developmental site. They have a self-sustaining system.

The board, before I came on board, visited a site
in Tohajilee, New Mexico, which is right up the road from
us, for those who are not familiar, they have an adequate
system there where it's a self-sustaining sewer lagoon
system, so I know there are options besides what currently
is within the community.

MS. BORGESON: Any other questions from the
committee?

(No response.)

MS. BORGESON: All right, our time is up. Oh,
sorry, Patricia.

MS. MATTINGLY: Patricia Mattingly. How many
students do you service?

MR. JAMES: Currently we have about 300
students -- 368 -- my apologies.

MS. MATTINGLY: Okay.

MR. JAMES: Our highest has been over 400.

MS. MATTINGLY: K through eight?

MR. JAMES: Yes, ma'am.

MS. BORGESON: All right. Thank you so much
Lukachukai team, thank you for the presentation and good Q
and A session.

MR. JAMES: Thank you as well for your time and
appreciate. Have a good day.

(Lukachukai presentation concluded.)

MS. BORGESON: Our next presentation is scheduled
for 2:30 and that will be Quileute.
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 3, 2016.

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