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

QUILEUTE BOARDING SCHOOL
FEBRUARY 3, 2016
2:30 P.M.

QUILEUTE TEAM:
CHAS WOODRUFF
MARK JACOBSON
LETICIA JAIME
SUSAN DEVINE
CRYSTAL LYONS
MR. ESKEETS: Good afternoon. Can everybody hear me? If not, I won't speak any louder.

Anyway, good afternoon. My name is Emerson Eskeets. I'm division chief for the Office of Facilities Management and Construction. I'm just here to provide ground rules.

One, if you can turn your cell phone to vibrate -- to vibrate. And the only media that we're allowing is our transcriber, and we don't want you to record on your cell phone or take pictures on your cell phone.

The other ground rule, that is, the only dialogue that is to happen is between the presenters and National Review Committee members. And if there is audience in the background that want to ask a question, please write them down, have a piece -- anyway, he was trying to take a picture of me, so I want you -- you are out.

Anyway, if you is have a question, write it down on a piece of paper, give it to me or Barbara here and we'll give it to the National Review Committee members to consider.

I would also like to advise that we have a senior advisor from the office of AS-IA, Cheryl. And also I have my director -- I mix those guys up, so I'm going to do it right this time, I hope. Mr. Darrel LaRoche and
Mr. Wallace Keays, he is the deputy director. And I'm going to turn it over to Barbara from this point on.

MS. BORGESON: Thank you, Emerson. Welcome to our last presentation for this afternoon from the Quileute Tribal School. And we will have a 30-minute presentation from the school, followed by a 20-minute Q and A session with the National Review Committee.

And I just wanted to reiterate that when we are having presentation and then the Q and A session, that the committee members, as well as the school board members, utilize the microphones so our transcriptionist can be sure to capture every word.

And with that, I would like Quileute to start out.

MR. WOODRUFF: Good afternoon. I'm Chaz Woodruff, the chairman of the Quileute Tribe of the Le Push, Washington. Thank for giving us the -- giving us the opportunity to share with you today the story of our people and the vulnerable position that our children and our tribal school faces every day.

I have other members of our team with me today, and I'm going to allow them to introduce themselves.

MR. JACOBSON: Mark Jacobson, principal-superintendent of Quileute Tribal School.

SUSAN DEVINE: Project manager.
MS. LYONS: Crystal Lyons, treasurer.

MR. WOODRUFF: Future generation, children are our heritage. Students are our future. I stand here today carrying a message that started way before my time. Please hear the words we leave you with today. We are a new generation carrying a message from the very heart and soul of the Quileute people.

As Quileute people, since the beginning of time, we have had cultural ties with our land. In the past our people lived, hunted, fished, picked roots and berries on hundreds of miles across the Olympic Peninsula throughout the many thousand of acres of our northwest coast.

Our people honored the natural elements and moved -- moved out of harms way when mother nature told us to. We all know mother nature gives as well as she has the power to take away. Like our ancestors, we know when it's time to move freely like they did back in the day.

But moving freely ended for us when our treaty forced our tribe onto a one square mile reservation. We are surrounded by the Olympic National Park on one side, the Quillayute River and the Pacific Ocean on the other side.

Our home, tribal school, elder center and administrative -- administrative buildings are built basically at sea level. And there is a huge fault line
right off our coast called the Cascadia Subduction Zone.
In the event of an earthquake, the fault line is predicted to unleash a catastrophic tsunami that will destroy our tribal school.

Beyond the tsunami danger, our tribe faces consistent threat of flooding from the Quillayute River. We get 12 feet of rain per year, an average of 144 inches. There is only one road in and one road out of La Push, and this road is often under three to four feet of water.

When that road is flooded or completely destroyed, our entire village is trapped. In order to ensure that our tribe had a chance for survival, our former leaders, elders, and previous tribal council fought tirelessly for decades for the passage of the legislation that would give us back a small portion of Olympic National Park so we could move our village out of the danger to higher ground, out of the danger of tsunamis, out the danger of annual flooding, out of the danger of catastrophic storms.

On February 27, 2012, after decades of struggle and with the support from our congressional leaders, former representative Norm Dix, Senator Thady Murray, Senator Marie Cantwell. President Obama signed the Quileute Tsunami Protection legislation giving us the opportunity to move to higher ground.
Now it's time to move into the next phase of that -- of the process. We have made our children and the relocation of our tribal school our first priority.

We need to move our most vulnerable population out of a vulnerable situation. We need to move our tribal school out of harms way in order to preserve our culture, our tradition, and our heritage for generations to come, and we need your help to do that.

This is why we need your help. Location constraints, we currently have ten structures which together comprises our school site. Of these, nine are located in state or federally identified hazard zones.

Take note of the -- of the laser there, that shabby shingled building, that's the old Coast Guard building that we have used in a form -- in a form of one way or another for a tribal school since the 1970s.

Location of the facilities and educational space. The school ball fields are just feet above sea level, and often the floods during winters and often floods during winter storms. The carving shed, playground and the portables are located within the flood hazard zone and face damage from wind and droves of salt air.

Flood water and debris block entrances to the parking and the portables. Massive logs and driftwood block bus lane access and cover the playground. Take note
of the -- of the sign there in the circle. We all have
seen that sign somewhere, "Slow, children are at play."

Picture for yourselves in your mind, if that was
your children and had to face that reality in your own
front yard. If I could just encourage you to visualize
that in your mind. The location has long been unsafe.

This photo is a 100-year-old photo of our
ancestors outside the tribal school. Again, the location
has long been unsafe.

MR. JACOBSON: Once again, my name is Mark
Jacobson. I'm the principal and superintendent of the
Quileute Tribal School. I'm going to apologize in advance,
I have asthmatic bronchitis and the more I talk the more I
cough, so please tolerate that and the smell of vaporub.

Future generations, children are our heritage,
students are our future. The Quileute Tribal School has
five portables that house over 75 percent of the students
all day, each portable only 15 feet above sea level.

Our tribal school includes students from
Quileute, Hoh, Makah, Nisqually, Muckleshoot, Ponca,
Blackfeet, Quinault, Shoshone Bannock, Yakima, and many
other tribes. Crumbling unsafe buildings, the structures
are located in hazard zones and are damaged due to the
environmental conditions and do not meet building and
safety health codes.
Looking at the shabby building on the top left that Chairman Woodruff described previously, you will note the light color on the shingles. That's lead based paint on the 1931 Coast Guard building. The darker color shingles are those where the lead paint has crumbled off and fallen on the ground.

The picture in the top metal shows the main beam over the entrance to the elementary building that are detained from the wet conditions and salt air. On the right you can see a portable that is less than three years old, and the wind has already wrapped the metal at the top of the entrance, and you can see the supports holding the sides of the entrance up are already rusted.

The lower left picture is the second floor of the old coast guard station and it's used to store artifacts, culture, and language materials. We are having problems with water entering the building, and in an effort to protect this area, please note the maintenance staff put plastic over the window and wall.

In the floor in the middle it's the asbestos flooring that's decaying in the coast guard station. The building is still used for school counselor, physical and occupational therapists, school psychologist, some pull out program, the teacher's work room and various program directors.
Facility limitations, the Quileute Tribal School does not have adequate space to house all the programs needed to meet Washington State graduation requirements.

The carving shed was a garage. It was never intended to be used as a classroom, and it's falling down.

It doesn't have a ventilation or dust collecting system. When the students or staff use the power equipment, they put a box fan in the window in an effort to try to suck the dust out of the room.

The playgrounds and ball fields are unusable many months out of the year due to high levels of rainfall and the ocean surge that pushes logs and other debris onto the fields.

The elementary school building has inadequate HVAC. The salt air ate up the damper controls and they no longer open and close, and parts are no longer available for them. We have no science or vocational labs. We have no broadband, so we can't test online.

We have a lack of electives. We can't offer electives that other schools can because of a lack of facilities and resources, we are unable to offer electives in college prep classes online and available to the public schools in our region, such as gaming, Microsoft certification and hundreds of online college classes that we simply don't have the bandwidth.
Aging structures, the problems we have with school facilities is not new to anyone in this room. In this slide you can see what the Quileute Tribe has endured for the past 100 years or so. Our students and staff are still using a 1931 coast guard station pictured in the top right portion of this slide.

While this was a great location for a Coast Guard, it is not a safe location for students and staff.

Thank you.

MS. JAIME: (Presenting in native language.)

Good afternoon. My Indian name is []. My English name is Leticia Jaime, and I'm Quileute. As a former student and honors graduate of Quileute Tribal School, this school is important to me that I -- I joined the school board fours years ago in an effort to serve my community, and this is my first year serving as school board chair.

In pass to culture, tradition and language, our children deserve nothing less than to have inherited their own language. You can argue when a tribe loses its language it loses a piece of its inner being and part of its soul or spirit. That is how important and meaningful our languages are to us as the original habitats of this area. The Quileute language is an isolated language and is in danger being lost forever.

The Quileute Tribal School is rich in culture,
tradition and cultural activities. The picture to the left is cedar bark gathering. Teaching our kids how to strip cedar, soak it, use it for baskets and ceremonial purposes. We have a weekly drum circle. We sing, we drum, we dance in order to pass down our culture.

Our Tribal School sponsors an annual celebration for our elders, but we have many cultural activities throughout the year that bring the youth and elders together. The tribal school sponsors an annual welcoming a whale ceremony. That is an ancient ancestral tradition that shows gratitude for the brethren of the whale, and the thousands of years it provided sustenance to our people. We teach our ancestral foods, hunting, fishing, and our tribal language. We cannot do this alone.

MS. DEVINE: My name again is Susan Devine, and I am the project manager for Quileute Tribe. So far this afternoon you have heard of the proud history and tradition of the Quileute people. You have heard of the once vast land that are now reduced to one square mile. You have seen the conditions and age of the structures, the lack of space to provide graduation requirements.

And you have heard and seen the perils at which the cultural archives are being stored in a coast guard building. But we are not stopping there. We are ready and we have a plan, and I would like to share that with you
today. You might ask yourself why would you build a school at sea level, and I would remind you, and you can see here on the dotted line of our one square mile, the buildable land is on the beach, and that's what we had to build with. But now as Chairman Woodruff explained, the land legislation gave the tribe back several hundred acres, one part of which is called the Southern Land and it's on higher ground. This master plan we have been working on since the legislation was signed actively for the last three years.

Land is a precious resource, and we need to make sure we use every acre responsibly and effectively, and this is the result of a long-time community planning process that we have been working on with the students, with the elders, and with the community. You can see here the higher school site in blue. That's about a 45-acre site.

It has plenty of room for a K 12 building which is what we are here talking about today, and that takes about 20 acres, but we have an additional 20 acres or so that we are able to use for higher education and future development. We highly anticipate new and additional students coming back home to Quileute to go to school to learn and share their culture. And as you can see from the other colors on this
map, we have about 300 -- potential for about 300 additional housing units. We want to build to bring the Quileute children home, and we want to build a school at the heart of higher ground for those children to attend.

We are fully engaged and on board and in complete agreement with the BIE mission to educate the entire student. And we really felt like there was no better way for students to learn science, technology, engineering, and math than to literally put their hands to the table to plan for the higher ground and for their school.

As a long time engineering planning and architectural professional, it is very gratifying for me to share what we do and what any one of these children could be if they knew about it and could understand what it meant in their real lives.

So these pictures show some of our community meetings with the students learning how to use an engineering scale, looking at an aerial of their village which they had not seen in the past, and even as the picture in the corner shows, learning how to auto cad, drawing roads, drawing waterlines. This is educating the whole student, and we are proud that we can use our higher ground and our new school to provide for that education.

So now that we have talked, we would like to show you a brief video that a good friend of the tribe has
prepared for us and donated his time. He is a producer of Northwest Indian News, and we would like to show you that now.

(Video played.)

MS. DEVINE: Thank you for watching our video. I have seen it many times and every time that tsunami siren starts, I feel it in my heart. If you have ever been or heard one, I'm a grown woman, and when I hear that and I know it's coming because it's a drill, it is scary. I cannot imagine being a child at that school when that happens.

So we are going to start addressing the questions that were provided to us ahead of time, and I'm going to start with Question 1. And the first question is, can you meet the post award requirements?

I'm standing in front of you to tell you we have an absolute, yes, we are ready. As I mentioned before, we have been working for many years to get to the point to stand before you today, and we are really excited to talk to you about how ready we are.

I'm going to hit on each one of these items, but before I do that, I want to point out the folks at this table. We have been working with many federal and state partners as a part of this process, this group is called our technical team, and they represent the BIA
Transportation Department, the USDA, HUD, Indian Health Services, the Department of Commerce and several members of our local and state and federal political contingencies.

I want to reiterate that whenever we meet, the first thing we think of is the mission statement of the tribal school, future generations, children are our heritage, students are our future.

Talk a little bit more about land availability, the land was legislated to the tribe so that it is fully within their control. The master plan which you see behind me has been adopted by the community. And this schedule represents everything going forward.

You will see if we were to start with an award this quarter, we would move forward on many different tracks at the same time. The planning would continue working with community and outreach of the students and elders and continuing to work with our partners. Working on environmental clearance, we already have completed many of those items, and I'm going to talk about that in a minute as a part of getting that higher ground.

The infrastructure design, the site design, and the actual school programming and design is about a six-month process for us.

And now we are going to see something that's different because of that tiny corner that we are located
at in the northwest of Washington. And that is, weather is a big player when we make our schedule. So this schedule is a reasonable and realistic construction schedule.

And as you notice it was a beautiful, pristine forested area, so we start with clearing and grubbing with timber harvest and that needs to be done in a certain time of year which this calendar and schedule reflects.

And then we move into construction in the summer, and it's about a one-year process. And we have vetted this with several contractors who have done a significant amount of work on the coast. Again I want to remind you where the higher grounds are in relationship to sea level.

The higher grounds are at 250 feet above sea level, so no longer will the student be in harms way. In fact, at some point all of our tribal administration and future housing will also be out of harms way.

A little bit more planning. One of the things that I really enjoy doing with the students is taking the BIE programming requirements, it talks about space requirements and square foot per children, and we are turn it into almost like legos, but we use paper.

So these classes there is an actual for everybody that would be required for each grade K through 12, and then we give the students the color coded pieces, and at the end is a result of one of the groups working together
to put their school together. So now we are building architects in addition to future graduates of this school.

Up above you see several members of our school board and our council. And we went on a tribal school tour. There are some beautiful schools in the northwest, and we have also -- they have also had a lot of lessons learned, and we really want to make sure we are being efficient in masterminding our resources, so we wanted to talk to them about that what they would do different or what they would do the same next time.

And in fact we were honored that the Affiliated Tribes of Northwest Indians endorsed our school and provided a resolution of support as part of this process.

Engineering and site conditions, we have been working on these as well. I showed you that calendar I talked about the last several years. We have already done significant amount of work on soil and wetlands and identifying the other hazards that we will be staying out of. We have survey work and we are getting a drone flight done to add to the technical support data.

But most importantly the site was selected not only because it's at the heart of higher ground, but because it has good access to existing utilities. It has good access to existing roads, to water and sewer and all the things that they cite, it can be challenging. We have
taken that out of the equation by really thinking about
where we are locating the school on higher ground.
It's close to housing. Again, I mentioned there
could be up to 300 additional housing units on higher
ground, so we want to make sure the school is integrated
into those housing and it's walkable and part of the
community.

Infrastructure. So I mentioned some of the
partners we have been working with and one of those very
important to us is Indian Health Services to talk about
water and sewer planning for the higher ground, not only
the school, but all the development area.

We have existing water and there is sufficient
water supply. We will definitely have to build access
transmission lines and we might need storage -- water pump
storage, sorry. But we have sufficient water quantity,
which is our number one concern.

And sewer, we are very happy that our
predecessors planned the sewer wastewater treatment plant
out of the hazard zone. It's not in a flood zone, it's not
in the tsunami zone. We don't have to build a new sewer
treatment plant, and we don't need to provide additional
capacity. There is sufficient capacity for the full
redevelopment of that entire higher ground area.

That's really important, and it's a big schedule
issue. Again, roads, we have the main road, arterial that comes along the site that we would build an access from, probably a roundabout to slow down traffic as it turns to go down towards the beach. And again water -- or power exists along that road, and we are soon getting a K20 microwave, so that will improve some of the situations that Principal Jacobson talked about.

One of the most important things in terms of schedule is all the check marks that you see here. This is a representation of the environmental work that we have done to date. We are well on our way to doing that. We have a BA that is being completed as we speak and submitted to the US Fish and Wildlife Service.

We are working on an EA. We don't have any EA species of concern in our southern lands. The Army Corps of Engineers has been an amazing partner. They performed already our cultural resources study for the school site. And they have performed the wetlands study for the entire southern ground.

In addition we have completed our forest management plan update, which we have to do before we can log or harvest any timber, and that's already been completed. And our NEPA EA is in process as well. We will still need to do some site-specific work on the building environment, but we are well ahead of the game on NEPA, and
I want to say again that the Army Corps has been a great partner and we provided a letter of support that we are going to leave behind with you today from the Army Corps.

MS. LYONS: (Presenting in native language.) In our Quileute language I said good afternoon. My name is "Tutusipi" and my English name is Crystal Lyons. I'm Quileute. I'm honored to be here today as a representative for the Tribal Council, but I'm more honored to be here today as a parent of a tribal school student representing all parents who send their kids to a Quileute Tribal School.

I'm going to answer Question 2, how does your school support the mission of the BIE? Our simple answer to that is that at the tribal school we are educating the whole student from each aspect.

From the physical aspect, our children are involved in our traditional activity throughout the entire year. They are out paddling in canoes, they are gathering our traditional materials and our traditional food, they are drumming and they are dancing our traditional songs and our dances.

Emotionally, every Monday our students start with the morning circle and it's the entire school, the staff, and students. They sing and they dance and they talk about what's coming up for the week. It fosters teamwork and a
sense of pride to be a tribal school student. They are not all Quileute, but they are all Quileute Tribal School students, and they do all work together and they have that sense of pride to be there.

We are a smaller tribe and it comes with its advantages also disadvantages. One of the advantages when it comes to educating the entire student is that our teachers are able to be invested on a more personal level with their students. They are able to connect more and provide a sense of security and attention that sadly not all children get at home.

Spiritually, as our tribal school board Chairwoman Jaime mentioned, some events that the students participate in throughout the year. We have elders' week where we honor our elders. We do it every day, but the one week out of the year is special just for them.

We have the whale ceremony. We have weekly drum circles. But the Quileute culture and language don't just take place in events, and they don't just take place in ceremonies, they are integrated into our every day curriculum.

Mentally, the tribal school provides ESC, OT and PT, psychological counseling to the students who require those. We also, the tribal school has a very strong relationship with the Quileute Department of Health and
human services to provide additional services that the school might not have the capacity for.

So that was in a nutshell just some examples of how we are educating the whole student. I would like to address with you, if I could, how some of the factors also -- how the specific location of the school affects education.

Students are housed in five portables located just feet above sea level, less than 300 feet from the sea and 130 feet from the river. Flooding regularly occurs in the playground area, keeps our kids from utilizing outdoor education spaces to get that precious physical education that they need, and the lord knows, if we don't get that energy out, what they are going to do.

So due to the inclement weather that we have in our little tiny part of the northwest Washington, we have school closures throughout the year due to the flooding on the only road into and out of the village which is taking away from precious classroom time.

I talked a little bit about the inclement weather picture. On the bottom left shows the United States Coast Guard and some of our public utility staff sandbagging to try to mitigate our river from flooding.

Also to note behind it, you will see a dish, and it's not Dish Network, it's not Direct TV. That satellite
is the direct contact from the Washington State tsunami warning system. We have to make sure that thing is safe so if something happens we can warn our people.

Every day we are facing various physical threats, whether it be the river, or whether it be a tsunami, whether it be from wind, whether it be from rain.

Spiritually, how does the location of the school affect our ability to preserve, protect, and pass on our culture and language? As was mentioned earlier that the Quileute language is an isolate. No other people in the world speak this language. It's not taught any place else.

You will see the top right is a poster of all our Quileute alphabet. Our language was not put on paper or written until the 1970s. Since the 1970s they have taken these letters which were written out and they turned them into curriculum.

And the council and the school wishes that we had the resources to digitize those and preserve them, but it's an expensive process and anybody that's gone through it knows this. So for now, you saw the picture earlier of that shoddy building on the second floor with plastic covering the windows, those are our archives. That's our curriculum, that's our language. We need to move it to some place that's safe so it will carry on for years to come. We have I think maybe three fluent Quileute speakers
left, and they are aging.

Continuing on about educating the whole spirit, I was talking about how culture is integrated every day with or children. Top left, children gathering cedar bark, carrying on traditions of ancestors. Books, like a lot of ours, it was all passed down orally.

In the middle, there are pictures -- the Quileute people are oceangoing people, always have been, always will be. Our children at the tribal school get the chance to go out, and I think that's part of their physical education curriculum actually is they get to go out and learn how to traverse the waters just like my ancestors did, just like their ancestors did.

On the right-hand side, the same -- just some examples of some of the regalia and things our children are able to use at the schools in order to make artifacts and regalia.

How does the location of the school affect the emotional well-being of our students, if you could -- it's late in the day, right? Everybody is ready to go home, but if could you just humor me for a second.

I said earlier, I am a parent. I have a first grader. I drop him off at the school every morning. So do me a favor and imagine you are this little first grader and you are sitting in the passenger seat of your mom's car,
and you are looking out the window, and to the right 100 feet, close enough for you to throw a stick, the raging Quillayute River. It gets worse and worse throughout the fall and wintertime.

You look up, and you are looking out the front window, and all you see is the Pacific Ocean for the whole way. And you are looking at that little guy or a little girl, not knowing if today is the day, but you are going to school anyway.

So for the mental, how does the location of the school affect the mental state of our children and their ability to learn it? We lose classroom time to emergency preparedness and drills which creates an environment of fear and uncertainty for the students and the parents who drop them off in our care.

We'd like to think, especially as parents, that doesn't cross their minds, that our little ones are worried about video games, our little ones are worried about basketball.

But I would like to share a story with you just to show that they really are thinking about it. So my little guy that I mentioned earlier, a couple of months ago we are walking into the grocery store, holding hands, and he looks at me and goes, "Hey, mom, did you know we are getting a new school?"
I have been working on this for three years, right, and this is kind of what I do is humored him, and I said, "You are?"

And he goes, "Yeah, we are getting a new school. We are moving to higher ground so we will be safe when the tsunami comes." A first grader has to worry about being at school when a tsunami comes.

So in closing, why should you care, right? Why should little Quileute be a priority for school replacement funding? My late mother had a quote she used to say a lot, and it was, "You know what, Quileutes, we may be a poor people, we may not have a lot of money in our bank accounts, we may not have a lot of land, but what we are rich in is culture."

The Quileute Tribal School works hard every day making sure that our children are learning our language and our culture and they are preserving that, we need to keep them safe. Thank you.

MR. JACOBSON: Mark Jacobsen, principal and superintendent again with you. How does the current condition affect daily education? Location is everything and it's the one thing we can't change. In this slide please note the playground equipment is right in the line of this -- see right past that red sign, that's playground equipment operation. Crystal Lyons shared her fear of
sending her son to our school every day. I have similar fears. Every morning when I walk into the school building, I wonder, is today going to be the day that I have to evacuate by bus, or worse yet, walk or run through the forest over and around downed trees, ruptured fuel and propane lines, downed power lines and other hazards in an effort to get to high ground?

I wonder, how can I ever get all the children and pregnant and physically challenged students and staff safely away in a bus, or worse yet, walk across the hillside blocking the only route of safety. I have even greater concerns when I'm gone and not there to help.

The location at the edge of the sea and the river was ideal for the coast guard, but it is perilous for our children. We cannot change the location of the river. We cannot change the location of the ocean. We cannot change the location or the national forest, but we can change the location of the Quileute Tribal School. We can change the location and save a generation with your help.

Every year we lose three to five days to winter weather, flooding, downed trees and power lines, power outages and high winds. Daily the lack of bandwidth is a huge problem. Adequacy of facilities over the last 30 days, I have been up four different nights monitoring the river level and ocean tides trying to determine when
and if flooding would occur and whether I need to cancel school. There is only one road in and one road out, and the graph you see on the slide showing the increasing river level height and what we do every hour on the hour trying to decide whether to close or not.

The bus leaves at 5:45 in the morning, starts picking up kids at 6:30. We have staff that drives from 86 miles away, an itinerate staff that drives from 170 miles away, so I have notify them pretty early.

We deal with icy roads conditions, fog, heavy rain and hydroplaning, logging trucks and trees and power lines across the roadways. I actually carry a chain saw in my truck, with fuel, a tow rope and -- so I can cut down trees off the road to get the bus home or get me and other staff members home at the end of the day.

As I said before, we can change the location of the Quileute Tribal School with your help by doing it together. Thank you.

MS. BORGESON: Thank you.

You have one more? You have about five minutes including questions from the committee.

MR. WOODRUFF: So on behalf of every member of the Quileute Tribe, our ancestors and especially our elders and our children, we want to thank you again for this opportunity. I am humbled to be a part of the leadership
that brought you this message today.

I feel like a torch has been personally been passed on to me. I watched my grandfather and my father, both long time tribal chairmen, fight so hard for our people to make this dream of a higher land a possibility. I saw them and others take both stands because they knew they were fighting for the very survival and future of our people.

We hope we have demonstrated our dire need to move our tribal school, that we have done our Village of Le Push proud. Thank you. Thank you.

MS. BORGESON: We have about three minutes left for questions from the committee. Are there any questions from the committee members on the presentation? No questions?

MR. KEEL: Dale Keel. You talked about the land legislation, what status is the land in? Is it in trust or is it in deed, what status is the land in?

MR. WOODRUFF: It is into trust.

MR. KEEL: In trust okay.

MR. PARHAM: Johnny Parham. Is USGS or the state or anybody, have they studied the probability of a tsunami or anything there? Is that a -- is there an annual probability that they have published or anything like that?

MR. WOODRUFF: Thank you for that question. I'm
going to direct it to the person who I think can answer it best.

MS. DEVINE: Susan Devine project manager. The best estimates that tsunamis that are generated by the inter earthquake occur about every 300 years, and we are actually past due.

The last one that's actually recorded and actually reflected in many north west tribes, actually many coastal tribes within the 1700s. So it's a matter of -- not if, it's when, and from an engineer geological standpoint that could be any day.

And it's also important to note this flooding occurs on a random January just because we have a high winds, not even hundred year storms. So tsunami is the significant event, but we have events that cause flooding, river and oceans, surge flooding, regularly. Thank you.

UNIDENTIFIED SPEAKER: Dale, I've also stated that it has preloaded with stress again, so it could go any time.

MR. HASTINGS: Jim Hastings. Mark, are you guys going to ask for quarters to be built at the new school.

MR. JACOBSON: Yes, quarters and generator for the school because of the power outages, that's correct.

MS. BORGESON: Any other questions from the committee?
MR. PARHAM: I have one more. What's your enrollment? School enrollment.

MR. JACOBSON: Over the last three years we have averaged about 60 students, however, with a new school we think we could capture anywhere 25 to 50 percent of the kids back and it would jump enrollment by 150 to 250 students.

The Fork School has a 130 native students but they are 400 in the region.

MR. WOODRUFF: So the Fork School is actually 15 miles away from La Push, so I believe we'll bring them kids back. It's like a new car, everybody wants one, everybody wants a new school.

MR. JACOBSON: And with the proper building with being able to offer electives like woods, metal, drafting, family consumer science, which is home ec, regular people, I think we can get a lot of our students back rapidly.

Thank you guys.

MS. BORGESON: Thank you, Quileute school.

(Quileute 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 3, 2016.

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