

UNITED STATES OF AMERICA
FEDERAL ENERGY REGULATORY COMMISSION

Loup River Public Power District
Project No. 1256-029-Nebraska

Loup River
Hydroelectric Project
(FERC No. 1256-029)
Study Plan Discussion

Holiday Inn Express
Columbus, Nebraska
April 21, 2009

P A R T I C I P A N T S

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MR. JOHN BENDER, NDEQ
3 MS. MARY BOMBERGER BROWN,
TERN AND PLOVER CONSERVATION PARTNERSHIP
4 MR. JOHN ENGEL, HDR ENGINEERING, INC.
MR. PAT ENGELBERT, HDR ENGINEERING, INC.
5 MR. JIM FREAR, LOUP POWER DISTRICT
MR. GAYLE GOERING, CORNHUSKER PUBLIC POWER DISTRICT
6 MR. DENNIS GRENNAN, HDR ENGINEERING, INC.
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7 MR. GARY LEWIS, HDR ENGINEERING, INC.
MR. NICK JAYJACK, FERC
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9 LOWER LOUP NATURAL RESOURCES DISTRICT
MR. ZACH NELSON, U.S. SENATOR BEN NELSON'S OFFICE
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11 MS. THERESA PETR, LOUP POWER DISTRICT
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12 MS. LISA RICHARDSON, HDR ENGINEERING, INC.
MR. JOHN SHADLE, NEBRASKA PUBLIC POWER DISTRICT
13 MR. NEAL SUESS, LOUP POWER DISTRICT
MR. GEORGE WALDOW, HDR ENGINEERING, INC.
14 MS. STEPHANIE WHITE, HDR ENGINEERING, INC.
MR. RON ZIOLA, LOUP POWER DISTRICT
15 MR. JEFF RUNGE, US FISH AND WILDLIFE SERVICE
MR. CHARLES GONKA, LOUP POWER DISTRICT
16 MR. ROBERT CLAUSEN, LOUP POWER DISTRICT
MR. THOMAS KUMPF, LOUP POWER DISTRICT
17 MR. SCOTT STUEWE, HDR ENGINEERING, INC.
MS. JULIA SAGE, PONCA TRIBE OF NEBRASKA
18 MR. RICHARD HOLLAND,
NEBRASKA GAME AND PARKS COMMISSION
19 MR. QUINN DAMGAARD, HDR ENGINEERING, INC.
20

VIA TELEPHONE:
21 MR. RANDY THORSON, NATURAL PARKS
MR. DAVID TURNER, FERC
22 MR. MARK IVY, FERC
MS. KIM NGUYEN, FERC
23
24
25

1 (Whereupon, the following proceedings were
2 had, to-wit:)

3 NEAL SUESS: All right. I'd like to
4 thank everybody for coming today. My name is Neal
5 Suess. I'm the president and CEO of Loup Power
6 District.

7 We're going to do some quick introductions
8 here and go that way with it. We're here to talk
9 about our study plans for our hydroelectric project
10 relicensing. We also have some people on the phone;
11 is that correct, Lisa?

12 LISA RICHARDSON: We're going to.
13 I'm not sure if they're there yet.

14 NEAL SUESS: Okay. We also have a
15 court reporter here, who is going to be recording
16 everything.

17 So what I'd like to do is go around the
18 room and have everybody introduce themselves and
19 basically say who -- what your name is, who you're
20 with and what's your interest in the Project.

21 And obviously, my name is Neal Suess. I'm
22 the president and CEO of Loup Power District, and
23 our interest in the Project is getting it
24 relicensed.

25 So do we want to start on this side, Lisa?

1 LISA RICHARDSON: That's fine.

2 NEAL SUESS: So why don't we start
3 over here with Pat.

4 PAT ENGELBERT: I'm Pat Engelbert
5 with HDR Engineering, and I'll be coordinating the
6 water resources efforts on this relicensing project.

7 JOHN ENGEL: John Engel with HDR,
8 water resources.

9 SCOTT STUEWE: Scott Stuewe, HDR,
10 Springfield, Illinois, fisheries biologist.

11 MATT PILLARD: Hi, I'm Matt Pillard.
12 I'm with HDR out of Omaha. I'm an environmental
13 scientist.

14 GARY LEWIS: Gary Lewis of HDR,
15 geomorphologist and hydraulic engineer, working on
16 the habitat issues in the river.

17 GEORGE WALDOW: I'm George Waldow,
18 HDR Minneapolis, senior hydropower relicensing
19 consultant to the team.

20 NICK JAYJACK: I'm Nick Jayjack with
21 FERC, fisheries biologist out of Washington, D.C.

22 JIM FREAR: Jim Frear with Loup Power
23 District.

24 DAN NITZEL: Dan Nitzel with Nebraska
25 Off Highway Vehicle Association.

1 RON ZIOLA: Ron Ziola with Loup Power
2 District.

3 MARY BOMBERGER BROWN: Hi, my name is
4 Mary Bomberger Brown. I'm with the Tern and Plover
5 Conservation Partnership.

6 JOHN SHADLE: John Shadle, Nebraska
7 Public Power District.

8 JOHN BENDER: John Bender with
9 Nebraska Department of Environmental Quality.

10 MICHAEL GUTZMER: I'm Mike Gutzmer.
11 I'm with the Lower Loup NRD as well as an
12 environmental consultant.

13 FRANK ALBRECHT: I'm Frank Albrecht.
14 I'm with the Nebraska Game and Parks Commission --

15 RANDY THORSON: You're -- this is
16 Randy Thorson, Natural Parks. You're cutting in and
17 out --

18 NEAL SUESS: Yeah. Randy, I
19 apologize for this. It's going to be a little bit
20 difficult for the folks on the phone just because of
21 the room setup and what we have right now. And so
22 I'm going to -- you know, I'm going to ask you guys
23 to bear with us, but it's going to be pretty
24 difficult for you guys to hear a lot of the things
25 that happen today. And I apologize for that. It's

1 just the nature of the beast that we have here with
2 the communication setup in Columbus.

3 So Frank, do you want to go ahead again?

4 FRANK ALBRECHT: Sure. Frank
5 Albrecht, Nebraska Game and Parks in Lincoln.

6 RICHARD HOLLAND: Richard Holland,
7 Nebraska Game and Parks Commission, fishery
8 biologist.

9 JEFF RUNGE: Jeff Runge, US Fish and
10 Wildlife Service.

11 LISA RICHARDSON: Lisa Richardson,
12 HDR's project manager for the Project.

13 NEAL SUESS: Stephanie?

14 STEPHANIE WHITE: Stephanie White,
15 HDR. I am the facilitator today for today's
16 meeting.

17 NEAL SUESS: And then do we want to
18 go around the outside of the room with everybody?

19 QUINN DAMGAARD: Quinn Damgaard, HDR,
20 environmental scientist.

21 JOE MANGIAMELLI: Joe Mangiamelli,
22 City Administrator, Columbus.

23 DENNIS GRENNAN: Dennis Grennan with
24 HDR Engineering. I'm a regional power and energy
25 manager and client manager for Loup Power.

1 ZACH NELSON: Zach Nelson,
2 United States Senator Ben Nelson's office.

3 GAYLE GOERING: I'm Gayle Goering.
4 I'm with Cornhusker Power District.

5 THERESA PETR: I'm Theresa Petr for
6 Loup Power District, communications coordinator.

7 NEAL SUESS: And for those on the
8 phone, would you state -- I will start with the
9 folks from FERC.

10 DAVID TURNER: David Turner from
11 FERC, wildlife biologist.

12 KIM NGUYEN: Kim Nguyen, I'm project
13 coordinator for FERC.

14 MARK IVY: Mark Ivy as a recreation
15 planner from FERC.

16 NEAL SUESS: Okay. And Randy, are
17 you still on the phone?

18 RANDY THORSON: Yes, I am. Randy
19 Thorson, Natural Parks Service.

20 NEAL SUESS: Okay. Obviously, as I
21 said, we have a court reporter today. A couple just
22 little logistics things. If you have a cell phone,
23 I would ask that you either turn it off or put it on
24 silent or vibrate so it doesn't ring, so at least we
25 respect the people on the phone. Because that does

1 create some kind of a problem.

2 Please speak up so the court reporter can
3 hear you. We do not have microphones in this room,
4 other than the one we have right in front of us.
5 For you guys on the phone, again, I apologize for
6 the logistics, but we will try to do our best to
7 speak up so that you can hear all of us and that we
8 can hear you.

9 And at this point in time, I'm going to
10 turn it over to Lisa and Stephanie and let you guys
11 do your thing.

12 STEPHANIE WHITE: Thanks.

13 KIM NGUYEN: Neal?

14 NEAL SUESS: Yes.

15 KIM NGUYEN: I just wanted to make
16 sure it was you.

17 NEAL SUESS: Yeah.

18 STEPHANIE WHITE: Okay. As Neal
19 mentioned, we've got a lot going on in this room
20 today. We have a number of visuals in the corners
21 that we'll use throughout the presentations today.

22 We also have a pretty packed agenda, so
23 I'd like to walk through the agenda and give you a
24 little overview of the goals of each section of our
25 day.

1 Everyone should have an agenda -- maybe
2 not the folks on the side. Lisa, would you mind
3 just making sure everybody has agendas? Do you have
4 an agenda over on the corner? Okay.

5 Today's meeting will really be split in
6 half. The morning session will essentially serve as
7 an overview of the study plan document itself.
8 We'll talk a little bit about the time line. We'll
9 talk about the roles and responsibilities of the
10 players in the next 90 days, which is really the
11 time that we'll use to seek consensus on our study
12 plans. So that's what will happen in the morning.

13 The first thing, just right after we get
14 done, Lisa will come up and talk about the study
15 plan process. She'll talk about this graphic off to
16 my right that you've seen many, many times. And for
17 those of you on the phone, the graphic I'm pointing
18 to is Slide No. 2, Review Study Plan Process and
19 Study Criteria.

20 At 9:15, we'll go into a very high-level
21 overview of the study plans themselves, and we'll go
22 through all 12 of them quickly, goals, objectives,
23 and a little bit of the outcomes of the activities
24 that we expect in those.

25 After that, we'll talk about some requests

1 that came from many of you, whether in full or in
2 part, that did not get included in the study plans.
3 And we'll talk a little bit about why, and we'll
4 have some discussion with all of you on those
5 elements or those components.

6 Then, at 11:15 -- and again, it's a tough
7 job for me today to keep all of you on track.
8 That's a lot to pack in. But at 11:15, we'll shoot
9 to talk about the baseline, the study baseline and
10 what that means for alternatives in this project.

11 We'll have a break for lunch. And then in
12 the afternoon, we'll have an open discussion with
13 the group on the goals and the objectives of the
14 study plans that we consider aquatic resources. So
15 those would be Studies 1 through 7 to my right. It
16 would be these studies right here, the first seven
17 we'll talk about this afternoon. We'll only talk
18 about goals and objectives. We'll talk about
19 methodology at another meeting.

20 So our goal is to try to use your time as
21 wisely as we can, make the best use of your time,
22 and continue to do that throughout the 90 days.
23 Ron, did you have a question?

24 RON ZIOLA: Just a comment. It's
25 actually one through five and seven.

1 STEPHANIE WHITE: That's right.

2 RON ZIOLA: One through five and
3 seven.

4 STEPHANIE WHITE: Okay. Just a quick
5 overview of the goal of today's meeting, before I
6 bring Lisa back up. And you'll hear this a number
7 of times throughout today. It's right on top of
8 your agenda. It's also on a slide.

9 But really the goal, again, is for us to
10 provide an overview of the study plan, so that will
11 be this morning. Then we'd like to begin to seek
12 consensus on the goals and the objectives of the
13 proposed studies related to aquatic resources.

14 A couple other things. We do have a court
15 reporter here today who will take a transcript of
16 the meeting. We will post that on the web after
17 it's been finished and reviewed.

18 I want you to speak up. I also want you
19 to feel like you can speak freely and have a good
20 active dialogue today. So part of my job will be to
21 repeat things that you've said or to make sure that
22 we have one person talking at any given time.

23 We have no scheduled breaks, but I would
24 imagine we'll take at least one or two. If you need
25 to get up and take care of some business, please

1 feel free to do so.

2 Any questions before we get started?

3 All right. Lisa, I'd like to ask you to
4 come up. And I think for the morning conversation,
5 when we're walking through slides, if the presenters
6 can be close to the microphone so the folks on the
7 phone can hear it, I'd appreciate that.

8 LISA RICHARDSON: All right. We're
9 on Slide 2. This slide shows an overview of the
10 relicensing process. As you can see, we're in that
11 first blue box there with the red arrow above it,
12 refining the issues and develop the plans to study
13 them.

14 Back in January and February, FERC held
15 scoping meetings and received agency and public
16 input. That input was on issues and studies related
17 to relicensing. And that information was what we
18 used to develop the proposed study plan that we
19 issued back in March.

20 As you can see from the -- from this
21 graphic, the next green box is actually performance
22 of the studies. That doesn't start until this fall.
23 Until then -- between -- in the next two to three
24 months, during that time period, we will be working
25 to refine the studies and working with agencies and

1 other relicensing participants to identify what is
2 the exact information that's needed for relicensing
3 of the Project.

4 Go on to Slide 3. As we discussed in our
5 previous agency meetings that we had last summer --
6 and I believe it was even discussed at the scoping
7 meeting -- FERC and the federal regulations have
8 seven criteria that they use -- requested all
9 agencies used when they make a study request.

10 Those criteria are shown on this slide and
11 are: The study request should include the goals and
12 objectives of the study; the relevant resource
13 management goals; public interest related to the
14 study and the need for the information; a summary of
15 the background or existing information that's
16 available related to the specific study or subject;
17 and next is to the Project, what does it -- how does
18 the area of interest or study relate specifically to
19 the Project; what is the proposed methodology that
20 could be used to evaluate that issue; and finally,
21 what is the level of effort or cost to perform such
22 a study.

23 During the scoping process, we received
24 two formal study requests that identified these
25 seven criteria. One was with the Department of

1 Natural Resources related to ice jam flooding on the
2 Loup River, the bypass reach, that is. The other
3 one was a recreation survey from FERC.

4 In addition, during scoping, we also had
5 several what we'll call informal requests or
6 information requests that didn't specifically
7 address all seven criteria, but were related to
8 information that may be needed or studies that may
9 be needed for relicensing.

10 And I have to get closer to the
11 microphone.

12 When we were developing our study plan, we
13 took a pretty broad view of all of those informal
14 comments that didn't necessarily meet all seven
15 criteria, and we tried to do everything we could to
16 incorporate those into our studies and identify how
17 they related based on each criteria.

18 Now, there were some study requests or
19 pieces of requests that we didn't include in the
20 study plan, and we'll go into detail later about why
21 we didn't and some of the rationale or relationship
22 to these criteria.

23 So as we develop the study plan, our end
24 goal was, as Stephanie mentioned, identifying the
25 information that's needed for studying the Project

1 and the impacts to develop a new license.

2 This slide shows some key dates that are
3 related to the next several months of the
4 relicensing process. From April to July is when
5 we'll be refining studies and seeking consensus on
6 what needs to be studied and how it should be
7 studied.

8 During that time -- this is -- this is the
9 first meeting of several that we'll have during that
10 time to talk one on one with agencies or in small or
11 large groups to identify what is needed to be
12 studied and how is the best way to do that to
13 provide the information that is needed for both the
14 environmental assessment that FERC will be preparing
15 at the end of the relicensing, as well as for the
16 biological assessment that will be needed by the
17 Fish and Wildlife Service.

18 June 25 is a -- is the formal deadline for
19 comments on the proposed study plan, both for public
20 and for the agencies. Like I said, that's the
21 opportunity for formal comment, but we're really
22 hoping that we can get all of your comments and
23 interests and discussion out during these meetings
24 so that we can work to address those and work
25 together to identify what is the best way to resolve

1 those issues.

2 At June 25, any requests that are made
3 must follow the FERC criteria so that we have a
4 better understanding or a complete understanding of
5 what is requested and why it's needed and how it
6 relates to the Project. Because from that point on,
7 we'll only have a month to finalize our revised
8 study plan and -- which will be due to FERC July 27.

9 The study plan that we submit July 27 will
10 incorporate all of the discussions that we have
11 between now and then and the issues that we get
12 identified and resolved, as well as the
13 methodologies for the studies.

14 August 26 is the date that FERC will issue
15 their study plan determination. This will identify
16 the specific studies and methodologies that FERC has
17 identified need to be performed for the relicensing
18 of the Project.

19 And finally, September 15 is the deadline
20 for dispute filing. FERC has a formal dispute
21 resolution process. And for agencies that have
22 mandatory conditioning authority, they can file a
23 dispute. The deadline for that is September 15, and
24 the formal -- full process on that dispute
25 resolution is identified in 18CFR, Section 5.14.

1 Next, I'll kind of reiterate what
2 Stephanie had identified as the goals for today's
3 meeting. We want to have an open discussion on the
4 study plan where we will present the rationale and
5 overview of what we include in our study plans and
6 why.

7 We'd like you to participate in the same
8 manner and identify things that you think are needed
9 and why they're needed. As Stephanie said, this
10 morning we'll be going over the entire study plan,
11 and then this afternoon, we'll be looking at
12 consensus on getting -- consensus on the goals and
13 objectives of those aquatic resources study plans.

14 And like I said earlier, we'd really like
15 to get your feedback now rather than as a formal
16 comment in June because we'll all be a lot better
17 off if we can work one on one and get to those goals
18 now.

19 And finally, as I said, this is the first
20 of many meetings. We have several meetings already
21 planned. May 5 is a discussion with the state
22 historic preservation officer regarding cultural
23 resources, which is specific to Study No. 11. If
24 there's others who want to participate in that, let
25 us know. We've got that scheduled.

1 But May 11 is the recreational resources
2 discussion where we'll get into more detail -- like
3 we're doing this afternoon on aquatic resources,
4 we'll get into more detail about the specific
5 studies related to recreation.

6 KIM NGUYEN: Did you say May 6 was
7 the cultural meeting?

8 LISA RICHARDSON: May 5.

9 KIM NGUYEN: Five?

10 LISA RICHARDSON: Yes, five.

11 KIM NGUYEN: Okay. And then May the
12 11th is the rec?

13 LISA RICHARDSON: Yes. And then we
14 also have May 27 and 28 identified as the next time
15 for meetings to discuss -- any additional discussion
16 related to all 12 of the studies. We anticipate
17 talking about the methodologies related to the
18 aquatic resources studies at that time. If there
19 are additional things related to recreation or
20 cultural resources that need to be discussed, we'll
21 also use those meetings for those topics.

22 And all of these dates we had sent out
23 earlier in the process, trying to get them on
24 everybody's calendars. I hope everybody has had the
25 opportunity to reserve those out a little bit so

1 that we can have some meaningful discussions with
2 the key participants in the process.

3 And then July 1 is another meeting that we
4 had just tentatively on the calendar. That, as you
5 notice, will be after the filing deadline for
6 comments, but it's still an opportunity, if we
7 haven't been able to get all the issues worked out,
8 to continue to have discussions prior to us having
9 to finalize the revised study plan.

10 And then if we need to have other
11 discussions one on one or in small groups, we'll
12 schedule those the best we can to continue the
13 dialogue.

14 With that --

15 KIM NGUYEN: Lisa, what about the
16 meeting with DNR?

17 LISA RICHARDSON: Detailed
18 discussions of the ice study will probably occur at
19 the May 27 or 28 meeting. The District has other
20 issues that they'll be discussing with the DNR at a
21 meeting later this month. Anything that's related
22 to relicensing that may be discussed will then be
23 discussed at that later May meeting. But the
24 majority of the topic at this April meeting with the
25 DNR is related to nonrelicensing issues.

1 KIM NGUYEN: Okay.

2 MARK IVY: Are some of these planned
3 to be conference calls, or are they all planned to
4 be meetings?

5 LISA RICHARDSON: They will be
6 whatever is most appropriate. The recreation one --
7 which, I think, Mark, is the one that you're most
8 interested in -- will be a face-to-face meeting. It
9 will be available by conference call. Any meeting
10 that we have will be available for conference call.
11 And people -- if somebody wanted to attend the May 5
12 meeting with SHPO, that would be fine. We would
13 just like to know who is planning to attend. But
14 all the calls will be made -- all of the meetings
15 and discussions we would make available by
16 conference call. The May 27 and 28 meetings, we
17 really would anticipate that being face-to-face,
18 like today's meeting.

19 MARK IVY: Okay.

20 STEPHANIE WHITE: This is Stephanie
21 White. I may go over just some logistics for those
22 of you on the phone. The slides that we are viewing
23 in the room today are all online, and I want to make
24 sure that you've had a chance to download those, or
25 at least are looking at the same materials that

1 we're talking about today.

2 The dates that Lisa walked through are on
3 Slide 6, so they should be in front of you as well.
4 Does everybody have a copy of the slides on the
5 phone today?

6 TELEPHONIC PARTICIPANT: (Three
7 people reply no, one replies yes.)

8 STEPHANIE WHITE: If you'll all
9 forgive me for a second, I'm going to help them
10 navigate. If you can go to www.loup.com, and tell
11 me when you're there.

12 KIM NGUYEN: We're there -- I'm
13 there.

14 STEPHANIE WHITE: There's a button
15 called, Relicensing. It's a blue button on the
16 left-hand side. Have you clicked that?

17 KIM NGUYEN: I'm there.

18 STEPHANIE WHITE: Okay. And then
19 there should be a navigation structure on the left,
20 and one of them might say, Public and Agency
21 Resources. Click on that.

22 KIM NGUYEN: Okay.

23 STEPHANIE WHITE: And then -- now
24 you'll test my memory. I think in the public
25 meetings, if you click on public meetings --

1 RANDY THORSON: Yeah, this is Randy.
2 That's where it's found, that's correct.

3 STEPHANIE WHITE: Great. There
4 should be the resources for today. Have you found
5 that?

6 KIM NGUYEN: Yes.

7 STEPHANIE WHITE: Okay. If you pull
8 up that PDF, you will have the slides in front of
9 you.

10 KIM NGUYEN: The handout?

11 STEPHANIE WHITE: Yep.

12 KIM NGUYEN: Great. I've got it.
13 Thanks.

14 STEPHANIE WHITE: Okay. We're on
15 Slide 7.

16 KIM NGUYEN: Got it.

17 STEPHANIE WHITE: Okay. And Slide 6
18 is -- shows all the dates that Lisa just walked
19 through, so you'll have those in print as well.

20 Okay. So this morning's -- the big goal
21 for this morning is to review the study plan, to
22 give you a high-level overview, make sure everybody
23 is clear about where we are on the schedule, the
24 process of the relicensing effort.

25 The purpose of the study plan, the

1 document that we will discuss today, at least in
2 part, this afternoon and certainly this morning, is
3 to identify studies needed to provide information
4 for evaluation of a new project license relative to
5 NEPA and ESA evaluations.

6 That's the purpose of the 12 study plans.
7 That's the purpose of the overview you'll get today.
8 So if you can, keep that in mind as you're thinking
9 critically about whether or not the 12 studies, as
10 they are written today, meet this purpose or this
11 criteria.

12 Now I'm on Slide 8, which is a review of
13 the study plans in list form. And for those of you
14 on the phone, we have this list printed as a board
15 in the room as well. We will refer to this list
16 today, as well as the FERC Study Request Criteria,
17 which probably those of you on the phone know pretty
18 well. But that -- the FERC Study Request Criteria
19 is Slide -- I think it's No. 3 -- it is. So we'll
20 review -- we'll use those as boards in today's
21 discussion.

22 There are 12 study plans: Sedimentation;
23 Hydrocycling; Water Temperature in the Platte River;
24 Water Temperature in the Loup River Bypass Reach;
25 Flow Depletion and Flow Diversion; Fish Sampling;

1 and Fish Passage. Those first seven we consider
2 aquatic resources, or study plans that address the
3 aquatic resources.

4 Eight, nine and ten we are classifying as
5 recreation, land use and esthetics. Those would be
6 Recreation User Survey -- that was a study plan --
7 the creel survey and the land use inventory. Those
8 we'll discuss in detail at future meetings, but
9 we'll give you an overview today.

10 Eleven is the Section 106 compliance.
11 Again, that will be discussed in a meeting with the
12 SHPO after today's meeting, but we'll give you an
13 overview this morning. And ice jam flooding on the
14 Loup River, we'll overview that this morning and
15 then talk about that in detail at another meeting.

16 So I want to go through these in order,
17 and I'll bring Pat Engelbert up, who has led the
18 water resources portion of our study team. And Pat,
19 you can walk through these slides if you'd like.
20 And in you don't mind standing by the microphone --
21 I know you've got a booming voice, but our friends
22 on the phone need to hear too.

23 PAT ENGELBERT: As Stephanie
24 mentioned, my name is Pat Engelbert. I'm with HDR.
25 I'm kind of coordinating the water resources efforts

1 associated with this relicensing project.

2 What I would like to go through with you
3 all today are the goals and the objectives of the
4 study plans, you know, to meet the needs for this
5 ESA and the NEPA document, and then a brief run-up
6 of the methodologies or the activities that we
7 anticipate having to perform in order to meet the
8 objectives and then to meet our goal.

9 I guess the purpose of it is just to kind
10 of get people thinking and up to speed, as I'm sure
11 we all have lives and other things going on. It's
12 kind of a warm-up for all of us as we roll into this
13 afternoon's discussion.

14 Our first study plan deals with
15 sedimentation. And the goal of that study is to
16 determine the effect, if any, that Project
17 operations have on stream morphology and sediment
18 transport as it relates to T&E species in the bypass
19 reach and in the lower Platte River.

20 The objectives in order to meet that goal
21 are to characterize stream morphology and determine
22 sediment transport parameters in the bypass reach
23 and in the lower Platte River. The next objective
24 is to determine if a relationship can be detected
25 between sediment transport parameters and tern and

1 plover census data.

2 The next objective needed to meet that
3 goal is to evaluate whether availability of sandbars
4 is limiting tern and plover populations in the lower
5 Platte River. Next objective is to determine if
6 sediment transport is a limiting factor for pallid
7 sturgeon habitat in the lower Platte River below the
8 Elkhorn River confluence.

9 And finally, the last objective in order
10 to meet our goal is to determine if Project
11 operations affect sediment transport, and if so,
12 does that influence ice jam flooding in the bypass
13 reach.

14 So those we felt were the objectives that
15 we needed to meet in order to ultimately reach our
16 goal.

17 Now, the activities -- oh, we have one
18 more objective -- oh, let me give an overview of
19 what this slide represents. It's -- the objective
20 is listed at the top, and then those activities
21 associated with meeting that objective. So that I
22 won't rephrase that objective up top, but those are
23 the activities that we'll be using in order to meet
24 that objective.

25 STEPHANIE WHITE: And every once in a

1 while --

2 RANDY THORSON: That's on Slide 10,
3 right?

4 STEPHANIE WHITE: Eleven. Let them
5 know where you are.

6 PAT ENGELBERT: Eleven, Randy. I'm
7 on No. 11. And I'm No. 9 speaking. That's the
8 number on my tag.

9 RANDY THORSON: Thank you.

10 PAT ENGELBERT: So the associated
11 activities in order to meet this objective are to
12 update the sediment budget -- existing sediment
13 budget information utilizing existing data sources;
14 generate collective sediment discharge curves at
15 known USGS gage stations; and to review and utilize
16 current USGS stream morphology literature.

17 Next associated activity, on Slide 12 now,
18 is to plot and evaluate tern and plover census data
19 against the sediment transport parameters that we
20 are going to be calculating.

21 Moving on to Slide 13, we will then
22 compare tern and plover census data and available
23 habitat in the lower Platte River to those same
24 parameters in the Missouri River downstream of
25 Gavins Point Dam.

1 Next activity would be to compare pallid
2 sturgeon habitat characteristics of the
3 Upper Missouri and Yellowstone Rivers to those of
4 the lower Platte River below the confluence of the
5 Elkhorn River.

6 And finally, we -- on Slide 15 now, for
7 those of you on the phone, we will research a
8 potential link between sediment and frazil ice
9 transport.

10 Our next study plan deals with
11 hydrocycling, and the goal of that study plan is to
12 determine the effect, if any, Project hydrocycling
13 operations have on habitat used by listed T&E
14 species in the lower Platte River.

15 Now, the objectives that we're going to
16 try to meet in order to ultimately meet that goal,
17 moving on to Slide 17, are: Characterize the
18 relative degree of variance, both flow and stage,
19 between hydrocycling and alternative conditions.

20 The next objective is to determine the
21 effect, if any, Project hydrocycling operations have
22 on the potential for nest inundation. The next
23 objective on Slide 17 is to determine the effect, if
24 any, Project hydrocycling operations have on
25 sediment transport parameters.

1 The last objective on Slide 17 is to
2 determine the effect, if any, that project's
3 hydrocycling operations have on pallid sturgeon and
4 their associated habitat.

5 Now, the activities that we're going to
6 perform in order to meet those objectives and
7 ultimately meet the goal is to collect flow and
8 stage data and determine the timing, frequency, rate
9 of change, all those characteristics of the
10 sub-daily flow and stage changes as a result of the
11 hydrocycling. Next is to develop and plot
12 hydrographs for current Project operations as well
13 as alternative conditions.

14 Moving on to Slide 19, we will identify
15 benchmark events for tern and plover nest -- during
16 the tern and plover nesting season. And we've kind
17 of thrown it in as between May 1 to May 21, okay?

18 The next activity on Slide 19 is to
19 tabulate and characterize flow events that occur
20 after May 21 that would be greater than those
21 benchmark events that we tabulated between, say,
22 May 1 and May 21.

23 Moving on to Slide 20, we would determine
24 sediment transport parameters for current Project
25 conditions as well as alternative conditions and

1 relate those back to the sub-daily hydrographs,
2 okay?

3 Moving on to Slide 21, we will compare
4 Project river stage variations with flow and stage
5 variations of the every-third-day cycling on the
6 Missouri River below Gavins Point to analyze
7 potential effects of hydrocycling on tern and plover
8 nests and pallid sturgeon habitat.

9 Moving on to our next study, that being
10 Water Temperature in the Platte, the goal of that
11 study on Slide 22, now, is to determine if Project
12 operations materially affect water temperature in
13 the pallid sturgeon associated habitat reach of the
14 lower Platte River, okay?

15 Moving on to Slide 23, the objectives
16 associated with that particular goal is to determine
17 if water temperatures at the Louisville gage are
18 consistent with water temperatures at the
19 Elkhorn River and the Salt Creek River, okay?

20 And our associated activities or our tasks
21 to meet that objective will be to collect the
22 existing USGS temperature and flow data at each of
23 those three locations, that being on the Elkhorn, on
24 Salt Creek and at the Louisville gage, and then plot
25 the data series, roughly the March through June time

1 frame, against time to discern any differences in
2 those time series trends.

3 So we will look at the water temperature
4 over time at each of those gages to see if we can
5 discern any relationships or anomalies associated
6 with that information.

7 What we'll look at, or the information
8 that we'll gather, is the ambient air temperature at
9 the Mead weather station; Salt Creek, Elkhorn and
10 Platte River water temperature at the gages
11 associated with those locations, okay?

12 Moving on to the next study, that being
13 Water Temperature in the Loup River and the Bypass
14 Reach -- and it sounds like someone is trying to
15 call in, or there's a phone ringing somewhere. Is
16 everybody still on the phone?

17 TELEPHONIC PARTICIPANT: Yes.

18 PAT ENGELBERT: Let me know if we've
19 lost anybody, although you probably can't tell me if
20 we've lost you.

21 NEAL SUESS: Nice job, Pat.

22 STEPHANIE WHITE: Let's just take a
23 quick roll call. Kim, are you on the phone?

24 PAT ENGELBERT: Kim, are you on the
25 phone? Randy, you're on the phone?

1 RANDY THORSON: Yes.

2 PAT ENGELBERT: Are David and Mark
3 with Kim?

4 STEPHANIE WHITE: I believe so.

5 MARK IVY: I'm on the phone.

6 PAT ENGELBERT: Mark is on the phone?

7 MARK IVY: Yeah, I'm on the phone.
8 Kim is on another call.

9 PAT ENGELBERT: Okay. So we haven't
10 lost her, she's just on another call?

11 MARK IVY: Yeah. Kim had to go to
12 another conference call briefly. She'll be back.

13 PAT ENGELBERT: Okay. Thank you.

14 Getting back to our study plans, the next
15 study plan is Water Temperature in the Loup River
16 Bypass Reach. And our goal associated with that
17 study plan is to determine the effect, if any, that
18 Project operations have on water temperature in the
19 Loup River Bypass Reach.

20 Our objectives associated with that
21 particular study plan in order to meet that goal is
22 determine the water temperature at the
23 Diversion Weir and in the bypass reach upstream of
24 the Beaver Creek confluence.

25 Next is to establish a relationship

1 between water temperature, flow, and air temperature
2 in the bypass reach upstream of the Beaver Creek
3 confluence. The last objective is to determine
4 water temperature at the -- oh, I'm sorry. This is
5 a repeat of that first objective.

6 The associated activities associated with
7 meeting this particular objective is to coordinate
8 with USGS to get temperature gages installed at
9 their current stage -- stage gages in the bypass
10 reach, okay, and also to establish a temperature
11 sensor at the Diversion Weir because currently there
12 is not one there.

13 Next, we will collect -- over the course
14 of a year or two, collect flow and temperature data
15 at those gage locations and estimate the following
16 relationships at the Diversion Weir and at the USGS
17 gage in Genoa.

18 We'll look at water temperature to see if
19 there's a relationship between the Diversion Weir
20 and the gage at Genoa for the water temperature.
21 We'll look at water temperature and flow, see if
22 there's a relationship between those two locations
23 on those parameters. Then we'll look at water
24 temperature and air temperature, see if there's any
25 relationships, and then we'll look at all three,

1 water temperature, flow, and air temperature to see
2 if we can discern a relationship there.

3 The next study plan is Flow Depletion and
4 Flow Diversion. On Slide 28, now, our goal there is
5 to determine if Project operations result in a flow
6 depletion on the lower Platte River and to what
7 extent, if any, Project operations affect the flow
8 characteristics in the bypass reach as it relates to
9 those listed T&E species.

10 The objectives associated with that goal
11 is to determine the net consumptive losses for
12 Project operations and alternative conditions;
13 quantify change in stage in the Loup River bypass
14 for Project operations and compare against
15 alternative hydrographs.

16 We'll evaluate -- we hope to -- the
17 objective is to evaluate Project influence on
18 historic flow trends in the Loup and Platte Rivers.
19 Next objective on Slide 29 is to determine the
20 project's influence on tern and plover nesting on
21 the Loup River above and below the Diversion Weir.

22 The last objective on Slide 29 is to
23 determine the relative significance of the Loup
24 River bypass reach to the overall fishery habitat on
25 the Loup River, okay?

1 The activities associated with meeting
2 those objectives are collect gage and atmospheric
3 data; calculate net consumptive use for the Loup
4 Power Canal system and the Loup bypass reach for
5 current and alternative conditions.

6 We'll create flow and duration -- flow
7 duration and flood frequency curves based on the
8 USGS gages, and we'll quantify the stage in the
9 Loup River bypass reach at Genoa and at Columbus for
10 current and alternative conditions, okay?

11 Moving on to Slide 32, we will also
12 evaluate historic flows on the Loup and
13 Platte Rivers based on gage data. We'll collect
14 existing information on tern and plover nesting
15 activities upstream and downstream of the
16 Diversion Weir.

17 We'll compare populations above the
18 Diversion Weir to populations below the
19 Diversion Weir relative to populations on the lower
20 Platte River. That will give us an idea of what's
21 going on. And we'll analyze existing information on
22 fisheries populations both above and below the
23 Diversion Weir. That's the last activity on
24 Slide 34.

25 The next study is Fish Sampling, and the

1 goal there is to cooperate with the Game and
2 Parks -- to cooperate and coordinate with their fish
3 sampling efforts.

4 The objectives there are to facilitate
5 access to the Project facilities to conduct fish
6 sampling. And the activities are quite simple in
7 that we'll coordinate with the Game and Parks to
8 schedule access to Project facilities for purposes
9 of sampling the fish, and we'll assist with
10 launching and recovery of the Game and Parks boats
11 used to do that fish sampling effort.

12 Okay. The next study plan is we're going
13 to look at fish passage as it relates to the
14 Diversion Weir, and we'll determine if a reasonable
15 pathway exists for fish movement upstream and
16 downstream of the Diversion Weir, okay? That's our
17 goal.

18 Looking at the objectives on Slide 38,
19 they are to determine the hydraulic conditions that
20 limit movement -- the movement of fish; develop a
21 hydraulic model to determine the flow split between
22 the Diversion Weir and the Sluice Gates per range of
23 flows; and to evaluate the hydraulic flow, velocity,
24 and stage parameters at the Diversion Weir and at
25 the Sluice Gate Structure.

1 The activities associated with those
2 objectives are: To review stage and discharge data
3 at the USGS gage stations; and perform a literature
4 review to determine the velocity and depth criteria
5 needed for upstream migration.

6 We'll also survey river cross sections
7 upstream and downstream of the Diversion Weir to
8 assist with our hydraulic model development; and
9 we'll collect Diversion Weir headwater and tailwater
10 elevations, again, to help with some of the
11 calibration efforts.

12 We'll review flow duration curves at the
13 Diversion Weir; and calculate the percent of time
14 during the spawning season that the Diversion Weir
15 would act as a barrier to upstream fish movement.

16 Now, on Slide 42, the next study plan is
17 the Recreation User Survey, and I will turn that
18 over to Lisa Richardson.

19 LISA RICHARDSON: Thanks, Pat.

20 The Recreation User Survey, the goal of
21 that survey was to determine the public awareness,
22 usage and demand of the project's existing
23 recreation facilities to determine if potential
24 improvements are needed.

25 The objectives of that study are to

1 measure the usage; document the types of
2 recreational use; determine whether facilities meet
3 the current demand; determine the public's
4 perception or awareness of the facilities; determine
5 if Project operations affect recreation; and
6 finally, to develop a recreation management plan.
7 Ultimately, that's the goal. The primary objective
8 is to develop that recreation management plan.

9 The activities associated with this
10 plan -- oh, I'm sorry, we're on to Slide 43 now.
11 The activities to -- associated with this plan are
12 on-site observations and conduct a Recreation User
13 Survey; trail counts on the existing trails on
14 District facilities; a telephone survey to judge
15 usage or nonusage by area -- by residents in the
16 area; a survey of the NOHVA group to judge the usage
17 of the Headworks Park ATV facilities; analyzing the
18 results -- sorry, analyzing the results of all of
19 those different surveys and data collection
20 activities; and then synthesizing those results with
21 the results from other studies to develop the
22 recreation plan.

23 Study No. 9 is a Creel Survey, on Slide
24 No. 44. The goal of this survey -- this study is to
25 determine the status of Project fisheries and how

1 those fisheries are used by anglers and to assess
2 angler perception of those fisheries.

3 The objectives are to identify the species
4 targeted by anglers; determine their catch rates;
5 identify angler perception, expectation and level of
6 satisfaction related to Project fisheries; and to
7 provide information to contribute to the recreation
8 management plan.

9 The activities associated with the creel
10 survey is conducting a stratified, random survey
11 using Game and Parks standard methodologies. This
12 would be performed May through September. According
13 to Game and Parks methodology, that would be four
14 weekend days and six weekdays per month. That would
15 include two-hour instantaneous counts of anglers,
16 and then follow-up interviews with a series of folks
17 as well. We would analyze those results and then
18 synthesize them along with the results from the
19 recreation survey.

20 Study No. 10 is the Land Use Inventory.
21 The goal of this study is to determine the specific
22 land uses of Project lands and adjacent properties
23 to identify any potential conflicts and/or
24 opportunities relating to Project operations, public
25 access, recreation, and environmental resource

1 protection.

2 The objectives of the study are to
3 interview -- sorry, to inventory land uses and
4 access points along the Project; identify
5 opportunities to improve access and to enhance
6 public safety; determine conflicts and incompatible
7 uses; identify potential solutions for any conflicts
8 that may be identified; and again, for this
9 information to contribute to the recreation
10 management plan, along with the results from the
11 creel survey and the Recreation User Survey.

12 The activities associated with this study
13 are to use existing data and area photography to
14 classify land uses; conduct a site visit to confirm
15 that land use classification; document the land use
16 on maps; and then analyze the results and identify
17 any potential conflicts; and then finally, to
18 synthesize these results in with the creel survey
19 and recreation survey as part of the recreation
20 management plan.

21 Study No. 11 on Slide 48 is a study
22 associated with Section 106 compliance, Section 106
23 of the National Historic Preservation Act. The goal
24 of that study is to achieve a National Historic
25 Preservation Act Section 106 compliance through a

1 programmatic, ongoing consultation relationship
2 between the District and the Nebraska State Historic
3 Preservation Officer.

4 The objectives of this study are to
5 identify the consultation needs to accomplish that
6 relationship; identify and evaluate historic
7 properties and properties of traditional and
8 cultural importance to Native American tribes; to
9 document historic properties and develop management
10 recommendations for those properties; develop a
11 Historic Properties Management Plan; and develop a
12 programmatic agreement associated with the license
13 to implement that Historic Properties Management
14 Plan.

15 Activities associated with this study
16 include preparing a Phase 1A archaeological
17 overview; conducting Phase 1 archaeological field
18 studies; identifying places of traditional, cultural
19 and religious importance to tribes; evaluating the
20 Project itself as a historic district eligible for
21 the National Register of Historic Places; and
22 identifying contributing elements and developing a
23 documentation package for that historic district.

24 Now, on to Slide 50, and I'll turn it back
25 over to Pat to talk about the Study No. 12, Ice Jam

1 Flooding.

2 PAT ENGELBERT: The goal of the
3 Study Plan 12, Ice Jam Flooding on the Loup River,
4 is to qualitatively determine the effect, if any,
5 that Project operations have on the formation of ice
6 jams or the severity of ice jam flooding in the
7 Loup River bypass reach.

8 The objectives on Slide 51: Characterize
9 the available information and its relevance to
10 performing a qualitative analysis; determine if a
11 relationship can be found between Project operations
12 and ice jam formation or the severity of ice jam
13 flooding in the Loup River bypass reach.

14 The activities associated with meeting
15 those objectives are to collect and review the
16 Nebraska Department of Natural Resources ice reports
17 for the Loup River; and collect flow and temperature
18 data -- existing flow and temperature data.

19 We'll also update the July 1994
20 United States Army Corps of Engineers report, their
21 tables and graphs relative to the bypass reach; and
22 then we'll plot flows in the Loup Power Canal and
23 the Loup River bypass reach from November to April
24 each year.

25 Next, I will turn it over to George

1 Waldow, who will come up and talk about requests not
2 included, and that is on Slide 54.

3 STEPHANIE WHITE: And I might -- you
4 know, we're way ahead of schedule. In fact, we're
5 so far ahead of schedule that it looks like we
6 haven't even done anything yet, but we have.

7 So if you'd like to have some discussion,
8 if you have some questions on the information you've
9 just seen, we certainly have time for that today.
10 It's probably not the spot for real detailed,
11 in-depth discussion on the activities of any of
12 those studies, but if you've got some questions or
13 if you're curious, we certainly have time for that
14 kind of conversation today. And I would open it up
15 to the floor if you would like to talk about any of
16 the material you've seen so far.

17 JEFF RUNGE: Yeah. I've got a
18 question here --

19 RANDY THORSON: This is Randy.

20 STEPHANIE WHITE: One second, Randy.
21 Jeff Runge beat you to the point. And I will repeat
22 his question to those of you on the phone.

23 RANDY THORSON: I didn't see his hand
24 raised.

25 JEFF RUNGE: I'm sorry, Randy. But

1 there's a difference between what was identified in
2 the study plan and the revised study plan and what
3 was identified in SD-2. And I'm wondering how those
4 differences will be reconciled?

5 STEPHANIE WHITE: Jeff's question is
6 about a difference in the study plan, the revised
7 study plan, and SD-2. And I might have Lisa come up
8 to the podium and answer that question. Did I
9 paraphrase your question appropriately?

10 JEFF RUNGE: Yes, ma'am.

11 STEPHANIE WHITE: That's the danger
12 of putting me at the mic. You're at my mercy today.

13 LISA RICHARDSON: Well, actually,
14 Jeff, we haven't prepared a revised study plan. If
15 you're maybe referring to what we've presented here
16 as revised study plan --

17 JEFF RUNGE: Yes.

18 LISA RICHARDSON: Those initial
19 slides were a -- we were paraphrasing what was in
20 the -- in the study plan. Hopefully we didn't
21 change anything. That was not the intent. The
22 presentation just now should have been exactly the
23 same materials that are in the study plan.

24 JEFF RUNGE: Okay.

25 LISA RICHARDSON: Now, as you're

1 aware, SD-2 was issued at the same time as the study
2 plan. So that's -- part of the discussions that
3 will go on between now and July will be how do we
4 reconcile anything that was in SD-2 that wasn't in
5 SD1 that may not have made it into our study plan.
6 So I guess that's part of what these discussions are
7 about, is to reconcile what SD-2 gave us compared to
8 what we had included in the study plan.

9 STEPHANIE WHITE: It's a good
10 question. And we'll talk a little bit about some of
11 the material in SD-2, Jeff, in the next part of our
12 agenda with the requests not included.

13 I also should say that the slides that you
14 will see this afternoon will be verbatim. So the
15 material you see on the slides and in your handout
16 are verbatim from the study plan this afternoon,
17 which is, I think, part of the answer to your
18 question.

19 Randy, you're next. I know that you've
20 been raising your hand for the last three minutes.

21 RANDY THORSON: It's just a matter of
22 semantics. And I brought this up before on
23 recreation, why the study is called recreational use
24 survey rather than just recreational use, because
25 the survey is actually an element of that study. I

1 was just curious why it's called survey in the title
2 of that study. Why isn't it just called
3 recreational use?

4 STEPHANIE WHITE: Lisa's going to
5 come back. I'll tell you, Randy, I will log your
6 question on the easel and we'll discuss it a little
7 bit today, but we'll discuss it more in-depth in the
8 separate meetings for recreation, land use and
9 esthetics. But I'll have Lisa answer your question.

10 RANDY THORSON: Thank you.

11 LISA RICHARDSON: And Randy, I guess
12 maybe we just included survey on the end because
13 that was the primary element of the study, was that
14 Recreation User Survey. But it does have a few
15 other elements, like development of that recreation
16 plan.

17 RANDY THORSON: Right. That's my
18 point is there's other elements, so it isn't just a
19 survey.

20 LISA RICHARDSON: Yeah. I guess
21 that's just an oversight on our part of leaving that
22 extra word on the title. We could certainly -- we
23 wouldn't have a problem taking it off to be a little
24 more clear.

25 STEPHANIE WHITE: Any more questions?

1 Yes.

2 JOHN BENDER: To follow up with
3 Randy's question there, in the Nebraska Water
4 Quality Standards, we ascribe the recreational
5 beneficial use to our lakes. Lake North is one of
6 them -- in fact, Loup has recreational facilities
7 out there -- but we have water quality criteria that
8 measure the acceptability of that use. So I'm
9 wondering if that's going to be part of this study?

10 STEPHANIE WHITE: That's a good
11 question. Matt, can you answer that? John Bender
12 has asked a question about the use of existing
13 resources from the USGS as a part of our study plan.
14 Have I paraphrased that appropriately?

15 JOHN BENDER: No.

16 STEPHANIE WHITE: That's fine. Let
17 me have it.

18 JOHN BENDER: We have water quality
19 criteria in our code, specifically E. coli, and now
20 toxic substances like microcystins that impact
21 recreational use of our water bodies. And I
22 wondered if that was going to be part of this study,
23 if it's not, I guess I don't need to come May 11.

24 STEPHANIE WHITE: And his question is
25 will that be included in the recreational study, and

1 his side comment was if not, he doesn't need to
2 come. So Matt, if you'd like to answer that?

3 MATT PILLARD: Sure. John, I guess
4 we need to -- that's something that can be addressed
5 on May 11. If there's a water quality parameter as
6 part of the recreation study that needs to be
7 included, then we need to discuss what that
8 objective would do. And obviously, it would be to
9 make sure that the lake is meeting the water quality
10 standards for the recreational use benefits that it
11 is providing.

12 So I guess in short, that's what would
13 need to be reviewed, you know, as part of that
14 recreation study, if it's not in there now. I guess
15 I -- I'd have to -- we can go back and look and see
16 what that says, but that's kind of the point of the
17 May 11 meeting is to kind of get into more detail of
18 the what and the how of the recreation study.

19 JOHN BENDER: I'm just trying to
20 figure out whether I need to come back up here on
21 May 11.

22 LISA RICHARDSON: And John, water
23 quality wasn't included in the recreation study. It
24 was not identified as an issue to be studied under
25 the recreation piece. If it's a concern to anybody,

1 to you and your agency or others, then it may be
2 something that we should consider to add. But it
3 was not originally part of the recreation study.

4 JOHN BENDER: Our existing data
5 showed that Lake North is fine. I just didn't know
6 if that was going to be part of the write-up on the
7 final --

8 RANDY THORSON: I can't hear what
9 people are saying. Can you just repeat the
10 question?

11 JOHN BENDER: I didn't know if the
12 final EIS was going to discuss that aspect. All of
13 our data right now shows that Lake North is just
14 fine so --

15 STEPHANIE WHITE: So John has said
16 that all of his data shows that Lake North is fine,
17 but his question really was about does our study
18 plan -- or do we intend to use their data in the
19 study plan. And the answer in the room is no, but
20 if that's important, we need to discuss that at the
21 recreational meeting on the 11th.

22 MATT PILLARD: Again, this is Matt
23 Pillard. There may need to be a little distinction.
24 FERC, in their EIS, will evaluate the water quality,
25 and data will be used for that evaluation as part of

1 their NEPA analysis. Our recreation study is not
2 focusing on water quality of that lake.

3 Is that fair to say? Lisa, does that --

4 LISA RICHARDSON: I would say so. Do
5 you want me to repeat it?

6 RANDY THORSON: We can't hear on the
7 phone.

8 LISA RICHARDSON: Yeah, Randy, I'm
9 going to repeat that for you. The -- Matt made the
10 distinction between what the recreation study is
11 identifying versus what might be included in the EA
12 that's prepared as part of the relicensing.

13 Water quality, obviously, will be
14 evaluated in the EA, but it's not necessarily a
15 study associated with this recreation piece. But
16 the information related to water quality and
17 recreation would be identified as part of the
18 license application information, as well as in
19 FERC's EA.

20 Nick, is that an accurate statement?

21 NICK JAYJACK: This is Nick. I think
22 so. I guess I don't understand the original
23 question, but let me just say a few things.

24 We'll look at it in the EA or the EIS,
25 whatever, what would be the designated uses of the

1 river. And I'm understanding recreation is one of
2 the designated uses that the state has identified
3 for the Loup and the Platte Rivers.

4 What we would do in our EA is look at
5 the -- or EIS -- is to look to see what information
6 is available that will tell us whether that
7 designated use is being met or not. If it's being
8 met, then it's a very simple write-up in our
9 document. If it's not, then it might be a little
10 bit more of an extensive analysis.

11 But what I'm not understanding is does the
12 state think it has information that it needs to make
13 a call as to whether or not that designated use is
14 met? And if not, is there something that needs to
15 be in that recreation plan to address that?

16 STEPHANIE WHITE: If I may just pause
17 for folks on the phone? So Nick has just given a
18 little overview on FERC's process and has asked the
19 question if the state thinks that they have the
20 information needed to make that designation; is that
21 right?

22 NICK JAYJACK: For the most part,
23 yes.

24 STEPHANIE WHITE: For the most part.
25 I got a sort of nod. Okay.

1 JOHN BENDER: And that somewhat
2 answers my question. I guess the basis for my
3 question is if there's no water quality issues to be
4 discussed May 11, then I can free up that day for
5 other activities.

6 STEPHANIE WHITE: And the basis of
7 John's question is if there's no water quality to be
8 discussed on the 11th, then he would free up his
9 schedule. Randy, do you want to participate or
10 contribute to this discussion?

11 RANDY THORSON: I didn't follow
12 exactly what's being talked about.

13 STEPHANIE WHITE: It's primarily
14 about water quality and the -- with regards to
15 recreation, specifically Study Plan No. 8.

16 RANDY THORSON: Right.

17 GEORGE WALDOW: This is George
18 Waldow, Randy. I want to try to wrap this up
19 because I think we're all talking around the same
20 subject.

21 But the way I would view it is the
22 recreation opportunities are dependent on a certain
23 water quality criteria, and we know that the DEQ
24 monitors things like E. coli and toxic algae.

25 And the way I would characterize this is

1 in order -- in order for different types of
2 recreation to occur, whether it's fishing or
3 swimming, et cetera, you need a threshold quality of
4 water. And as long as the Project satisfies those
5 defined state thresholds, there should be no problem
6 with continuing or even expanding on the
7 recreational usages.

8 Is that --

9 RANDY THORSON: I follow that much,
10 yeah.

11 GEORGE WALDOW: Okay. John is
12 nodding his head, so I think we --

13 NEAL SUESS: George, this is Neal.
14 And John, this is a question for you, and generally
15 I talk loud for everybody to hear.

16 So there's nothing that we're not meeting
17 now, is that what you're saying?

18 JOHN BENDER: That's correct.

19 NEAL SUESS: Okay. So in other
20 words, everything that you guys are measuring now --
21 I mean, I know there are times we don't meet -- I
22 mean, there are a lot of lakes around that don't
23 issue statements about where we're at that point in
24 time. But you're measuring everything that you want
25 to measure now, that's not something new out there

1 that we don't know about?

2 JOHN BENDER: That's correct.

3 RANDY THORSON: (Inaudible.)

4 COURT REPORTER: I'm not getting
5 that.

6 STEPHANIE WHITE: Would you mind
7 repeating that, please?

8 RANDY THORSON: I didn't hear all of
9 what Neal was saying exactly, but -- George, I heard
10 you. But is it a question of whether water quality
11 is going to be discussed on May 11?

12 STEPHANIE WHITE: Neal's question was
13 whether or not John had the data he needed to make
14 an assessment of the facilities, and the answer was
15 yes.

16 Are there other questions from the group?
17 There's one back in the corner, John Shadle.

18 JOHN SHADLE: This is John Shadle,
19 Nebraska Public Power District. It's more on terms,
20 and it's in the hydrocycling section, the flow
21 depletion, flow diversion. When we talk about
22 alternative conditions, what are we contemplating
23 there?

24 STEPHANIE WHITE: Okay. So let me
25 paraphrase, and I have this great tool in front of

1 me. I can read what you just said. His question
2 was about the hydrocycling section and whether the
3 alternatives would be contemplated -- it's about the
4 hydrocycling section of the flow depletion, flow
5 diversion, and when we talk about alternative
6 conditions, what are we talking about there, is the
7 question.

8 GEORGE WALDOW: To be determined.

9 STEPHANIE WHITE: Okay. And George's
10 answer is to be determined.

11 JOHN SHADLE: Thank you.

12 STEPHANIE WHITE: Other questions
13 from the group?

14 MARK IVY: This is Mark.

15 STEPHANIE WHITE: Go ahead, Mark.

16 MARK IVY: The recreation water
17 quality, before we leave that entirely --
18 unfortunately, I cannot hear most of what's said in
19 the room. But I just want to make the point that
20 the main interests or concerns we have between
21 recreation and water quality are more contact
22 issues, swimming in the water, and I'm sure there's
23 some kind of policy for letting people know if the
24 water quality goes down so swimming is not
25 appropriate and then also with consumption of fish.

1 STEPHANIE WHITE: Yes. Everyone in
2 the room is shaking their heads, yes. They're
3 nodding.

4 RON ZIOLA: There's a weekly
5 analysis --

6 STEPHANIE WHITE: There's a weekly
7 analysis --

8 RON ZIOLA: -- posted by the DEQ --

9 STEPHANIE WHITE: -- posted by the
10 DEQ --

11 RON ZIOLA: -- and then we respond if
12 there is a contact issue.

13 STEPHANIE WHITE: -- and then the
14 District responds if there is a contact issue.

15 MARK IVY: All right.

16 STEPHANIE WHITE: Other questions?
17 One to the right, yes, sir.

18 RICK HOLLAND: Rick Holland, Nebraska
19 Game and Parks Commission. On the study plan for
20 sedimentation, one of the objectives talks about
21 determine if sediment transport is a limiting factor
22 for pallid sturgeon habitat in the lower
23 Platte River below the Elkhorn River.

24 Recently, University of Nebraska has
25 collected pallid sturgeon above the Elkhorn, and I

1 wondered if that was going to have an effect on this
2 particular objective to expand into an area above
3 the Elkhorn River?

4 STEPHANIE WHITE: The question is
5 about sedimentation. And Pat Engelbert, I might
6 have you come up and rephrase the question and
7 answer it generally. Again, we'll get into that in
8 more detail this afternoon.

9 PAT ENGELBERT: Rick asked the
10 question of -- or brought up the point that
11 recently, a pallid sturgeon was caught upstream of
12 the Elkhorn River confluence, approximately
13 10 miles.

14 Rick, I guess we focused on the lower
15 Elkhorn. That was kind of the standard definition
16 that was in the Platte River program documents. But
17 you do bring up an interesting point. It's probably
18 something that we would need to discuss, either in
19 this afternoon's session or at the May 27, 28
20 meetings. That happened after we turned the study
21 plans in, so -- but very good point. Very good
22 point.

23 STEPHANIE WHITE: Other questions?
24 Okay. I think we might move into the next item on
25 our agenda today, which is to talk about requests

1 not included in the proposed study plan. And we've
2 divided these into two categories. I am on
3 Slide 54, for those of you on the phone. And we've
4 removed the microphone in an attempt to pass it
5 around a little bit and make things more clear for
6 you, but please speak up if you can't hear.

7 We're going to talk about requests not
8 included as they relate to full requests, and then
9 elements of requests, so study elements not
10 included. And George Waldow from HDR will review
11 that. George?

12 GEORGE WALDOW: Thank you, Stephanie.

13 I'm going to start with the full study
14 requests that were not included in the study plan.
15 And the first one was an evaluation of transmission
16 lines and whooping crane impacts, in other words,
17 cranes flying into power lines.

18 And this study was not included because
19 there was no direct nexus to the Project. And let
20 me explain that. In Scoping Document 2, the FERC
21 confirmed that the licensed Project No. 1256 does
22 not include any primary transmission lines. In
23 addition, those overhead transmission and
24 distribution lines that are located within the
25 Project boundary would still remain in service, even

1 without an operating project.

2 And therefore, they are considered
3 independent of the commission's action, the action
4 being the relicensing, and that was consistent with
5 what the District explained during the meetings we
6 held.

7 STEPHANIE WHITE: So George, if I
8 might just jump in, George will talk about these
9 requests not included as they relate specifically to
10 the FERC -- the seven criteria at FERC. They're
11 here on the board in the room; they're also on
12 Slide 3, for those of you who are calling in on the
13 phone today. So the Criteria No. 5 project nexus is
14 related to the first bullet on your slide.

15 GEORGE WALDOW: Thank you. Next
16 slide. And we're going to have time to discuss
17 questions here at the end of this.

18 The next study was a water quality study
19 for non-point pollutants and PCBs in the Project
20 canals. This requested study was not included,
21 again, because there was no nexus between inflow of
22 non-point source pollutants and the Project or its
23 operation.

24 In Study Document -- in Study Document 2,
25 the FERC explained that inputs of pollutants, such

1 as atrazine, nutrients and bacteria to the Project
2 waters from off-site sources are unrelated to the
3 Project and its operation. In other words, there's
4 nothing that the District can do about what happens
5 outside its boundaries. But there's a little bit
6 more detail to this.

7 The only PCBs reported to occur within the
8 Project boundary have been found in fish tissues
9 that were collected from the Tailrace Canal
10 downstream of Columbus Powerhouse. And that canal
11 is accessible to fish coming from the upstream, from
12 the Platte River, which is known to contain PCBs.
13 Therefore, there is no complete nexus to the Project
14 for this -- this PCB occurrence. In other words,
15 the fish could bring it in with them.

16 That being said, the FERC determined that
17 a potential does exist for potential dredging
18 operations in the settling basin to mobilize
19 PCB-laden sediments, should they exist within that
20 basin.

21 Specifically, the potential exists for
22 least terns to ingest those PCBs when feeding on
23 small fish which are discharged onto the North Sand
24 Management Area during dredging operations. We know
25 that the fish do consume these -- I mean, excuse me,

1 the terns do consume these small fish while they're
2 nesting and occupying the sand management area.

3 Therefore, FERC has added in SD-2 the
4 effect of dredging operations on PCB transport and
5 the associated effect on the least tern. This
6 issue, however, needs further discussion to
7 determine appropriate methods for study or
8 evaluation, and that's something that will occur.

9 Okay. Next slide.

10 STEPHANIE WHITE: We're on Slide 56,
11 for those of you on the phone.

12 GEORGE WALDOW: Now we're going to be
13 looking at what we call study elements that were not
14 included. And this simply means that we're doing
15 the study -- in this case it's sedimentation, which
16 was Study 1.0 -- but a portion of what was requested
17 was not included in our study plan.

18 In this case, it was a request to study
19 sandbar sizes in the lower Platte River and compare
20 them to predictions made by Williams and Wolman, and
21 in another publication by Parker and Wilcock.

22 We reviewed these documents, and the
23 requested study element was not included because
24 there is no nexus -- again, no nexus to the Project.
25 And in fact, there was nothing to compare.

1 Neither of these cited references mentions
2 prediction of sandbar sizes. The Williams and
3 Wolman document is fairly lengthy. It's a
4 compendium published by the USGS of measured effects
5 downstream of selected dams on alluvial rivers, and
6 primarily in the western United States.

7 It talks about channel widths, it talks
8 about channel degradation below dams, but it really
9 doesn't relate to this project because we don't have
10 a dam, per se, and there's nothing in there about
11 referencing sizes of sandbars.

12 Parker and Wilcock's is a short study that
13 compares and contrasts two methods of feeding
14 sediment into laboratory testing flumes. One is
15 called the sediment feed, and the other is
16 recirculating sediment.

17 And again, these are laboratory flumes
18 with straight vertical sides and a -- some sort of a
19 bed material in the bottom. And there's no
20 reference to sandbar sizing or prediction of sandbar
21 sizes, so that was not included.

22 The next slide, please, is hydrocycling --
23 I'm sorry, that's -- hydrocycling was Study 2. And
24 what was requested there was a detailed study of
25 sandbar quality and quantity to include the numbers,

1 sizes and heights of sandbars in the lower
2 Platte River.

3 This requested study was not included
4 because the proposed methodology, we felt, was
5 inconsistent with generally accepted practice in the
6 field. And by that, I mean that the -- the ability
7 to go out and sample, literally measure, thousands
8 of sandbars and monitor their changes would be a
9 huge, daunting task. And the field is constantly
10 changing, so by the time you counted them, there
11 would be a different number, et cetera.

12 It is estimated that such a study would
13 require a minimum of five years to collect and
14 analyze a meaningful data sample in the lower
15 Platte River. And even then, it would be extremely
16 problematic to differentiate sub-daily Project flow
17 effects of hydrocycling versus the natural flow
18 effects in the river and all the externalities that
19 enter into this 80-plus mile reach, where you've got
20 tributary flows and sand mining and all sorts of
21 other things going on.

22 And as described in Study 2, an
23 alternative method was proposed which will utilize
24 the hydrologic data from -- basically from USGS
25 gaging stations along the river, and then as we

1 described under our sedimentation approach,
2 regime-based analysis techniques to determine the
3 effects of hydrocycling for each of the various
4 subreaches in the lower Platte River. And by
5 this -- by the term subreach, we mean that segment
6 of the river which can be related to a specific
7 USGS gaging station.

8 The next element under the hydrocycling
9 study was a requested study of pallid sturgeon
10 similar to a study by Auer -- and that's A-U-E-R --
11 of lake sturgeon in Michigan. And we found that
12 this requested study element was not included
13 because the proposed methodology is, again,
14 inconsistent with generally accepted practice in the
15 field.

16 And I need to explain that because by
17 this, we mean that many of the basic methods and the
18 elements in the Auer study, although very
19 well-conceived in that particular case, simply do
20 not apply to the -- to the location of our Project,
21 nor to the characteristics of the lower
22 Platte River.

23 The key -- the key specific differences
24 that make this -- this project and the Auer study so
25 different -- I've got about five of them here, just

1 to give you an example -- No. 1, the rocky, narrow
2 Sturgeon River in Michigan versus the wide, braided
3 river in the lower Platte.

4 No. 2, the Michigan study involved a
5 barrier dam on the upstream extent of the reach that
6 had total flow control of the water coming into the
7 river by the utility, versus no barrier dam in --
8 with respect to the Loup Project, and a project that
9 has only minimum flow control down in the reach
10 where the pallid sturgeons occur. And that's
11 because there are other inflows from tributaries,
12 including the Central Platte and the Elkhorn River,
13 Salt Creek.

14 The third major difference, the Auer study
15 involved approximately a 2-mile long reach
16 immediately below a powerhouse that included some
17 defined -- two basic defined rapids where the lake
18 sturgeon were known to spawn. The Platte River
19 below the Loup Project, the district's project, is
20 roughly an 80-mile reach with all sorts of extra --
21 external influences taking place within that area.

22 No. 4, the presence of the two defined
23 spawning sites immediately below the powerhouse for
24 lake sturgeon versus unknown spawning locations a
25 significant distance downstream of the Project,

1 again, with numerous external influences in the
2 lower Platte River.

3 And lastly, the relative ease they were
4 able to monitor, locate and capture the lake
5 sturgeon to be weighed and measured and evaluated
6 for their spawning situation versus in the
7 Platte River, we have rarely located and rarely
8 captured pallid sturgeon in a much longer, wider,
9 difficult situation. And we just -- we couldn't see
10 how you could capture the sturgeon and make the same
11 kind of evaluations that were done in the Auer
12 study.

13 Okay. Next slide, this is Flow Depletion
14 and Flow Diversion. And an element that was
15 requested was develop flow and settlement --
16 sediment modeling -- I'm going to start this again.
17 Develop flow and sediment transport model for the
18 Loup River bypass reach.

19 This requested study element was not
20 included because the proposed methodology is
21 inconsistent with generally accepted practice in the
22 field. It happens that existing sediment transport
23 modeling techniques are simply not robust enough in
24 the current state of the art to be useful in
25 assessing Project impacts on sandbars.

1 So again, we go back to the -- what was
2 proposed in Sediment Study 1, which is to establish
3 regime based analytical methods using effective
4 discharge and total sediment discharge as the
5 primary parameters, and employ those to analyze
6 sediment issues within the bypass reach.

7 The second element under the flow
8 depletion and flow diversion is the study of future
9 flow depletions on the Loup River above or upstream
10 of the Diversion Weir. A specific study of flow
11 depletions on the Loup River above the
12 Diversion Weir is not proposed; however,
13 consideration of the overlapping effects of
14 documented and reasonably foreseeable upstream
15 depletions will be included in the cumulative
16 effects analysis.

17 That is to say, if there's a project that
18 has -- or projects that have a defined context,
19 they're documented, there may have been funding
20 applications or permits, to give them some
21 definition and a time line, they will be included to
22 the extent of overlapping effects.

23 Study 10, Land Use Inventory. There was a
24 request to do interviews with landowners regarding
25 future development of their land outside the Project

1 boundary. And we looked at this, and interviews
2 with landowners regarding future land use were not
3 included because it would be speculative and not
4 reasonably foreseeable. Future land use information
5 from approved land use plans will be reviewed and
6 considered as part of the proposed land use study.
7 But to go out and ask a farmer that's going to say,
8 you know, some day I might subdivide this land, is
9 not considered anything other than speculative at
10 this point.

11 Next slide. Under Study 12, which was the
12 Ice Jam Flooding on the Loup River that Pat
13 Engelbert just discussed, there was a request to
14 include with the ice jam study the development of a
15 predictive model.

16 And this -- the requested study element
17 was not included because the Corps of Engineers'
18 studies that were done back in the 1990s did not
19 identify any nexus between Project operations and
20 ice jam formation or the result in flooding from ice
21 jams.

22 And we believe that the -- the proposed
23 study, which is basically seeking the nexus, is the
24 appropriate thing to do at this point in time. If,
25 in fact, the nexus can be determined, it needs to be

1 decided whether a predictive model is possible or
2 appropriate. And that could be considered as
3 something of a mitigation or an enhancement to be
4 determined in the future. At this point in time,
5 there's no basis to build a predictive model.

6 So we've got -- we've got time to have a
7 discussion on these, and I want to make sure
8 everybody understands what we're saying, and then we
9 welcome your questions and concerns. Let's have a
10 little dialogue here.

11 STEPHANIE WHITE: I expect this to be
12 a lively discussion and relatively interactive. I
13 might beg your pardon and take a ten-minute break.
14 I'd like to move the AV equipment up front so we can
15 pass the microphone around to the speakers so the
16 people on the phone can hear a little bit better.
17 So if that's okay with you, I'd like to break.

18 I would also like to ask those of you
19 sitting around the edges of the room, if you intend
20 to participate in the discussion today, I would like
21 it if you could move to the inside table so that we
22 can facilitate your use of the microphone.

23 I'm also going to move -- I'm going to
24 eliminate as many cords from the middle as I
25 possibly can, so Jeff, I will give you an extension

1 cord and you can run it to the back wall, if that's
2 okay.

3 So if I can beg your pardon, let's take a
4 ten-minute break. Those of you on the phone, if you
5 can come back a little bit early, I'm going to test
6 your ability to hear the discussion in a couple
7 locations. So if you can jump on just a little bit
8 before 10 o'clock Central, that would be great.

9 (Short break taken - 9:53 a.m.)

10
11 (Meeting resumed - 10:07 a.m.)

12 STEPHANIE WHITE: I want to add a
13 couple of ground rules as we learn on the fly how
14 best to have these discussions both remotely and in
15 person.

16 The first is when I hand you the
17 microphone, I'd like you to repeat your name both
18 for the folks on the phone and for the court
19 reporter.

20 The second is for those of you
21 participating on the phone today, there are a couple
22 of things I noticed. One, we can hear click-clack
23 every once in a while of keyboard typing, and also I
24 think we may have been put on hold or on mute a
25 little bit earlier. So if you can be mindful of

1 that noise, that would be great today.

2 One more thing I forgot to tell you this
3 morning, and that's Theresa Petr is here today from
4 the District. She introduced herself this morning,
5 but she's taking some photographs of our activities
6 today.

7 Also, our court reporter has just placed a
8 recorder on the end of the table -- it's right next
9 to you, Ron -- so no whispering. Again, all this
10 information and material will be included in the
11 transcript that will be posted online.

12 So I would like to get started, and this
13 section of our morning is really to discuss the
14 requests and the request elements that were not
15 included in our study plan. I will share the
16 microphone with George. So George, if you want to
17 walk into the center of the room -- and again, we'll
18 work to pass the microphone so -- and we'll see if I
19 trip on a cord today.

20 The first question I'll take from the
21 room, go ahead Mary. And just give me a second, I'm
22 going to walk over to you.

23 MARY BOMBERGER BROWN: Okay. My name
24 is Mary Brown, and I'm concerned about -- or I'd
25 like you to tell us a bit more about the detailed

1 study of sandbar quantity and quality, why you chose
2 not to include that. We think that the study could
3 be done and be done fairly easily. We actually did
4 do it this past summer, and so I have some -- I have
5 some concerns about that being eliminated or not
6 being considered.

7 STEPHANIE WHITE: Okay. George?

8 GEORGE WALDOW: I think what I'd like
9 to do is ask Pat Engelbert to offer an explanation.
10 Can you do that, Pat, on the methodology that was
11 selected?

12 PAT ENGELBERT: Yeah. Mary, there
13 were a couple things, I guess, that we took into
14 consideration relative to the quality and quantity.
15 And I think it had a little bit more to do with the
16 actual monitoring and the time frame associated with
17 when we needed to gather this data.

18 As George had mentioned earlier, you know,
19 to go out every year and to sample the sandbars and
20 then try to differentiate not only our project's
21 impacts, but other water management decisions that
22 are made upstream, to differentiate those we felt
23 was a daunting task, at best. At minimum, we were
24 guessing probably roughly a five-year period to get
25 a sample size that would allow us to do that.

1 You know, the Platte River Program has
2 been monitoring that for years, and they just rolled
3 out a five-year plan to look at the geomorphic
4 attributes in the Central Platte River.

5 So what we focused on was, you know, what
6 we felt was maybe a better approach, to look at how
7 Project operations would alter or affect a couple of
8 sediment transport indicators, which we could then
9 use as our baseline to compare different Project
10 operations on those indicators, that being the total
11 sediment that's transported, as well as the
12 effective discharge.

13 And for those in the room, the effective
14 discharge is that discharge which provides the --
15 the morphology of the channel, you know, on average
16 over the course of a season, over the course of the
17 year. And in utilizing that methodology, we felt we
18 could analyze the data quicker. It's based on both
19 flow, as well as changes in cross-sectional areas
20 which help us define what that total sediment
21 transport is and that effective discharge is.

22 So I guess that -- you know, Mary, that
23 was our approach. And Gary, if you would like to
24 add anything or if you felt I've covered it, I would
25 welcome your opinion on that.

1 GARY LEWIS: Yes. Mary, Gary Lewis.
2 I'm with HDR in Denver.

3 I have a lot of years in my background on
4 morphology of the Platte River. I've been involved
5 in all of the issues from the mouth, clear up to the
6 state line over the last 25 or 30 years.

7 I was involved in developing the work plan
8 for the Platte River recovery. I was asked to lead
9 a group of scientists to evaluate options for
10 assessing this issue on the -- in the area of
11 concern for the recovery project.

12 I worked with the Platte River office in
13 Denver, and for the cooperative agreement folks,
14 prepared and submitted the work plan to assess those
15 issues. As all -- everyone here knows, that's a
16 multimillion dollar program. Not included in it is
17 this kind of an inventory of sandbars. So it is a
18 difficult technical subject to address.

19 I have read your 2008 survey of the tern
20 and plover -- in fact, I have it with me today. I
21 read it on the airplane today. So I'm interested in
22 that sort of thing. I had proposed to Pat and the
23 Project team here at HDR that we take a look at that
24 possibility.

25 I'm not sure I understand what you did.

1 You mentioned a few minutes ago that you said you
2 had done this last summer. The question, as a
3 geomorphologist and as a fluvial hydraulic person,
4 is we would need to be able to, as Pat said,
5 distinguish or differentiate effects that might be
6 observed over a period of time related to the
7 Project, and effects that are natural or that are
8 related to everything else that goes on in the
9 river, including tributary inflows, and so on.

10 So to design and implement a true
11 scientific investigation of that subject that really
12 does resolve effects of flow and Project impacts on
13 sandbars, one of the things that concerned me is
14 that there's a presumption that river stage and
15 sandbar height and quantity and quality, that
16 there's a singular relationship to them, and that
17 doesn't exist.

18 It's a subject that really needs to be
19 explained better to those who are observers of the
20 river from a physical process understanding, that
21 what we see today isn't the result of the flow
22 today, and it's not necessarily the result of the
23 flow last week. It's the result of a long-term
24 process of the river shaping.

25 So the assumption that you can develop a

1 relationship between either flow or stage, depth of
2 the water and sandbars, it just doesn't -- it
3 ignores, I think, the understanding of the physical
4 process.

5 And that's part of why, in the -- at least
6 in the Nebraska recovery project, the Platte River
7 recovery, they really abandoned practically every
8 approach except the effective discharge approach to
9 try to distinguish changes or impacts of projects on
10 the overall regime of the river, are we
11 destabilizing the -- the morphology of the river
12 through some action. And that's about the best
13 technology that I understand exists. So that's part
14 of the reason that it was proposed the way it was.

15 Sorry about that long answer, but I hope
16 that helps.

17 MARY BOMBERGER BROWN: Well, this is
18 Mary Brown again. Perhaps it's more of a discussion
19 of ultimate processes and proximate processes. And
20 you're talking more about the ultimate processes.
21 And maybe in terms of the T&E species, we're
22 thinking more in terms of the proximate processes,
23 what is habitat, what is available to them during
24 the time of the year that the animals are actually
25 here.

1 So maybe we're talking -- maybe you're --
2 I'm thinking in more of a proximate sense and you're
3 thinking in more of an ultimate sense, and perhaps
4 we need to talk about that further because we do
5 think that it is something that needs to be done and
6 needs to be thought of more clearly, and we would
7 very much like to see that sort of data included in
8 the study plan and in -- in the relicensing
9 procedure.

10 STEPHANIE WHITE: And I wonder if a
11 more detailed discussion of this topic belongs in
12 our afternoon discussion of the study plan and
13 sedimentation, but I'd take cues from either of you,
14 if you'd like to wait or talk some more.

15 PAT ENGELBERT: And I guess, Mary,
16 the -- kind of our thoughts on that is as we're
17 developing these studies and actually performing
18 these studies, the goal of the study being trying to
19 determine the project's effects on those processes.

20 And so from our perspective, this type of
21 methodology provides us the best avenue to collect
22 that information to see how this particular project
23 would affect sediment transport and sediment
24 transport parameters, as opposed to looking at it
25 from a long-term scale, which we may not be able to

1 differentiate the project's effects from that type
2 of data gathering exercise.

3 STEPHANIE WHITE: Mary, I'll let you
4 respond to that, if you would like, otherwise I'll
5 take a question from Jeff.

6 MARY BOMBERGER BROWN: That's fine.

7 STEPHANIE WHITE: Jeff Runge.

8 JEFF RUNGE: I guess I'll save a lot
9 of my details -- study specific details for later on
10 this afternoon. But I guess my question here to
11 FERC is, are these studies intended to be
12 all-inclusive within those two years, or this can be
13 a baseline for future monitoring under a FERC
14 article?

15 STEPHANIE WHITE: Nick, since you're
16 in the room, I'll let you answer, or you can defer
17 to the phone, if you'd like.

18 NICK JAYJACK: This is Nick Jayjack
19 from FERC.

20 I think I understand your question as one
21 being is this a one-time deal as far as data
22 gathering goes, or is there an opportunity to do
23 monitoring during the license term to expand on the
24 information gained at prelicensing.

25 I think the answer -- it depends.

1 Generally, what we're trying to do in these
2 two years, or so, is gather all the information that
3 we -- gather as much information as we can now. And
4 really, the only reason we might go post license if
5 we were to monitor, let's say, an enhancement
6 measure that gets put in the license and see how
7 effective it is. We generally don't continue the --
8 just data gathering for purposes of understanding
9 what's going on beyond the NEPA document stage.

10 The whole purpose of gathering the
11 information now is for us to be able to write our
12 NEPA document, so there's really no point in going
13 further unless, of course, as I mentioned before, if
14 it's -- the purpose is for effectiveness monitoring
15 of a license measure.

16 Does that answer the question that you
17 were getting at?

18 JEFF RUNGE: Yes.

19 STEPHANIE WHITE: Thank you. I'll
20 take another question. You've got another one? Go
21 ahead.

22 JEFF RUNGE: Yes. Jeff Runge again.

23 Things that were identified here at the
24 meeting is the effects of sediment may not be
25 immediate, may not be recognized within the first

1 two years of the study. But through additional
2 monitoring in those affected areas, wherever we
3 define those areas, we may be able to see
4 longer-term effects that would be important
5 information for the next relicensing period.

6 And so we -- we feel that this monitoring
7 may be important to look at these long-term effects.
8 Try to get as -- as much information as we can for
9 the -- the NEPA process, but also look long term
10 too.

11 STEPHANIE WHITE: Okay. Yes, Mary.

12 MARY BOMBERGER BROWN: Hi, this is
13 Mary Brown again.

14 This is a question for Nick. This is just
15 a curiosity as much as anything. Kingsley Dam, on
16 their relicensing, I believe they have -- every
17 five years, they have an environmental review that's
18 necessary, and a large part of that is based on the
19 terns and plovers. How was that arrived at, and is
20 the Kingsley Dam situation a great deal different
21 than the Loup situation, or am I not understanding
22 all of the details with that environmental review
23 process at Kingsley?

24 STEPHANIE WHITE: If you'd like to
25 answer that, you may, or otherwise I think John

1 might know some information.

2 NICK JAYJACK: Let me answer it real
3 quick.

4 STEPHANIE WHITE: Okay. We'll come
5 back to you, John.

6 NICK JAYJACK: This is Nick Jayjack.
7 I'm not at all familiar with the
8 Kingsley Dam case, and I can only speculate as to
9 what we did there at this point. It just -- it's
10 case specific. It may have been that the measure
11 there was required by a biological opinion. It
12 could have been required by a mandatory condition,
13 such as under Section 401. I just don't know.

14 But those are cases that I could think of
15 as to situations where we might go and do just
16 general data gathering during the license term as
17 a -- pretty much if it's mandatory.

18 JOHN SHADLE: This is John Shadle.

19 I'm not going to speak on behalf of
20 Central, but I'm wondering, Mary, if it isn't the
21 land -- they've got a land management plan that
22 comes up for review every five years, and I'm
23 wondering if that's what you're thinking about.
24 It's not just a general, look at everything, license
25 review kind of a process. I'm wondering if that's

1 maybe what you're thinking about.

2 MARY BOMBERGER BROWN: It may be, I
3 don't know. I just know that terns and plovers need
4 to be looked at periodically.

5 JOHN SHADLE: Sure.

6 STEPHANIE WHITE: Other questions
7 from the group?

8 Okay. If there aren't any, we may move to
9 talk about the study baseline. We can talk, but we
10 can ask more questions about what was included and
11 what wasn't included this afternoon when we get into
12 more in-depth discussions of the goals and the
13 objectives of the aquatic resources study plans.

14 Matt, if you'd like to talk about the
15 baseline.

16 MATT PILLARD: Do you just want to
17 hand me that?

18 STEPHANIE WHITE: I can. I'd be glad
19 to do that.

20 MATT PILLARD: Hi. Matt Pillard
21 again with HDR.

22 And I just wanted to touch on the topic of
23 the baseline for the Project and as that relates to
24 information that would be used to develop the
25 information for the NEPA analysis as well as for the

1 biological assessment. I'll just state here -- and
2 Scoping Document No. 2, I'll just state the
3 statement FERC had made relative to the baseline,
4 and that --

5 STEPHANIE WHITE: And we're on
6 Slide 58.

7 MATT PILLARD: Slide 58 is the slide
8 that we're on. The environmental baseline on
9 relicensing is the environment as it exists at the
10 time of relicensing, not pre-project conditions.
11 Nonetheless, this does not prevent the Fish and
12 Wildlife Service from using a different baseline for
13 its analysis.

14 And if you could click to Slide 59 -- or
15 did you leave me the clicker? You can handle that.
16 I'll just mess it up.

17 The alternatives also identified by FERC
18 in Scoping Document 2 were these, and that is the
19 proposed action; staff's modification of the
20 proposed action, and those are the yet to be
21 determined operational scenarios that would be
22 reviewed as part of the Project; as well as the no
23 action. And these are all the alternatives that
24 would be compared back to the baseline to supply
25 that information to be used for NEPA analysis, as

1 well as for the development of the biological
2 assessment.

3 Further, FERC also identified these
4 following alternatives that would not be considered
5 from -- for a detailed analysis in Scoping
6 Document 2. Those are the federal government
7 takeover; nonpower license; and Project
8 decommissioning.

9 So that kind of frames how FERC is viewing
10 the baseline for this project, and that's how the
11 information will be used to compare back and forth
12 in the information to be used for NEPA, as well as
13 in the biological assessment.

14 STEPHANIE WHITE: Okay. So this --
15 we have some time set aside to discuss this today.

16 RON ZIOLA: Is there a -- could you
17 give like a definition of -- excuse me, Ron Ziola
18 from Loup Power District.

19 Could you define proposed action, staff
20 modification and no action, or is -- is that not
21 possible?

22 MATT PILLARD: Sure. At this time,
23 the proposed action is how the system operates
24 today. Staff's modification of the proposed action,
25 those would be those potential various changes of

1 operational scenarios, which might mean how they
2 operate the turbines during various times of the
3 year to balance how the levels of the hydropeaking
4 work, how they determine how much water comes in at
5 the diversion at various times of the year, you
6 know, how an operational scenario would let maybe
7 more water go down the bypass at certain times of
8 the year for whatever reason. These are all
9 scenarios that would be reviewed to compare back to
10 that baseline to see what changes and effects those
11 might have.

12 Does that help? Nick?

13 NICK JAYJACK: This is Nick Jayjack
14 from FERC.

15 That's somewhat correct. No action is the
16 existing condition as they exist today. So
17 that's -- that's how the licensee operates.
18 That's -- the measures that are in the license, that
19 defines the no action or the existing condition,
20 that's our baseline.

21 The proposed action is in the license
22 application, what the applicant proposes to do with
23 the Project as far as operations, what measures they
24 proposed, et cetera. That is weighed against the
25 existing conditions, or the no action alternative,

1 to determine what the effects -- either beneficial
2 or adverse effects there would be.

3 Staff's modification of the proposed
4 action basically is everything else that comes in
5 that staff decides to recommend to the commission to
6 be included in the license. That could be
7 modifications of proposed operations, modifications
8 of proposed environmental measures, and/or
9 additional environmental measures that staff
10 identifies as needing to be recommended to be
11 implemented during the term.

12 It can also include mandatory conditions
13 submitted by the agencies. And again, all of that
14 is weighed against the no action alternative, or the
15 existing operations and existing environmental
16 measures.

17 STEPHANIE WHITE: Other question or
18 comments? Yes, George.

19 GEORGE WALDOW: This is George Waldow
20 from HDR. I'd like, Nick, to maybe expand it.

21 My understanding is that staff's
22 modification can actually be something that came
23 into the -- into the game from an agency, and then
24 is adapted by the staff or accepted by the staff as
25 a -- it doesn't mean it was created in Washington.

1 NICK JAYJACK: This is Nick Jayjack.
2 That's true. It could be both. It could
3 be something that staff identifies based on the
4 record of information. Most of the time, though,
5 it's -- the staff's modification includes measures
6 that were recommended by state and federal agencies
7 and nongovernmental organizations and the public in
8 the Project area.

9 RANDY THORSON: Randy Thorson --

10 STEPHANIE WHITE: Yeah, just a
11 second, Randy. I'll be right there, and then, Neal,
12 we'll let you go. Okay. Randy, you're up.

13 RANDY THORSON: (Inaudible -
14 microphone feedback.)

15 STEPHANIE WHITE: Hold on, wait.
16 I've got to think about this.

17 Okay, Randy.

18 RANDY THORSON: Can you hear me?

19 STEPHANIE WHITE: Yes.

20 RANDY THORSON: Okay. Can you hear
21 me?

22 STEPHANIE WHITE: I can hear you,
23 Randy.

24 RANDY THORSON: I can't hear much on
25 this end.

1 Just another question, does staff
2 modification include the PM&Es that come out of the
3 process?

4 STEPHANIE WHITE: And is that
5 question directed at anybody in particular?

6 RANDY THORSON: For Nick, probably.

7 STEPHANIE WHITE: I'm doing
8 somersaults on the floor here, Randy.

9 NICK JAYJACK: This is Nick Jayjack.
10 The question was does staff's modification
11 of the proposed action include the PM&E measures --
12 otherwise known as protection, mitigation and
13 enhancement measures -- identified during the
14 licensing process.

15 And the answer is yes, to the extent staff
16 recommends them or to the extent that they are
17 mandatory conditions, either under the Federal Power
18 Act or the Clean Water Act, or other, as they may
19 be.

20 STEPHANIE WHITE: Randy, were you
21 able to hear that?

22 RANDY THORSON: Yes.

23 STEPHANIE WHITE: Okay. Any other
24 questions from the phone?

25 DAVID TURNER: This is David Turner.

1 I just want to add one little point. (Inaudible -
2 microphone feedback.)

3 STEPHANIE WHITE: Would you mind
4 repeating that, please?

5 DAVID TURNER: Just to add on to what
6 Nick said, the environmental analysis that the
7 commission would conduct, it would look at all
8 recommended measures. It may not be adopted by the
9 commission, but the environmental analysis would
10 consider all the various PM&E measures.

11 STEPHANIE WHITE: Other comments or
12 questions in the room? Neal, you're up.

13 NEAL SUESS: This is Neal Suess with
14 Loup Power District.

15 I just want to remind everybody that
16 our -- I guess our proposed action is the same as
17 the no action. Our proposal is to continue to
18 operate exactly like we operate now, and I just want
19 everybody to know that.

20 So those two, when we look at the
21 alternatives carried forward, are really one in the
22 same because we do not plan on changing operations
23 as they exist today.

24 STEPHANIE WHITE: Other comments or
25 questions about the proposed baseline and

1 alternatives?

2 KIM NGUYEN: Yes. This is Kim
3 Nguyen, I'm sorry.

4 STEPHANIE WHITE: Hold on one second,
5 Kim.

6 KIM NGUYEN: (Inaudible - microphone
7 feedback.) Project operation wise, aren't you
8 proposing environmental measures or PM&Es also?

9 STEPHANIE WHITE: Did everybody hear
10 Kim? No? Kim, would you repeat that, please?

11 KIM NGUYEN: Sure. When Neal was
12 talking about their proposal being the same as the
13 no action, is he just referring to the operations
14 aspect of the -- of their proposal, meaning no
15 changes to the proposed operations? But that
16 doesn't include any of the PM&E measures that Loup
17 is proposing; is that right?

18 STEPHANIE WHITE: Yes, he's nodding
19 his head.

20 NEAL SUESS: Yeah. Again, this is
21 Neal Suess from Loup Power District again.

22 You're right, Kim. That's -- that's
23 right. We're not planning any changes to the
24 current operations as far as the PM&E changes that
25 have been proposed already. We are including those

1 in our action.

2 KIM NGUYEN: Okay. But the proposed
3 action -- your proposed action as far as SD-2
4 includes all of those mitigations, enhancements
5 and -- those PM&E measures.

6 STEPHANIE WHITE: Kim, will you
7 repeat that, please?

8 KIM NGUYEN: Yes. It's not just to
9 include the operation changes, your proposed action
10 in SB-2 includes any changes in Project operation as
11 well as environmental enhancement measures?

12 NEAL SUESS: Yeah, I'm going to have
13 to -- Kim, I'm going to have to ask for some
14 clarification there. Because I don't -- what
15 operational changes or PM&E measures were proposed
16 in SD-2, I don't know that we've even agreed to any
17 of those yet.

18 NICK JAYJACK: I think Kim is just
19 clarifying that the proposed action includes your
20 operations as well as environmental -- speaking
21 generally, just to explain that. (Stated without
22 use of the microphone.)

23 I think -- this is Nick Jayjack.

24 I think what Kim is saying is that
25 generally speaking, we recognize the proposed

1 actions as including both operations, which would be
2 your developmental side of things, as well as the
3 environmental measures that are proposed, which
4 would be the nondevelopment.

5 But I think -- we understand what you're
6 saying. You're not proposing any -- at this time,
7 you're not proposing any change to the developmental
8 side of things, that is, the operations. You have
9 made proposed environmental measures, as I
10 understand it from the scoping documents, so --

11 GEORGE WALDOW: This is George Waldow
12 from HDR. Just a point of clarification here.

13 What the District has done to date is
14 proposed no changes from their existing operation.
15 But -- but to make it absolutely correct, the term
16 proposed action means what goes in with the license
17 application, not what went in with our initial
18 filing documents. So there's a time lag from where
19 we are today, and something may be identified
20 between now and the time the application for license
21 is submitted. So that is the point where the -- the
22 NEPA analysis gets done, after that application.

23 STEPHANIE WHITE: Other -- okay,
24 Neal.

25 NEAL SUESS: Yeah, this is Neal

1 Suess.

2 I guess, yeah, that's -- I mean, my
3 understanding it, right now, we have not proposed
4 any changes on the environmental side. You know, I
5 guess it depend upon the results of the study and
6 what comes out.

7 But in our initial application, we
8 proposed to let everything stay exactly as it is.
9 If something would come from the studies that
10 determined that we need to make a change at that
11 point in time, we'll look at those and recommend
12 those in our final -- in our application -- in our
13 actual application that gets filed before the --
14 before the FERC.

15 STEPHANIE WHITE: I've just moved the
16 location of the phone. I'd like to make sure that
17 everybody can hear. Did you all hear Neal's
18 response?

19 TELEPHONIC PARTICIPANTS: (All reply
20 yes.)

21 STEPHANIE WHITE: Any other questions
22 or comments from the room?

23 RANDY THORSON: This is Randy again.

24 STEPHANIE WHITE: Okay. Hold on,
25 Randy.

1 Go ahead.

2 RANDY THORSON: I just -- and I've
3 raised this before at meetings, and I can't remember
4 the answer. Maybe it isn't paramount to our
5 discussion today, but maybe I'd ask FERC and the
6 Project team about any settlement agreement. I've
7 experienced those in other hydro relicensings. I
8 forget the answer -- I think, George, maybe you gave
9 an answer, or someone from FERC did.

10 STEPHANIE WHITE: Randy, will you
11 repeat your question, please?

12 RANDY THORSON: I was just wondering,
13 I had brought this up in other meetings in terms of
14 a settlement agreement. Is there any interest in a
15 settlement agreement, or does FERC or the Project
16 team feel that's not paramount to this project
17 relicensing?

18 NEAL SUESS: I suppose I shouldn't
19 joke around. But yeah, we're happy to settle right
20 now for the way we're operating. So if everybody is
21 willing to settle on that, we can sign the document
22 right now and go away. You guys aren't laughing.
23 That's not very fun.

24 LISA RICHARDSON: Randy, I think that
25 the potential for settlement agreement is always

1 there, it's a matter of what might be -- what might
2 we be settling at this point. I don't think we've
3 gotten to that point yet. But if there is something
4 that is of interest that moves everybody forward,
5 then certainly we will be looking at that.

6 RANDY THORSON: Yes, I can appreciate
7 that answer. I think you're right, it would -- if
8 you'd work at that as the process moves forward.

9 STEPHANIE WHITE: Okay. Other
10 comment, questions? Any discussion from the group
11 on the phone? We're about 20 minutes ahead of
12 schedule, which is a good thing -- actually, we're
13 about an hour and 20 minutes ahead of schedule.

14 What I'd like to do is start the
15 discussion of this afternoon. So I would like to
16 begin to talk in depth about the goals and the
17 objectives of each study.

18 Lisa, I might enlist your participation.

19 LISA RICHARDSON: Stephanie, I guess
20 I'm wondering, we just completed the discussion of
21 the study requests not included. And I wonder if
22 there's any additional discussion needed on that, in
23 particular, in relation to FERC's information on
24 SD-2 related to PCBs and what types of information
25 is going to be needed for that analysis.

1 We did not propose a study for that, but
2 if there's additional information that may be
3 needed, we need to talk about what could be done or
4 what might need to be done. Is there additional
5 discussion that needs to happen related to that
6 because of what was in Scoping Document 2?

7 Okay.

8 STEPHANIE WHITE: One second, we have
9 a question from the floor.

10 NICK JAYJACK: This is Nick Jayjack
11 from FERC. On a previous -- a couple slides
12 previous, the information up there showed those
13 studies that were recommended but not adopted as
14 part of the proposed study plan.

15 And one of them was some fishery
16 sampling -- I think it was Study No. 6, perhaps,
17 that was recommended be done, perhaps, by the state,
18 I think it was, on the canal. And I'm wondering
19 what the response is -- especially with regard to
20 the seven criteria listed on the easel there -- for
21 not adopting that study request?

22 STEPHANIE WHITE: Are you referring
23 to something you saw on a slide this morning that
24 you have in front of you?

25 NICK JAYJACK: It was the slide that

1 listed those studies that were not adopted. What it
2 was was a lack of -- there was no mention made of
3 that particular study request, which I think is
4 No. 6.

5 STEPHANIE WHITE: I understand.
6 Okay. Lisa, do you want to address that question?

7 LISA RICHARDSON: Sure.

8 STEPHANIE WHITE: Okay.

9 LISA RICHARDSON: I think that Nick's
10 question was in relation to Study No. 6, which is
11 Fish Sampling. And the district's position on that
12 particular study was that the Game and Parks
13 Commission has asked previously, more than just
14 during the relicensing, to do some fish sampling in
15 the canal. And the District has always been
16 amenable to that question and to help facilitate
17 that request at any time when the Game and Parks was
18 able and wanted to do that sampling.

19 That request to do sampling in the canal
20 came up again as part of the relicensing, those
21 early meetings that we had, and the District is
22 still willing to facilitate that whenever Game and
23 Parks desires to do it.

24 The question, I think, is, is that
25 information that might be obtained from fish

1 sampling, is it needed for the relicensing effort?
2 And at this point, we had determined that we weren't
3 sure that it was needed.

4 There is some historical fish sampling
5 information that's available. Does it provide
6 everything that's needed for the license application
7 and the evaluation and the NEPA document? If
8 additional fish sampling is needed as part of
9 relicensing, then I think we might need to discuss
10 what should be done or could be done.

11 But based on the previous request, the
12 District is certainly willing to facilitate fish
13 sampling at any time, it's just a matter of is that
14 needed now, and then who would potentially do that
15 sampling.

16 NICK JAYJACK: This is Nick Jayjack.
17 Thanks for your answer.

18 I guess all I would say is that it wasn't
19 real clear to me, in reading the discussion and the
20 proposed study plan, as to why the information
21 wasn't needed.

22 In other words, I guess what I was looking
23 for is some statement that either one, the existing
24 information that we have, either in the PAD or
25 somewhere on the commission's record, is suitable to

1 address all of the issues identified in the SD-2; or
2 two, that there really is no issue related to, let's
3 say, fish abundance data on the canal that has been
4 identified in the SD-2. And so that was your
5 reasoning for dismissing the study requests. So
6 anyway --

7 FRANK ALBRECHT: Frank Albrecht,
8 Game and Parks.

9 Maybe a little clarification, Nick. At
10 first, I thought you were talking about on the
11 elements that were not included, the one that was
12 referring to the study of the pallid sturgeon
13 similar to the Auer study of lake sturgeon.

14 But then as you supplemented your
15 information, then you started talking about the
16 actual No. 6, the fish sampling study. And it is in
17 there, so I guess I'm asking for clarification on
18 what you mean when you said something to the effect
19 of there isn't a need for it, and so on.

20 We are still -- I guess our understanding
21 is we had moved forward. We still need to talk some
22 details on who would do the actual sampling and so
23 on, but it's still in there and intact, and we're
24 still very much on track with that. So could you
25 clarify that?

1 NICK JAYJACK: This is Nick Jayjack
2 from FERC.

3 The way I'm reading proposed Study No. 6
4 is that the information would be gathered if an
5 agreement with the state could be reached, or if --
6 I'm not exactly sure what the wording was. But it
7 seemed a little wishy-washy to me, that there
8 wasn't -- I didn't feel there was certainty that the
9 information would be obtained.

10 With that said, we -- we look to our
11 license applicants to be ultimately responsible for
12 obtaining the information, so we're looking for a
13 definitive statement to that extent. If the
14 applicant is saying that they will be obtaining --
15 that they're proposing a study, we're going to look
16 to them to be responsible for doing that, so we want
17 some certainty in there that they are going to do
18 that and they'll be responsible for it.

19 Again, the way I read it is, Well, we're
20 going to do this study if we can reach some kind of
21 agreement with the state to help actually do the
22 work. And we need that loose end to be tied if they
23 are indeed proposing -- the applicant is indeed
24 proposing to do that study.

25 FRANK ALBRECHT: I guess I would need

1 to see how that wording -- which document is -- so
2 that's a little bit inconsistent with what the
3 slides kind of indicate, then, Nick, is what I
4 gather from what you said. Which document is that
5 that you're referring to where it wasn't really
6 pinning it down, it was a little bit loose? Is that
7 the study document --

8 STEPHANIE WHITE: Six.

9 RON ZIOLA: 6-2, the first sentence
10 of the last paragraph in Section 3.

11 FRANK ALBRECHT: In the PAD, or --

12 RON ZIOLA: I'll throw this out. Ron
13 Ziola with Loup Power District.

14 Actually, in Study 6, Paragraph 3, second
15 paragraph, this might be what he's alluding to:
16 Although Game and Parks is not certain as to its
17 ability to perform a fish sampling study in
18 association with the project's relicensing effort,
19 the data collected through the creel survey would
20 parallel the data collected during a fish sampling.

21 So that would have been -- is that kind of
22 the sentence you were looking at, that you felt made
23 it look wishy-washy?

24 NICK JAYJACK: This is Nick
25 Jayjack --

1 DAVID TURNER: This is David Turner.
2 I'm also looking at Slide 36. And I think maybe
3 what Nick might be implying is that some of the
4 verbiage on that slide, as well as what's on the
5 study plan, suggests that you would facilitate the
6 state doing the study, but wouldn't
7 necessarily conduct it if the state wasn't going to
8 do it. (Stated without use of the microphone.)

9 STEPHANIE WHITE: Okay. One second.
10 I was the only one that caught that. I'm going to
11 move to Slide 36, and I'm going to ask you to repeat
12 it. Hold on one second, please.

13 Okay. If you would repeat your question
14 or comment, this would be good. Thanks.

15 DAVID TURNER: This is David Turner
16 with FERC.

17 And I may or may not be actually
18 translating what Nick was saying correctly, but
19 Slide 6 -- or Slide 36 seems to suggest that you
20 would facilitate the state conducting the study, but
21 that it implies without direct -- it implies that
22 you wouldn't do it if the state was not going to
23 actually conduct the effort.

24 And what Nick was saying is that if the
25 study is indeed needed, we're going to look to a

1 license applicant to conduct the study and gather
2 the data. And he's free to work -- you're free to
3 work with the state to do that, but if the state
4 falls through in not gathering that data for
5 whatever reason, our hook is in you, and we're going
6 to look to you to make sure that that data is
7 gathered.

8 STEPHANIE WHITE: I'm going to let
9 Neal Suess answer that, and then, George, we'll come
10 to you.

11 NEAL SUESS: I think what David is
12 saying is right. The state had come to us -- or the
13 Game and Parks Commission had come to us and had
14 indicated that they wanted to do a fish sampling
15 study, which we were happy to facilitate with, but
16 we did not believe that doing a fish study for
17 ourselves was necessary, especially given the fact
18 that we were doing the creel survey. So there
19 wasn't a need to do both studies.

20 But we were -- what we basically were
21 indicating with Study 6 is that we would be happy to
22 facilitate the state doing it. In the interim, the
23 state basically came to us and said, Wait a minute,
24 we don't have the manpower or the necessity to do
25 the fish sampling now, which we said, Well, that's

1 fine. I mean, again, we'll let the creel survey do
2 its part as far as our study goes.

3 But as far as fish sampling goes, we were
4 not proposing at this time to do anything on our
5 own. It would just be if the state wants to do
6 something with that, we would let them and we would
7 facilitate and help them out in any way, shape or
8 form. But if the state is not willing to do that,
9 we are not proposing that we would do a fish
10 sampling study at this point in time.

11 LISA RICHARDSON: And I guess to add
12 to what Neal is saying, the question, I guess, from
13 the applicant is what is the information that's
14 needed? Is it the information that's in the creel
15 survey? Is it a fish sampling? Can we do one or
16 the other of those studies? Is the information from
17 both studies needed?

18 They parallel each other in the data
19 that's gathered. And then if you also think of the
20 creel survey with respect to the recreation survey,
21 you know, if you did sampling and recreation survey,
22 does that get you all the information you need
23 without doing a lot of additional study?

24 We want to make sure that we're getting
25 the information that we need in the most efficient

1 manner and not duplicating or doing things that
2 aren't necessarily needed.

3 STEPHANIE WHITE: George?

4 GEORGE WALDOW: George Waldow, HDR.

5 My -- my understanding -- and maybe Frank
6 will be able to correct me if I'm wrong -- but that
7 Game and Parks routinely goes out and does fish
8 sampling around the state and has sampled previously
9 in Lake North, and I'm not sure about the canal.

10 But I believe that the District was
11 approached, as Neal said, by Game and Parks about
12 doing this -- this -- we'll call it a fish sampling
13 update -- prior to the initiation of the relicensing
14 activity. And so there's this confusion. Is this
15 effort something that was routinely going to be done
16 anyway by the state with the cooperation of the
17 District because of access issues to the canal,
18 especially, or was it a specifically requested study
19 that came about because of the relicensing activity?

20 My understanding, it is the former. And
21 the idea was -- when it was proposed to Loup was
22 that the state wanted to bring their boat, their
23 protocol and their people to do it, but they wanted
24 some assistance, some support from the District.

25 And so that -- when the initial meetings

1 were held last summer to discuss issues, fisheries
2 was one, and there was some discussion about
3 including fish sampling as a reasonable part of
4 relicensing, not because I think there was a
5 perceived problem with the fishery, it's simply that
6 the data was old and probably in need of updating.

7 So with that summary, I guess I'd ask if
8 that's the perception you have at Game and Parks?

9 FRANK ALBRECHT: Okay. That
10 question -- yeah, we were looking at some of Jeff
11 Schuckman's -- the fisheries biologist from the
12 Norfolk office, he was unable to attend. And yeah,
13 there is some old information. It's been 35 to
14 40 years since some of that fishery has been sampled
15 on the canal.

16 Budget cuts continue to be an issue at our
17 office, like many others. And I was just asking
18 Rick about what their -- it did come down to some
19 funding and assistance on that. I know you had some
20 temporaries that were not funded, some seasonal help
21 that -- we've had to make some cutbacks and so on.

22 So it does go back to the intent of yeah,
23 we would like to -- I think Jeff wanted to lead that
24 effort, but there was going to be some assistance
25 needed. And to what extent, I think I would need to

1 touch base with him again, George, to find that out.

2 Rick, do you want to supplement that?

3 RICK HOLLAND: This is Rick Holland.

4 Part of your statement that this was
5 something that had occurred before the relicensing
6 issues came up, I think it might be better looked at
7 as relicensing gives us an opportunity to focus on
8 one of many resources in these districts that we
9 haven't just simply had the prioritization for in
10 the past.

11 We have to sample a lot of different
12 areas, a lot of different places with a very minimal
13 crew. And so relicensing has allowed us to focus on
14 issues that we've always been concerned with in
15 terms of fish diverted from the river into a canal
16 system and then the consequences of those fish.

17 There's a three-prong attack here when you
18 talk about recreational use, the creel survey, and
19 then the fish inventory. They measure different
20 components of the whole picture. Any one only gives
21 you a part of that picture.

22 And so without knowing what fish are
23 present, what their status, quality, quantity is
24 doesn't really tell you what impact, potentially,
25 that the creel will be having on that in terms of

1 fish mortality or fish use, and what component of
2 the recreation the creel represents if you don't do
3 the recreational survey.

4 So they're all three components of a
5 bigger picture. And they may be parallel in a
6 sense, but they're not -- they don't replace each
7 other. In other words, you can't get all the
8 information from any one or two of them.

9 STEPHANIE WHITE: More discussion on
10 No. 6?

11 NICK JAYJACK: Nick Jayjack from
12 FERC. I guess this question is directed toward the
13 state, who manage the fish and wildlife.

14 What I'm not getting an understanding of
15 is -- with regard to fish sampling is whether -- it
16 sounds like you all periodically do fish sampling on
17 the Platte River as well as the Loup River. And I
18 think I asked this question at the scoping meeting
19 back in January, and I'm still not quite sure I got
20 the answer.

21 But is there -- is there fisheries
22 information with regard to abundance, the quality
23 and quantity that you mentioned for the Loup bypass
24 region on the Platte River? And the reason I ask
25 the question is I did not see a study request from

1 you all for that information. You limited the scope
2 of your request, as I understand it, to just the
3 canal.

4 FRANK ALBRECHT: I would have to take
5 a look at our letter again. I think I referenced
6 our past letter and also a joint one that was
7 developed along with the Fish and Wildlife Service.
8 And I'd have to take a minute to look at that, but I
9 thought we addressed the bypass reach as well, if
10 that's what your question was.

11 You thought that we just emphasized the
12 canal and not the bypass reach? Well, we certainly
13 have some concerns with the bypass reach as far as
14 the -- the potential fish kills and so on and the
15 thermal stress. But as far as the fish sampling, I
16 thought we had included that. But if you'd give
17 me a -- I want to go back and look at that, if
18 that's all right, Nick.

19 But that is a good catch also early on,
20 that -- in that 6-2, on that language there for
21 clarifying that. So we still do want -- we are very
22 interested -- and I think we got that -- that point
23 across. But that was a good catch.

24 JEFF RUNGE: And I believe that --
25 that point that you -- oh, this is Jeff Runge.

1 I believe that point to -- about the
2 bypass reach will be addressed in Study Section 5,
3 Flow Depletion and Flow Diversion.

4 RICK HOLLAND: This is Rick Holland
5 from the commission again.

6 And Nick, to answer a little bit of your
7 question, we don't periodically sample in the Loup
8 River or the Middle Loup River or the --
9 Lake Babcock probably has more frequent samplings
10 than any of the river systems at all.

11 Historically, we've done a little bit of
12 sampling associated with a Bureau of Reclamation
13 project where we sampled along the Middle Loup
14 River, and I believe a couple stations in the Loup
15 River below -- well, in the Loup River. I would
16 have to check back and see what that was. That was
17 done back in, I believe, '96 and '97 or '95 and '96.

18 We have only sampled one canal system
19 recently, and that was the Sargent Canal. We
20 haven't done the Loup Canal here for what,
21 30, 40 years. And so there's no -- there's no
22 periodic plan or sampling regime that touches these
23 populations. Simply, we don't have the manpower and
24 the -- it's not -- hasn't historically been on the
25 priority list, not because of interest, but simply

1 because we have to draw the line somewhere with
2 capabilities.

3 NEAL SUESS: This is Neal Suess with
4 Loup Power District.

5 And to answer -- to get back to Jeff's
6 question, Test 7 under Study 5, the flow depletion
7 and flow diversion, talks about looking at existing
8 information on the fish populations both above and
9 below the Diversion Weir, so that would both be
10 above the Platte -- above the Loup River -- above
11 the diversion in the Loup River and below and in the
12 bypass reach.

13 Study 6 went more towards the Game and
14 Parks wanting to sample fish in the canal itself.
15 And the discussion there was where could the -- the
16 Game and Parks get into the canal, where could they
17 do certain activities, and where could we help them
18 get into those various areas where they wanted to do
19 the fish sampling at that point in time. That fish
20 sampling, that I recall, was never meant to entail
21 both above and below in the Loup river. That was
22 entailed in some of the other study plans.

23 NICK JAYJACK: Nick Jayjack from
24 FERC.

25 Just to comment, I did notice that Task 7

1 in Study 5. But one thing I want to say about that
2 is that it says that existing information will be
3 used to define species diversity or richness. And
4 what will be looked at is significant differences in
5 species diversity or richness upstream of the dam
6 and downstream as well.

7 And my only comment at this point is that
8 that just looks at one component. It's pretty much
9 presence/absence. But especially on a project such
10 as this where you basically have a riverine
11 environment upstream and a riverine environment
12 downstream of the dam, I wouldn't suspect there
13 would be large differences in species diversity or
14 richness because you're dealing with a flowing water
15 situation in both.

16 What I would be looking at would be
17 abundance information, how many channel catfish are
18 there per mile downstream of the dam, how many are
19 per mile upstream of the dam in order to distinguish
20 what potential Project effects might be.

21 There were a number of issues that we
22 identified in SD-2 related to this. And I'll give
23 you an example, one of them is what are the effects
24 of water temperature -- I'm sorry, what are the
25 effects of Project operations on water temperature

1 in the bypass reach, and how, in turn, does that
2 affect species abundance or the fish species down
3 there?

4 So one way we might analyze that is look
5 at abundances in the bypass reach and compare them
6 to a relatively unaffected reach upstream of
7 diversion down and compare them to abundance
8 information there.

9 And so it gets back to my previous
10 question, both a little while ago here at this
11 meeting and at the scoping meeting back in January.
12 Is there existing information with regard to catfish
13 abundance, number of catfish per mile in the bypass
14 reach or upstream of the dam, flathead catfish and
15 the various other sport fishes of interest? And if
16 not, is there a proposal to gather that type of
17 information?

18 JEFF RUNGE: Jeff Runge again.

19 And Nick, to answer your original
20 question, yes, we are interested in those indices,
21 and that is a part of that Task 7 in study plan
22 five. And so in our future comments here, I'm not
23 sure when we're going to address that, but we will
24 provide recommendations.

25 And it's not just in regards to existing

1 conditions, but project how these changes may -- may
2 affect those -- whatever indices that you use based
3 on changes in Project operations as well.

4 RICK HOLLAND: Rick Holland again
5 from the commission.

6 We did sample using hoop nets and
7 electrofishing in the Loup and Middle Loup River. I
8 can't remember the exact location. It's been too
9 many years, and other projects have gone in and out
10 of my mind. But we can -- we'll look at that data
11 and see. We won't have absolute numbers. We would
12 do it on a relative -- relative scale, indexing the
13 populations at those particular sites.

14 But they were sampled multiple times
15 throughout the year with particular emphasis -- we
16 did another study on some stockings we had of
17 catfish above in the Middle -- in the Middle Loup
18 where we looked at the various diversion dams above
19 and below those and found that some of those
20 diversion dams had a very significant impact on the
21 number of catfish that were present.

22 There seems to be -- and I'd have to look
23 at the data -- there seems to be a -- a suggestion
24 that the Genoa diversion does not act as a permanent
25 barrier. It's a seasonal barrier. Catfish can move

1 above -- from downstream above the -- the barrier at
2 certain times of the year. What kind of impact that
3 has on numbers, I'm not sure without relooking at
4 the data, though. But there is some data available.

5 STEPHANIE WHITE: More comments or
6 questions on that matter? Go ahead, Lisa.

7 LISA RICHARDSON: I guess one thing
8 is I would request that any data that you have, that
9 you forward that to us as well so that we can look
10 at that and include that as part of our information.
11 We've had several meetings over the -- over last
12 summer and asked for any information that you had
13 that might be relevant to the relicensing, and this
14 type of information obviously has some relevance.

15 And we haven't -- I'm not sure if we
16 haven't asked specifically enough or exactly -- we
17 don't know all the data that you have, so we can't
18 ask for it specifically because we don't know what
19 it is. But if you could provide that to us, we
20 would certainly appreciate it, and I think we do
21 need that for the relicensing effort. So that would
22 be one comment.

23 NICK JAYJACK: Nick Jayjack from
24 FERC.

25 The other area we're also looking at,

1 because it is part of the affected environment, so
2 it's an area we'll have to cope with as part of our
3 NEPA analysis, but it's the Platte River bypass
4 reach and the Platte River downstream of the
5 Tailrace Canal as well.

6 So again, that's another area. If you
7 could search your records for that type of
8 information, it's very important to us, especially,
9 again, the fish abundance information.

10 RICHARD HOLLAND: As it so happens,
11 we just finished reviewing a thesis from a UNL
12 student who's been working with Dr. Mark Pegg on the
13 catfish of the Platte River, Central Platte River.
14 He's done some analysis on population
15 characteristics, growth rates, mortality, and that
16 includes stations from the mouth of the Platte River
17 up through Elm Creek in the Central Platte. He does
18 talk about those -- some differences in longitudinal
19 characteristics in his thesis.

20 He's finished it up, I believe. I signed
21 his passing document yesterday. He's got to get
22 that printing done, and then we will distribute
23 those -- that thesis. That will be something that
24 you'd probably want to look at to meet those
25 questions.

1 We have those other reports we'll get to
2 you. I think there was just a -- some
3 miscommunication internally here in terms of what
4 was needed, so --

5 STEPHANIE WHITE: Thanks, Richard.
6 Other comments or questions?

7 Okay. I might like to get into the
8 discussion of our first study plan today. We're
9 going to -- we've rearranged the order a little bit.
10 You'll note on your agenda, we're going to cover
11 five first, which is flow depletion and flow
12 diversion.

13 We made this simple reorder just for our
14 discussion today because we feel like a lot of the
15 discussion and detail covered in Study Plan 5 would
16 lend itself well to some of the other studies that
17 are aquatic resources related. So we'd like to talk
18 about Study Plan 5 first.

19 I'll give you a little bit of briefing on
20 how -- how we'll run this discussion today. In the
21 room, we've passed out some cards, some red, yellow
22 and green cards, a little trick I learned at the
23 soccer games at soccer fields.

24 Those of you on the phone, you won't have
25 any cards. But we're going to take -- as we move

1 through each goal and objective -- and they're on
2 the slides that you have in front of you as well,
3 they are verbatim from the study plans -- we'd like
4 to take a pulse of the group in the room and the
5 group on the phone. So we'll call for a tally.

6 Red is your indication that the material
7 we're discussing is something that you take great
8 issue with, and we need to have an in-depth
9 discussion about it here in this room; green is your
10 indication that it passes your test and that it
11 doesn't warrant discussion from either your specific
12 area of expertise or the organization that you
13 represent; yellow is an indication of the -- the
14 goal or the objective is satisfactory, it may need
15 some minor tweaking.

16 And so what we'll do is we'll call for
17 your votes or your card ballot today, and we'll let
18 that guide our discussion. So the goals or the
19 objectives that have unanimous greens we'll run
20 through. Those that have a high level of red, we'll
21 spend some time discussing today.

22 Is that clear to everybody? Have you ever
23 done the red, yellow, green trick before? We've
24 passed out cards to the tables on the side. I would
25 welcome your participation in the discussion if you

1 feel like you'd like to indicate your preference,
2 I'd love that. But I would ask that you move into
3 the table in the middle so that we can get the
4 microphone to you and so that I can keep your vote
5 in the tally. So if you feel that strongly, feel
6 free to move into any one of the seats at the table.
7 Is that clear to everybody?

8 Okay. We're going to start with
9 sedimentation. I'm going to get my slides up, both
10 in front of me and on the screen. And I might, from
11 a logistics perspective -- Pat Engelbert, I may have
12 you do the slides and maybe read the materials, and
13 I'll take tallies. We're doing flow depletion and
14 flow diversion.

15 So for those of you on the phone, we're
16 moving to Slide 76. And I'll call for your verbal
17 votes, red, yellow or green, as we move through the
18 goals and the objectives.

19 So Slide 76 starts with flow depletion and
20 flow diversion goals. We'll take them one at a
21 time. For the first couple of them, I'll just
22 read -- I'll read the slides, and then we'll take
23 your tally. As we move through them, it may be more
24 effective, or you may have come well-prepared and
25 not need a full narration of what's on the slides.

1 Okay. Slide 76, Goal No. 1: The goals of
2 the flow depletion and flow diversion study are to
3 determine if Project operations result in a flow
4 depletion on the lower Platte River and to what
5 extent the magnitude, frequency, duration and timing
6 of flows affect the Loup river bypass reach.

7 So let's test out our card system. I'd
8 like to have a show of cards. Green, this -- you're
9 fine with this goal as stated; yellow, it needs some
10 discussion; red is you object strongly, and we need
11 to spend some time discussing. And you're welcome
12 to abstain, if you would like.

13 Okay. I see a number of yellows -- three
14 yellows. We'll spend some time discussing. I'll
15 just work my way from right to left. Jeff, if you'd
16 like to talk about your yellow objections, that
17 would be fine.

18 JEFF RUNGE: This comment applies to
19 points -- or to Tasks 1 through 3. We would like to
20 see these depletion estimates or consumptive use
21 estimates to be broken down on a month-by-month
22 basis, if possible. The effects to species are
23 seasonal, and the best and, I think, most reasonable
24 way of capturing that is to break down the effects
25 on a month-by-month basis.

1 STEPHANIE WHITE: So if I can -- if I
2 can ask, is your objection to the goal itself, or is
3 it more into the methodologies and the activities
4 that relate to it?

5 JEFF RUNGE: Well, if -- it could be
6 both. Right now, the objectives are vague in
7 nature, so it's unsure whether that's on an average
8 annual basis or on a monthly basis, but just to make
9 that little bit of clarification for the group.

10 STEPHANIE WHITE: Okay. I saw one
11 more yellow card down this way. Whose was it?
12 We'll go to you.

13 NICK JAYJACK: The second bullet
14 addresses my concern.

15 STEPHANIE WHITE: Okay. He's
16 withdrawing his yellow card. So the first concern
17 was of the time period related to Goal No. 1. Does
18 that warrant further discussion?

19 PAT ENGELBERT: Jeff, relative to
20 the -- to the time period -- and I think the intent
21 was do you feel that's a good goal, that we look at
22 flow depletion and flow diversion on the lower
23 Platte? Do you think that's a good goal, yes?

24 JEFF RUNGE: Yes.

25 PAT ENGELBERT: Relative to the

1 timing, you know, that's more of a task issue. And
2 if you look at the tasks as we've proposed on
3 Page 5-10 of the proposed study plan, it says that
4 we will look at net consumptive uses on the bypass
5 reach on a monthly, seasonal -- you know, it's an
6 annual type basis. So I guess we're trying to
7 stay --

8 JEFF RUNGE: I agree.

9 PAT ENGELBERT: -- a little bit
10 higher on the -- is that a good goal to try to reach
11 relative to this study plan. And then we'll look at
12 objectives -- you know, kind of the next layer, the
13 objectives to meet that goal. And then the
14 methodologies, the timing, all that stuff, that
15 would probably occur at the May 27, 28 type
16 meetings. So maybe there was a little confusion on
17 that.

18 STEPHANIE WHITE: Is that cleared up?

19 JEFF RUNGE: That's cleared up.

20 STEPHANIE WHITE: Okay. Other
21 discussion for goal, the first bullet on Slide 76.
22 I'll step over to the phone to make sure we've
23 captured your comments if you have any. Would
24 anybody on the phone today like to comment on the
25 first goal on Slide 76?

1 DAVID TURNER: This is David. I'm
2 okay with it. It is pretty broadly described, but
3 I'm okay with it.

4 STEPHANIE WHITE: Okay. I'd like to
5 move to the second bullet on Slide 76: The results
6 will be used to determine if the Project operations
7 relative to flow depletion and flow diversion
8 adversely affect the habitat used by interior least
9 tern and piping plover populations, the fisheries,
10 and the riverine habitat in the Loup River bypass
11 reach and the lower Platte River.

12 So a show of cards again. Green, your
13 fine with this as is. I'm guessing we're going to
14 have a yellow from Nick, or maybe your concern is
15 addressed already. I got a green from Nick.

16 Green, yellow, and red, if it warrants
17 significant discussion. All right. I have a yellow
18 from Mary. Is there anyone on the phone who would
19 show a yellow or a red objection to the second goal
20 on the slide? Okay. Mary, I'll let you speak.

21 TELEPHONIC PARTICIPANTS: I have a
22 yellow.

23 MARY BOMBERGER BROWN: Mary Brown.

24 This is just a general comment. With the
25 flooding in North Dakota, the Fargo floods and all,

1 that is going to be stopping the terns and plovers
2 from going further north. Those birds, their
3 habitat is gone for this nesting season and
4 presumably for a number of years in the future.

5 So those birds are going to be stopped,
6 and they're going to come back down here to nest,
7 which is going to make Nebraska and the Project
8 properties even more important to the recovery of
9 these species than they were in the past. So we
10 need to keep that in mind, that Nebraska has become
11 more important for these animals than they have
12 been.

13 STEPHANIE WHITE: So if we needed to
14 change something about this goal, what would it be
15 specifically in the wording?

16 MARY BOMBERGER BROWN: I just raised
17 my yellow card so I could bring that point up.

18 STEPHANIE WHITE: So noted. I caught
19 a yellow on the phone, so I'm going to walk back and
20 catch that. Okay. If there's someone on the --
21 participating via conference call who would like to
22 speak, we're ready.

23 TELEPHONIC PARTICIPANT: I'm good
24 with it.

25 TELEPHONIC PARTICIPANT: I'm good

1 with it.

2 STEPHANIE WHITE: Okay. We have a
3 show of green from the phone today. I'm going to
4 move off the goals for Study Plan 5, Flow Depletion
5 and Flow Diversion, and we're going to talk a little
6 bit about objectives. So Pat, if you could move it
7 to Slide 77.

8 Now, what you see on the screen here in
9 the room, you should see it on the screen as well if
10 you're participating remotely. It's not reflected
11 in your handouts.

12 As we reviewed the material in the study
13 plans for -- in preparation for today's discussion,
14 we realized that some of our objectives may be
15 better suited as activities or tasks in support of
16 those objectives, so we have grayed those out on the
17 screen. I will verbally cue you in on which ones
18 are gray.

19 And we'd like to focus our discussion
20 today on the ones that are still bold, so on
21 Slide 77 the one activity that remains, or the
22 objective, is No. 2: To determine the net
23 consumptive losses associated with Project
24 operations compared to alternative conditions.

25 What will happen is we will take

1 Objectives -- on this slide, 1 and 3, and move them
2 to the discussion of activities and tasks that will
3 take place later on in May, if that's appropriate,
4 if the group here today concurs that that's
5 appropriate.

6 Let's take a quick vote or a quick pulse
7 check on Objective No. 2: To determine the net
8 consumptive losses associated with Project
9 operations compared to alternative conditions.

10 And again, this is a discussion of whether
11 or not you agree with the objective in support of
12 Study Plan No. 5. Green, I agree with this
13 objective; yellow, there's something that I have a
14 concern with; and red, this is something that we
15 need to discuss at large.

16 I see greens. Any objection from the
17 group on the phone?

18 TELEPHONIC PARTICIPANT: No.

19 STEPHANIE WHITE: Okay. If everyone
20 is comfortable, we'll move off Slide 77, again, with
21 our commitment that we'll bring back Objectives
22 No. 1 and 3 for discussion later on.

23 Okay. Pat, can we move to Slide 78,
24 please? Let's move to Slide 78. Both of these
25 are -- have been left in as objectives for

1 discussion today.

2 Let's talk about No. 4: To use current
3 and historic USGS gage rating curves to evaluate
4 change in stage in the Loup River bypass reach
5 during Project operations and compare against
6 alternative hydrographs.

7 Show of cards. Green, you're fine as is;
8 yellow, it needs some discussion; red is you have an
9 urgent comment to make. I see one yellow in the
10 room. Anybody on the phone?

11 Okay. Jeff, I'm going to let you talk
12 about this. Again, we're talking about Objective
13 No. 4, Slide 78.

14 JEFF RUNGE: Okay. Jeff Runge.

15 I guess to further expand on No. 5 is not
16 just to look at the historic flow trends -- and
17 maybe this is incorporated into this part -- but
18 also to look at any regulatory changes that may
19 affect future trends in flow, the not fully
20 appropriated designation for the lower Platte
21 including those tributaries upstream in the Loup
22 River system.

23 I know that there is mention of the
24 Platte River Recovery Implementation Program and the
25 changes in the hydrograph that that would bring

1 about. And there's going to be a lot of changes
2 into the future too, that we can work with you to
3 help better capture what the future trends would be.

4 STEPHANIE WHITE: Other discussion?
5 Matt?

6 MATT PILLARD: This is Matt Pillard,
7 HDR.

8 Is there a change that's needed to this
9 objective? I guess that's what -- are you
10 suggesting a change to -- or an addition?

11 JEFF RUNGE: Yes. And this may be
12 difficult to formulate one here right off the top of
13 my head. But it's not just to evaluate historic
14 flow trends, but to reasonably predict what future
15 flow trends may be.

16 DAVID TURNER: This is David Turner
17 with FERC.

18 Is there good data on which we could base
19 those future trends, or is this going to be very
20 subjective types of things? I'm not doubting the
21 value in that, but I'm just wondering how to capture
22 it.

23 JEFF RUNGE: There is from -- from
24 different -- from several aspects here of a lot of
25 these developments. For the Platte River Recovery

1 Implementation Program, there is an EIS developed.
2 And that EIS looked at how this program would change
3 the hydrograph, and this hydrograph would be
4 realized at the Platte River above Duncan.

5 In addition too, the Department of Natural
6 Resources has developed a fully appropriated basin
7 report -- they do that at the end of every year --
8 and this report looks at lag effects associated with
9 ground water consumption. So it's reasonably
10 certain to quantify these lag effects into the
11 future.

12 STEPHANIE WHITE: Is there a need for
13 clarification on the phone?

14 TELEPHONIC PARTICIPANT: No, not
15 right now.

16 KIM NGUYEN: No.

17 TELEPHONIC PARTICIPANT: No.

18 STEPHANIE WHITE: Any other comments
19 from the group?

20 Okay. So Jeff, do you want to repeat how
21 you'd like this objective to be changed? I know
22 that you didn't write it down.

23 JEFF RUNGE: Let's see. And to
24 reasonably project changes in flow trends into the
25 future.

1 MATT PILLARD: Again, Matt Pillard,
2 HDR.

3 Jeff, are you trying to kind of move to
4 how this would be from a cumulative effects kind of
5 standpoint?

6 JEFF RUNGE: Yes.

7 MATT PILLARD: Okay. That helps
8 somewhat. Predictive modeling with these things
9 will be, you know, something that we'd look at. But
10 obviously, cumulative effects is something we'd be
11 required to look at, you know, as part of the
12 process, so --

13 STEPHANIE WHITE: Any other comments
14 from the Project team? Pat?

15 PAT ENGELBERT: Relative to the --
16 you know, nondesignation of fully appropriated,
17 there has been a legislative bill -- I don't
18 remember the exact number, 483 or 683, Chris
19 Langemeier's bill -- that would allow for some -- I
20 guess a little grosser projection in that they've
21 limited the amount of additional surface acreages,
22 et cetera, that can be irrigated. So we could look
23 at it from a future perspective, as long as it's
24 still within the realm of the cumulative effects.

25 JEFF RUNGE: Yeah, that's fine. And

1 recognizing how these cumulative effects, especially
2 those upstream of the diversion, would also affect
3 Project operations into the future.

4 STEPHANIE WHITE: Other comments or
5 discussion on Objective 4?

6 Okay. I'd like to move to 5. Objective 5
7 on Page 78: To evaluate historic flow trends on the
8 Loup and Platte Rivers since Project inception.

9 Any yellows or red cards from this?

10 PAT ENGELBERT: We just covered five.
11 He jumped ahead to five.

12 STEPHANIE WHITE: We're pretty speedy
13 today. Any discussion needed from the group on the
14 phone today?

15 TELEPHONIC PARTICIPANT: We did just
16 cover that. (Stated without the use of the
17 microphone.)

18 STEPHANIE WHITE: Yes, we did. The
19 comment was we did just cover that.

20 George, do you have a comment?

21 GEORGE WALDOW: No, a question. Have
22 we finished with Objective 4?

23 JEFF RUNGE: I'm sorry, yes. I've
24 got a green card for 4.

25 GEORGE WALDOW: And did we finish

1 with 5? Because there was a question of should we
2 reword it, or -- I'm almost wondering does it need a
3 No. 6 to cover future versus historic trends?

4 LISA RICHARDSON: I guess maybe
5 Stephanie would require another show of cards on --
6 I think Jeff was maybe suggesting that we say to
7 evaluate historic and reasonably foreseeable -- and
8 reasonably foreseeable Project flow changes -- I
9 guess I don't have it there. I thought I had it
10 written down.

11 But change that a little bit to say
12 historic and reasonably foreseeable future flow
13 trends on the Loup and the Platte, is that what
14 you're suggesting, Jeff?

15 JEFF RUNGE: Yeah, that's correct.

16 STEPHANIE WHITE: So there's been a
17 call for cards. Would everyone be acceptive of that
18 change? Green would be a yes vote. I've got a
19 yellow.

20 FRANK ALBRECHT: With the change
21 incorporated?

22 STEPHANIE WHITE: Yes. Neal?

23 NEAL SUESS: I won't agree until I
24 understand what reasonable means. I mean, we're not
25 going to study it ad nauseam. I mean, I want to

1 have some kind of relative agreement that we're
2 going to limit this to a couple things. I mean,
3 because we could study there until we're blue in the
4 face, quite frankly, on what the future might look
5 like. And I've got to have a better feel right now
6 for what that means as to reasonably foreseeable
7 future events, and I might not be able to see that
8 until we put the whole study together and go that
9 way with it. I'm struggling with that in my own
10 mind.

11 MATT PILLARD: Matt Pillard, HDR.

12 Council of Environmental Quality
13 guidelines on effects addresses, you know, how to
14 look into the future relative to reasonably
15 foreseeable and what speculative projects may or may
16 not include. So that's the guidance that we would
17 use in implementing reasonably foreseeable projects.

18 LISA RICHARDSON: And I don't see
19 this as becoming a what-if type of an exercise, if
20 this happened, what would be the -- it's more of
21 a -- we know based on reasonable information and
22 plan and funded types of activities that these types
23 of things, depletions, may or may not occur.

24 And it would be -- I think some of the
25 data that would be used needs to be defined in our

1 activities. So we'll know when we get into the
2 activities exactly what we're proposed would be
3 those -- would make up those reasonably foreseeable.

4 So I think that it would be fine to use
5 reasonably foreseeable, based on the CEQ type of
6 language, but we will further define that as part of
7 a task as to what types of projects and programs
8 that might include.

9 Does that make you feel better?

10 NEAL SUESS: No, it does not make me
11 feel any better, quite frankly. I'm just going to
12 keep it as a yellow for right now.

13 STEPHANIE WHITE: And that's fine.
14 The discussion -- the results of the discussion
15 today will be reviewed in future meetings. And if
16 future discussion needs to take place at that time
17 to clarify and make sure that we've caught all the
18 innuendos regarding the language, we'll do that. So
19 if that's okay, Jeff, we might move off of this and
20 bring it back at another discussion.

21 JEFF RUNGE: That's fine.

22 STEPHANIE WHITE: Let's move on to
23 Slide 79. We're still talking about Study Plan 5,
24 Flow Depletion and Flow Diversion, objectives. I'd
25 like to talk about Objective No. 6, so that's on the

1 table for discussion now.

2 Objective 6 reads: To determine the
3 extent of interior least tern and piping plover
4 nesting on the Loup River above and below the
5 Diversion Weir.

6 We'll use a show of cards. Yellow, some
7 concern; red, this is something the group needs to
8 discuss. I see a red card and a yellow -- two
9 yellows and a red. Anything from the participants
10 on the phone?

11 Okay. We haven't heard from Mary in a
12 minute. Mary, I'm going to let you go and then,
13 Nick, you'll be next, and then we'll come back to
14 the other side of the table.

15 MARY BOMBERGER BROWN: Okay. This is
16 Mary Brown.

17 I would like to have a clear definition on
18 what the Loup River above and below the
19 Diversion Weir actually is. Is it the river? Is it
20 the canal? Is it the sand pile? Is it sand and
21 gravel mines? Who -- what is that -- what are we
22 talking about?

23 STEPHANIE WHITE: Matt, I wonder if I
24 bring this board up that shows that, can you answer
25 that question with a visual, or even -- okay. Matt

1 will answer your question.

2 MATT PILLARD: At this -- at this
3 time, you know, above and below the Diversion Weir,
4 you're right, it's not defined here in the
5 objective. And so is it a question of, you know, a
6 disagreement with the objective to evaluate above
7 and below, or is your agreement based on how far
8 above and below? Because that kind of gets into the
9 how.

10 MARY BOMBERGER BROWN: My concern is
11 more above and below, and also side to side of above
12 and below, and how broad.

13 MATT PILLARD: The intent was to be
14 on river, not sand -- not sand pile or sand pits.
15 So the intent is in the river above and below, not
16 adjacent on sand pits.

17 MARY BOMBERGER BROWN: It's just that
18 the behavior on -- of the river and on the river
19 determines the off river behavior as well, and
20 particularly in light of the fact that we will
21 almost certainly be having more of these animals
22 down here because of the flooding to the north of
23 us. I'm just concerned the behavior of the river --
24 what the river is doing is going to determine the
25 off river behavior. So they're not -- they are

1 interconnected.

2 STEPHANIE WHITE: So it sounds, Mary,
3 that you'd like to add some language to Objective
4 No. 6, or a new objective?

5 LISA RICHARDSON: I guess, Matt, add
6 to this as you think appropriate. The intent of the
7 objective is to try to quantify what effect the
8 Project has on the species, not what's going on in
9 the species just in general.

10 And so we've determined that below the
11 diversion, there's obviously a change in flow there
12 that's related to the Project. And so we wanted to
13 see below the diversion, with this change in flow,
14 what does the species look like? And also, then,
15 above the diversion where there are no Project
16 impacts, what does the species look like, and is
17 there a difference in how the species used those two
18 reaches that could be then perhaps reasonably
19 attributed to Project operations?

20 Matt, is that --

21 MATT PILLARD: Yeah.

22 GEORGE WALDOW: George Waldow, HDR.

23 Mary, I think, first of all, I'd point out
24 that the study itself won't be done this year, it
25 will be done next nesting season. So the -- the

1 issue regarding North Dakota probably --

2 MARY BOMBERGER BROWN: But that will
3 extend -- it's not a single season effect. (Stated
4 without use of the microphone.)

5 GEORGE WALDOW: Okay. I'm told that
6 it will extend over several years, and I still don't
7 see that as a conflict with the objective itself.
8 And I, again, would support what Mat Pillard said,
9 that we -- we tried to structure this as an
10 objective to be sought or achieved, and the
11 determination -- and correct me if I'm wrong -- but
12 it's to use the census data on the birds to make
13 this comparison.

14 So if the census data covers off river
15 nesting as well and it's important, I think it can
16 be factored into the tasks themselves or the
17 activities to cover that.

18 STEPHANIE WHITE: I'd like to capture
19 Nick's comment --

20 MARY BOMBERGER BROWN: I'm fine.

21 STEPHANIE WHITE: Okay. Is your
22 comment related to the discussion we're having now?

23 JEFF RUNGE: Yes, with the same
24 objective.

25 I guess is there going to be a

1 modification to the Project so that you can detect
2 changes in species response?

3 MATT PILLARD: Jeff, at this time,
4 the objective is to look at -- at the trends of the
5 bird usage above and below. So that's the objective
6 of -- that's what the objective is -- the intent of
7 that objective.

8 JEFF RUNGE: Okay. And with that,
9 then, there really is no ability to look at species
10 response or to really have some measure as to how
11 changes in Project operations will change or would
12 affect species response or would affect species
13 habitat.

14 There is a good -- you know, I think that
15 we can have a reasonably foreseeable flow trend
16 evaluation, and that flow trend evaluation will be
17 translated to stage at USGS river gages, but then
18 there's no linkage to stage and habitat. And I
19 think that's the component that's missing from the
20 fish component and for the terns and plovers.

21 In addition to that, I guess there's no --
22 not only is there no linkage to habitat, but then
23 there's no evaluation of how Project changes would
24 affect habitat or would affect species response.

25 MATT PILLARD: Mat Pillard, HDR.

1 Jeff, some of those response issues -- I
2 think sedimentation starts to touch on how we would
3 use effective discharge and total sediment transport
4 as a means and measure.

5 So Stephanie, do we have an opportunity to
6 kind of maybe revisit kind of things that we have in
7 the depletion study plan once we kind of look at
8 sedimentation and see if those other questions are
9 addressed as part of another study?

10 STEPHANIE WHITE: We can. We can
11 table it if you'd like. Neal, do you have a
12 comment?

13 NEAL SUESS: No.

14 STEPHANIE WHITE: Okay. I'd like to
15 capture your comment, Nick.

16 NICK JAYJACK: Nick Jayjack from
17 FERC.

18 I make this statement or this question --
19 or this comment with a fisheries perspective in
20 mind. But one of the two goals identified in a
21 previous slide on this Study No. 5 was -- the
22 statement says, The results will be used to
23 determine if the Project operations relative to flow
24 depletion and diversion adversely affect habitat of
25 the various species in the Loup River bypass reach

1 and the lower Platte River.

2 And one thing I notice here is that in
3 these seven or eight objectives, whatever they are,
4 there's little mention of that -- of the objective
5 of looking at effects on habitat in the
6 Platte River. And I'm wondering if we either, one,
7 need to include a new objective here that places
8 emphasis on habitat effects on the Platte River as
9 related to depletion and diversion; or two, if we
10 simply just refine one or two of these objectives to
11 include more emphasis on the Platte River -- or
12 equal emphasis on the Platte River as well.

13 STEPHANIE WHITE: So can you
14 rephrase? Habitats on the Loup River -- this is for
15 a potential new objective.

16 NICK JAYJACK: It would be the
17 effects -- to determine -- let's see -- to determine
18 effects of flow depletion and diversion on fisheries
19 and other fish and wildlife habitats on the
20 Platte River. We already have the Loup river bypass
21 reach covers it, it appears.

22 And again, I'm just relating back to one
23 of the goals listed previously, trying to connect
24 back to that with an objective.

25 STEPHANIE WHITE: So if I've caught

1 it correctly, the potential new objective is to
2 determine the impact of flow depletion on fisheries
3 and other habitats in the Loup River?

4 NICK JAYJACK: Platte River.

5 STEPHANIE WHITE: In the
6 Platte River. Discussion on that?

7 FRANK ALBRECHT: That would be an
8 addition?

9 STEPHANIE WHITE: That would be an
10 additional objective.

11 LISA RICHARDSON: And I just would
12 clarify, Nick, for you. I know you mentioned the
13 Platte River bypass reach, that one-mile stretch or
14 so from the confluence with the Loup down to the
15 Tailrace. And I guess in our minds, the Loup River
16 bypass reach includes that one mile. So when we
17 talk about the bypass reach, we mean from the
18 Diversion Weir down to the Tailrace. So that piece
19 of the Platte would certainly be included.

20 Now, when you talk about depletions on the
21 lower Platte below the Tailrace, that's a different
22 analysis because any depletion that may exist is
23 different than that which would exist in the bypass
24 reach. So I think that -- just that one
25 clarification on the Platte bypass.

1 STEPHANIE WHITE: Does that
2 accomplish it for you?

3 NICK JAYJACK: Can we say Platte
4 River downstream of the Tailrace? (Stated without
5 the use of the microphone.)

6 STEPHANIE WHITE: The request was to
7 add, Platte River downstream of the Tailrace. So
8 the new objective -- and I'm calling it Objective A,
9 not to be confused with the numbering scheme that we
10 have.

11 So Objective A on the table with regard to
12 Study 5 is to determine the effects of flow
13 depletion on fisheries and other habitats on the
14 Platte River --

15 NICK JAYJACK: Well, the goal is
16 worded the lower Platte River, which I'm assuming
17 it's one in the same. So why don't -- to be
18 consistent with the goal, why don't we say the lower
19 Platte River there at the end.

20 STEPHANIE WHITE: Okay. Okay. Let's
21 take a show of cards, yellow and red. We're talking
22 about adding an objective -- we've already
23 eliminated green.

24 PAT ENGELBERT: Leave green on the
25 table.

1 STEPHANIE WHITE: Green on the table.
2 New objective, the language is the following --
3 George, do you have a comment?

4 GEORGE WALDOW: George Waldow, HDR.
5 I'm trying to understand, if we're looking
6 at Project impacts, are we looking -- in this -- the
7 way this is worded, does it read to just address all
8 flow depletions and diversions beyond the Project?
9 It's unclear to me.

10 And in fact, there may -- the Project may
11 not have a depletion. We're not sure if there is
12 one, and so I'm wondering if we're getting a little
13 ahead of ourselves.

14 NICK JAYJACK: Nick Jayjack from
15 FERC.

16 I guess I'm, again, just relating back to
17 the -- to the stated goal. And so maybe the way to
18 word that objective would be to add, To determine
19 effects of flow depletion -- or I'm sorry, to
20 determine effects, if any, of flow depletion on
21 fisheries and other habitats on the lower
22 Platte River.

23 Now, it may be that the goal -- I'm
24 misinterpreting what the goal says. So I mean, I'm
25 open to -- you know, to any comments as to whether

1 I've misinterpreted what was meant by the goal, in
2 which case there would be no need for this new
3 objective.

4 JEFF RUNGE: This may be -- a change
5 here that I would recommend is there's two different
6 effects that we try to lump into Study 5, and one is
7 the consumptive use of the Project and how those
8 projects -- or the effects of that consumptive use
9 is recognized downstream and the bypass.

10 And I think if we can separate those two
11 components into two separate study groups, I think
12 it would help to clarify this, to separate the two
13 effects of the bypass. One effect is the bypass and
14 the flow within that bypass. The other effect would
15 be the consumptive use of the Project in that
16 diversion area and those effects to resources
17 downstream.

18 STEPHANIE WHITE: So are you
19 suggesting, in addition to the new Objective 5-A,
20 that it reads, To determine effects, if any, of
21 bypass flow and consumptive use on fisheries and
22 other habitats on the lower Platte River?

23 JEFF RUNGE: Yes.

24 STEPHANIE WHITE: Any comments or
25 thoughts? How about a show of cards for the new

1 Objective 5-A? I will read it again: To determine
2 effects, if any, of the bypass flow and consumptive
3 use on fisheries and other habitats in the lower
4 Platte River.

5 Show of cards, green, yellow, red. You
6 want me to read it again? To determine effects, if
7 any, of bypass flow and consumptive use on fisheries
8 and other habitats on the lower Platte River.

9 NEAL SUESS: I guess what I'm having
10 the problem with is once you get to the lower
11 Platte River, you have both the bypass flow and the
12 hydrocycling effects. How can you -- how can you
13 examine one without the other?

14 And under hydrocycling, we already talked
15 about the effects of hydrocycling on the terns and
16 plovers and pallid sturgeons in the lower
17 Platte River. So I'm wondering -- and we haven't
18 talked about that, but we will -- do we need to have
19 a separate study here on the lower Platte on flow
20 depletion and flow diversion when we will get to
21 that?

22 I don't know that we need to double up
23 here, is, I guess, what I'm trying to get at.
24 Because I think we will talk about that when we get
25 to hydrocycling because that was the big effect of

1 hydrocycling or the discussion that we've had in the
2 past about hydrocycling.

3 And I definitely don't think you can just
4 take flow depletion and say, What's that effect
5 going to be on the lower Platte, because you've got
6 the cycling going on on top of it.

7 And then Gary, I like the way you shake
8 your head every time I say something, so I
9 appreciate that.

10 STEPHANIE WHITE: So if I understand,
11 you're saying let's eliminate bypass flow?

12 NEAL SUESS: I guess what I'm saying
13 is I don't think we need this objective because we
14 have it already because it's in the hydrocycling.
15 Because you can't take into account the flow
16 depletion until -- in the lower Platte because
17 you've got the hydrocycling and the flow coming from
18 the diversion that we -- and then the flow back from
19 the Tailrace into the lower Platte River.

20 So -- and again, in the hydrocycling goals
21 and discussions, we talk about the terns and plovers
22 and the pallid sturgeon in that particular goal and
23 the objectives there. So I guess my thought process
24 is I don't think we need this because we already
25 cover it someplace else.

1 STEPHANIE WHITE: We have a comment
2 from the back.

3 JULIA SAGE: Hi, I'm Julia Sage. I'm
4 from the Ponca Tribe of Nebraska.

5 I've been going back over the slides that
6 we've covered, and if you go back to Slide No. 76,
7 read that, I think it's covering everything you guys
8 are trying to put into the new objective, so --

9 STEPHANIE WHITE: Okay. The
10 suggestion that a review of the goals might cover
11 this. Also, we're discussing now whether we need to
12 eliminate -- well, we can eliminate Objective 5-A
13 because it may be covered in more detail in other
14 study plans.

15 Jeff, would you be fine if we eliminated
16 5-A?

17 JEFF RUNGE: Yeah. And that can be
18 integrated with hydrocycling. Yeah, that is a
19 reasonable approach, is to integrate those
20 consumptive use impacts with hydrocycling.

21 STEPHANIE WHITE: Okay. Nick, would
22 you feel comfortable if we eliminated 5-A? I'm
23 going to give you a second and let Pat Engelbert
24 speak.

25 PAT ENGELBERT: The intent of the

1 flow depletion was to look at the consumptive uses
2 in both the canal and the reservoirs versus what's
3 going on on the bypass reach, which we were going to
4 look at independently of the hydrocycling.
5 Hydrocycling was more of an inundation thing that
6 was going on. This was, are we removing flow from
7 the lower Platte that -- as compared to alternative
8 conditions.

9 And I think what Jeff is getting at is in
10 our goal, which we state here, we talk about flow
11 depletion in the bypass reach and on the lower
12 Platte, but the objectives -- there are no
13 objectives that talk directly to the lower
14 Platte River.

15 So it would seem to me that that may be a
16 reasonable addition to add because that looks
17 directly at the lower Platte River, which helps us
18 meet -- if we're all okay with the goal, that would
19 help us meet our goal.

20 STEPHANIE WHITE: Now, bypass flow
21 and consumptive use, or only consumptive use for
22 5-A?

23 PAT ENGELBERT: I'm assuming that's a
24 consumptive use when we're looking at flow
25 depletions in 5-A.

1 STEPHANIE WHITE: Okay. So the 5-A,
2 as it reads is to determine effects, if any, of
3 consumptive use on fisheries and other habitats on
4 the lower Platte River. I'm getting a head nod from
5 Nick. Other discussion from the group? Neal?
6 Okay.

7 NICK JAYJACK: Can I just add
8 something?

9 STEPHANIE WHITE: You may. Hold on.

10 NICK JAYJACK: This just goes back to
11 something Neal mentioned earlier. I'm not asking
12 for new study procedures or anything like that, I
13 just wanted to make sure that there's at least some
14 statement within the study report that addresses the
15 goal, so that's all.

16 STEPHANIE WHITE: Okay. So the
17 addition of 5-A, green, yellow and red cards. Green
18 is the addition; yellow, we need to spend a little
19 more time on it; red, not ready to include it yet.
20 Okay. Anybody on the phone like to contribute a
21 concern?

22 TELEPHONIC PARTICIPANT: No, I'm good
23 with it.

24 STEPHANIE WHITE: Okay. We're adding
25 5-A to objectives for Study Plan 5. It reads: To

1 determine effect, if any, of consumptive use on
2 fisheries and other habitats on the lower
3 Platte River.

4 Is there any more discussion that needs to
5 take place on existing objectives -- actually, we're
6 up a slide. Pat, if you could move us to Slide 79?

7 I believe the discussion we just had was
8 on 6. I'd like to move to Objective 7. We have
9 about ten minutes until lunch, so bear with me.

10 Objective 7 for Study Plan 5: To
11 determine the relative significance of the Loup
12 River bypass reach to the overall fishery habitat
13 for the Loup River.

14 Show of cards, green, yellow, red. Okay.
15 Any concerns from the folks participating on the
16 phone? We have one yellow -- or two yellows. So
17 Jeff, I'll start with you, and then Richard, if
18 you'd like to comment, you may.

19 JEFF RUNGE: Jeff Runge again.

20 And I'm not sure how much detail we want
21 to go into this. We can easily skip over this and
22 discuss it at some point in time later. I agree
23 with the objective. The methods under the task, I
24 think, can be improved. But I do agree with the
25 objective.

1 STEPHANIE WHITE: Okay. So I'd like
2 to move your vote to a green on the objective and
3 ask you make some notes to discuss the activities in
4 greater detail later on in May.

5 JEFF RUNGE: Yeah, sometime later.

6 STEPHANIE WHITE: Okay. Great.
7 Another yellow, Richard, from you?

8 RICHARD HOLLAND: I guess I don't
9 have a yellow objection. I was just trying to
10 figure out which part of the system we were really
11 talking about here. The bypass reach is below the
12 diversion to the mouth of the river. Okay. That's
13 fine.

14 STEPHANIE WHITE: Okay. So with
15 those yellows addressed, we have unanimous greens on
16 Objective No. 7. We're going to move on. Any
17 comments from those participating on the phone?

18 Pat, will you move us ahead to Slide 80 --
19 no, I'm sorry, 63.

20 LISA RICHARDSON: I have a question.
21 Before we move on to the next study, though, I think
22 we want to make sure that we've covered all the
23 objectives, that there's nothing else that needs
24 added, or that we're getting all the information
25 that's needed. Because this is -- this is the study

1 we've proposed. We want to make sure that we --
2 there aren't any additional requests or requirements
3 or information that might be needed.

4 STEPHANIE WHITE: Does everyone feel
5 confident that Study 5, the goals and objectives we
6 just reviewed for Study Plan 5, does that -- the
7 objectives meet the goals of the study?

8 DAVID TURNER: With the
9 qualifications you're going to revisit 1 and 3.

10 (Stated without the use of the microphone.)

11 STEPHANIE WHITE: The comment was
12 with the qualifications that we will revisit 1 and 3
13 as activities. And who was speaking on the phone?

14 DAVID TURNER: David Turner.

15 STEPHANIE WHITE: Yes, we will
16 revisit those as activities at a future meeting.
17 Are we ready to move?

18 LISA RICHARDSON: Uh-huh.

19 STEPHANIE WHITE: Let's move ahead.
20 Pat, I've just fired you from slide management.

21 We're now going to talk about fish
22 passage. I may just call a break here. It's a
23 couple minutes of noon. Lunch has not yet been
24 delivered. What's the plan?

25 RON ZIOLA: We had a

1 miscommunication. We were thinking it was 12:30.
2 But it's on its way, it should be here in just a
3 couple minutes.

4 STEPHANIE WHITE: Okay. I would like
5 to call a break. I think it's a good time in our
6 discussion to stop, take a couple minutes for
7 yourself, grab a bite to eat. Depending on how
8 quickly lunch gets here, we'd like to start again at
9 12:30 Central time, for those on the phone. We may
10 need a little bit of leeway --

11 RON ZIOLA: The dining room is
12 available to sit out there and eat out there. We
13 don't have to bring it back in here.

14 STEPHANIE WHITE: Okay. So let's
15 plan on reconvening at 12:30. If you'd like to eat
16 in the dining room at the hotel lobby, you're
17 welcome to do so. At 25 minutes after the hour,
18 I'll start tapping you on shoulders and getting you
19 back into the room. So let's take a break.

20 (Lunch break - 11:56 a.m.)

21
22 (Meeting resumed - 12:47 p.m.)

23 STEPHANIE WHITE: Okay. Let's get
24 started. I have reordered the slides so we can talk
25 about sediment. So now we'd like to focus on

1 Study Plan 1, which is Sedimentation. For those of
2 you on the phone, we're on Slide 66 -- nope, it got
3 reordered.

4 NEAL SUESS: It's 62 because they got
5 reordered.

6 STEPHANIE WHITE: I've reordered the
7 slides so that we can talk about sedimentation next.
8 Will you be able to follow along?

9 Okay. Let's get started. Study Plan
10 No. 1, Sedimentation, two goals, which are as
11 follows: To determine the effect, if any, that
12 Project operations have on stream morphology and
13 sediment transport in the Loup River bypass reach
14 and in the lower Platte River.

15 I'd like to get a good sense of how you
16 feel about this one. Let's use cards again. Green,
17 yellow and red for the first goal listed on --
18 regarding sedimentation.

19 All right. I've got unanimous greens here
20 in the room. Any thoughts or comments from those of
21 you participating on the phone?

22 TELEPHONIC PARTICIPANT: We're good.

23 STEPHANIE WHITE: Then let's move on
24 to Goal No. 2, or the second goal listed there on
25 the slide: To compare the availability of sandbar

1 nesting habitat for interior least terns and piping
2 plovers to their respective populations, and to
3 compare the general habitat characteristics of the
4 pallid sturgeon in multiple locations.

5 I'd like to get a sense of acceptance for
6 this goal, a show of cards. So we have one yellow
7 around the table. Any concerns from those of you on
8 the phone?

9 Okay. Mary, I'll let you open up the
10 conversation. Just give me a second.

11 MARY BOMBERGER BROWN: My question is
12 about the word availability. Is available -- does
13 availability include appropriateness, quality,
14 quantity, or simple availability? What does that
15 word actually mean in this goal?

16 STEPHANIE WHITE: Pat or Matt?

17 MATT PILLARD: Mary, the intent of
18 this was to look at how birds are utilizing the
19 areas that they are currently nesting in, using
20 existing data to determine, you know, where are
21 these birds and what are they using, not only here
22 on the lower Platte, but also comparing at other
23 locations.

24 So in terms of measuring -- you know,
25 identifying the characteristics, if that is

1 identified in the literature, then that's -- we
2 would use that information as well.

3 STEPHANIE WHITE: Is that okay?

4 MARY BOMBERGER BROWN: That's fine.

5 STEPHANIE WHITE: So your yellow has
6 changed to a green.

7 MARY BOMBERGER BROWN: Uh-huh.

8 STEPHANIE WHITE: Then we would have
9 unanimous greens for the second goal regarding
10 Study Plan 1, Sedimentation. Okay. I'm going to
11 move on to objectives.

12 Again, to reiterate our system, we feel
13 that Objectives 1 and 2, as set forth in the study
14 plan, are really activities and should be discussed
15 at our meeting in May. If there's anyone here who
16 believes that 1 and 2 need to be discussed as
17 objectives today, raise your red card.

18 FRANK ALBRECHT: If it needs to be
19 discussed today, is that what you said?

20 STEPHANIE WHITE: What we would like
21 to do -- as we -- as we went back and reviewed
22 Study Plan 1, we felt that there were a number of
23 items we called objectives that are actually
24 activities. And so the two that have been grayed
25 out or shaded, Objectives 1 and 2, we'd like to

1 discuss as activities at our meeting in May. And
2 are you okay with that, Frank?

3 FRANK ALBRECHT: Yes.

4 STEPHANIE WHITE: Okay. So let's
5 talk about -- yes, there's a question? No? Okay.

6 Let's talk about Objective 3: To
7 characterize stream morphology in the Loup River
8 bypass reach and in the lower Platte River by
9 reviewing existing literature on channel
10 aggradation/degradation and cross sectional changes
11 over time.

12 I'd like to see a show of cards, red,
13 yellow and green, for Objective No. 3. Okay,
14 there's one yellow card in the room. Any yellows on
15 the phone?

16 TELEPHONIC PARTICIPANT: Just a
17 question, but I'll hold back on that.

18 STEPHANIE WHITE: Okay. I'll come
19 back to you. Jeff?

20 JEFF RUNGE: Right now I'm just
21 taking my time to see if there is any -- if this --
22 any of my comments here are addressed later on, and
23 I don't see that it is.

24 I guess I'm a little concerned that the
25 channel aggradation/degradation and cross sectional

1 changes over time, applying that as a -- as a
2 representation of -- as a surrogate for habitat.
3 And I don't see that there are really a lot of other
4 measures here that would measure effects -- sediment
5 effects to habitat.

6 PAT ENGELBERT: Jeff, I guess the
7 intent of this first objective was to try to use
8 existing information -- for example, like the GS has
9 done a couple of studies -- to determine is this
10 reach aggrading/degrading, is it currently, you
11 know, potentially in regime, how long has it been,
12 you know, those types of deals, just so we -- as we
13 establish this baseline or as we establish current
14 Project conditions from which to measure impacts
15 relative to alternatives, how does this help us
16 establish our baseline, what is the current
17 condition of the Platte River as well as the Loup
18 River bypass reach, by using these existing
19 literature sources.

20 JEFF RUNGE: Okay. Well, I guess if
21 you established a baseline using these literature
22 resources, then is there an objective there that
23 would be able to parse out and evaluate different
24 Project alternatives to the habitat?

25 PAT ENGELBERT: I need to think on

1 that for a second. And I guess I don't have a
2 better way to explain it, in that if the -- if the
3 current system, you know, were in regime, and as we
4 look at, you know, working through other objectives
5 within the sedimentation to see how total sediment
6 transport, et cetera, you know, as a result of the
7 Project would affect that, how could that maybe tip
8 the scale from it being maybe from aggrading to in
9 regime, or from in regime to degrading.

10 So -- and this isn't the only measure to
11 establish the baseline, but a measure to help,
12 again, characterize the overall morphology based on
13 existing literature sources, that being, you know,
14 how the GS has done it in some of their research
15 over the last -- you know, gaging records,
16 et cetera.

17 Maybe Gary or George could expand on that
18 a little bit.

19 STEPHANIE WHITE: George, I'll take
20 it to you, but I have to go this way.

21 GEORGE WALDOW: George Waldow, HDR.

22 I think, Jeff, that part of this element
23 or this objective is to address some of the comments
24 we received, both in the meetings and in comments,
25 that speculated on what was going on in the river in

1 the bypass region and -- and with respect to things
2 like the removal of sediment from the river by the
3 dredging operations, for example.

4 There was discussion about did -- did that
5 have an impact on either degrading or aggrading the
6 reach below the Diversion Weir, for example. I
7 think we heard it speculated both ways. And then
8 there was a lot of discussion about clear water
9 return flows back into the Platte River, and did
10 that mean that there was degradation for some
11 distance downstream.

12 And what we're striving to do here, as I
13 understand it, is we're taking the pulse of the
14 river relative to the data that's out there and to
15 the various cross sections that the GS has
16 maintained over the years. And there's -- there's
17 other documentation -- I can't quote it -- Pat, you
18 know the GS document I'm talking about that looked
19 at the stability of the river channel downstream
20 further.

21 And we're trying to just characterize the
22 complete stream morphology with this step so that we
23 know where we are when we -- when we go into these
24 other objectives and tasks, habitat being one
25 consideration. But overall changes in the

1 morphology is also one, especially, for example,
2 with respect to ice jams.

3 So this -- this is kind of the -- taking
4 the available data that's out there, both gage data,
5 cross sectional data and literature, and summarizing
6 it with respect to the various reaches going down
7 through the entire study reach.

8 Gary, do you want to add anything to that?

9 GARY LEWIS: I think it's an
10 excellent question, one that has perplexed a lot of
11 us for years.

12 Just relating to the corporate agreement
13 and the study I performed for the governance
14 committee along with the Platte River office, we
15 debated this at length. How do you cause that
16 linkage from morphology in -- changes in morphology
17 to habitat, and what is that defining linkage?

18 And there have been all kinds of attempts,
19 the Sed-Veg Model, daily calculation of
20 aggradation/degradation, widening of the channel,
21 none of which addresses habitat. It addresses
22 surrogates for habitat.

23 And what we're proposing here is that
24 morphology is probably the best surrogate for
25 habitat that can be conceived, that it's going to be

1 difficult to extend what has not yet occurred, with
2 an awful lot of experts studying the Platte, Central
3 Platte, of trying to link habitat in whatever form,
4 whether it's for the cranes or plovers or terns, and
5 now with the sturgeon in the lower area.

6 There are parameters, like connectivity is
7 a measure of habitat, open area, things like that,
8 those are all part of -- I would suspect are part of
9 the work plan on trying to collect this information
10 that exists and any inventories of that. But that
11 can't be done really with 20,000-foot aerial
12 imagery, it needs to be done on the river.

13 I might just comment, there is some
14 research done by Kearney -- I'm sorry, a
15 University of Nebraska at Kearney professor in the
16 '70s, where he came down the lower Platte and got in
17 the river and observed the process of habitat
18 formation, sandbars, and he observed the processes
19 that form that. And it's very worthwhile reading
20 for anybody. I have a copy of that paper. It's not
21 a great quality copy, but I can -- I have scanned
22 it, and I can send that to anybody. It was
23 peer-reviewed, a very high-level peer review and
24 publication in a major journal.

25 It probably would be an eyeopener to most

1 people here on just what does cause the formation of
2 habitat, and he really shows how influential
3 low-flows are and he talks about the -- the
4 nonstatic nature of this. If you don't have
5 connectivity today at noon, you could have
6 connectivity tomorrow at noon because of the -- just
7 the flow finding its way through this braided
8 stream.

9 You know, other eyeopeners are along the
10 lines of a braided river is an insipient form of a
11 meandering stream. So that factors into this, can
12 we really understand braided streams except as
13 having oversupply of sediment. And that's what
14 characterizes them. If you change that, you don't
15 have a braided stream anymore.

16 So there is an abundance of sediment there
17 and an oversupply of it. And the question on the
18 regime change is if the Project is anywhere close to
19 tripping that from an abundant oversupply to
20 something close to an undersupply of sediment, then
21 the regime change that we would want to identify and
22 report is, Yeah, it's right there on that threshold,
23 and it needs to be addressed.

24 If it's far from that -- so these are
25 qualitative things. I just -- it's a very good

1 question. I don't have an answer to it. And I've
2 worked in this field for years, and I haven't really
3 seen anybody else that can relate these morphology
4 changes or has any other tool for determining the
5 real effect on habitat in terms of the parameters
6 that you have.

7 We will be working with things like
8 connectivity and that sort of thing, but I don't
9 know that there's any better answer to your
10 question.

11 JEFF RUNGE: I guess getting back to
12 No. 3 here, is that I do believe that this is a good
13 indice as to identifying the trends. There's some
14 improvements in the methods there that I think I'll
15 touch on later.

16 But this really identifies existing
17 conditions, and it is an indirect indice towards
18 habitat. But there really isn't -- it's not taking
19 that next step and looking at -- or having some
20 interpretation as to what this aggradation or
21 degradation means to habitat, and not only that, but
22 to also parse out the different alternatives and how
23 these different alternatives will affect this
24 aggradation/degradation state. And I think just by
25 including that as a separate objective, I think that

1 could simply address that issue.

2 STEPHANIE WHITE: So Jeff, can you
3 take a spot at rewording your objective?

4 JEFF RUNGE: Developing -- let's see,
5 to -- to assist -- let's see -- develop methods that
6 would qualitatively or quantitatively evaluate the
7 effects of the different alternatives -- the effects
8 of sediment supply from different alternatives to
9 habitat.

10 STEPHANIE WHITE: I'm way behind.
11 Qualitatively or quantitatively --

12 JEFF RUNGE: Qualitatively or
13 quantitatively evaluate the effects of sediment
14 supply from different action alternatives to
15 habitat.

16 STEPHANIE WHITE: Okay. In my
17 shorthand, I have: To develop methods that would
18 qualitatively or quantitatively evaluate the effects
19 of sediment supply from different action
20 alternatives to habitat.

21 JEFF RUNGE: And if someone has a
22 better way of rephrasing that, please speak up.

23 NICK JAYJACK: This is Nick Jayjack.
24 What I think I heard this gentleman say
25 previously -- I didn't catch your name, sorry --

1 GARY LEWIS: Gary Lewis.

2 NICK JAYJACK: -- Gary, is that the
3 first -- I think the first phase of this approach
4 here is to first identify whether or not the system
5 is at quasi equilibrium, or if it's degrading or
6 aggrading, and that if it is at a quasi equilibrium
7 now, then there's nothing -- it means the Project
8 doesn't have an effect, so no matter what you do --
9 and correct me if I'm wrong -- the sediment -- there
10 still would be the oversupply of sediment, and
11 therefore, there would be nothing -- there would be
12 nothing that could be done as far as Project
13 operations to change that.

14 Is that what I'm hearing? So I think it
15 sounds like your objective is already covered by
16 this study.

17 So in other words, let me rephrase. The
18 first step is to figure out whether or not the
19 Project is claudent, by taking the pulse, figure out
20 what the Project is doing as -- or what the river is
21 doing in terms of whether it's at equilibrium, or
22 not.

23 And then if it's not, say if it's
24 aggrading or degrading, then the next step would be,
25 then, to identify what the Project effect would be,

1 or in other words, what could be done in terms of
2 additional flow release or leaving the flow and
3 sediment in the river, et cetera, to reach some
4 desired condition.

5 Am I right?

6 GARY LEWIS: Yeah. The thought on
7 this is that if we characterize the condition now,
8 the river is probably aggrading. If it isn't, it's
9 not a braided river. That's the characteristic of a
10 braided river, is it's always aggrading. So it
11 probably is in an aggradation. If we find it's not,
12 that would be surprising. It wouldn't be a braided
13 stream anymore. That change would affect its
14 appearance and everything else.

15 But the bottom line of this is the habitat
16 is the morphology, and vice versa, the morphology is
17 the habitat. The morphology is the shape. The
18 number and quantity of sandbars and everything else
19 is defined by the morphology, and we have a very
20 good way of determining if that morphology is
21 stable, or not. That's our tool. That's what we're
22 talking about here, and that this is the baseline
23 condition, we're going to pull up the literature and
24 look at all the records and data and cross section
25 changes over time and make a determination, are we

1 at that state of having a -- a quasi equilibrium in
2 the morphology. And if that's occurring, then that
3 exists.

4 Now, if there are changes proposed in the
5 Project, we can evaluate the impact those changes
6 might have on that equilibrium. Since the Project
7 has been around for a long time, it's going to be
8 hard to tell that the Project did or didn't
9 influence that equilibrium. But we definitely want
10 to know if it is or is not in equilibrium. That's
11 the purpose of this objective.

12 Does that help?

13 JEFF RUNGE: Okay. So we find out
14 that it is either one of three options: Aggrading,
15 degrading or in some type of quasi equilibrium.
16 Knowing that there is 1.2 to 2.2 million tons of
17 sediment being removed from the diversion, we know
18 that there's a reduction in sediment supply at
19 that -- at the Tailrace.

20 And so it's -- I guess if we find out
21 that, through this -- this Objective No. 3, that
22 it's degrading, do we reopen the study plan to
23 address what that may mean in regards to impacts to
24 habitat?

25 NICK JAYJACK: Nick Jayjack from

1 FERC.

2 That's where your two comes in. So let's
3 say we go this route the first year, and like you
4 said, the initial results show, as dictated in the
5 study report, that there is a degrading situation,
6 then we can look at additional study based on those
7 results.

8 David, can you hear me? Do you have
9 anything to add to that?

10 STEPHANIE WHITE: Just a second,
11 David. I have to race up there.

12 DAVID TURNER: No, I don't really
13 have a whole lot to add to that. However, I guess
14 the only thing I would kind of caution or what I'd
15 like to maybe see discussed, if we have the time, in
16 terms of approaching that question is if it's a
17 phased approach, then we probably should talk about
18 the what-ifs scenario and how we would approach that
19 second part of the question so that we have a clear
20 understanding of where we go, than just rephrasing
21 and reopening the -- the discussion.

22 PAT ENGELBERT: I think what
23 Objective 3 does is help us to establish the current
24 operations. And then through our effective
25 discharge calculations, and in looking at

1 alternatives, that will tell us what impact those
2 different alternatives would have on the current
3 condition.

4 But I think the first thing we need to do
5 is to establish what mode it's in, and then
6 determine through our -- what we're proposing
7 relative to sediment transport characteristics,
8 whether that shifts it one way or the other. And
9 then the third step would be, then, what impact
10 could that have on habitat.

11 Is that -- is that -- Gary, does that make
12 sense?

13 GARY LEWIS: The answer is yes.

14 PAT ENGELBERT: So we may -- what we
15 may need to do is either add a modification of the
16 objective that Jeff threw up there, or look at
17 Objective 2, which we thought was more of an
18 activity and modify that. Because up there we were
19 saying we were going to look at those sediment
20 transport parameters through effective discharge,
21 collective discharge, et cetera, and then that would
22 allow us to look at differences between the baseline
23 and the alternative conditions.

24 So maybe it needs to be a reintroduction
25 of either 2 -- or maybe it's a merge between 2 and

1 6-A that gets the next step, Jeff, which I think
2 you're alluding to, is how do we assess the impacts.

3 Does that make sense?

4 DAVID TURNER: To do what Nick said,
5 talk about degradation, and then maybe go into what
6 I think was Rich -- I'm not sure who was saying
7 that -- just to ask, Well, what happens -- you run
8 the model again, whatever the scenario is, and -- in
9 the sense of defining, Well, if you didn't divert
10 any of the sediment, how does that change the
11 characteristics?

12 Isn't that what you were just trying to
13 say, or am I missing a picture here?

14 STEPHANIE WHITE: Yes, that is what
15 Pat was saying. So I think the suggestion on the
16 table is that we either add 1-A as amended, or we
17 reintroduce No. 2 with some changes. It was 6; I
18 changed it to 1.

19 Jeff, since this was your original yellow,
20 you're welcome to weigh in on which of those you'd
21 like, or if you think you know the solution.

22 JEFF RUNGE: I guess just to help
23 things move along, I think as long as we've got this
24 flagged right now, maybe breaking this down into
25 greater detail is not necessary. I think that's

1 something that we can easily discuss and integrate
2 when we get into the methods part.

3 STEPHANIE WHITE: So what I'm adding
4 in my notes is that we either add some version of
5 what is 1-A, what we've wordsmithed here, or we
6 potentially reintroduce No. 2 with some adjustments
7 in language.

8 DAVID TURNER: I guess before we
9 leave this, I do have another question.

10 STEPHANIE WHITE: I'll take it in one
11 minute. Hold on.

12 Okay. David, you're up.

13 DAVID TURNER: This may be more of a
14 method type of a question than it is an objective
15 question. But is there a reasonable expectation
16 that there is enough existing data to accomplish
17 this qualitative analysis?

18 PAT ENGELBERT: Yes.

19 STEPHANIE WHITE: Yes.

20 Okay. Unless there's some more
21 discussion, I'd like to move us off Objective 3
22 and/or 2, and let's move to the next slide. So we
23 would be on Slide 64, for those of you on the phone.

24 We're now talking about Objective No. 4
25 regarding Study Plan 1, Sedimentation: To determine

1 if a relationship can be detected between sediment
2 transport parameters and interior least tern and
3 piping plover nest counts as provided by the
4 Nebraska Game and Parks Commission.

5 Let's take a show of cards, red, yellow
6 and green, regarding this Objective No. 4. I've got
7 a green from the District and from Game and Parks.
8 Okay. Mary?

9 MARY BOMBERGER BROWN: Let me think
10 for a second.

11 STEPHANIE WHITE: Okay.

12 FRANK ALBRECHT: Just for
13 clarification, Mary, I think that would -- that
14 wouldn't exclude the data from the partnership as
15 well.

16 MARY BOMBERGER BROWN: Yeah, okay.

17 FRANK ALBRECHT: Is that what you
18 were just kind of --

19 MARY BOMBERGER BROWN: That's fine.

20 STEPHANIE WHITE: So with unanimous
21 greens or no objections -- yes, Matt, I'm sorry.

22 MATT PILLARD: Matt Pillard.

23 We can -- not knowing -- we are under the
24 understanding, kind of, that Game and Parks were the
25 keeper of all the data, and that's why they are

1 referenced. We can very easily rephrase that to
2 say, you know, existing data from any, I guess,
3 valid source, any of the resource agencies that have
4 that data, we would surely use.

5 STEPHANIE WHITE: Okay. Lisa?

6 LISA RICHARDSON: And to add on to
7 that, the bigger question in my mind is, is the
8 Game and Parks the keeper of all of the bird data?
9 I mean, that's the source that we've been going to,
10 although we have been put on the track -- on the
11 trail of some other data through the Corps of
12 Engineers and other agencies.

13 But I guess, where do we go to get all the
14 data? We were under the impression that Game and
15 Parks had it all. So if we need to look at other
16 sources, we'd like to know those now so we can
17 continue to try to dig up that information.

18 FRANK ALBRECHT: Our Natural Heritage
19 section located within our Wildlife Division does
20 have -- it keeps the database current. And Mary,
21 I'm assuming that all of that information is -- from
22 the partnership, that's transferred to that
23 database. There may be a little lag time from the
24 season, but eventually it gets in there. And
25 correct me if I'm --

1 MARY BOMBERGER BROWN: That's true,
2 there is lag time. Different river basins are
3 monitored by different agencies, the Corps and the
4 Partnership and Game and Parks and Fish and
5 Wildlife. So different segments of the river are
6 monitored by different agencies.

7 So I would like to -- different agencies,
8 different organizations, different groups are
9 collecting the data. It would be nice to have the
10 data reviewed before it progressed onward to this
11 point because there are different quality control
12 parameters that really probably should be included
13 in that.

14 FRANK ALBRECHT: Just for
15 clarification, do you mean -- there probably is -- I
16 think -- I assume when Rick Schneider and they do
17 enter that, that their -- the protocol is followed.
18 Do you mean to meet the quality control for other
19 entities that are meeting the --

20 MARY BOMBERGER BROWN: This is Mary
21 again.

22 By the time it does get to Rick and to
23 there, yes, it has been looked at. But it's the
24 original field protocol that is very -- that is
25 variable between the agencies and the groups. And

1 so if the field protocols are very -- are variable,
2 then that does need to be considered.

3 MATT PILLARD: Matt Pillard.

4 At the end of the day, we just want to
5 make sure we're going to the right source for the
6 right data, that, you know, there's authority that
7 approves the use of the data that we want to use as
8 part of the analysis, so that's the point.

9 We aren't here to question the
10 methodologies used to capture or collect or
11 distribute, we just want to make sure we get the
12 right stuff and that we actually have all the data
13 that is available.

14 MARY BOMBERGER BROWN: The stuff that
15 does pass through the Legacy Project is the -- is
16 the data to use.

17 STEPHANIE WHITE: Okay. So the
18 clarification of this discussion, I think, has
19 resulted in the agreement of the group that the --
20 that one source of data will be the Nebraska Game
21 and Parks Commission --

22 MARY BOMBERGER BROWN: The Legacy
23 Project.

24 STEPHANIE WHITE: -- the Legacy
25 Project.

1 FRANK ALBRECHT: Or the Heritage --

2 MARY BOMBERGER BROWN: The Heritage
3 Project, yeah.

4 STEPHANIE WHITE: And does that need
5 to be included in the objective?

6 FRANK ALBRECHT: I'm comfortable with
7 that. Like Matt mentioned earlier, I mean, you
8 could reword it, but I think if everybody is
9 comfortable, it's housed at the commission.

10 STEPHANIE WHITE: Okay. So let's
11 leave Objective 4 as is. The discussion will be
12 noted in the transcript.

13 Let's talk about Objective 5: To compare
14 the availability of sandbar nesting habitat to
15 interior least tern and piping plover nest counts on
16 the lower Platte River, and to compare these results
17 to the relationship of interior least tern and
18 piping plover nest counts and the availability of
19 sandbar habitat in the Missouri River downstream of
20 Gavins Point Dam.

21 I'd offer to read it again, but it's kind
22 of tricky. Let's see a show of cards. Green,
23 yellow, and red. Green from the District, noted.
24 You can put your card down. Yellow from Fish and
25 Wildlife, yellow from Game and Parks and Mary.

1 We'll start with you, Jeff.

2 JEFF RUNGE: Again, I'm just trying
3 to get an understanding here for the -- the reason
4 for this objective. Is this to have some sort of
5 baseline information, or is this going to be used to
6 evaluate different alternatives and -- and having
7 some type of comparative analysis with these two
8 different systems?

9 MATT PILLARD: The intent of this
10 objective is to try to get to the question of, you
11 know, a limiting or controlling factor to the
12 species, and you know, it's not to use as to
13 establish a baseline for which our project would be
14 compared to what's happening on the Missouri.

15 We were searching for a way, knowing that
16 these are the same species of birds and used, at
17 least we assumed, the same types of habitat, that if
18 one can look at what's happening on the Missouri
19 River and how habitat changes have influenced bird
20 numbers on the Missouri and then relate that back to
21 what's happening on the Platte River relative to
22 what our sediment discharge is showing us, as well
23 as other data that may exist on bird habitat, you
24 know, are bird numbers responding the same way that
25 they do on the Platte River when there's changes in

1 habitat as they do on the Missouri when there's
2 changes in habitat, trying to get to the answer of
3 are sandbars a factor that's making bird populations
4 go up or down on the lower Platte River, as we've
5 seen and is being studied on the Missouri River.

6 JEFF RUNGE: When we discussed an
7 earlier part, an earlier objective here, we talked
8 about the different states of a river,
9 aggradational, degradational or in some type of
10 quasi equilibrium. And we've also identified how
11 difficult that was to translate that towards some
12 type of indice for habitat, although that's
13 something that we're going to attempt to do.

14 What I see with Objective 5 is taking that
15 a step further and not only quantifying habitat, but
16 having some understanding of species response in
17 response to this habitat, which was built in
18 response to sediment. And for me, I find it
19 difficult to draw this association based on species
20 use when we have a difficult time addressing
21 sediment effects to habitat or channel morphology.

22 I also see, with this being a limited
23 two-year study, given what -- what Mary has stated
24 earlier, these populations are connected to the
25 Prairie Coteau and the Dakotas, they're connected to

1 the Mississippi River system, the Loup, the
2 Niobrara.

3 I guess I'm really having difficulty in
4 seeing this as a -- some type of end product that we
5 can -- we can use to either evaluate a baseline or
6 to compare alternatives.

7 MATT PILLARD: And this is getting
8 into a little bit of the how, but the intent wasn't
9 to use the next two years of data, it was to look
10 back on past information.

11 JEFF RUNGE: Okay.

12 MATT PILLARD: For example, we know
13 in '97 there was large events on the Missouri River
14 that produced, you know, lots of habitat, or these
15 sandbars on the Missouri River. And we've -- you
16 know, we are anticipating being able to look at bird
17 numbers in terms of response to that habitat or
18 sandbar creation.

19 We would do similar -- using effective
20 discharge and total sediment transport, we could
21 look back in time to see were there various years
22 that were better than others in terms of
23 potential -- you know, having sediment availability,
24 relating that to the existing bird numbers that we
25 have that has been collected on the river, trying to

1 get an understanding of, you know, are we seeing the
2 same responses on one system that we are on another.
3 It's really comparing two systems and seeing if
4 responses are similar.

5 STEPHANIE WHITE: Frank and Mary, I
6 know that you had some concerns. Jeff, we can come
7 back to you as well.

8 FRANK ALBRECHT: I guess I was
9 struggling a little bit at first with it because of
10 the different -- I was asking initially below
11 Gavins Point Dam, did you mean all the way down to
12 the channelized reach, or --

13 MATT PILLARD: (Nods head.)

14 FRANK ALBRECHT: All the way down?
15 Okay. I guess it would be interesting information
16 to have, I guess. Yeah, you're going to see
17 correlation, you know, with the high flow events,
18 then the following year, you know, you get the
19 buildup of the sandbars and so on.

20 I was just, I don't know, thinking out
21 loud, struggling a little bit on how the -- what you
22 would actually gain from it, comparing those two
23 drastically different systems. But I guess it would
24 be interesting information to have. I don't know.
25 I'm going to defer on that one. I'm kind of neutral

1 on it, I guess, is what my stance is. I'll defer to
2 somebody else.

3 MARY BOMBERGER BROWN: This is Mary
4 Brown.

5 The Missouri River downstream of the
6 Gavins Point Dam, the only sandbars that the animals
7 are actually using there are ones that have been
8 constructed by the Corps, and because -- those
9 sandbars are constructed because the dam captures
10 all the sediment. There are the density dependent
11 issues with the birds on those sandbars. There's
12 too many of them on too small of sandbars.

13 It's not entirely clear to me how -- how
14 the animals here on the lower Platte River and on
15 the Loup in the Loup facilities, you know, the
16 Project properties and these constructed sandbars on
17 the Missouri River down of -- downstream of
18 Gavins Point, it doesn't strike me as being an
19 equivalent comparison, necessarily.

20 GEORGE WALDOW: This is George
21 Waldow, HDR.

22 One of the questions that we were asking
23 ourselves when we put this together was the question
24 of whether the -- the birds are sandbar limited in
25 the lower Platte. And what Mary just described is

1 that they are sandbar limited below Gavins Point
2 Dam, and so a small increase in available sandbars
3 led -- as I understand it, led to increased
4 utilization and nesting success.

5 And so the question that we posed is
6 within our study reach, where we have many, many
7 sandbars, there may be other factors that are
8 influencing their use by the birds and the relative
9 success.

10 We wanted to ask ourselves, are the birds
11 or the habitat sediment limited or sandbar limited,
12 or not? And we thought this would be a way, by
13 comparing the two -- even though it's one large
14 population -- in the two locations. And if events
15 occurred in one location, like a hailstorm, or
16 something, and then there was a -- a concurrent rise
17 in utilization of the other location, is it really
18 an issue of sandbar limitation in the Platte, for
19 example?

20 And we just -- there didn't seem to be
21 a -- an examination of these things, and that's what
22 we were trying to provide here.

23 MATT PILLARD: Thanks, George. And
24 you're right, we were trying to figure out a way to
25 look at -- and maybe a better objective might be --

1 if I could suggest something -- is to, you know,
2 determine a method to identify if sandbar habitat is
3 limiting tern and plover populations on the lower
4 Platte River and/or the Loup River system.

5 And then the how -- this objective
6 contains a little bit of the how that we were
7 looking to do in it. I'll just throw that out there
8 for discussion.

9 If the resource agencies feel that that
10 kind of evaluation of is sandbar habitat limiting a
11 type of study that's worthwhile, then I maybe would
12 rephrase the objective, and we'll go back and
13 collaboratively work on the how that would be done.
14 It appears there's some issues in looking at the
15 Missouri here and there's some questions on how that
16 would be done.

17 STEPHANIE WHITE: I caught a little
18 bit of your objective -- which I'm calling 1-B, for
19 purposes of our notes -- To determine a method to
20 evaluate if sandbars are habitat limiting --

21 RON ZIOLA: Are we talking habitat
22 availability?

23 STEPHANIE WHITE: To determine if
24 habitat is --

25 MATT PILLARD: If sandbars are a

1 limiting factor.

2 RICHARD HOLLAND: If sandbar habitat
3 are limiting nesting --

4 STEPHANIE WHITE: Hold on, I think I
5 got it. To determine if sandbar habitat are --
6 to -- if sandbars -- I didn't catch it.

7 RICHARD HOLLAND: We're talking about
8 sandbar habitat for the birds.

9 STEPHANIE WHITE: Yes.

10 RICHARD HOLLAND: The question seems
11 to be is sandbar habitat a limiting factor for
12 nesting success or nesting numbers, or some factor
13 of reproductive success. Is that what I'm hearing?
14 There's a number of different ways of looking at
15 that, one of which might be a comparison of
16 historical data. The objective is to see if it's a
17 limiting factor -- one of many limiting factors.
18 (Stated without use of the microphone.)

19 STEPHANIE WHITE: So just to repeat
20 what Richard said, the objective is to determine if
21 it is one of potentially many limiting factors.

22 RICHARD HOLLAND: The objective would
23 be to determine whether sandbar habitat represents a
24 limiting factor in nesting success of least terns
25 and piping plovers. Amen.

1 STEPHANIE WHITE: I sort of have it
2 in my chart. I think we definitely have it in the
3 transcript. If that's something that people are
4 comfortable with -- I might have our transcriber
5 repeat it, if I can come back to you.

6 COURT REPORTER: Sure.

7 JEFF RUNGE: Just one thing, though.
8 If we can bring this objective back to a sediment
9 focus because this section here focuses on sediment,
10 and right now, just habitat in general is not
11 related back to sediment.

12 (The requested portion of the
13 transcript was read back by the
14 court reporter.)

15 STEPHANIE WHITE: Do you have a
16 comment, Pat?

17 PAT ENGELBERT: I think how we
18 paraphrased it in the morning objectives list was to
19 evaluate whether availability of sandbars is
20 limiting tern and plover populations in the lower
21 Platte River. And I don't know if that's a little
22 cleaner than that one or not, but --

23 STEPHANIE WHITE: What slide are you
24 looking at?

25 PAT ENGELBERT: Ten.

1 STEPHANIE WHITE: Which bullet?

2 PAT ENGELBERT: Three.

3 STEPHANIE WHITE: Okay. So we had
4 also taken a shot at rewording this in our
5 preparation for today. Bullet No. 3 reads:
6 Evaluate whether availability of sandbar is limiting
7 tern and plover populations in the lower
8 Platte River.

9 All that work this afternoon to get us
10 back to where we were. Let's take a -- oh, a
11 comment from Mary.

12 MARY BOMBERGER BROWN: This is Mary.
13 I think it's important that we include the
14 idea of nesting success or reproductive success in
15 all this because if there's one thing that we've
16 learned from constructing the sandbars in the
17 Missouri to try and mitigate the sediment loss
18 there, is that we're constructing it, but the
19 animals aren't, by necessity, being successful
20 there. We're having density dependent issues. So
21 yes, we're providing them the habitat, but we need
22 measures of reproductive success on them to actually
23 have it be valuable.

24 GEORGE WALDOW: George Waldow, HDR.
25 I don't disagree with you at all, but I

1 believe that would be under the activities where we
2 would address that.

3 STEPHANIE WHITE: Okay. So we're
4 talking now about the addition of -- or the
5 rewording of an objective to read: Evaluate whether
6 availability of sandbar is limiting tern and plover
7 populations in the lower Platte River.

8 Can we take a show of cards, red, yellow
9 and green for the inclusion of this? Greens, okay.
10 All right.

11 We're going to move on. Give me a second
12 to jump back to the slide. Do you have a comment,
13 Jeff?

14 JEFF RUNGE: If you want to please go
15 back to that objective.

16 STEPHANIE WHITE: Sure. The one we
17 were just looking at?

18 JEFF RUNGE: Yes.

19 STEPHANIE WHITE: Okay.

20 JEFF RUNGE: That is going to be very
21 difficult to do because that takes an understanding
22 of the entire population of the least tern and the
23 piping plover. And the Platte River -- the lower
24 Platte River is not a distinct and separate
25 population. There's a lot of interchange amongst

1 different river systems and other areas of habitat.
2 Such as Mary stated, the Prairie Coteau region and
3 the Dakotas is flooded, and so they're going to
4 be -- the conditions this year, they're going to be
5 looking for nest sites at different locations. And
6 even with the sediment being the same, it's -- the
7 differences in other locations would identify --
8 would help to identify whether or not the Platte is
9 limiting or not.

10 In some years it may be limiting, and
11 other years it may not, but you can't make that
12 determination until you have an understanding of the
13 larger population and those interactions amongst
14 that population.

15 LISA RICHARDSON: I guess perhaps,
16 Jeff, could we just relate it to the objective, take
17 out the term populations and maybe just talk about
18 numbers and try to not -- not -- population is maybe
19 more encompassing.

20 And then the other -- the other thought I
21 had is I understand that, as a population overall,
22 they use a lot of different areas, and when one area
23 is not suitable, they're going to go to another
24 area. But I don't know that we can attribute those
25 types of activities to Project effects, if on -- and

1 we're not -- I think we said this before, we're not
2 talking about looking at just what's happening this
3 coming year, but really it's more of an evaluation
4 of historical data and what kinds of trends do we
5 see, what types of things look like they are
6 factors, and so trying to get an overall
7 understanding of how this relates to the Project
8 area.

9 And if, on a general basis, sediment and
10 habitat doesn't seem to be limiting, then we
11 understand there might be some unique cases where
12 habitat elsewhere is completely unavailable, so then
13 everybody is crowded into the same sandbar. But --

14 STEPHANIE WHITE: Jeff?

15 JEFF RUNGE: Maybe I can make a
16 recommendation for this objective, is to just
17 evaluate the historic nesting in the lower
18 Platte River. When you -- you can exclude the
19 population -- the term population, but you still
20 have that term limiting. And in order to identify
21 whether the lower Platte River is limiting, you've
22 got to have an understanding of the habitats and the
23 available habitats throughout its range.

24 And so I guess my suggestion for this
25 objective would be to evaluate historic nesting in

1 the lower Platte River.

2 STEPHANIE WHITE: Richard, go ahead.

3 RICHARD HOLLAND: I guess my
4 suggestion might be what you're really talking about
5 is to evaluate or document the -- the relationship
6 between the availability of sandbar habitat and
7 limiting -- and -- excuse me, and least tern and
8 plover numbers in the river. That's really what
9 you're talking about. You're talking about
10 developing a relationship, not cause and effect.
11 Because cause and effect goes beyond our ability to
12 take all factors into account simply by
13 observational data, and we'll never be able to do
14 that in a two-year period, let alone two-lifetime
15 period.

16 I mean, it's -- we're not talking about a
17 population-wide causal factor based solely on
18 sandbars because of all the variability with
19 flooding up north, with predators down south. I
20 mean, biologically, you can go into any number of
21 factors that would determine reproductive success.

22 In terms of sedimentation, what you're
23 trying to do is find out a relationship between
24 sandbars, i.e., aggraded areas that are suitable
25 habitat and the numbers of birds that are utilizing

1 those.

2 If it's a positive relationship, that
3 tells you something; if it's a negative relationship
4 or no relationship, then all you can say is, We have
5 no relationship that we can determine at this time
6 based on the data we have.

7 So I think what you're trying to do with
8 that objective is to -- and I'm not sure what the
9 appropriate word is -- document or evaluate a
10 potential relationship between sandbar habitat and
11 bird numbers.

12 Is that -- is that getting at what you
13 want? I mean, that connects sedimentation in terms
14 of the availability of the habitat, in a sense, with
15 the bird numbers. I don't know.

16 JEFF RUNGE: I think that's -- that's
17 great.

18 PAT ENGELBERT: That is Objective 4.
19 It's the next one down. Not on the morning session,
20 on the afternoon. The one that was actually in
21 the -- if you flip to Slide 64. (Stated without use
22 of the microphone.)

23 STEPHANIE WHITE: We've jumped back
24 to Slide 64, for those of you participating on the
25 phone.

1 MATT PILLARD: Rick, I think you're
2 right. Objective No. 4 reads: To determine if a
3 relationship can be detected between sediment
4 transport parameters and interior least tern and
5 piping plover nest counts, as provided by Nebraska
6 Game and Parks.

7 That's what we previously discussed, and
8 that is looking at those -- the sediment transport
9 parameters, determining if a relationship exists
10 between those parameters and nest counts.

11 What we were trying to do on No. 5 is see
12 if there was a -- to see if we couldn't figure out a
13 way to determine if sandbars were limiting. I guess
14 what I'm hearing is maybe we can't determine that.
15 So does this objective go away?

16 JEFF RUNGE: I think it does,
17 especially if you're trying to evaluate historic
18 nesting on the river and trying to identify trends.
19 Because you've got trends in hydrology, you've got
20 direct impacts to the channel through jetties and
21 hard points being put in, and all those affect that
22 ability to nest and -- or to develop sandbars which
23 would be of nesting quality. And unless you can
24 decouple those other factors from sediment alone, I
25 think it's real difficult to draw that association.

1 RICHARD HOLLAND: I would also put a
2 friendly amendment in there, if you're going to look
3 at nest counts, you might also just look at number
4 of birds. I figure you'd have that anyway.

5 STEPHANIE WHITE: So do you feel --
6 Matt and Pat, do you feel like we've had a robust
7 enough discussion that you can go back and make the
8 necessary changes for discussion in May?

9 FRANK ALBRECHT: What's on the table
10 right now?

11 STEPHANIE WHITE: Let's let --

12 MATT PILLARD: We had rewritten this
13 Objective No. 5, and we kind of agreed to the point
14 of the fact that the objective made sense. Jeff
15 wasn't certain if we could get there or if it was
16 truly isolated to sediment.

17 I think I'd like to recommend that we take
18 a look at the rewritten No. 5, and we'll go back and
19 look and maybe we can discuss is there a way to meet
20 that objective, and is it going to tell us things
21 that we need to know. Is that fair to say?

22 JEFF RUNGE: Yeah.

23 STEPHANIE WHITE: Any additions?

24 PAT ENGELBERT: Nope.

25 STEPHANIE WHITE: Okay. Okay. I'm

1 going to move beyond 5 to Objective 6, with the
2 understanding that we'll rewrite 5 and bring it back
3 to the group.

4 We're now on Objective 6 for Study Plan 1,
5 Sedimentation. That puts us on Slide 65, for those
6 of you on the phone.

7 Objective 6 is: To determine if sediment
8 transport is a limiting factor for pallid sturgeon
9 habitat in the lower Platte River below the
10 Elkhorn River.

11 I'd like to see a show of cards. Okay.
12 Yellow from the Game and Parks. Richard, I'll let
13 you comment.

14 RICHARD HOLLAND: Overall, I just
15 would probably eliminate below the Elkhorn River. I
16 think there's a need to assess the entire lower
17 Platte River in terms of habitat.

18 STEPHANIE WHITE: Matt, I saw you
19 nodding your head. Do you want to comment?

20 MATT PILLARD: Yes. And I think
21 given -- the reason we have below the Elkhorn is
22 that at the time, that's where they were all being
23 found, was from the confluence of there, down the
24 Missouri.

25 We can look at what that would mean above,

1 just there aren't a whole lot of numbers to support
2 anything above that point. You know, if we want to
3 use any population data, you know, there's not a
4 very big sample there.

5 RICHARD HOLLAND: We're not talking
6 about population, we're talking about habitat.

7 (Stated without use of the microphone.)

8 STEPHANIE WHITE: And Richard's
9 comment there was, We're not talking about
10 population, we're talking about habitat.

11 So Matt, are you -- would we amend it to
12 eliminate Elkhorn River -- below the Elkhorn River?

13 MATT PILLARD: Sure.

14 LISA RICHARDSON: The same evaluation
15 would be done above or below. We're talking about
16 sediment transport, right? So I assume that we can
17 evaluate that in the same way above or below. I
18 guess Pat and Gary need to weigh in on that.

19 STEPHANIE WHITE: John?

20 JOHN SHADLE: You know, I know we
21 found recently a fish near the confluence. It just
22 seems to me if we're going to go all the way up the
23 Platte River -- which in this case is to Columbus,
24 Nebraska -- it seems like a tremendous waste of
25 effort.

1 STEPHANIE WHITE: George?

2 GEORGE WALDOW: I'm thinking to the
3 temperature study that we've proposed in the lower
4 Platte for the pallid, we only have data --
5 temperature data down in -- at the Louisville gage,
6 and that's what we proposed using to address the
7 temperature issue. Now, if the pallid habitat goes
8 way up to Columbus, we've got a near field issue
9 that we have no mechanism to consider temperature
10 impacts.

11 MATT PILLARD: Yeah, I think for the
12 purpose of this study, it was a qualitative
13 evaluation of the habitat in the lower Platte below
14 Elkhorn, looking at the -- you know, the types of
15 habitat that the pallid exists in.

16 Scott, if you have anything to add, please
17 jump in.

18 The methods to do that would be to look
19 at, you know, the habitat as it exists from Columbus
20 on down. We know it changes. I don't know if
21 the -- from a perspective of, you know, is it
22 inhabited all the way to Columbus, I think that
23 remains to be seen. Obviously, the fish -- we
24 haven't caught it that far, but that doesn't, I
25 guess, necessarily mean the habitat isn't there.

1 There may be another reason why the fish don't
2 migrate that far up.

3 I guess I'm not -- don't have the
4 expertise to speculate, other than, you know, it's
5 combinations of flows and habitat and what they eat
6 and things like that, I would imagine.

7 So I guess relating to this study, you
8 know, since it's qualitative in nature and looking
9 at the types of habitat that exist, it doesn't
10 appear that adding up to Columbus is going to be an
11 exorbitant amount more work for what we need to do
12 to do that evaluation. I don't know if that would
13 hold true for what we want to do for temperature.
14 And I guess we can discuss that under temperature,
15 or we can -- that seems to be the place to hit that,
16 is under that study.

17 STEPHANIE WHITE: And I think we --
18 Pat, I heard you say let's discuss it under
19 temperature?

20 PAT ENGELBERT: The data for
21 temperature exists downstream of the Elkhorn, which
22 is why we had, you know, proposed that methodology.
23 I don't know -- I guess I'm not familiar enough with
24 how much data exists downstream of Elkhorn relative
25 to sandbars, et cetera, and pallid sturgeon habitat.

1 I can't speak to that.

2 STEPHANIE WHITE: So what's -- on the
3 table we're still talking about the inclusion or
4 exclusion of below the Elkhorn River. So let's take
5 a show of cards to leave it as is, and then I'll
6 take a show of cards to take the Elkhorn River out.
7 I have a green from the corner, green as is, No. 6
8 as is. Still a yellow from the Game and Parks.

9 All right. So what if we took out the --
10 below the Elkhorn River? I have a red from the
11 District, green from Game and Parks, yellow from
12 NPPD.

13 I think at this point, we'll leave it
14 in -- I'm sorry, we'll leave it in. We can discuss
15 it again if we need to. Okay.

16 Okay. Let's move to 7. Objective 7,
17 sedimentation: To investigate the relationship
18 between sedimentation and ice jam flooding.

19 I'll take a show of cards, red, yellow and
20 green. Okay. It appears that we have no objections
21 to No. 7, To investigate the relationship between
22 sedimentation and ice jam flooding. We will leave
23 it as is.

24 No. 2, let's talk about hydrocycling, if
25 you're all ready to move to Study Plan 2,

1 Hydrocycling.

2 Before I do, are there any comments from
3 Kim or David on the phone?

4 DAVID TURNER: No, I'm good.

5 LISA RICHARDSON: I guess kind of
6 like I did in the morning, have we got all the
7 objectives? Are we getting at all the data that's
8 needed? I mean, this is the study that we're
9 proposing related to sedimentation. These are the
10 objectives that we identified based on the
11 discussions and issues that were identified
12 previously. Do we have it all?

13 STEPHANIE WHITE: For sedimentation,
14 is there anything that's missing from an objective
15 standpoint, goals or objectives?

16 NICK JAYJACK: Somebody correct me if
17 I'm wrong, but thinking back to Scoping Document 2,
18 I think one of the issues was whether hydrocycling
19 also had an effect on fish populations in the
20 Tailrace Canal.

21 Is that no longer an issue, or is it still
22 an issue, in which case I think we need to add the
23 Tailrace Canal to this list as well? I don't
24 remember who -- who raised the issue. Perhaps it
25 was the state or the Fish and Wildlife Service,

1 prescoping.

2 STEPHANIE WHITE: So we're now
3 discussing the goal of hydrocycling. George, do you
4 want to respond to that?

5 GEORGE WALDOW: I recall that it was
6 deleted from the scoping document because the -- the
7 depth of the Tailrace Canal is so deep that the
8 cycling has a minor influence. There's no stranding
9 or anything like that that's possible.

10 LISA RICHARDSON: Yeah, George is
11 correct. It was related to fish stranding and
12 mortality in that there's plenty of water in there
13 already. You don't get any low depths, and FERC
14 agreed with that.

15 STEPHANIE WHITE: I'm going to take a
16 show of cards for this goal regarding hydrocycling,
17 Study Plan No. 2: The goal of the hydrocycling
18 study is to determine if Project hydrocycling
19 operations adversely affect or benefit the habitat
20 used by the terns and plovers, pallid sturgeon in
21 the lower Platte river. The physical effects of
22 hydrocycling will be quantified and compared to
23 alternative conditions.

24 I'd just like to take a gage, show of
25 cards, for this goal as it stands. Frank?

1 FRANK ALBRECHT: How is the lower
2 Platte River being defined, the geographic area?

3 MATT PILLARD: It would be downstream
4 of Columbus.

5 STEPHANIE WHITE: Okay. So we have
6 greens on the goal for hydrocycling. We're going to
7 move on.

8 NICK JAYJACK: That seems to be a
9 little inconsistent, though, with the previous
10 slide. (Stated without the use of the microphone.)

11 STEPHANIE WHITE: The concern is that
12 it's inconsistent with the previous slide. Nick,
13 I'll let you expand, if you'd like.

14 NICK JAYJACK: Nick Jayjack from
15 FERC.

16 On the issue of sedimentation, the
17 objective there, we said we were going to confine
18 our look to the -- define the lower Platte as that
19 portion of the Platte River below the Elkhorn River.
20 But now I'm hearing it's a little different for
21 hydrocycling, that it's the lower Platte River as
22 defined as being downstream of Columbus. I'm
23 thinking it's one or the other. We need to be
24 consistent across the board with the various issues.

25 PAT ENGELBERT: This is Pat

1 Engelbert.

2 I guess, you know, there would be
3 different defined regions within the lower
4 Platte River, but I think the generally accepted
5 area of the lower Platte is from the confluence with
6 the Loup down to the Missouri; is that correct?
7 Because in all the literature that I've read, the
8 lower Platte River is confluence down.

9 JOHN SHADLE: I've had this
10 conversation many times. As far as the Central
11 Platte is concerned, when we always refer to the
12 lower Platte River, it's the Elkhorn down. And I
13 was interested to read the definitions when I read
14 through this stuff to quantify this as lower Platte.

15 So there's -- different people call it
16 different things, and I guess you can all agree per
17 the confines of whatever study. But that's not the
18 way the folks in the Central Platte have been doing
19 this for some time.

20 JOHN BENDER: Just for a point of
21 clarification, if you look at what the USGS defines
22 and what NRCS now defines in their watershed
23 boundary data set -- this is a GIS data set that's
24 been accepted, it's been confirmed by the
25 authorities that do this stuff, okay?

1 The lower Platte goes from the confluence
2 with clear creek downstream, not from the Loup. The
3 Loup River is a tributary to that portion of the
4 Platte River that's in the middle Platte reach. So
5 the lower Platte starts at Clear Creek and goes down
6 to its mouth at the Missouri.

7 PAT ENGELBERT: And this is Pat
8 Engelbert again.

9 I guess in the Platte River Program
10 document, I believe it referred to the lower
11 Platte River as being downstream of the Loup
12 confluence. That -- I need to confirm that, but I'm
13 pretty confident that the lower Platte River and the
14 Platte River Program document had from the
15 confluence with the Loup downstream. But we'll
16 confirm that, and we can come up with a consistent
17 designation.

18 GEORGE WALDOW: George Waldow, HDR.

19 I believe -- and maybe Lisa can answer
20 this -- I thought we defined it in the PAD what was
21 considered the lower Platte River for this --
22 purposes of the relicensing. And I -- I think
23 that's in there. But I understand there are
24 multiple definitions, depending on where you look --

25 JOHN BENDER: And if you have a

1 program specific definition, that's fine. (Stated
2 without the use of the microphone.)

3 GEORGE WALDOW: Right.

4 STEPHANIE WHITE: And the comment
5 was, If you have a program specific definition,
6 that's fine, from John Bender.

7 GEORGE WALDOW: I've got one thing to
8 add. With respect to Matt's comment earlier about
9 the lower Platte River, with the respect to the
10 discussion of hydrocycling, it needs to go from the
11 Tailrace outlet structure downstream to the mouth of
12 the Platte River because hydrocycling is a -- is a
13 limited phenomenon on that reach.

14 LISA RICHARDSON: Nick, I think that
15 in relation to Objective No. 6 from sedimentation,
16 that the reason that that was limited from the
17 Elkhorn down, I don't think it was establishing the
18 Elkhorn down as the lower Platte, but establishing
19 that as the reach to be reviewed with respect to the
20 pallid sturgeon.

21 Because at least at the time when this was
22 written, there weren't any information or data
23 regarding pallid sturgeon above the Elkhorn. So it
24 was more referring to where we were going to
25 evaluate in respect to pallid sturgeon, not a

1 definition of the lower Platte itself. Whereas in
2 the next objective, we're talking about multiple
3 species and the entire Platte River, not just the
4 pallid.

5 STEPHANIE WHITE: Okay. Other
6 discussion? Nick?

7 NICK JAYJACK: And maybe you all can
8 just run it by me one more time, but the
9 hydrocycling issue has to do with, I'm assuming,
10 effects on sturgeon habitat, right, as opposed to
11 the species itself, how it responds to that?

12 LISA RICHARDSON: It's multiple
13 species habitat, not just pallid.

14 NEAL SUESS: It includes both the
15 plovers and the terns and the pallid sturgeon, as
16 well as, I guess, all the other fish in the river
17 down there, and birds. (Stated without use of the
18 microphone.)

19 NICK JAYJACK: Could I see the
20 current slide that we're on?

21 STEPHANIE WHITE: Yes. So we're
22 talking about the goal of hydrocycling, Slide --
23 I'll tell you on the phone -- for those of you on
24 the phone, Slide 66.

25 NICK JAYJACK: Okay. I see what

1 you're saying.

2 STEPHANIE WHITE: Is there any more
3 discussion on the goal for hydrocycling? We will
4 accept it as is.

5 Let's move into the objectives.
6 Objective 1, we believe to be an activity and would
7 like to include it in our discussions the latter
8 part of May. Are there any objectives to that --
9 objections to that?

10 Okay. I'm going to move to Objective 2:
11 To compare the sub-daily Project hydrocycling
12 operation values, maximum and minimum flow and
13 stage, to daily values, mean flow and stage. In
14 addition to same-day comparisons, periods of weeks,
15 months and specific seasons of interest to protected
16 species will be evaluated to characterize the
17 relative degrees of variance between hydrocycling,
18 actual, and alternative conditions in the study
19 area.

20 Let's see a show of cards for acceptance
21 of Objective 2 regarding hydrocycling. I see a
22 green from Fish and Wildlife. Mary, a green from
23 the District, and Game and Parks.

24 Okay. This objective will stand.

25 Let's look at a portion of Objective 3.

1 So for those of you on the phone, we have grayed out
2 all but the last sentence of Objective 3 with the
3 intention of discussing it as an activity.

4 The objective on the table is, with some
5 rewording: This will indicate the potential for
6 nest inundation due to both hydrocycling and
7 alternative conditions -- evaluate. To evaluate,
8 yes.

9 PAT ENGELBERT: This is Pat
10 Engelbert.

11 How we had paraphrased that in the morning
12 on the second bullet back on Slide 17 was:
13 Determine the effect, if any, Project hydrocycling
14 operations have on the potential for nest
15 inundation. So that's a little cleaner than the
16 tail end of No. 3 up there.

17 STEPHANIE WHITE: Are there any
18 objections to a rewording of No. 3, specifically to
19 include the last sentences in objective?

20 I'll take a show of cards.

21 Okay. Let's talk about Objective 4: To
22 assess effects, if any, of hydrocycling on sediment
23 transport parameters. See Study 1, sedimentation.

24 Let's see a show of cards. Jeff, I've got
25 yours. Neal, Mary, Frank.

1 Okay. We will accept Objective 4 as is.
2 Objective 5, another one that's partially
3 grayed out. The first -- essentially, the first
4 four lines, we would consider activities and
5 would -- will discuss at a later time in May.

6 The objective, then, is: To identify
7 material differences in potential effects on
8 inundation of interior least terns and piping plover
9 nests and pallid sturgeon habitat. Objective 5.

10 Okay. Yellow from Game and Parks. Go
11 ahead, Frank.

12 FRANK ALBRECHT: I'm just asking for
13 further clarification on the terminology there, to
14 identify material differences. Is that the
15 substrate, or what are you referring to?

16 MATT PILLARD: Frank, what we were
17 trying to determine here is, is there anything
18 different between pallid habitat here and what
19 happens at potentially other locations in the
20 qualitative assessment and their habitat relative to
21 peaking or cycling or pulse flows.

22 FRANK ALBRECHT: All right. I'm
23 going to process that.

24 STEPHANIE WHITE: Okay. A request to
25 process.

1 JEFF RUNGE: With the stripped down
2 No. 3 and No. 5, I guess, how are they different
3 outside of pallid sturgeon?

4 STEPHANIE WHITE: Okay. I'm going to
5 go back to No. 3, and now I will jump to 5. And
6 Jeff's question is how are they different, right,
7 with --

8 JEFF RUNGE: Uh-huh.

9 MATT PILLARD: Thanks, Stephanie.
10 Could you go back to three real quick for me? Three
11 dealt directly with the potential for nest
12 inundation, while five is dealing with habitat for
13 tern and plovers, as well as for pallid.

14 So we're differentiating here between the
15 potential to inundate nests versus how hydrocycling
16 might affect habitat under No. 5, which would
17 include things like forage and items like that for
18 tern and plover, and then pallid habitat was added
19 under Objective 5.

20 MARY BOMBERGER BROWN: Am I
21 understanding that we're not to be reading the words
22 every-third-day cycling program on the Missouri
23 River below Gavins Point Dam?

24 STEPHANIE WHITE: You may read it,
25 but it's really an activity.

1 MARY BOMBERGER BROWN: It's not to be
2 considered, is that what --

3 STEPHANIE WHITE: Yes, as an
4 objective.

5 MARY BOMBERGER BROWN: Okay.

6 STEPHANIE WHITE: And Frank, I'll
7 come back to you when you're ready.

8 JEFF RUNGE: And with that, if I
9 could make the recommended change to eliminate the
10 language in regards to inundation and discuss the
11 potential effects to interior least tern and piping
12 plover nesting habitat and pallid sturgeon habitat.

13 TELEPHONIC PARTICIPANT: What change
14 are we making?

15 STEPHANIE WHITE: We're looking at
16 Objective 5 on hydrocycling. And the recommendation
17 has been made to eliminate, essentially, the word
18 inundation. So then it's nesting habitat -- piping
19 plover nesting habitat and pallid sturgeon habitat.

20 JEFF RUNGE: For clarification, the
21 purpose for this objective is for realtime
22 measurement of impacts, and not a historic
23 assessment of impacts to the species, a realtime --
24 a -- an operational evaluation of changes in stage
25 to direct effects to habitat versus -- versus using

1 historic data to develop a baseline for habitat.

2 DAVID TURNER: This is David Turner.

3 One of the issues that was raised is not
4 necessarily on habitat, but the potential loss of
5 nests because they get flooded out. And if we're
6 talking about available habitat here, I'm wondering
7 if we're losing that.

8 I mean, they nest, they come in and then a
9 rise in a flood, and they get washed away. I
10 thought that was one of the concepts here, not just
11 the availability or the creation or lost creation of
12 habitat, that isn't an objective as well. Are we
13 missing something in these two objectives between
14 three and five?

15 MATT PILLARD: Matt Pillard.

16 I think that was kind of the same question
17 Jeff had in Objective No. 3, was to solely look at
18 potential for inundation. And again, Objective 5 is
19 to look at how habitat may be affected.

20 DAVID TURNER: Okay.

21 MATT PILLARD: And the how part of
22 that -- and I know we're trying to look at the
23 objectives here, and that is an objective we want to
24 focus on. Do we want to -- is the objective, you
25 know, to look at these -- at how habitat is affected

1 by hydrocycling? Inundation is a separate
2 objective.

3 And the how we would do that is something
4 that we can discuss later. You kind of see in the
5 grayed-out version that we did want to look at how
6 other systems operate and how they affect those
7 habitats and how the pallid is dealt with when
8 variations of stage and hydrocycling do occur in
9 other locations.

10 So I don't know if that answers your
11 question, Jeff, relative to, you know, realtime data
12 versus historical. But it is -- it is to look at,
13 you know, what are the differences between other
14 systems and what they do -- what they do to manage
15 both tern and plover populations as well as sturgeon
16 populations, and how is that different to how the
17 Project operates.

18 STEPHANIE WHITE: David, I'll bring
19 the microphone back to you. Hold on.

20 DAVE BELL: I guess I just -- I had
21 to go back and reread three again. I think both
22 issues are being captured there, so --

23 STEPHANIE WHITE: So let's move --
24 I'll do it for the room. There's three, here's
25 five. Are you comfortable with five?

1 DAVID TURNER: Are you talking to me?

2 STEPHANIE WHITE: Generally to the
3 room. There is one suggestion to eliminate the word
4 inundation and change -- add nesting habitat to the
5 piping plover. Let's see a show of -- I see nods,
6 unless there's a red or a yellow.

7 LISA RICHARDSON: I'd just like to
8 speak to Jeff's question from a minute ago.

9 Matt and Pat, correct me if I'm wrong, but
10 we are not proposing operational changes as part of
11 a study. We are -- we would be -- review
12 theoretical effects of operational changes, but
13 we're not proposing to change the operation and
14 measure that directly, if that's what you were
15 talking about, Jeff, realtime.

16 We are looking at, Okay, what do we know
17 historically, what does our data tell us, and then
18 how can -- how do we expect that data to change
19 based on a change in operation.

20 JEFF RUNGE: Yeah. I just want to
21 make sure that we've got that ability to evaluate
22 different -- this objective provides us with the
23 tools to evaluate different alternatives.

24 PAT ENGELBERT: Pat Engelbert again.
25 Yes, Jeff, I guess what we would propose

1 to use -- and this is more along the activities
2 line -- is existing realtime gage data at Columbus,
3 at the study the Eighth Street return, at Duncan, at
4 North Bend, and then we could synthetically generate
5 hydrographs and stage relationships right at the
6 confluence there.

7 That's how we would propose, and I think
8 that's more of a discussion that would take place
9 when we get really down into the weeds of how we're
10 going to do it. And we would be able to do that for
11 both existing and alternative conditions.

12 GEORGE WALDOW: George Waldow.

13 I think it's worth summarizing here that
14 the -- Objective 3 is limited to measurements on the
15 Platte River, specifically as -- as to how changes
16 in stage may impact nests, including up to some
17 inundation threshold, whereas 5 is a comparison of
18 the effects on habitat as defined within the -- in
19 the Platte River -- lower Platte River, and then
20 comparing, as Matt said, with other locations once
21 we understand the relative changes that are being
22 made and incurred on the sandbar habitat.

23 So it's -- they're two separate things.
24 And they overlap, but they're separate.

25 STEPHANIE WHITE: Let's -- so the

1 suggestion on the table from Jeff is to eliminate
2 inundation so that it reads, Effects on interior
3 least tern and piping plover nesting habitat and
4 pallid sturgeon habitat.

5 Let's see a show of cards.

6 Okay. Greens.

7 LISA RICHARDSON: I guess my question
8 was -- kind of related to what George was saying --
9 is do we need to add in there -- because we're
10 saying identify material differences. Differences
11 between what? Do we need to add in there compared
12 to other systems or other locations? Is that really
13 what we're doing, looking at our system and how
14 it --

15 MATT PILLARD: That's the how we're
16 doing it. (Stated without use of the microphone.)

17 STEPHANIE WHITE: So Matt says that's
18 the how. Would that be an activity? Is that really
19 your comment?

20 MATT PILLARD: Yes.

21 LISA RICHARDSON: Okay. I'm fine.

22 STEPHANIE WHITE: Okay. So let's --
23 the group then accepts Objective 5 with the proposed
24 changes, as illustrated in 2.5 on the board, which
25 is eliminating the word inundation, adding nesting

1 habitat for piping plover.

2 That takes us to water temperature. But
3 what I might ask you now is have we captured the
4 appropriate objectives for hydrocycling and the
5 appropriate goal?

6 Okay. What I'd like to do before we move
7 into Study Plan 3, Water Temperature in the
8 Platte River, I'd like to take a quick break, let
9 everybody go get a soda, refill our drinks. Let's
10 reconvene at 35 after the hour, so about a
11 ten-minute break.

12 (Short break taken - 2:22 p.m.)

13
14 (Meeting Resumed - 2:36 p.m.)

15 STEPHANIE WHITE: Okay. We're
16 getting ready to discuss the goal for No. 3, Water
17 Temperature in the Platte River. Let's talk about
18 the goal.

19 We're looking at No. 3, Water Temperature
20 in the Platte River. The goal of the study is to
21 determine if Project operations materially affect
22 water temperature in the pallid sturgeon's
23 associated habitat reach of the lower Platte River.

24 When you're ready, let's see a show of
25 cards. I got yours, Neal. We have a red from Fish

1 and Wildlife and a green from FERC. Jeff, I'll let
2 you start the discussion, if you would like.

3 JEFF RUNGE: I guess to better
4 characterize the spatial extent of this section
5 here, this is a separate location. It is this
6 Tailrace and downstream, compared to the dewatered
7 reach -- reaches of the Loup and Platte, which is
8 addressed under a different objective or study goal.

9 MATT PILLARD: Study No. 4 is Water
10 Temperature in the Loup River Bypass Reach.

11 STEPHANIE WHITE: So do you still
12 have a red, Jeff?

13 JEFF RUNGE: Well, yes, I do. I
14 recommend the change that we define that as the
15 Tailrace -- the Platte River or lower Platte River
16 from the Tailrace to the mouth. And I would also
17 recommend too, is this limited to endangered
18 species, or would this also include effects under
19 Section 10-J? Because if this does apply to section
20 10-J, I would like to evaluate the effects on -- of
21 the Project on water temperature for habitats --
22 associated habitats of the fish community.

23 RICK HOLLAND: This is Rick Holland.
24 I guess as I read this very -- I'm trying
25 to be very specific about the wording. When you

1 talk about associated habitat reach, to me, that --
2 that's not necessarily specific habitat of the
3 pallid. It's a reach of river. I mean, that's
4 how -- that's one way or interpreting how this was
5 written, okay, in which I would say we're talking
6 about impacts of the -- the operations on
7 temperature within that reach of river. All
8 habitats, but it's that reach of river.

9 If we're just talking about specific
10 habitat of the pallid sturgeon within that reach and
11 the associated temperature effects, that would be a
12 little harder to -- to focus in on. But then I
13 think Jeff's comments come up, do we bring in the
14 entire fish community into that, other things?

15 GEORGE WALDOW: I may have to be
16 corrected, but I believe when the study was
17 requested, the specification to the pallid was made,
18 and that's what we tried to address. And the term
19 associated habitat reach -- or the pallid sturgeons
20 associated habitat reach came out of the literature,
21 I believe from either Peters and Parham's report, or
22 from some other Central Platte document, which was
23 used to define the reach from the Elkhorn downstream
24 to the mouth of the Platte, which was the inhabited
25 reach, again, as you say, of the pallid sturgeon.

1 So when we conceived this study approach,
2 we determined where the USGS gages were that had
3 temperature records, and they were at the Louisville
4 gage on the Platte, they were on the Elkhorn River,
5 and they were on the Salt Creek, which bracket the
6 Louisville gage.

7 And since there was no other temperature
8 recording station below the Tailrace outlet, we
9 decided that this would be a valid data set to use
10 to look at temperatures in that reach where -- the
11 surrounding Louisville gage, which is roughly in the
12 center of the associated pallid's habitat, I
13 believe.

14 It would have been nice to have three or
15 four stations, but we -- we believe that we can
16 determine with those three gages that the -- that
17 the temperature variations are consistent enough
18 between those gages to indicate that the -- whatever
19 the impacts of hydrocycling on temperature are no
20 longer present when the water reaches the associated
21 habitat of the pallid sturgeon. And that's the goal
22 of this study, is to demonstrate that.

23 So whether you include concern for the
24 pallids or whether any other species, if there's no
25 effect due to hydrocycling on temperature in that

1 reach, then there's no effect. That's what we'd
2 like to determine. And if so, we'll put this issue
3 to rest.

4 RICK HOLLAND: Based on what you just
5 said, you're essentially -- this objective will
6 determine whether or not there's any effect on
7 certain river miles, essentially about 70 miles
8 below the Tailrace. So it will have no -- no
9 bearing on that upper 70 miles of river between that
10 Elkhorn gage and the Tailrace.

11 I mean, you won't be able to essentially
12 say anything because you're saying you don't have
13 the temperature data. So the only way we would be
14 able to address a question on the impact of
15 operations on temperature for that upper level would
16 be to install some type of a temperature monitoring
17 system and then record it for a certain length of
18 time while operating is going on; is that correct?

19 GEORGE WALDOW: Correct.

20 RICK HOLLAND: Okay.

21 STEPHANIE WHITE: Okay. Lisa?

22 LISA RICHARDSON: Yeah. Just kind of
23 restating what George said, our initial take on the
24 issue was that temperature was an issue with respect
25 to pallid sturgeon, and so it was -- and

1 specifically to spawning. And so our -- our study
2 was set up to evaluate sturgeon, and it happens that
3 there are some temperature gages that would be
4 reasonably used in that reach. But the -- like
5 Richard said, there's nothing upstream.

6 But if it's a -- if it's the pallid, is
7 the information that's available still relevant and
8 valid to use; if it's more than the pallid, then I
9 think we need to understand what is the specific
10 concern and what species or all species -- what is
11 the concern specifically that's not just related to
12 pallid.

13 STEPHANIE WHITE: Any thoughts? So
14 are we talking about a change to this goal? Have we
15 just clarified it to -- to something that's
16 acceptable?

17 RICK HOLLAND: I guess unless we want
18 to add objectives to look at other species in the
19 community, that's where -- you know, and I'm not
20 sure, I guess, what -- our purview here, if we're
21 restricted to pallids.

22 The impacts of temperature are going to be
23 greatest immediately downstream, and that's where we
24 also have experienced fish stranding and fish kills
25 due to temperature in the past. So our concern,

1 from a community level, is that stretch immediately
2 below the Tailrace in the Platte River, as well
3 as -- of course, we'll get to that in the next
4 project.

5 But I'm just -- I'm not sure how to -- I
6 will defer to anyone else. I'm just kind of making
7 the statement that there are concerns. Whether or
8 not they're relevant to this process or not, I need
9 clarification on before I go any further.

10 NEAL SUESS: Yeah. This is Neal
11 Suess with Loup Power District.

12 I guess, Rick, we're not aware of any fish
13 kills downstream of the Tailrace. I mean, we'll
14 admit that there have been some documented fish
15 kills in both the canal and in the bypass, but
16 downstream of the Tailrace, I don't believe we're
17 aware of any that have happened unless -- I mean, I
18 know HDR never brought any to our attention, and we
19 didn't list of any in the PAD, that I'm aware of.

20 So I guess I've got a little bit of
21 concern over there because we're not talking about
22 any specific fish kills downstream of the Tailrace
23 in the Platte River.

24 RICK HOLLAND: We have records of
25 fish kills in a number of different rivers. I'd

1 have to be specific and get back to one of our staff
2 to make sure just exactly where those were. I'm not
3 going to say I know exactly where they were. I know
4 I've seen dead fish when I was out sampling for
5 various reasons. I would not tout that as
6 documented evidence because there was no report done
7 on that. I know there's been isolations; that
8 happens anywhere.

9 So I'm just more concerned with the
10 effects of temperature on that stretch of river
11 below and how that may be affected by operations.
12 And I -- and I -- I don't know if you can clarify it
13 or someone else can clarify, you know, Jeff's
14 comment on do we go beyond just the pallid, or do we
15 go through other species. It's something I'd just
16 like to address at some level. I mean, fish kill
17 aside for now, just that concept there.

18 JOHN BENDER: Okay. John Bender,
19 DEQ.

20 Quinn had asked our agency to provide the
21 fish kill records. And of course, we coordinate
22 with all your district biologists and all that, so
23 we should have the same information you did. We
24 provided it all to them that we could figure out.
25 And we didn't go much downstream of the Tailrace,

1 probably 4 or 5 miles, is all, but we gave them
2 everything that we could get our hands on.

3 STEPHANIE WHITE: So there's some
4 discussion now about two things that Jeff brought up
5 early on. In this goal, do we need to add some
6 language that states, From the Tailrace to the mouth
7 of the -- of the Platte? I didn't write that down,
8 but I'm guessing that's what you meant. And then
9 for associated habitat of the fish community, which
10 gets to your point, Richard, about more than just
11 the pallid sturgeon.

12 Some thoughts or responses?

13 LISA RICHARDSON: Nick, do you have
14 any thoughts on appropriate evaluation? (Stated
15 without use of the microphone.)

16 STEPHANIE WHITE: The question from
17 Lisa was to Nick, whether or not he had any thoughts
18 on appropriate evaluation.

19 NICK JAYJACK: This is Nick.

20 The only thought I have -- I mean, this is
21 a brand-new issue, as far as I could tell. I'm
22 looking over my SD-2 and we do mention effects of
23 peaking hydrocycling operations on aquatic habitat,
24 but there's no mention of water temperature. So I
25 haven't really thought about the issue at this

1 point. I mean, I didn't think it was an issue.

2 And just a couple of thoughts off the top
3 of my head, there's also the next study, which is
4 Water Temperature in the Bypass Reach, and I -- I'm
5 thinking, again, just off the top of my head, that
6 generally, if the bypass reach -- if temperature
7 conditions in the bypass reach aren't causing a
8 problem, I don't see how they would cause a problem
9 during off-peak periods downstream of the Tailrace
10 channel where there would be probably more flow,
11 right, than there would be in the bypass reach.

12 So I mean, you could certainly add it as
13 an objective. I don't know that I would add it
14 here. I might add in the effects of peaking
15 operations that the -- Study 5, maybe, as an
16 objective, but it's up to you all.

17 STEPHANIE WHITE: So --

18 NICK JAYJACK: Is it an issue we need
19 to look at? (Stated without use of the microphone.)

20 STEPHANIE WHITE: Nick's question, is
21 it an issue we need to look at? Go ahead, Matt.

22 MATT PILLARD: I think, maybe, to
23 expand on what Nick is saying, I mean, are we aware
24 of any cause and effect relationship relative to
25 temperature as it relates to, you know, a community

1 or a population that's being impacted by a change in
2 temperature, whether it be warmer or colder? If
3 there is an example of that, I guess we didn't get
4 it before to know that that was an issue. Is that
5 fair?

6 LISA RICHARDSON: And really, I would
7 expand to say that the -- based on the studies that
8 we proposed, Study No. 3 was really relative to cold
9 water pulses, and Study No. 4 was related to
10 elevated temperatures because of a lack of flow. So
11 the two studies were designed kind of separately.

12 And Study No. 3 was related to pallids
13 specifically and their spawning and the affected --
14 potentially affected cold water pulses from the
15 Tailrace down into their habitat reach.

16 And I would agree with Nick that the
17 higher temperature water -- we identified the bypass
18 reach above the Beaver Creek as being the critical
19 thermal area, and below that, we would have a fair
20 amount more flow that would eliminate high
21 temperatures as a concern at the Tailrace.

22 MATT PILLARD: I think Rick had a
23 question on, you know, what is the cold water issue,
24 is that --

25 RICK HOLLAND: Yeah.

1 MATT PILLARD: The thought is that
2 water in the canal is going to be cooler than water
3 that would be going down the bypass reach. And
4 maybe George would be better to describe this than I
5 would. So water entering the Platte out of Tailrace
6 is cooler than the water that's already in the
7 Platte.

8 That's the thought, is that correct,
9 George? Would you verify that for me?

10 GEORGE WALDOW: That's the general
11 opinion, and it's based on Loup's observations
12 through time that during the summer, because of
13 the -- the canal water is deeper and has less
14 surface area than the water coming down the river,
15 that it doesn't heat up as much during the day.

16 RON ZIOLA: And plus you have some
17 ground water. (Stated without use of the
18 microphone.)

19 GEORGE WALDOW: Right. It's
20 supplemented by ground water flow in the Tailrace
21 canal itself. And so nobody knows at this point
22 what the Delta T is between the Tailrace and the
23 Platte River. It's not 40 degrees apart or anything
24 that radical, certainly, but there are no problems
25 that have been brought to the forefront.

1 The concern, as I mentioned earlier -- and
2 I was looking for it in the letters, and I think --
3 I couldn't find it. It may be in our meeting notes
4 from our previous meetings last year.

5 But the -- the concern, as I remember it,
6 was that the temperature changes that translate down
7 the river into the pallid habitat could have a
8 negative influence on their spawning cues. And we
9 looked up the temperatures, you know, that trigger
10 spawning in different locations, and so on.

11 But the reality is that the travel time of
12 water exiting the Tailrace Canal to the time it gets
13 to the Louisville gage -- Pat, can you recall what
14 the travel time -- it's over two days, right?

15 PAT ENGELBERT: I think it's about
16 two and a half days. (Stated without use of the
17 microphone.)

18 GEORGE WALDOW: Yeah, 2.6 days,
19 something like that. So our conclusion is, is that
20 gain in water temperature in the lower Platte River
21 is primarily driven by the sun more than anything
22 else. And certainly, if there's a Delta T where the
23 water comes into the Platte River from the Tailrace
24 Canal, there will be a mixing zone, and that water
25 temperature will equalize as it moves downstream in

1 what I call the near field.

2 RICK HOLLAND: I pretty much agree
3 with what you're saying. Back in the day when I was
4 actually getting my feet wet in the Platte, I did a
5 very simplistic study. I don't even want to mention
6 this to John Bender because you'll probably laugh at
7 me.

8 But I did transects across the Platte
9 River starting at the Tailrace and then went down
10 all the way to -- past -- I don't know, past
11 Louisville. I don't know if I did all the way to
12 the mouth, measuring least conductivity, and I'm
13 trying to remember if I measured temperature, which
14 would give us that.

15 And there was a definite gradient across
16 the river, which persisted for roughly -- I want to
17 say 75 miles -- 75 kilometers or 75 miles. I can't
18 remember whether I was metric then or not.

19 So it does maintain at least somewhat of a
20 gradient throughout that stretch, but it slowly gets
21 smaller and smaller as it goes. There's not as much
22 mixing or at least apparent mixing as you'd see
23 across the entire channel for quite ways, but I
24 would assume that you're correct, that the air
25 temperature is going to have that much greater

1 effect. And by the time it gets down to the Elkhorn
2 area with the confluence of those other rivers, it's
3 going to pretty much dissipate.

4 But I actually got that one published, so
5 that was one little star on my name.

6 STEPHANIE WHITE: So what is --
7 what's still on the table with regard to this goal?
8 We've talked about adding the language to indicate
9 from the Tailrace to the mouth, also that we may add
10 the language for associated habitat of the fish
11 community.

12 JEFF RUNGE: I have reviewed our
13 comment letter, and I do not see the comments in
14 regards to temperature in the fish community. So
15 I'll withdraw any effects to the fish community and
16 their associated habitats and focus solely on the
17 pallid -- temperature effects to pallid.

18 STEPHANIE WHITE: Rick, you also had
19 that same concern?

20 RICK HOLLAND: Well, I guess if we're
21 just going to use existing data, then we don't have
22 any alternative but to focus on this stretch. So
23 unless we're going to do some additional work
24 monitoring temperature effects -- I wasn't thinking
25 so much on cold water temperature effect on spawning

1 cues. That never really occurred to me. I was more
2 concentrating on high temperature effects more
3 likely associated with hydrocycling in combination
4 with high water during the summer, where we'd
5 probably see the most likely chance of impact.

6 But -- so I mean, this is -- I guess I
7 don't have a problem with this as it stands. I
8 think the wording could be changed a little bit to
9 reflect the actual reach of river where you're
10 talking about, where you have data to represent,
11 would be more accurate.

12 STEPHANIE WHITE: Okay. So let's
13 agree, then, to accept goal -- the goal for study
14 Plan No. 3, Water Temperature in the Platte River,
15 with some additional language that tightens up the
16 area of study.

17 Matt or Pat or Lisa, I'm looking for
18 confirmation.

19 PAT ENGELBERT: This is Pat
20 Engelbert.

21 Rick, as that's defined now, the
22 associated habitat reach of the lower Platte, that
23 was that reach defined in the Platte River Recovery
24 Implementation Program that is from the Elkhorn
25 down. So as the goal is written now, that's the

1 definition of that reach.

2 STEPHANIE WHITE: Okay. So if there
3 are no objections, we will take the goal as is.

4 Okay. Let's talk about -- let's get into
5 objectives for water temperature.

6 Objective No. 1 is another objective that
7 we felt was an actual activity. John, is your
8 yellow whether it's an activity, or if you'd like to
9 include it as an objective, or are you ready to vote
10 for No. 2?

11 JOHN BENDER: What I read here
12 indicates that you're going to rely on existing
13 thermistors that are deployed by the USGS, and I
14 don't believe you can accomplish your goal if that's
15 what you're going to do. You're going to have to do
16 something like Rick described.

17 And I'm serious about this. Because the
18 Lower Platte Corridor Alliance has argued about
19 this. We had a thermistor deployed on the north
20 side of the river at Louisville, and it was telling
21 us completely different from the south side of the
22 river at Louisville, just across river differences
23 are as much as you're going to find in 10 miles
24 of -- down river. It's huge.

25 This is a braided river. I don't care

1 whether it looks flat across the top, the channels
2 are there, they're underneath, they're braided.
3 You're going to find cold, you're going to find
4 warm, you're going to find cold, you're going to
5 find warm. And trying to make sense of all of that
6 difference is going to be almost impossible with
7 three monitoring points.

8 STEPHANIE WHITE: I want to clarify.
9 Are you -- is your concern both for Objectives 1
10 and 2? (Stated without use of the microphone.)

11 JOHN BENDER: Yes. Trying to meet
12 that goal and make sense of what data we can get our
13 hands on is the challenge.

14 STEPHANIE WHITE: Okay. So it's a
15 little bit of a discussion both of objectives and
16 methods.

17 GEORGE WALDOW: Excuse me for a
18 little levity, but you're not suggesting we throw
19 the study out, are you?

20 JOHN BENDER: Might be. I don't see
21 throwing money at -- if you can't accomplish it
22 George, why are we doing it? (Stated without use of
23 the microphone.)

24 GEORGE WALDOW: Let me answer that.
25 The -- my take on the study is this. We

1 downloaded some of the temperature information that
2 GS has on their website, and we looked at the shape
3 of the curves, and we overlaid the curves for a
4 couple sample days. And what we discovered is that
5 the -- the shape of the curves is very, very
6 similar, and it gave us confidence that what we're
7 really looking at here is not to get the absolute
8 correct temperature at any point in time or for any
9 braided condition. What we have are roughly
10 two plus years of data, daily information, and what
11 is it, Pat, 15-minute or 30-minute increments of
12 time?

13 PAT ENGELBERT: I think Louisville is
14 15-minute.

15 GEORGE WALDOW: So this is comparable
16 data for similar time periods, so we have -- by the
17 time we would do the study, we'd have at least three
18 years of good data. Regardless of how precise it
19 is, we believe that it will show that the daily
20 temperature swing is consistent with the solar --
21 and we intend to compare it with weather station
22 gage -- it's consistent with the solar gain, if you
23 will, during the day and the drop during the night.
24 And it -- it doesn't appear to exhibit any spiking
25 or periodic variations that would coincide with

1 hydrocycling releases.

2 And so the concept we're putting forward
3 is to compare the gaged releases from the Tailrace
4 Canal, do a time line adjustment to match up the
5 temperature gages, and then as a validity check,
6 we've got the independent gages on the Elkhorn River
7 and Salt Creek, which are unaffected, we know, by
8 hydrocycling.

9 So if we can develop that relationship --
10 the actual temperature in the water doesn't matter,
11 but over a long period of time, we should have a
12 valid representation of whether it's impacted by
13 hydrocycling at the Project.

14 NEAL SUESS: This is Neal Suess. I
15 guess, John, I want to address your data. And I'm
16 going to ask -- I'm going to ask for a show of cards
17 here. If this group doesn't think we need to do
18 this, from Loup Power District's standpoint, we're
19 very happy not to do it. And if we really don't
20 think that there's going to be anything gathered out
21 of this that's going to be very beneficial to us, I
22 would say let's get rid of it.

23 Anybody else that wants to do it, raise
24 their cards, let's do it. Because I haven't heard
25 anybody yet say that there is something that we're

1 really going to get out of that that we need in the
2 long term of the study at this point in time.

3 JEFF RUNGE: I've got a question for
4 John here, and I'd be interested to hear your point,
5 plus the answer to this question.

6 Is it that this objective will not answer
7 the question, or is it you cannot effectively
8 measure temperature in the river or find any
9 relationship between temperature and stream flow
10 because of the differences in variability across the
11 system?

12 JOHN BENDER: I think it's going to
13 be very hard to correlate the stream flow and
14 temperature differences simply because of the
15 variable that we're talking about, okay? It's going
16 to be very difficult.

17 I guess what I'm getting at -- and I'm not
18 ready to vote green with Neal yet -- but if we're
19 worried about spawning cues, those would probably be
20 most evident closer to the Tailrace. Now, we're
21 talking two and a half days down all the way to
22 Louisville, and I doubt if anything that's coming
23 out of the Tailrace running up to maybe -- what is
24 it, 1,500 CFS max, in that magnitude? When you're
25 comparing it with 10,000 CFS at Louisville, it's

1 really going to be significant and you're not going
2 to be able to tell anything down there.

3 So if you really wanted to do this study,
4 you'd probably have to deploy a thermistor at
5 North Bend, at that gage, or even closer to the
6 Tailrace, and a series of thermistors across the
7 stream.

8 So I -- I'm just wondering if we're really
9 going to be able to determine anything with a
10 thermistor down at Louisville. I agree, George,
11 you're going to see a diel change. That's what
12 you're going to -- that's all you're going to see.
13 We've already established that, so --

14 JEFF RUNGE: Knowing how the
15 hydrocycling and the hydrograph varies as it travels
16 down through the lower Platte, you don't have a
17 steady 10,000 CFS at the lower end, you've got some
18 degree of variability over the course of a day. And
19 that variability exists not just in magnitude and
20 peaks and troughs, but also throughout the day --
21 the days as it travels through the system.

22 I guess to what extent -- would there --
23 would you be able to look at or detect changes in
24 relation to temperature and stream flow at those
25 very extremes? I know that you mentioned 10,000,

1 that it will be very difficult to detect these types
2 of changes, but are there lower thresholds there
3 that probably would show a more immediate reaction
4 to temperature and stream flow?

5 JOHN BENDER: Yes. But you still --
6 remember, we're -- this is going to be attenuated as
7 we move downstream. I don't know how many -- what
8 is it, 70 some miles? I mean, something that's
9 doing this (indicating) --

10 RICK HOLLAND: It's about 80 miles.

11 JOHN BENDER: Okay, 80 miles.
12 Something that's got a change like this (indicating)
13 may be due to hydrocycling, theoretically, at the
14 Tailrace is going to be moderated. And all of a
15 sudden you're like this (indicating) down at
16 Louisville, and the noise from the system, from what
17 the Elkhorn is kicking in, from what Salt Creek is
18 kicking in, from what Buffalo Creek is kicking in,
19 from what Shell Creek is kicking in, is going to
20 overwhelm that signal. You're not going to be able
21 to discern it.

22 MATT PILLARD: I hesitate to bring
23 this up again, but again, the goal -- if we go back
24 to the goal real quick, it was to focus on the area
25 of -- where -- the associated habitat reach for the

1 pallid. And so that's where we do have the monitors
2 in place to determine is there something going on
3 there that's -- that might be out of the range of
4 what the pallid -- that we know of the pallid in
5 terms of temperature ranges in their -- what they're
6 able to flourish in or work in relative to their
7 life cycle, is there a period of time in that period
8 when that temperature change is more important, less
9 important relative to a spawning cue, or are they
10 going to be able to migrate upstream or downstream?

11 So if we go back to the goal, you know,
12 having thermocouples further up isn't accomplishing
13 that goal either.

14 RICK HOLLAND: One last comment. I
15 don't have any statistical data to back this up,
16 okay? I do have, like, the transects I talked
17 about. We know it attenuates. We know, from years
18 of working on sandbars that are one time under
19 water, the next -- you know, six hours later, after
20 the peak goes by, you know, are high and dry. I
21 mean, that's -- that's well-known. That's
22 established.

23 The question is, you've got a two- to
24 three-day period of transition from where it's
25 released to the point where you're measuring the

1 temperature. And as it truncates down from a --
2 anywhere from a 1-and-a-half- to maybe 3-foot pulse
3 or fluctuation down to maybe a 1-foot or less
4 fluctuation down in the Louisville area and below,
5 will you be able to actually measure a relationship,
6 using the lag effect, that 2-and-a-half-day lag
7 effect, or whatever period of time you're going to
8 have to program into your modeling to get that, will
9 you be able to show a mathematical difference or
10 relationship?

11 I would say there's probably a chance that
12 you will. I mean, it may be really weak, and it may
13 be there. Can you then say it's due to the cycling
14 or something else? You know, that's another
15 stretch.

16 I mean, I'm just not sure that the
17 magnitude of the -- between the error in
18 measurements and all that and the amount of --
19 what's the word I just used -- attenuation in the
20 wave front as it goes through is going to be
21 measurable or useful in terms of showing a
22 relationship.

23 As much as I might have to hate myself in
24 the morning, I'd almost agree that this could be a
25 nonissue that we -- Lord knows we might not even

1 want to do. So I just can't -- Mary, do you have
2 feelings on that? You've been on the river. You
3 know how it works.

4 STEPHANIE WHITE: John and then Jeff,
5 then Mary, if you'd like to speak.

6 JOHN BENDER: Let me throw out an
7 idea.

8 Periodically, you guys take down the
9 system to clean out the stuff in front of the
10 powerhouse, right? In fact, we've noticed that
11 you're delaying it this year, and you haven't done
12 it yet.

13 RON ZIOLA: Oh, you mean, the flush
14 out --

15 JOHN BENDER: Right.

16 RON ZIOLA: -- which would be
17 upstream of the powerhouse? Yeah, we did not do it
18 this year. We ran into a mechanical problem. And
19 we haven't done it for the last four or five years
20 because of the refurb, so -- (Stated without use of
21 the microphone.)

22 JOHN BENDER: If you get to a point
23 where you actually bring the system down and you're
24 going to clean her out, and then you could measure
25 if -- if the stars all align and the Elkhorn is not

1 doing something funny and Salt Creek isn't doing
2 something funny, maybe you could measure down at
3 Louisville what's happening when the system is taken
4 down for a couple days, and then what happens when
5 you flush big time, consistently, for I don't know,
6 12, 13 hours. You know, it's just -- you know, then
7 maybe you might be able to tell something.

8 STEPHANIE WHITE: I'm going to let
9 Jeff comment, if you'd like to.

10 NEAL SUESS: No, let me -- I guess,
11 John, we don't actually take the system down. Flush
12 out means we're just basically running the crap out
13 of it to get all the junk through the river. I
14 mean, it doesn't just -- we don't take it down, let
15 it build up behind it and then go.

16 I mean, what we do with flush out means we
17 put as much water as we can through the Columbus
18 Powerhouse to get it down into the Tailrace area at
19 that point in time to flush out everything back at
20 Lake North and Lake Babcock. So we don't get to a
21 point where we actually take the system down, unless
22 we have mechanical problems at either Columbus or
23 Monroe.

24 RON ZIOLA: What we do is we pull it
25 all the way down to the bottom over the course of

1 12, 14 hours. Then we let it build up 15, 20 feet
2 in the canal, and then we run her down again. And
3 we do that every day for about ten days. We don't
4 do it on the weekends because we don't have all the
5 people available to monitor everything we want to
6 do.

7 But for about two weeks, I think we go
8 from -- we get it down to 15'26" and then we run it
9 down to 15'10" and then we let it back up to 15'26"
10 and then down to 15'10". And we'll do that every
11 day for about two weeks, except on the weekends.

12 JOHN BENDER: I guess my point was
13 that if you're going to run at those extremes, then
14 you may have a chance, assuming that the tributaries
15 on the Platte River aren't doing something really
16 crazy, of detecting something.

17 LISA RICHARDSON: I guess I'm going
18 to step in with Neal and Rick here and just ask, it
19 sounds to me like we can't determine any Project
20 effect related to temperature that far down the
21 river. And if our concern is with the pallid, which
22 is in this location, then there's nothing to study.

23 If we can't get -- if we can't analyze
24 data for this particular area, then I agree with
25 Neal that we ought to just scrap the idea of the

1 study if there is no way to pinpoint Project
2 effects.

3 JEFF RUNGE: Yeah. I place a lot of
4 value in the opinions of Rick and John, and if you
5 can't detect the effects of the Project, then you
6 certainly can't detect the effects of different
7 alternatives on temperature as well. So I guess I
8 am in favor too of removing this study goal or
9 objective.

10 MARY BOMBERGER BROWN: So I just
11 want -- this is Mary.

12 I just want to say that our concern is
13 more with the flow fluctuations and the level
14 fluctuations much more than the temperature. So for
15 the terns and plovers, temperature is not a
16 particular concern.

17 STEPHANIE WHITE: Okay. So the whole
18 study now is on the table, Study 3, water
19 temperature in the Platte River, which consisted of
20 this goal and essentially one objective.

21 So now, Neal, if you'd like, we can call
22 for a vote on eliminating Study 3 from the study
23 plan. Show of cards.

24 All right. We will eliminate Study 3 from
25 the study plan.

1 Let's talk about four, and I believe this
2 is our last study -- there's one more -- oh, fish
3 passage. It's second to the last one, Water
4 Temperature in the Loup River Bypass Reach. Let's
5 talk about its goal, which is: To determine if
6 Project operations materially affect water
7 temperature in the study reach. Study Plan 4, Water
8 Temperature in the Loup River Bypass reach, the goal
9 is to determine if Project operations materially
10 affect water temperature in the study reach.

11 I'll take your cards when you're ready.
12 There's a question from George, or a --

13 GEORGE WALDOW: The study reach is
14 understood to be from the Diversion Weir to the
15 USGS gage at Genoa.

16 STEPHANIE WHITE: Okay. Let's --

17 RICK HOLLAND: It's not the whole
18 reach? (Stated without use of the microphone.)

19 STEPHANIE WHITE: And Rick's question
20 was, it's not the whole reach.

21 NEAL SUESS: I think, Rick, no, it's
22 not the whole reach, but the fact of the matter is,
23 what the thought process was there, if we study it
24 in that area, by the time you get downstream of the
25 Genoa gage, you have the influx from the

1 Beaver Creek and some other intermittent streams in
2 that area. And if you can at least prove what you
3 need to in that upper one, anytime you add
4 additional water, you should be better off.

5 So what we -- what the thought process was
6 was to just look at it from the Diversion Weir to
7 the gage at the -- at Genoa. It's right on the
8 bridge south of Genoa. It's on the Highway 39
9 bridge south of Genoa.

10 STEPHANIE WHITE: There's a map in --

11 NEAL SUESS: It's approximately four
12 or five miles, yeah.

13 (Inaudible discussion between
14 Rick Holland and John Bender.)

15 STEPHANIE WHITE: So we've had a
16 discussion of fish kills over here. John, if you
17 could repeat what you just said?

18 JOHN BENDER: Rick asked where the
19 kills were that I gave Quinn, and there were only
20 two. One was actually in the canal, and the other
21 one was down at the Tailrace, reported but not
22 confirmed. We had both Jeff Schuckman from Game and
23 Parks and Dave Bubb from our agency out looking,
24 trying to chase this one down, but we never found
25 it.

1 NEAL SUESS: Yeah. And then there
2 were three in the bypass reach that you reported,
3 2004, '99 and 1995. If you look at Table 521 on
4 Page 546 of the PAD, it lists the fish kills. There
5 was the one on -- in the Tailrace Canal, and also,
6 then, in Lake North and Lake Babcock in 2007, and
7 then one in 2005 on the Loup Power Canal.

8 And so you had the ones -- the more recent
9 ones were all in the canal, and then you had the
10 three on the bypass reach, although it doesn't say
11 exactly where in the bypass reach that those
12 occurred. Do you remember at all?

13 JOHN BENDER: No.

14 NEAL SUESS: Okay.

15 JOHN BENDER: I should clarify that
16 I'm not the fish kill guy at the agency, I just
17 asked them to pass this information on. So I
18 thought there were only two, but --

19 STEPHANIE WHITE: This is Quinn
20 Damgaard.

21 QUINN DAMGAARD: The scope here in
22 the study reach was defined based on the fish kills
23 being within that reach between the diversion and
24 the Beaver Creek inflow. That's why it's defined as
25 it is.

1 STEPHANIE WHITE: Okay. So Rick,
2 your original concern was over the study area?

3 RICK HOLLAND: I guess my ultimate
4 desire would be to have an understanding of how
5 water temperature changes in relationship to the
6 Project operations, if it does, for that entire
7 reach from the diversion structure to the -- to the
8 confluence. I don't know if -- if we don't have a
9 gage below Genoa, that means we won't have any
10 long-term records. Genoa has temperature data, I
11 assume? That's why you picked it?

12 PAT ENGELBERT: We would install a --

13 RICK HOLLAND: You're going to
14 install it, oh, I see.

15 PAT ENGELBERT: There is a gage
16 station established there, but we would install a
17 sensor. (Stated without use of the microphone.)

18 RICK HOLLAND: So you could have the
19 flow data, yeah.

20 NEAL SUESS: Yeah, Rick. There's
21 that, and there's not any other gage station from
22 there down until you get -- I don't know, where's
23 the next one at on the -- there's none on the Loup.
24 I mean, there used to be the one there at Columbus,
25 but there's not anymore. Then you go until you get

1 to North Bend on the Platte, right?

2 PAT ENGELBERT: The DNR has one at
3 Columbus. (Stated without use of the microphone.)

4 NEAL SUESS: Oh, that's right. Yeah,
5 the DNR just put one back on the Highway 81 bridge
6 at Columbus.

7 PAT ENGELBERT: Last September.

8 RICK HOLLAND: I guess in my -- in my
9 druthers, I'd like to see another thermistor, or
10 whatever you're going to put out there, at both of
11 those gages, then, so you have the three points
12 along that, that would cover the entire reach. It
13 wouldn't be a major -- since we've eliminated a
14 whole study, you know, I mean, I think -- I'm trying
15 to give a little bit back.

16 Because that -- that is, in fact, one of
17 the most -- a very high potential for fish kill in
18 that area because of the water diversions and the
19 low flow potential and high temperatures during the
20 summer. So our agency has a very big concern about
21 that whole reach in there. So my -- my
22 recommendation would be to add a greater distance
23 for the entire bypass reach.

24 STEPHANIE WHITE: And just so I
25 understand, it wouldn't impact this goal, but it

1 would be --

2 RICK HOLLAND: The goal is fine --

3 STEPHANIE WHITE: -- but the
4 activities would change to document the entire
5 reach.

6 GEORGE WALDOW: George Waldo.

7 How -- how are we going to rationalize the
8 problem that John mentioned about the one thermistor
9 and in a braided stream? If we go down all the way
10 to the confluence, I -- the travel time is in hours
11 instead of days, I would guess, but you still have
12 the problem of the braided river and a single
13 thermistor.

14 RICH CHELOHA: You can put more out.
15 (Stated without use of the microphone.)

16 GEORGE WALDOW: Well, not if you're
17 going to put it in the gage. I mean, there's only
18 one gage.

19 RICH CHELOHA: I'm not sure you need
20 the thermistor just associated with the gage itself.
21 The gage will give you the flow. (Stated without
22 use of the microphone.)

23 JOHN BENDER: If you're going to
24 deploy the thermistor in the gage, well, I don't
25 know that that's going to tell you what we want to

1 know. You should -- and I don't know how you're
2 going to keep -- you know, establish the integrity
3 of this instrument, but it really needs to be in the
4 thalweg.

5 COURT REPORTER: I'm sorry, needs to
6 be in the what?

7 JOHN BENDER: The thalweg.

8 RICH CHELOHA: It's T-H-A-L-W-E-G.

9 JOHN BENDER: That's the main portion
10 of the channel where the water usually flows.

11 STEPHANIE WHITE: What I would like
12 to say is I think that we accept the goal. What
13 we're starting to talk about now is how you do it.
14 The objectives are next. So can we move on from
15 this goal as is -- and Jeff has a question or a
16 comment.

17 JEFF RUNGE: Well, that depends on if
18 the objective is the dewatered area, or is it just
19 within that study area, as referenced in the current
20 objective?

21 MATT PILLARD: Is your question,
22 Jeff, does somehow this goal need to change relative
23 to how the study reach is defined? Is that your
24 question?

25 JEFF RUNGE: Yes. If -- I guess that

1 depends. If the study reach, as currently
2 referenced now, only looks at a portion of that
3 dewatered area. Rick wants to look at the expanded
4 total area of dewatered Loup River. And if that's
5 the case, if that's -- if we are all saying the same
6 thing, that we are willing to look at that entire
7 dewatered area, then I am agreeing. (Stated without
8 use of the microphone.)

9 LISA RICHARDSON: Okay. I'm going to
10 go back to the study reach.

11 We were proposing looking at what we
12 consider to be the worst case in the study reach.
13 And so I don't -- if we're concerned about high
14 temperatures and fish kills, that area above the
15 Beaver Creek is going to be the worst case. And
16 whatever relationship we find is still valid
17 downstream, and any adverse effects that we find in
18 this reach would be mitigating. And that mitigation
19 would be -- provide beneficial effects further
20 downstream.

21 So I don't know what you gain by looking
22 at it further downstream where you have more water,
23 and anything that you mitigate based on what you
24 find upstream is going to eventually get down there
25 as well, I mean, if fish kills and high

1 temperatures, because of low flows, is the issue.

2 GEORGE WALDOW: I agree with what
3 Lisa is saying. And it triggered in me the
4 recollection that the -- the water quality standard
5 for the stream is based on a certain temperature --
6 maximum temperature. And so to the extent that the
7 Project would need to maintain that threshold
8 temperature by diverting more flow, it would -- it
9 would resolve that all the way down to the
10 confluence. And so it supports the idea that you're
11 regulating temperature in the stream according to
12 the water quality standards, which could be measured
13 at Genoa.

14 RICHARD HOLLAND: I agree with the
15 scenario that the maximum impact would be found in
16 that first stretch and that you could potentially
17 mediate that impact down to that gaging station.

18 That doesn't mean that mediation would
19 last the rest of the 20, 25 miles further down to
20 the confluence, for whatever reason. The water is
21 pretty shallow, it will heat up very quickly.

22 Having knowledge of the temperature
23 relationship with operation for that entire stretch
24 would enable you to fine-tune any mediation for the
25 entire affected reach. I think it doesn't matter

1 whether the fish are moved down 5 more miles to meet
2 the standards and then die 5 miles past that because
3 the water is -- is warming up again very quickly.

4 That's splitting hairs, I understand that.
5 But you know, you've got to be a tough ass
6 occasionally -- don't write that down. That was
7 Frank.

8 STEPHANIE WHITE: So Rick, if you
9 were to adjust this goal, what words would you add?

10 RICK HOLLAND: Materially affect
11 water temperature in the Loup River bypass reach, in
12 parentheses, from the diversion to the confluence of
13 the Platte River.

14 JEFF RUNGE: And I think that
15 proposed change adequately references the Project
16 impacts, the area of impact by the Project.
17 Method-wise, if we can assess that entire area
18 through a single gage, that's an appropriate
19 distinction within the methods. But to completely
20 capture the area of effect, it would be the bypass
21 reach.

22 STEPHANIE WHITE: Okay. So as I --
23 let me read it. The goal of the study of water
24 temperature in the Loup River bypass reach is to
25 determine if Project operations materially affect

1 water temperature in the Loup River bypass reach,
2 parentheses, from the diversion to the confluence of
3 the Platte River.

4 LISA RICHARDSON: I think for a goal
5 that's fine. We just will need to determine what's
6 the appropriate method to do that evaluation.

7 (Stated without use of the microphone.)

8 GEORGE WALDOW: George Waldow again.
9 I -- I don't want to split hairs either, but I've
10 got to say this.

11 Does this change make sense in the absence
12 of fish kill records downstream of Genoa in that
13 reach? If there's evidence of what you've described
14 earlier about fish moving downstream 5 miles and
15 then dying anyway, the case is strong. But if
16 there's no evidence of fish kills downstream of
17 Genoa, I question whether we need to --

18 FRANK ALBRECHT: I'm just wondering
19 if we need to follow up to -- this table doesn't
20 show -- and I don't have the information right
21 offhand either -- how far down they were. I know
22 the most critical reach is that upper reach. It
23 doesn't sound like John has it right now either, and
24 neither do we.

25 Is that something that we can -- is that

1 going to throw a wrench into it if we could revisit
2 it at a -- revisit with Jeff Schuckman about that?

3 STEPHANIE WHITE: Quinn has a
4 comment, and then Pat.

5 QUINN DAMGAARD: Quinn Damgaard.

6 I don't have the letter with me, but in
7 the study plan, the introduction to Study 4, we do
8 quote a February 6, 2009, letter from the Game and
9 Parks, which states that the main affected area for
10 fish kills is the reach that we're -- we're
11 evaluating here from the diversion to Beaver Creek.

12 STEPHANIE WHITE: Pat?

13 PAT ENGELBERT: Pat Engelbert.

14 Just to give a perspective of the drainage
15 area, upstream of Genoa on the Loup River is roughly
16 14,300 square miles, and at Columbus, it's 15,2. So
17 there's about a 900-square-mile influx, and about
18 450 of those come from Beaver. So just to give you
19 a little perspective of how much inflows you
20 probably get from Beaver Creek.

21 STEPHANIE WHITE: Other comments?
22 Would you like to table this and take a look at the
23 fish kill data that we have and further qualify this
24 goal, if needed?

25 NICK JAYJACK: Nick Jayjack from

1 FERC.

2 In Scoping Document 1, I had the issue
3 written much like you have up there on the easel,
4 and I included temperature effects on the entire
5 bypass reach. And then based on the comments
6 referenced on SD-2, I changed the wording a little
7 bit. I think it was from this data, I'm not sure.
8 But I changed it to, With a special emphasis on that
9 portion of the bypass reach between the dam and
10 Beaver Creek.

11 So I would propose we use that same
12 language here as we used in SD-2, you know, if not
13 for any other reason, is that it's consistent with
14 the issue we identified and the issue that we'll be
15 analyzing in the NEPA document. I think it's better
16 than tabling it.

17 STEPHANIE WHITE: The rest of that
18 was that Nick thinks it's better than tabling it.

19 Would that be appropriate? George, Pat,
20 Lisa?

21 Okay. With amendment to -- for the
22 language to match SD-2?

23 PAT ENGELBERT: Yeah.

24 STEPHANIE WHITE: Okay. So let's
25 amend the goal of Study Plan 4 to mirror the

1 language used in SD-2, and let's move on.

2 The first three objectives that we listed
3 in the study plan, we now feel are more
4 appropriately discussed in the activities portion.
5 So I'll give you a moment to look at that, but I'd
6 like to move beyond these first three and discuss
7 Objective No. 5. We'd start with No. 5. So 1
8 through 4 we believe are activities to be discussed
9 at our meeting in May.

10 Does anyone object to moving
11 Objectives No. 1 through 3 to the activities portion
12 in our discussion in May?

13 Okay. How about No. 4, this also is
14 another previously stated objective that is more
15 appropriately discussed as an activity, To analyze
16 the collected ambient air and water temperature and
17 flow data activity.

18 So let's talk about Objective 5: To
19 estimate the relationship between flow in the Loup
20 River bypass reach, ambient air temperature, and
21 water temperature. Objective -- it's actually the
22 first objective for Study Plan 4, Water Temperature
23 in the Loup River Bypass Reach. Let's see a show of
24 cards.

25 I have yours, John.

1 You've changed cards?

2 JOHN BENDER: I changed.

3 STEPHANIE WHITE: A card laid is a
4 card played.

5 JOHN BENDER: I've changed.

6 STEPHANIE WHITE: All right. Frank
7 and Jeff, I'll wait for you.

8 Okay. Jeff?

9 JEFF RUNGE: I've just got one other
10 factor to throw in there, and hopefully the data are
11 available. But you're going to have to know whether
12 it's cloudy or sunny. We found that out with
13 Lake Ogallala in our studies, made a big difference.

14 JOHN SHADLE: The same thing,
15 relative humidity will make a big difference in
16 water temperature as well.

17 PAT ENGELBERT: So John and John,
18 would we modify the objective, then, to estimate the
19 relationship between air temperature, water
20 temperature, sunny, cloudy, and humidity, throw
21 those additional parameters in to see if there's
22 significance in those?

23 STEPHANIE WHITE: Are you comfortable
24 with that?

25 PAT ENGELBERT: If it helps predict,

1 yeah.

2 STEPHANIE WHITE: Okay. So I think
3 maybe the question before us is to accept
4 Objective 5 with the addition of humidity and cloud
5 cover, cloud cover and humidity.

6 Does that change your yellow to a green?
7 Great. Greens up and down the row.

8 Okay. So let's move -- let's accept
9 Objective 5 with the addition of those two words --
10 three words. And let's look at 6: To describe and
11 quantify the relationship, if any, between diversion
12 of water into the Loup Power Canal and water
13 temperature in the study reach of the Loup River
14 bypass reach. Goal 6 -- I'm sorry, Objective 6 for
15 Study Plan 4, water temperature in the Loup River
16 bypass reach.

17 You're voting green. I have a green.
18 Let's see a show of cards. Frank and Rick, I'll
19 wait for your nod.

20 Okay. So we have unanimous greens, then,
21 on Objective 6.

22 We now are in Study 7. Before we move
23 into Study Plan 7, I'd like to ask if we have all of
24 the appropriate objectives for water plan -- Water
25 Temperature in the Loup River Bypass Reach.

1 Okay. Let's talk about fish passage,
2 Study Plan 7. The goal of this study plan is to
3 determine if a reasonable pathway exists for fish
4 movement upstream and downstream of the
5 Diversion Weir.

6 Are there any objections to this goal?
7 I'll see a show of cards when you're ready.

8 RICK HOLLAND: The only comment I
9 have on this is the -- and I don't know if this is
10 verbiage -- specific governmental verbiage, but
11 reasonable pathway. I mean, the term reasonable
12 pathway, if you're just defining -- do you know --
13 I'm not sure what that means, what a reasonable
14 pathway is. We talked about this before with
15 verbiage like that. I don't know if this is the
16 same kind of issue.

17 GEORGE WALDOW: It's my verbiage.
18 I've got to defend it. George Waldow.

19 I put that in there because simply
20 punching a hole in the weir, for example, where you
21 have a jet of water is a pathway, but it's not
22 reasonable if it has a velocity that's prohibitive
23 for the fish. And so I wanted to somehow
24 characterize it in a way that actually would benefit
25 the fishery interest, so that whatever pathway we're

1 describing, we would have to agree that it's
2 realistic for whatever species we're talking about.

3 STEPHANIE WHITE: So is it your
4 preference, Rick, that we define that?

5 RICK HOLLAND: I'm not sure how I --
6 I'm not sure how I would define that in terms of
7 specific properties. I mean, we'd have to get into
8 velocity and depth and distance. As you construct a
9 fish bypass, a lot of those things have gradient
10 factors that are all involved.

11 As long as it's understood that we're
12 trying to do this relative to the ability for fish
13 to actually use a pathway, that's fine. But
14 acceptable, would that be a term? Acceptable
15 pathway?

16 STEPHANIE WHITE: Let me catch Ron
17 and then back to George.

18 RON ZIOLA: I think the word was
19 usable, as he was describing what he wanted. I
20 think to use the word usable would be --

21 PAT ENGELBERT: Is usable better?
22 That's fine.

23 RICK HOLLAND: I think that's fine.

24 STEPHANIE WHITE: Okay. So let's
25 change --

1 GEORGE WALDOW: I have no objection
2 to replacing the word, but I think we need to keep
3 in mind that we're looking at whether -- whether
4 this pathway currently exists. It's not about
5 building a fish way or fish ladder.

6 RICK HOLLAND: I understand. That
7 wasn't my point. (Stated without use of the
8 microphone.)

9 GEORGE WALDOW: Okay.

10 STEPHANIE WHITE: Okay, so usable.
11 We're changing the word reasonable to usable. The
12 goal of the fish passage study is to determine if a
13 usable pathway exists for fish movement upstream and
14 downstream of the Diversion Weir.

15 With that change, do we now have unanimous
16 greens?

17 Okay. So let's accept the goal for
18 Study Plan 7 and talk about objectives.
19 Objective 1: To evaluate the hydraulic flow,
20 velocity, and stage parameters at the Diversion Weir
21 and Sluice Gate Structure. That is Objective 1 for
22 Study Plan 7, Fish Passage.

23 When you're ready, I'll take a show of
24 cards.

25 Okay. Objective 1, Fish Passage: To

1 evaluate the hydraulic flow, velocity, and stage
2 parameters at the Diversion Weir and Sluice Gate
3 structures. Red, yellow or green?

4 I have a thumbs-up, even. All right.
5 So -- okay. We're getting lazy. It's now nods and
6 thumbs up. That's fine. We will accept Objective 1
7 as is.

8 Objective 2 we would propose be moved to
9 the activities discussion in May with regard to
10 fish passage. There are no objections?

11 I would note that objectives -- existing
12 Objectives 3, 4 and 5, we also feel are more
13 appropriate to be discussed in May as activities.

14 Okay. So Objective 6: To develop a
15 hydraulic model to determine the flow split between
16 the Diversion Weir and Sluice Gates for a range of
17 flows. Objective 6 for Fish Passage, Study Plan 7.

18 Yep, Frank has a question.

19 FRANK ALBRECHT: Can I get a
20 clarification on that, To develop a hydraulic model
21 to determine the flow split? Just -- is that --
22 does that just mean for -- just a CSF split? What
23 does that all entail, I guess? Maybe we should
24 expand on it.

25 STEPHANIE WHITE: So the question is

1 about the split. And who's --

2 PAT ENGELBERT: Pat Engelbert.

3 Frank, what we would do there is just
4 develop a simple one-dimensional model for different
5 head differentials, how much would come over the
6 weir versus how many would be going through the
7 Sluice Gates. That's all we would do, and we would
8 use survey information to do that.

9 FRANK ALBRECHT: The level at the
10 weir always stays the same, if I remember right?
11 Even if there's boards replaced, and so on, that
12 always stays the same?

13 PAT ENGELBERT: Right.

14 FRANK ALBRECHT: Okay.

15 GARY LEWIS: I was just going to add,
16 that one-dimensional model will have velocities,
17 head levels, stages, other parameters, so it isn't
18 just discharge, if that was your question.

19 JOHN BENDER: John Bender, DEQ.

20 It seems to me that this is more fitting
21 of the activities section because it's just one of
22 those things that you're going to have to accomplish
23 so you can do your objective.

24 STEPHANIE WHITE: So then the
25 recommendation is to move Objective 6 also to the

1 activities category. Is there any objection to
2 that?

3 Okay. Let's move six, and we'll discuss
4 it. It will come up again.

5 Let's talk about Objective 7 for Fish
6 Passage is: To determine whether fish pathways
7 exist over the Diversion Weir, through the
8 Sluice Gate Structure, or by other means.

9 Objection 7 is really Objective 1 now --
10 2. Any objections to this?

11 Thanks for the green. I'll take a nod, a
12 thumbs up. I'll wait for Frank and Rick. Green?
13 All right.

14 Let's accept Objective 7. Do you have a
15 question?

16 JOHN BENDER: I don't want to be
17 taking more money out of HDR's pocket here, but it
18 seems to me we could answer the same question if we
19 did some mark-recapture studies on fish, stick
20 marked fish below the diversion and see if we find
21 them above it.

22 PAT ENGELBERT: I don't know that it
23 would be more or less expensive to do that than
24 develop a simple model or run some quick equations,
25 but I've never tagged the fish and monitored them to

1 see if they go upstream or not. I'll leave that to
2 you guys.

3 NICK JAYJACK: Nick Jayjack from
4 FERC.

5 I think at this point, until we -- I think
6 I would prefer to do this as opposed to
7 mark-recapture. One of the problems I have with
8 mark-recapture is differentiating between
9 behavioral reason for not going above the diversion
10 and a physical reason for why they couldn't get
11 above it.

12 So I would need to know this first, what
13 the hydraulics are at the various potential pathways
14 for these fish, and then go from there.

15 STEPHANIE WHITE: Okay. So the
16 Objective 7, To determine whether fish pathways
17 exist over the Diversion Weir, through the Sluice
18 Structure, or by other means.

19 Red, yellow and green for the objective,
20 please. Okay. Okay. Greens for seven. We will
21 accept as is.

22 That brings us to the conclusion of our
23 second goal for today, which was to seek consensus
24 on the goals and the objectives of what we consider
25 our aquatic resources study plans. We did it in

1 record time, but I don't think that's because we
2 didn't do the task at hand.

3 I'd like to bring Lisa back up to talk a
4 little bit about our future meetings and next steps.
5 I think probably by now, you have a good
6 understanding of what we will cover in those
7 meetings in May, and even how some of the discussion
8 might go for goals and objectives about the
9 recreation, land use, esthetics, and even the ice
10 jam study.

11 Lisa?

12 LISA RICHARDSON: Thanks, Stephanie.

13 At this point, our next meeting is May 5
14 related to cultural resources. And really, I don't
15 know that I would expect anybody in this room to
16 want to participate in that. If you do, let us
17 know -- well, Nick is a fish guy. He doesn't even
18 care, I don't think. But FERC will be
19 participating, we hope. So we'll be talking with
20 the SHPO about Study No. 11, which is related to
21 Section 106 compliance, at that meeting.

22 On May 11, we'll be discussing
23 recreational resources. I would assume that Game
24 and Parks will be interested in that, as well as
25 National Park Service -- I assume Randy is no longer

1 on the phone -- and other local agencies, as well as
2 FERC, participating in that, via -- whether it's in
3 person or via conference call. And it will
4 certainly be open to conference call to anybody
5 that's interested to participate.

6 Then May 27 and 28 is what we've
7 identified as, Okay, let's roll up our sleeves and
8 really dig into the methods on these particular
9 studies that we discussed today, the aquatic
10 resources, as well as any other studies that may
11 still have hanging issues.

12 I mean, we really hope that on the 5th and
13 11th, we'll come to a pretty good agreement on the
14 studies related to those -- tasks related to those
15 four studies.

16 The 27th is an added date compared to what
17 we had sent you guys a few months ago. We just
18 think that as long as it took to get a consensus on
19 the goals and objectives, that we need a significant
20 amount of time to discuss the tasks. So we're
21 proposing a two-day meeting to dig into the details
22 and get agreement on, This is what we really need to
23 do to be able to answer the questions, both for the
24 EA that FERC will be preparing, as well as for the
25 biological assessment that goes with that and the

1 Fish and Wildlife Service evaluation after that.

2 So those are our next meetings. The hope
3 is that we will be done then, and we wouldn't need a
4 July 1 meeting, although we do have that on our
5 calendars as a fallback if we still haven't come to
6 agreement.

7 And I guess I will add that as everybody
8 knows, we've had a court reporter here today trying
9 to get a transcript put together. We will post that
10 to the Project website as soon as it's available,
11 and we'll send an e-mail out to the larger group
12 when it's available.

13 The other thing that I'm wondering if it
14 might be a good idea, we've come to an agreement on
15 goals and objectives here today. We've tweaked a
16 couple of objectives, we've eliminated an entire
17 study, we've changed some studies, we've taken
18 objectives that we'd identified originally as
19 objectives and said, Those are really tasks, let's
20 not muddy the waters in the objectives.

21 So I would propose that we put together a
22 little document that just addresses the goals and
23 objectives of the studies as we left them today and
24 send that back out to everybody, not necessarily to
25 change although if you have significant heartburn

1 with something, we'd certainly want to hear that,
2 but as a reminder to everybody that these are our
3 goals and objectives that will be leading us down
4 the path of our methods in our next meeting.

5 STEPHANIE WHITE: I think that you
6 need to include the activities because they've been
7 shifted. So as part of that document, we need to
8 indicate to all of you what activities will be
9 discussed in detail in those meetings on the 27th
10 and the 28th, the ones that we've grayed out, that
11 we've moved.

12 LISA RICHARDSON: Okay. Pat, are any
13 of the objectives that we turned gray and deleted
14 them as objectives, were they already covered under
15 tasks, or --

16 PAT ENGELBERT: I think they were put
17 in as activities on the morning session stuff.

18 LISA RICHARDSON: Okay. What we'll
19 do is if an objective that we turned into a task
20 today isn't already in the tasks or activities of
21 the study plan, we'll let you know that. I guess I
22 don't want to re-send the entire revised study plan,
23 but just focus on the goals and objectives and the
24 things that have moved.

25 So if there was something that was an

1 objective that if we take it out as an objective, it
2 doesn't exist anymore, we will make that note and
3 add it in as something that moved from an objective
4 to a task.

5 So I think with that, that was all that
6 we had. Neal, would you like to send us on our
7 way?

8 NEAL SUESS: Thanks, Lisa. I guess
9 all I want to say in conclusion is I want to thank
10 everybody for coming today. I know it's been a long
11 day, and we didn't have a whole lot of breaks for
12 you. But given where we were at, we figured we
13 really needed to hit this pretty hard today.

14 Obviously, the 27th and 28th days will be
15 very long days. Expect to be here for two full days
16 of activities, then -- and go that way. We will
17 probably have that back here, I'm guessing, at this
18 point in time.

19 And again, thank you guys all for coming
20 today. You know, as we go through this, obviously
21 we'll be in contact with you. We've got a number of
22 meetings set up in May, and we will -- you know,
23 continue to look at the website for updates as to
24 what's going on, and we will try to e-mail you as we
25 can.

1 With that, we are done today. You guys
2 are all free to go, and we will take it from there.
3 So thanks.

4 (Meeting Adjourned - 4:04 p.m.)

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C E R T I F I C A T E

STATE OF NEBRASKA)
) ss.
COUNTY OF DOUGLAS)

I, Kristin Teel, Registered Professional Reporter, General Notary Public within and for the State of Nebraska, do hereby certify that the foregoing study plan meeting was taken by me in shorthand and thereafter reduced to typewriting by use of Computer-Aided Transcription, and the foregoing two hundred seventy-five (275) pages contain a full, true and correct transcription of all the testimony of said witness, to the best of my ability;

That I am not a kin or in any way associated with any of the parties to said cause of action, or their counsel, and that I am not interested in the event thereof.

IN WITNESS WHEREOF, I hereunto affix my signature and seal this 28 day of April, 2009.

Kristin DeRoche Teel
KRISTIN TEEL, RPR, CSR
GENERAL NOTARY PUBLIC

My Commission Expires:

