This meeting was scheduled for the express purpose of providing professional development training per *"29. Professional Development for Board of Education Members*

> *Members of the Board of Education are expected to participate in planned and continuing programs of professional development in order to enhance the quality and effectiveness of public school governance in the school community of the Blue Lake Rancheria Tribal Education Agency.*

> i. *Newly-elected members to the Board shall participate in timely and specifically planned professional development activities which will deal with the basic function of the Board and the managerial operations of the Tribal Education Agency in general."*

This training session is the first which was contracted for with Humboldt County Office of Education. As this meeting was not one called for the Board of Education to make any decisions, and was for the purpose of professional development, the following "minutes" are presented here more as notes on what was taught and discussed, as there were no items for consent, or new business, as this was not structured as a business meeting.

Those attending the meeting:

> BOE Members: Jason Ramos, Jace Baldosser, Michele Johnson, Kelsay Shakelford, Michael Shakelford

> Staff: Bonnie Mobbs, Toni Ramos, Alison Robbins

> Trainer: Chris Hartley, Superintendent, Humboldt County Office of Education

> Public/Guest(s): Rachel McBride-Praetorius, Director of Tribal Relations, Cal State University, Chico

Photography Session: BOE members, staff, and other participants took part in a photo shoot for documentation purposes, and for upgrading the TEA website. (Took place from: 9:30AM – 10AM)

Meeting called to order at 10AM

1.0 Welcome, Review Agenda and Purpose
  1.1 Chris Hartley, Superintendent, Humboldt County Office of Education – introduction
  1.2 Rachel McBride-Praetorius, Director of Tribal Relations, Cal State University, Chico – introduction
  1.3 Introduction of the BOE members
    1.3.1 "Learning is lifelong" – suggested motto for the BOE (Michele)
  1.4 Boards are the strongest when diverse. Diversity brings a wealth of knowledge to the table.
  1.5 This training is flexible. Focus on roles of Board and staff. What do we want for the children and community? Mission and Vision – setting priorities

2.0   Meeting Norms: Guidelines, Review Purpose & Establish

    2.1   Difference between single boss and a group of board members

        2.1.1   Board Members are elected bodies, collective supervisory responsibilities

    2.2   Discussion on Meeting Norms (procedures: way of doing business)

        2.2.1   Jason explaining the use of Robert's Rules of Order

            2.2.1.1 You can have disagreements, but be respectful, no attacking the person, keeping to the issue. It is okay to search those things out, and have different options.

            2.2.1.2 Recommends use of subcommittee that takes on the detail knowledge about a specific subject matter. They gather information and put the issues out.

        2.2.2   Alison explaining standing rules, and suggests the BOE adopt Meeting Guidelines or Standing Rules.

        2.2.3   Exercise with Chris leading the discussion – recommendation from Chris "You don't know if you need them, until you need them." Having norms are really helpful when the public are coming for hearings and comments. Having them ready to give to the public when they attend.

            2.2.3.1 No interruptions, with active listening

            2.2.3.2 Rachel recommends – addressing technology, turn your cellphone off, no Facebook in a meeting. It's becoming something that many boards are encountering.

            2.2.3.3 Listening to learn and understanding, and not listening to argue. Don't think about coming up with your counterpoint – listen to learn and understand where the other person is coming from. Listen to respond not to react.

                2.2.3.3.1   Bonnie asked a questions about public comments at a meeting and who leads

        2.2.4   The "Art" and "Tact" of using the policies to running a meeting

            2.2.4.1 You allow for adequate input when it is needed

            2.2.4.2 When you listen to each other, remember to listen to the public, because sometimes they may actually be bringing a nugget of wisdom or information with their comments – keep an open mind

        2.2.5   Why are we interested in being BOE members? Add their whys to the post-it on the walls. (*gather the post-its and add to notes*)

            2.2.5.1 Kelsay making excellent points on social responsibility

    2.3   What's a successful student:

        2.3.1   Mike: Confident student. Example: Child without confidence, no self-efficacy

2.3.2 Kelsay: Supported, safe, engaged, nourished, respected; Example: (*respect*) between teacher and student – example Native American teacher

2.3.3 Michele: Made to feel that they can do anything they want to do, (*empowered*)

2.3.4 Bonnie: Students that are supported *(financially and emotionally)*; students need to be given opportunities

2.3.5 Jace: Opportunities to develop teamwork, social emotional support with peers, and by school staff

2.3.6 Jason: Developing behavioral characteristics, show up every day (*soft skills*) Character education?

2.3.7 Alison: Resilient spirit, understanding the value of education

2.3.8 Rachel: Students that can contribute and define their own success

2.3.9 Chris: A study who is independent, independent thinkers. Problem solvers; find resources.

3.0 Role of a Board Member

    3.1 Activity – breaking into teams

        3.1.1 Code of Ethics

            3.1.1.1 Making sure the community feels their voices are being heard;

            3.1.1.2 Important to have and be responsive to both negative and positive reviews from the public

            3.1.1.3 Servants of all the persons in the community, and their long term goals. Above political concerns.

        3.1.2 Board of Trustees Responsibilities

            3.1.2.1 Broader that just making policy

            3.1.2.2 Responsible fiscal agent of public funds

            3.1.2.3 Responsible employer

            3.1.2.4 Responsible to your citizens, your constituency – expressing the views and interests of those who elected you

        3.1.3 Twelve Ways to be an Effective Board Member

            3.1.3.1 Displaying Emotional Intelligence

            3.1.3.2 Emphasizing service to the community

                3.1.3.2.1 Service above, Self! - Rotary

                3.1.3.2.2 Service not, Self! – American Legion Auxiliary

            3.1.3.3 We are in the relationship business – cooperation, people make programs, and without good relationships how do you run programs.

                3.1.3.3.1 Modeling appropriate behavior

    3.2 Learning to not be insular, but always to remember involving our community.

        3.2.1 Chris – wanted to discuss what are we planning to do – because that will help drive us. We need to listen to the industry in our local area. There is a need.

        3.2.2   Our code of ethics is grounded in how we get the work done

        3.2.3   Jason – invisible hand shapes opportunity. Endogenous Theory. When you make investment locally in a region. Paul Romer – find his book. Found pdf explaining theory: https://web.stanford.edu/~chadj/RomerNobel.pdf

        3.2.4   Endogenous Growth Theory with Nobel Laureate Paul Romer: https://youtu.be/cjyryWknjhA

        3.2.5   Rachel – discussion on priorities – serving Native and non-Native

            3.2.5.1 Educating the community about our history

            3.2.5.2 CDE has a curriculum that tribes can write

        3.2.6   Chris – the power of our story is super powerful to guiding us to our future

    3.3   Jason asking questions: Equality and Equity – how do other school boards address those?

        3.3.1   Chris believes the terms are different

            3.3.1.1 Equal we all have the same portion of the pizza – we all get the same

            3.3.1.2 Equity is giving the person who is hungrier and more in need, more – we give more to those who need more

            3.3.1.3 How can we be most impactful?

                3.3.1.3.1   Dividing it equally $ divided by # of students?

                3.3.1.3.2   Adverse child situations, special education, health needs, mental health needs – do we use weighted formulas? Is that a slippery slope?

                3.3.1.3.3   Whatever decisions we make should reflect our priorities

                3.3.1.3.4   Chris – not going an inch deep, and a mile wide. Let's do that 1 thing and do it well.

    3.4   Chris discussion on California School Boards Association – can we become members?

        3.4.1   Chris is politically motivated to challenge them on their definition of who can be members. He says to be continued

Lunch served at Noon – with continuing discussion on the above listed topic on Equality and Equity

4.0   Understanding the Role of Governance Team

    4.1   Using the Understanding Roles – (*Diagram insert into notes*)

        4.1.1   Staff

            4.1.1.1 Alison – Acting as a Clerk of the Board

            4.1.1.2 Bonnie – Acting Executive Director of the TEA

            4.1.1.3 In a typical District: The Superintendent works for the Board, and everyone else works for the Superintendent

            4.1.1.4 The Staff is the HOW

        4.1.2   Board

            4.1.2.1 The Board is about the beliefs and the why, the mission, the policies – THE WHAT

          4.1.2.2 There is a perceived power and actual power.

               4.1.2.2.1   The public's perception of what the Board has authority to do

               4.1.2.2.2   The actual reality of dealing with TEA staff vs. Executive Director (who is the BOE's only staff)

          4.1.2.3 TEDNA – Tribal Education Departments National Assembly

               4.1.2.3.1   It's suggested we join TEDNA, NIEA, and CSBA (symbolic)

4.2   A personal Look at Your Role as a Board Member

    4.2.1   Has your why changed or focused?

          4.2.1.1 Kelsay: Want to make sure that Native American students are supported: job training

          4.2.1.2 Mike: Thinking more about public perception: This place, these people – gambling; There is so much more service to the community and to the public which people don't realize.

          4.2.1.3 Chris: Your why should continue to evolve and continue to get tighter and tighter. The "why" is the message

    4.2.2   What are we most concerned about?

          4.2.2.1 Jace: Do everything we can do upfront to create a clear path of how to implement this kind of program/ TEA for other Tribes.

          4.2.2.2 Alison: Nuts of bolts

          4.2.2.3 Rachel: How are we making our plans replicable? And how, we move forward securing our tribal sovereignty.

          4.2.2.4 Bonnie: Concerned about making sure we are setting a good model.

    4.2.3   What are we looking forward to?

          4.2.3.1 Kelsay: Being trail blazers – keeping our mindset towards the future, and our ripple effect

               4.2.3.1.1   How we can be an example?

          4.2.3.2 Michele: Looking forward to kids being responsible, productive citizens in our community

          4.2.3.3 Jason: Real practical applications – making and building things that are impactful, meaningful; that matter

          4.2.3.4 Chris: Continuing learning. Meeting the challenge of training on this new BOE. "Don't screw anything up for anyone today." Building HCOE's capacity as a county office – being diverse. Growing together moving forward.

          4.2.3.5 Rachel: Excited to see it happening for Tribes.

4.3   Gaining Clarity of Roles and Responsibilities:

    4.3.1   What the Board needs from the Staff:

          4.3.1.1 The staff will support trustees in fulfilling their responsibilities by

                4.3.1.1.1   Providing information and guidance

                4.3.1.1.2   Consistent communication – GROUPME app?

                        4.3.1.1.2.1 FOIA – emails, serial communications/meeting

                        4.3.1.1.2.2 Two-way communication

                4.3.1.1.3   Be open to innovation – be trail blazers

                4.3.1.1.4   Don't get stuck with solution-itus

                        4.3.1.1.4.1 Don't rush to a solution, and don't leave people behind

                        4.3.1.1.4.2 Don't just assume that because a solution has been made that everyone understands it – being mindful of a common mindset – do we all understand what we're talking about

        4.3.2   What the Staff needs from the Board:

            4.3.2.1 Give me criticism and feedback

            4.3.2.2 Tell me what you want to learn or know

            4.3.2.3 Tell me what you want me to pursue and what not to pursue

            4.3.2.4 Tell me how you want me to communicate with you, and provide you access to your information

        4.3.3   How do we handle performance issues?

            4.3.3.1 Staff not doing what the Board needs

            4.3.3.2 Board not doing what the Staff needs

        4.3.4   Rachel: Remember that you can burnout. Remember that we need to stay mindful of our mental stress. Board retreats. Board and Executive Staff can step away to refresh.

        4.3.5   Chris: Go slow to go fast. Use the urgency scale. Don't be reactionary. Refocus.

    4.4   Some of the Most Challenging Situations Board Members Face

        4.4.1   Be aware of family and tribal connections and politics

        4.4.2   Remember, people thinking of you as one of the "Bosses"

        4.4.3   Being the minority on the decision side – and remember that it's okay to agree to disagree

        4.4.4   Appear responsive but remember – no surprises for staff or circumventing staff

        4.4.5   Trust that things are bring properly handed without knowing all the details

        4.4.6   Resolving Conflicts

            4.4.6.1 Referring to the contract, Board Policy and Education Code we should refer to first:

                4.4.6.1.1   Education Code – Business

                4.4.6.1.2   Board of Education Insurance – individual liability

5.0   **Each Student Should Be/Should Have Activity** (*tabled until next training*)

6.0   **Setting Priorities** (*tabled until next training*)

7.0   **Understanding the "Why"**
  7.1   Video clip presented: https://www.youtube.com/watch?v=sfzpNVDzre0
    7.1.1   Video: Gentleman sings Amazing Grace when told to (he knows "what" he is asked to do) and the rendition while pleasant isn't passionate, or particularly memorable; Then, gentleman is asked to sing it again imagining he is expressing what he is feeling after he's been through terrible scenarios suggested by the host. Now that the gentleman knows "why" his is singing, his song is much more passionate, expressive, and literally brings audience members to their feet with the performance.
  7.2   Chris: understanding the Why behind the What provides energy, clarity, and will inspire greater effort and thoughtfulness

8.0   **SWOT Activity**
  8.1   Strengths of the whole project and BOE
    8.1.1   Michele: We're team players who are team players with a passion for learning, and we have good communication
    8.1.2   Mike: We have vision and we have opportunity
    8.1.3   Jace: Resources and financial backing; our diversity of our team; massive amount of different types of experiences and knowledge.
    8.1.4   Jason: We are innovators. Staff resources. Tribal government history of making decisions and moving quickly.
    8.1.5   Kelsay: Strong ties to the community. Gives us higher stakes, makes us vested.
    8.1.6   Rachel: Knowledge, diversity, great staff, passion
    8.1.7   Chris: Resources, how much you have going for you with tribal resources and staff. We have ideas and ways to make it happen. – Remember to let our stakeholders, our investors know about our strengths. Showcase that. Stick them out there.
  8.2   Weaknesses
    8.2.1   Kelsay: We have the unknown. We don't know what we don't know.
    8.2.2   Jace: We need more staff so our staff doesn't get burnout and overburden them. Understanding what kind of growth we will see in the future. Not overloading a small amount of people.
    8.2.3   Jason: We are new, and there is a lot of policy work that needs to be done. It's a different type of an animal. We are known as winners, and people just have these expectations. Not getting complacent – the struggles and hard work that are there that people on the outside don't see.

      8.2.4   Chris: Plan for sustainability. Have it sooner than later. You can live and die by grant.

      8.2.5   Rachel: What's your alternative, and/or contingency plan? What happens if things don't go to the original plan? Work the relationships out there so we have community support (with JPA). Build those relationships, how do we still receive recognition as a TEA. There isn't just one way to do it.

8.3   Opportunities

      8.3.1   Kelsay: Opportunity to fill the recognized need in our community labor force.

      8.3.2   Jace: Ability to work with partners (CSU, HCOE) – able to get feedback from experts. Getting advice for setting ourselves up for positive outcomes.

      8.3.3   Jason: Partnerships – long history to grow from and into new opportunities. Leveraging the partnerships for future.

            8.3.3.1 Kelsay: Toma Resilience Campus: opportunity to take the lead in energy technology – practical application of renewable energy opportunity

      8.3.4   Bonnie: Using our media outreach to promote our goals. We may be small, but we have educated, nimble, dedicated people who are idea makers who understand phases, and planning to grab opportunities.

      8.3.5   Rachel: Look at smaller opportunities; look at this as an opportunity to educate people, the larger community, what they don't know. Incorporating Blue Lake's story into it. The Rancheria contributes more than just gaming. Own community, larger community need to understand who and what BLR is every step of the way. Start with the implementation of each new program and spell it out. Have a local history course, a course of BLR history and Tribal Sovereignty.

8.4   Threats

      8.4.1   Michele: Prejudice and racism from the community

      8.4.2   Jace: Lack of understanding of what we are doing. People don't know what we are doing – we need to explain ourselves. We are partners not competition. The more transparent, the less likely for people to put up roadblocks. An incorrect message

      8.4.3   Kelsay: Gatekeepers of the power. The one and only way.

      8.4.4   Rachel: This is the way it has always been done

      8.4.5   Chris: External employee groups, i.e.: CTE Voc Ed teachers; politics; soft money. Grants that you go for are fitting the mission, not just casing money

Michele Johnson needed to leave the meeting due to a prior work related engagement at 2PM

Meeting was adjourned at 2:10PM