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

TIIZ NAZBAS COMMUNITY SCHOOL
FEBRUARY 4, 2016
8:30 A.M.

TIIZ NAZBAS TEAM:
KARINA ROESSEL
HERMAN FARLEY
GARRISON MORRIS
WESLEY BILEEN
MR. ESKEETS: Good morning. Everyone in the back say good morning.

COLLECTIVELY: Good morning.

MR. ESKEETS: My name is Emerson Eskeets. I'm division chief for the office of facilities construction management. I have two ground rules that I want to cover before we get started. We are in the home stretch. I think this the ninth presentation since we started one. If you could put your cell phones on vibration.

Second, the only media that we allow here is the transcriber. Please do not photos, recordings. If you have those little nifty gadgets called cell phones that does all kinds of things, very powerful stuff, they have -- there.

The presentation, we all know, is 30 minutes on the first leg. The second leg is 20 minutes. So I want to advise the presenters the National Review Committee will take more time and place more emphasis on the Q and A, those three questions that you have seen in your packet.

And then if there was a -- I do have an audience. I am going to say to them that, if you have a question, please write it down, and the paper and pencil there are in those little black boxes, and give it to me and I will forward it to the National Review Committee.

We also have a senior advisor from AS-IA, Cheryl,
and then I have my director, Mr. LaRoche in the back and
deputy director Wallace Keays. We will start the show.

MS. BORGESON: As Emerson mentioned, we have a
30-minute presentation, and then I, as soon as I hand the
microphone over to you, I will start the timer.

You will have 30 minutes to do your presentation,
20 minutes for the question and answer session with the
National Review Committee, and they want the three
questions answered that were presented in the guide.

MS. ROESSEL: (Presenting in native language.)
I'm coming to you from Tiis Nazbas Community School in the
four corners area, and I just wanted to let you know that
we do have a team of people. I have Ms. Harriet Lansing,
who is my assistant; our school board member, Herman
Farley; and Mr. Wesley Bileen, facility staff member; and
Mr. Garrison Morris, facility staff member as well.

One of the first things I wanted to do was just
introduce you and pose to you a question. We have included
photos in your packets, and from my heart personally as the
mother of four children, I kind of revert back to if I was
a mother and my four kids were still school age, would you
be satisfied with them attending a school in this type of
condition?

And when I begin looking at the challenges that
we face on a daily basis, it really does open your eyes and
as a school principal, it's my job to ensure the safety, as well as the promotion of the health and spiritual aspect of the child, and just making sure that they are being taken care of during the time they get on the bus and when they get back home at the end of the day.

And from, from just my perspective, in working and providing with the staff members, the -- I guess the accountability of that piece is huge. We'll refer to looking at a school as a human. And in our culture, you know, we rely heavily on our sacred traditions and our beliefs, and in looking at a human being who is sick and unhealthy in the condition that our school is in, it would be like instead of taking the individual to a surgeon, actually just taking them into the nurse's office and putting a Band-Aid on that wound for numbers and numbers of years.

You are already aware of the age of our school. You're aware of the FCI and the amount of work that's gone into inputting all of those needed and necessary items into the cleaning system, now maxima system, and on a daily basis I think that's one of our biggest challenges as educational leaders and staff members there at the school.

So I'm going to go ahead and turn it over to Mr. Farley, and before I do that I want to also mention to you that, when I first became principal there at the
beginning of the school year, I was actually detailed in July, and when housing assignments come around, it's like you go through and I ask the facility staff which one of these houses is in the best condition.

And in looking at that quarters there on our school campuses, we have two, one side is condemned and other side we still have, I believe, like 25 to 28 structures that are, you know, that people can actually live in. One of them is filled with mold so that knocks one off, and the other one has really serious, you know, repairs that are needed.

So in terms of recruiting teachers and getting them to our school to continue that work as an educator, we do have a kindergarten through 8th grade. Five years -- five years ago, I believe not like two years from now, seven years previously, our school made AYP five years in a row. And in looking at that, you know, it does say that, you know, the people and staff members there are committed to doing a good job.

So I'm going to turn it over to our board member, Mr. Farley, and he is going to give you some other information.

MR. FARLEY: Good morning. My name is Herman Farley. I serve as one of the school board members at Tiis Nazbas Community School. We have five board members
representing five communities and one at large. The Tiis Nazbas Community School is located south of the Four Corners monument near the Carrizo Mountain. It was built and established in 1965, and during all -- that's the year of duration, a period of the building that's been utilized since.

It was -- it was designed to a capacity of 850 to 1000 students. At one time I do remember -- and I'm one of the former alumni and a T school -- T school. I remember we had about a little over 1000 students, and it was designed to have the capacity of that many students to be going to school there.

And since then, since then, it has, on a yearly basis, deteriorated, and we had some little minor renovations that's been done not too long ago, but our principal just mentioned, it's just a Band-Aid. Inside of it is more -- several deficiencies, major distinguish have been noted. As we go along they are -- the facility staff will bring up to your attention.

Anyhow, our school board members are from Tiis Nazbas Communities; Aneth Community, that's in Utah; Red Mesa is part of Utah and Arizona, and also from "Totocon," Sweet Water, Mexican Water and all the way up to Shiprock. So that -- those are five school board members of the respective community. Thus far we have close to up 160
students enrolled. And in this period of time the duration of the facilities has been deteriorated has really not allowed students, and we want and have an interest in having this new school to be built.

A lot of our community members, students and grandkids, like to go to a bureau school because of the residential program the bureau holds. And with the home living setting back in their own home, they rather have the kids the upbringing in the dormitory life that will give them determination of staff discipline and more of the disciplinary portion of growing up.

And within our community we have a lot of support from these various respective chapters of growing up in a new school in the Tiis Nazbas Community School, so just want to bring it up to your attention. And right now we have agencies and the Navajo Nation Council being very supportive of putting up a new school in our community.

At one time it used to be -- Tiis Nazbas Community used to be -- used to be -- be very looked at as more of a number one school in the agency. Now our school has very, very well deteriorated that it needs a replacement. So I just wanted to briefly bring up to your attention, and we really appreciate all of your support and several considerations you have given us in approving our new school construction. So I appreciate that. I would
like to go ahead and give a little time over to our staff member to take their presentation and --

MR. BILEEN: Good morning. As I have been introduced, I'm Wesley Bileen. I'm one of the facility workers at Tiis Nazbas Community School, and this is the ranking that you have given us for our school.

To begin with, there was, from the Office of Facility Departmental and Cultural Resources magazine or posting that they give out, one issue we make that, not on the front page, but we made the second page with our water tank here.

It was overflowing, it was overflowing and they mentioned that the water just sat on the ground next to the dorm and because the funding wasn't available to put an automatic shutoff to the water tower. So it's manually operated, and we have to check it every day and make sure that it doesn't happen all the time.

I want to go through some of the buildings that are on our campus. If you look over here at this map way over here, this is the layout of our campus. And I may go back a few years back to the late 50s or actually three phases to the school improvement that have been done so far.

One was the first phase. I believe it was done in the early 50s, and there was school buildings. And then
they -- the second phase they moved up on top of the mesa, which is these four buildings here. There was a dorm here in this area that got demolished. This was a dorm, and this was a dorm, this is a kitchen, and there is a dorm that sat here.

The current buildings now that sit there, the ones that were built in 1965, as far as the bigger buildings are these two, this dorm, this dorm, a bigger kitchen and administration building with the gym. That was the third phase, and that's what we are utilizing today.

And these buildings, these other buildings for what they were not intended originally, and that has been the problem for us and citations and write-ups are what we are not supposed to be using the building as.

So I will start with building 628. All of our buildings are in the 600 numbers. 628 is a garage building but that was turned over to a facility shop at one time. It's a metal building, single pane windows, and when they use it as a shop they have to add power to it to run all of the machines.

The big thing with this building was that it sat below ground level, so every time it rained or the snow melted, the whole building flooded. So that's why, the reason why the -- you can see the lines at the floor level. It still has the single pane windows that are broken and
cracked. It's not heat efficient. There are holes at one
time I guess used for ventilation for other sources in the
structure you can see there.

In Building 641 was one of the original ones that
was built in the second phase. This will building has been
a continuous problem with the sewer system. It is built in
the -- the second phase buildings were all built on the
cement slab foundation. There was no crawl space to get
underneath to get the -- the waterlines, the sewer system
under the floor, so that posed a great problem.

The pictures, as we see some of the cracks and
exterior conditions of the building. In the springtime
there are also, when the wind blows, sand accumulates
underneath the doors and through the windows and this is
where the junior high students are housed. Our school is a
K 3 school and this building is for the junior high student
population.

Moving on to 644, Building 644, which was
originally a cafeteria, has gone through a few phases of
how the building was used. And it's been used from the
homeland traditional arts building before, it has been used
by the kitchen, and now it's used by our department as a
shop building. Again, it has single pane windows. When
the wind blows and it's cold, there is large amounts of
heat that our -- is used to heat these buildings. And
these are some of the pictures of the deterioration of the floors, of the walls. And with these buildings, there is still remains a lot of asbestos, especially in the floors and ceilings and some of the walls. And in Building 645 you will see the deterioration of the -- they still have the plaster cement ceilings in the metal frames, and you see that the cracks in the walls in this building. Again, it's built on a concrete slab. There is no, no crawl space, no way to get under the building. And this a picture of Building 645, the floors are buckling from -- from underneath the ground.

Building 657, that is a garage building. In the last slide you saw that the rain water has come down through the roof, and coming down the side of the walls.

Building 658 is our residential hall or dorm. This building has been a continuous problem every year, especially during the winter. It still has the old boiler system that they use for heat, and it's a very old system that has been obsolete the last 20 years. And in order for us to get parts, we try to order new parts, but the sales people just laughed at us and said, "You are still on that type of a system, and those are obsolete 20 years ago, and there are no parts."

This is one example with the -- with the heating
system, one of the fan blowers went out and we had to -- we went all over the Four Corners area looking for a part and nobody had it, and luckily we came along to this one heating store and they said, "Well, we can make the part."

So they had to specially make the part, mail it out, ship it out, and that took time, it took like three or four months for them to make. So the next time that it breaks down, we know what we are going to -- going to get a part like that.

But I mentioned the two dorms that are the same, we have to literally pull the parts from that building and use it on this building here. Here is a water heater that still has the asbestos wrap that is covered with it, covering the tank itself and most of the waterlines.

And been having a problem with our heating and the fuel. This building uses diesel. All the other buildings are run by propane. So they couldn't run propane to it because they considered this building to have a basement. It's like two or three feet below the ground level. So as a cautionary measure they had to convert it to diesel so in case there was a gas leak or something. Because propane that would settle to the ground and may cause an explosion or something serious if that ever happened.

And I will switch to Building 666 which is the
cafeteria. In all honesty, I would have to say that, as Mr. Farley pointed out, the building was designed to house 1000 students. And the cafeteria, most of the people would say, you know, our building is too small. So, in all honesty, we would say this building is too big for the numbers of student that have the space that we have to maintain and that we have to heat and cool throughout the year.

So I would say close to three-fourths of the -- or half of the building is not being utilized, but it has to be kept up. And our dishwasher has gone out, they -- they had to resort to using paper wares which is at an additional cost. This is run by steam, our steam boiler is on the verge of breaking down. We have estimates to have it replaced, but the lining inside is deteriorating, the fire breaking inside the steamer. And we put a temporary fix on it and lined it with heat blocks.

Here you can see that they only use half of the room, and the other half is just like -- we have a problem with the -- the grease trap. The staff was complaining that there with a smell, and it was coming from the heat -- the grease trap, and we had to go back and install the smaller unit to take care of the problem.

And in the picture, the corner you saw an AC unit. When they put in the unit, they put the unit right
next to the grease trap, so when they turn it on, it just blew the grease trap smells back into the building, so they couldn't even put the AC in.

You see the Building 661 is the main administration building with the gym, the library, and classrooms. And you see the cracks in some of the walls. They tried putting a -- an extra unit on that building, but since it has not worked ever since they put it in. They said instead of the boiler system, let's put in one of the those units, and it hasn't worked since. But we have 22 boilers on campus that we maintain, and we have been trying to cut that down and go to HVAC units, but it hasn't happened yet. So these, we have nine buildings that we maintain on campus, and all of them by propane and diesel.

Real quickly, Building 662 is the fire station. We lost our fire station about three years ago, and because of the problems that they said it was obsolete, too, and they couldn't find parts to fix the fire truck. And since then we have had a fire -- two fires in two apartments. And we have -- we had to have help coming to put it out because we didn't have a fire truck at that time.

I thank you for your time.

MR. MORRIS: Good morning. We are going to talk about -- one is the dorm heating problems, cooling problems, sometimes our heating unit is not working and we
have to send the students home. Closure due to -- you saw
the film in there about the kitchen, that floor plank that
cought on fire, caused the school to close down. We got
cited for failure for range hood, for -- for the range
hood. We got cited for old loading dock, and we got -- we
need to replace our sewer line down -- the whole sewer line
around the whole school.

Like Wesley was saying, we got fire in one of the
quarters in 2010. A new fire alarm system was installed
when we had this renovation in 2010 and still continue to
have problems with it. A whole new waterline system and
sewer system in the whole campus. New water -- new --
installing new fire hydrant for the waterline for the fire
hydrant. New generator for the school in case the power
goes out, we can continue to have school. New vapor outlet
for propane. We have two big 3,000 propane gallon tanks to
it, and I think one is replacing sidewalk 1 million
something dollars to replace it.

We don't have a bus, a bus barn for the bus to
park at, and asphalt for the road coming and going from the
school, parking around the school campus. And like Wesley
was saying, replacing the elevation tank, 10,000-gallon
water tank. Thank you.

MS. ROESSEL: That was a really quick run of our
presentation, but just bottom line, when we go back and
talk about the cultural aspects, when you have a school I think the best thing that you can do is try to create a lot of positiveness within it, the respect for culture in and amongst the staff, as well as with the students, and just, you know, really making sure that everybody is proud to be where they are at.

And a lot of times just driving in to the school, you know, you do have that feeling of sadness because there is a lot of, you know, housing and buildings that are still there that are targeted for demolition and that really are in need of major repairs.

So with that, we really would like to have a good space, a child centered place where we can continue to work on the whole child, the spiritual aspect, the, you know, the traditional aspect, the cultural aspects, as well as, you know, having the goals for them to move forward to the next grade, or to the next high school, or on to college.

And with the common core state standards, you know that we are involved in doing that and trying to promote that as well as continue to have the culture that we stand for in our community and having a place where they can go that they are proud of, and you know, having staff, you know, being -- having a facility for them where they can do their planning and continue to work together with the students and their colleagues in a positive and respectful way.
So I think that's one of the biggest emphasis is just making that our tradition and our culture and how can we fit that with our educational program. There is a serious need, and like I said before, you already know the FCI information, you know all of that, but from just our perspective it is really -- it's a daily chore putting out fires every day. And I did bring two of the other facility staff members because I need to make sure that everything is okay over there while we are here. And it is looking at the boilers, and number of boilers that we have in the residential program, and just making sure that things don't get shut down while we are gone, so that's one the biggest concerns.

And I want to say thank you. We are going to end with this photo of the students, staff and board members, you know, just looking and wanting to emphasize to you the importance of what this would do for our community, our students, our parents, as well as the staff there at the Tiis Nazbas Community School, so we thank you for your ear.

MS. ROESSEL: Thank you, Dr. Roessel. You can hold on to that microphone because right now we are going to go into the 20-minute Q and A session, and Emerson is going to facilitate that session this morning, and we are going to go over the questions that the National Review Committee has asked that you respond to -- and Emerson
MR. ESKEETS: I have to be gainfully employed. These are the three questions: Can you meet the post award requirements for planning within the 18-month time frame? The requirements include land availability, your approach to utilities, geotechnical surveys, and how they can be completed -- and it's very important here -- how can the NEPA process -- what's your approach to the NEPA process, and can that be completed in a timely manner?

And the other question, how does your school support the mission of BIE, 25 CFR Part 2.3? You touched on it a little bit, but to manifest consideration of the student, taking into account their spiritual, mental, physical and cultural aspect of that individual within your school program.

The last question will be, how does the current condition affect your ability to run the day-to-day education program? Items to address, which you covered in some of your slides, power outages, lack of internet access, adequate water, adequate utility systems.

So you can begin.

MS. ROESSEL: First of all, we wanted to emphasize to you that we were looking at being shovel ready as everybody has been talking about. We are going to do an onsite build, so the land we are going to be utilizing is
going to be within the school, what the school is currently located on, and you know, just making sure that we can continue to offer up the immediacy of the -- you know, the building here, this is the main academic building here, this old dorm here has been slated for demolition, and as well as the other buildings that you see in the pictures we included.

So we are working off of this building here, and this is the current residential hall here. So if we were to continue with the construction, this is where we are going to utilize the space and land. And following what Dennehotso Boarding School did, they utilized the same method of taking one building down and constructing a new place, and moving kids into like the new residential hall, and then working on the new cafeteria, and you know, so on and so forth. So that's the kind of plan we do have.

We do have power here, just to ensure that everything is located here that we have the power. The water. The pump house is here. The lagoons are farther down on this side of the -- I guess down below the mesa. The school sits up higher and so the sewer lagoons are down below.

So we had just mentioned the replacement of the sewer lines. We are looking into how soon that's going to take and just making sure that we have the sewer lines
upgraded. Right now we are running off of clay pipes, and those continually, I guess, continue to allow the roots and roots growing through this. So we are hoping to have those upgraded to be able to continue to utilize that new sewer line to the lagoons.

And I will go ahead and let these guys talk about some of the other pieces that we had looked at on the questions that you gave us.

MR. BILEEN: On the availability of the utilities, the power up to the phase, we had the sewer lines, we had the water right now. Originally we had four wells, and now we are working with three, but the last year we had to shut one down because of a -- so we had to shut that one down, so now we are operating on two wells. But if we need to, we can tap into the local utility system which is NTUA. There is natural gas that is available that can be brought into the area which we can tap into also.

MR. FARLEY: Just to let you know, this amount of acres that's within the whole school compound is about 150 to 200 acres, and that's the land availability establishment that we have right now. So there is really no need to get another land somewhere, it's already there. So we can work within this area to put up a new school. So we can be redesigned to where we can accommodate at least about 200 students. And we are trying to gather, upgrade
the data for enrollment. And like I was saying earlier, we did lose a lot of students because of the building was unsafe, and the parents want them to be.

So if you could make it to have a new school built, certainly there will be high enrollment. And within the surrounding area, we have a public school, but that's also reached its max of enrollment in their area, so more -- more that they want to transfer students to our school, but our facilities, the building staff is not well up to date. So as Ms. Roessel testified the deficiencies are that's been mentioned. I'm sure that the new school building will be very beneficial and provide a quality education and through that again our activity will be all very beneficial.

MR. KEEL: Dale Keel. I had a question. You said your original school was designed for 850 students and you currently have a 160. What student capacity are you looking to get?

MS. ROESSEL: We didn't get to do that. Like I said, I was detailed there in the beginning of July, so we really didn't have the opportunity to do any improvement for the summer this past year, but I am looking at possibly 4 to -- say 400 to 450 capacity. In your notes in your slide, the information enrollment number that we give you in your slide was taken from the application, and we have
since increased our enrollment since January, and it's probably sitting between 165 and 168. So the numbers we get -- and we know the availability out on the reservation because we are a remote community, parents do move from place to place in terms of their jobs, you know maybe employment and things like that, so we serve a huge area. We mentioned, you know, the chapters that we have here on this presentation board. But we also get kids from Cortez that are residential students. We also get kids from the Ute reservation that are also enrolled in our school.

So it is a huge expense of -- to stay within the numbers, but I'm looking at 450 to 4 -- let's see -- I said 400 to 450 students increase. And you know, the condition of the cafeteria, you saw the amount of wasted space we have. It's not suited for even our student population now, but we are going to be doing an active student recruitment effort when the school ends this year and see how many more students we can get back.

And in terms of your question for the Question 2 about the spiritual, mental, physical and cultural aspects, we kind of talked about that as we our staff as well, in looking at how we are so connected with our tradition, Navajo tradition, as well as we have other, you know, cultural -- cultures I guess from, like I said, the Ute Tribe, we have had a mix of -- we have several Samoa
students that attend our school, we have some African American students that attend our school right now currently, and in terms of that you begin to see a huge diversity. So it's not just our Navajo culture, but that emphasis on spirituality across the board with the numbers of religions that we have, as well with people who still practice Navajo traditional ceremonies and the prayers and as well as the Native American church. We have Mormon community members there, those that attend Catholic -- the Catholic church, as well as the Baptist church in the area.

So you know, we have got a huge diversity. It's a small community, but there are a lot of individuals that are coming to us with their own beliefs. And what we would like is to really just provide a well-versed educational program for everybody. We don't look at a child as being, you know, a child from the Mormon family. When they come in, yeah, we are made aware of that there might be certain practices that they believe in, but we take them in and just continue to educate them like the rest of the student population, so I think that consideration in making our school fit with our community.

We do have a really very active Face program at our school. I think's one of the best programs I have seen on the reservation. And we have parents that are involved that are in the building every single day. I have one
parent who comes in and she'll sit and decorate bulletin
boards for the teachers, and she doesn't have to do that,
but she is always there. And I can always count on her at
the end of the month to come in again and help out and
provide that assistance to everyone.

We have parents that are involved in our
leadership team, our advanced ed team is kind of combined
with that, so we try to provide a lot of information. And
I'm just like that, a parent comes in, I want to handle
things right away, and the staff there are very supportive
in getting that done.

So in terms of that, I think with the second
question you have, the spiritual, mental, physical and
cultural aspects also takes into consideration our sped
population, and making sure that we are ADA, an approved
site, that we have the wheelchair ramps, we have the
accessibility for all the restrooms, and accommodations
within the classrooms, our IEPs, to be able to address all
of those, and having a facility where you are taking in
those four aspects of a child, as well as the mission
statement that you membered.

It's real important, you know, for a school --
and I mentioned this fact to the staff members -- our
salaries come from every single child that comes in, and we
are there to provide that service to those children to
educate them the best that we can and do the best job we can. And we want to send them home to parents who know what's going on at the school, and having that open environment where they can come.

Providing safety has been difficult because you can see, it's my worst nightmare as a principal. If I have students over here in the residential program, and you know, we end up calling a code red, you know, I'm looking at having to dash -- that's like probably, what, a fourth of a mile across? And just making sure that safety is also one of the priorities.

And that, when you have kids that feel safe, when you have students that feel welcome, when you have them and they feel like they are really the priority within your school, that's when you know you are going to make progress.

And like I said, five years in a row we made AYP. We want to get that back. It's going to take a lot of work, but staff members that we have there now are committed to do that doing that, and it's important you know when you begin looking at the internet part, we talked to our IT person before we came here, on a scale of 1 to 10, how well is our internet working.

And he said, "On a good day it's probably at five."
Okay. So this is the notice that goes out, when we are doing assessments, we do any assessment online, the notice that goes out is, "Teachers, employees, do not let your kids access the internet for the next five days because we are doing assessments."

Is that really necessary? So we have to bump kids off the internet. If they are involved in computerized reading program, they use the i-Ready for reading and math. If they are accessing that, and they need to get onto that to help build their skills, then they are not able to access the internet during the time that they are being assessed, other grades are being assessed. So on a good day we are probably functioning at a five with internet access.

And because of the remoteness of our school and limitations, we can't take them out on a visit to -- over here to the Children's Museum here in Albuquerque, it's a little museum, or down to Phoenix to the Children's Museum. We can't do that, but if we had really good internet connection and we could do that and have that accessibility through the internet, and that's what we are looking at, and that's what we are wishing for.

So in terms of that, I don't know if we answered all of your questions that you just asked, but does anybody else have anything to say?
MR. BILEEN: Just a note on the -- if you are coming to our campus, what the students see is -- the first thing they see is the boarded up housing area, the quarters area, that's the first thing that they see. So in terms of their emotional, their physical aspects of what they see when they first come in, I think that plays a roll on how they -- they would think, and the same with any of our visitors that come in.

MR. ESKEETS: I'm going to have the National Review Committee members, give them time to have a question or two.

MR. HASTINGS: Do you have a working P.A. system that connects all the buildings where students might be located in case of emergency? And do you have a working fire alarm and sprinkler system throughout the campus?

MR. MORRIS: We don't have a P.A. system, but we have phones in each building. That's the only way that we can connect with the building. Our fire alarm system is installed, and the problem was, before they installed it, just the dorm will come on, but the administration and junior high wouldn't come on.

Recently they renovated the whole alarm system about a month ago, and the dorm comes on, all of it comes on now. The kitchen will go off, all of the alarm system will come on now. That's how it's set up now. Before each
one of them had their own control panels in the office.

MR. ESKEETS: Any more questions?

MS. MATTINGLY: Are all of your students residential students?

MS. ROESSEL: We have about I would say 68 students who are in the residential program.

MS. MATTINGLY: So you want to double, basically double -- you are looking to double your students coming in, correct, because you have approximately what, 160 and you want to go to 400 or 450.

MS. ROESSEL: Yes.

MS. MATTINGLY: Where are all of those students coming from?

MS. ROESSEL: We have a lot of students that -- there are three public school systems within our area, one is Red Mesa School District, the other one is we have the Montezuma High School, and the Bluff Elementary School, and then we have Central Consolidated Public School System in Shiprock, and because we kind of are right in the middle of that, parents will choose to -- say, for instance, if I were to have disciplinary action that was serious, and if I were to expel one of my students, which hasn't happened yet, if I were to expel them then they would have to look for enrollment at these other places, so that's where they end up going.
MS. MATTINGLY: So how far are those schools from your school?

MS. ROESSEL: Shiprock Central Consolidated is about 30 miles down the road. Montezuma White Horse High School is about 25 miles, and then Red Mesa Unified School District is about 15 to 20 miles from the school.

MS. MATTINGLY: And you are K through 8?

MS. ROESSEL: Yes, K through 8.

MS. MATTINGLY: So wouldn't the high school students be going to high school?

MS. ROESSEL: Yes, they would be.

MS. MATTINGLY: They wouldn't be going to your school?

MS. ROESSEL: No.

MS. MATTINGLY: So you couldn't count on those kids coming back?

MS. ROESSEL: No. No.

MR. ESKEETS: Very good. Any more questions?

One more time, anyone have any more questions?

(No response.)

MR. ESKEETS: Okay. Thank you for your presentation.

MS. ROESSEL: Thank you everybody, appreciate it.

(Tiis Nazbas presentation concluded.)

MR. ESKEETS: The next one starts at 10. I think
they are here. Raise your hands. All righty.
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 4, 2016.

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