Thank you
Quileute Tribal School

Quileute Tribe
Move To Higher Ground

BIE School Replacement Grant Presentation – February 2016
Quileute Tribal School – Overview

Future Generations - Children are our heritage. Students are our future.
We once moved hundreds of miles across the Olympic Peninsula, following fish and game and moved with the weather.
After the treaty, we were left with just 1 square mile of beachfront and flood plain.
Land Legislation

The land legislation has been a long-standing Council and community priority. Much has been achieved by our past leaders, many years of fighting for what is rightfully ours, for the protection and preservation of our children and our culture. Now is the time to build that future.
One Hundred Twelfth Congress of the United States of America

AT THE SECOND SESSION

Begun and held at the City of Washington on Tuesday, the third day of January, two thousand and twelve

An Act

To provide the Quinault Indian Tribe Terrestrial and Flood Protection, and for other

Passed by the Senate and House of Representatives of the United States of America in Congress assembled.

SECTION 1. OLYMPIC NATIONAL PARK—QUINALUT TRIBE.

(a) TERMINOLOGY.—In this section:

(1) MAP.—The term "Map" means the map entitled "Olympic National Park and Quinault Reservation Boundary Adjustment Map", numbered 12903, 005, and dated June 2010.

(2) PARK.—The term "Park" means the Olympic National Park, located in the State of Washington.

(3) RESERVATION.—The term "Reservation" means the Quinault Indian Reservation, located on the Olympic Peninsula in the State of Washington.

(4) SECRETARY.—The term "Secretary" means the Secretary of the Interior.

(5) TRIBE.—The term "Tribe" means the Quinault Indian Tribe in the State of Washington.

(b) FINDINGS AND PURPOSE.—

(1) FINDINGS.—Congress finds that—

(A) the Reservation is located on the western coast of the Olympic Peninsula in the State of Washington, bordered by the Pacific Ocean to the west and the Park on the north, south, and east;

(B) most of the Tongass National Forest and the city of Port Angeles are located within the coastal floodplain, with the Tribe’s administrative headquarters, tribal center, and housing all located in a tsunami zone;

(C) for many decades, the Tribe and the Park have had a dispute over the Reservation boundaries along the Quinault River;

(D) In recent years, this dispute has intensified as the Tribe has faced an urgent need for additional lands for housing, schools, and other Tribal purposes outside the current Quinault Reservation boundary; and

(E) the lack of a settlement of this dispute threatens to adversely impact the public's existing and future recreation opportunities and use of the lands that are secured by the public's use of Reservation lands.

(2) PURPOSE.—The purpose of this Act now—

(A) to resolve the longstanding dispute along portions of the northern boundary of the Quinault Indian Reservation;
Location Constraints

We currently have 10 structures which together comprise our school site. Of these, 9 are located in a state or federally identified hazard zone.
The school ball fields are just feet above sea level, and often flood during winter storm events.
Location of Facilities and Educational Space

The carving shed, playground, and the portables are located within the flood hazard zone, and face damage from wind and corrosive salt air.
Flood water and debris block entrance to parking and portables
Massive logs and driftwood block bus lane access, and cover the playground.
The location has long been unsafe
Crowded

The Quileute Tribal School
portables houses over 75% of all students.
Tribal representation includes students from Quileute, Hoh, Makah, Nisqually, Muckleshoot, Ponca, S'Klallam, Blackfeet, Quinault, Shoshone Bannock, Yakima, and many other tribes.

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Crumbling and Unsafe

- Structures located in **HAZARD ZONES**
- Structures **DAMAGED** due to environmental conditions
- Facilities that **DO NOT** meet building health and safety codes
Facility Limitations

INSUFFICIENT SPACE to house all of the programs needed to meet Washington State graduation requirements.

- Carving shed is falling down
- Playgrounds and ball fields are unusable many months of the year
- Elementary school building has inadequate HVAC
- No science or vocational labs
- No broadband = no testing
- Lack of Electives
"Our children deserve nothing less than to have inherited their own language. You could argue that when a tribe loses its language, it loses a piece of its innermost being, a part of its soul or spirit. That is how important and meaningful our languages are to us, as the original inhabitants of this hemisphere."

- Sonny Skyhawk

The Quileute language is an "isolate" language—and is in danger of being lost forever.
Impacts to Culture, Tradition, and Language
We have a Plan – and We are Ready

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Student Involvement: Higher Ground as a learning opportunity
Quileute Tribal School

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Quileute Tribal School – Q&A

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QUESTION 1: Can you meet the post-award requirements?

**YES – we are ready**

- ✓ Land Availability
- ✓ Utilities Availability
- ✓ Geotechnical Surveys
- ✓ NEPA Review

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### Land Availability

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**Grand Opening Ceremony**
Land Availability

100-Year Flood Zone
Likely Flood Hazard
Tsunami Hazard Area
Evacuation Route
Quileute Tribe Boundary

RIALTO BEACH
JAMES ISLAND

EVACUATION ROUTE
Travel time by foot: 10 minutes
Travel time by bus: 6 minutes

CURRENT SCHOOL SITE
15' above sea level
100' from ocean
130' from river

PACIFIC OCEAN

FUTURE SCHOOL SITE
250' above sea level
3,500' from ocean
8,700' from river
43 acres total

OLYMPIC NATIONAL PARK
SOUTHERN LANDS

Google earth
Planning

- Community Outreach
- Building Programming
- Architecture
Site Conditions

- Soil
- Wetlands
- Slopes

Survey

- Lidar
- Drone

Site Design

- Prominent Location
- Close to housing
- Good access to infrastructure
**Infrastructure**

**Water** – water is available along La Push Road, but will need to be extended to the site, may need to develop additional storage and pumping capacity

**Sewer** – there is sufficient capacity in the treatment plant to handle additional flow, but will need to extend to the site

**Roads** – will need access into school site, currently looking at possibility of roundabout

**Power** – power exists along La Push Road

**Internet** – K20 microwave available
Natural Resources – Environmental Clearance

Biological Assessment
✓ In draft form, with February completion date for submittal to USFWS
• Addressing ESA species of concern
  (Northern Lands as mitigation, per legislation)

Wetlands
✓ ACOE has completed wetland study of all Higher Grounds

✓ Completed
• In Process

Cultural Resources Study
✓ ACOE has completed for education campus area
✓ NRCS has completed the Soils Survey
✓ Forest Management Plan Update (completed for all Higher Grounds)

NEPA
• EA in process for timber harvest
• Will need site specific EA for school
QUESTION 2: How does your school support the mission of BIE?

- School Location
- School condition
- Classroom size
- Transportation
- Utilities

- Safety
- Security
- Pride
- Accomplishment
- Belief in the Future

- History
- Culture
- Language
- Conservation
- Natural Resources

- Health and Human Services
- Education
- Recreation
- Success in achieving goals

Future Generations - Children are our heritage. Students are our future.
Educating the Whole Student

How does the physical location of the school affect education?

Students are housed in 5 portables, located just feet above sea level, less than 300' from the sea and 130' from the river.
Educating the Whole Student

Flooding regularly occurs in the playground area, keeping children from utilizing outdoor education spaces.

School closures occur throughout the year, due to flooding on the only road into and out of the Village.
Educating the Whole Student

How does the location of the school affect our ability to preserve, protect, and pass on our culture and language?
Educating the Whole Student
Educating the Whole Student

How does the location of the school affect the emotional well being of our students?

In a land of extremes, we are always watching, waiting, and monitoring the affects of water, wind, and sea.
Educating the Whole Student

How does the location of the school affect the mental state of our children, and their ability to learn?

We lose classroom time in emergency preparedness and drills, which creates an environment of fear and uncertainty for our students – and the parents who drop them off in our care.
Location is everything....
And it is the one thing we cannot change...

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School Location

The location at the edge of sea and river was ideal for the Coast Guard — but perilous for the children....
Loss of education time is substantial

3-5/yr
Days lost to winter weather – flood, downed trees, and high winds

Weekly
Power Outages

Daily
Without Internet
Adequacy of Utilities

Roads are subject to closure due to floods blocking ingress and egress to the reservation.

**Gage height, feet**
Most recent instantaneous value: 34.44
01-22-2016 09:00 PST

--- Provisional Data Subject to Revision ---

Add up to 2 more sites and replot for "Gage height, feet"
Questions and Closing

The land legislation has been a long-standing Council and community priority. Much has been achieved by our past leaders, many years of fighting for what is rightfully ours, for the protection and preservation of our children and our culture. Now is the time to build that future.
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Thank you

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