

I. OPENING MEETING

- a. Roll Call
- b. Moment of Silence
- c. Pledge of Allegiance

II. REPORTS

- a. The Executive Director's Report
- b. Marketing & Communications Report

III. PUBLIC COMMUNICATIONS

A member of the public (speaker) may address the Board during the Public Communications section of the BOE Agenda. Comments by public speakers made during the Public Communications will be limited to items on the BOE Agenda or items within the jurisdiction of the Board. The number of speakers who speak during Public Communications will not exceed ten. A speaker, in lieu of speaking during Public Communications, may speak during an agenda item. Comments during an agenda item will be limited to the topic of the agenda item. Speakers may register to speak by calling the Acting Clerk of the Board at 668-5101 x1057 by noon on the day of the BOE meeting, or they may register at the location of the BOE meeting until 10 minutes before the meeting begins. When registering to speak, a speaker will identify the topic the speaker wishes to address. A speaker's comments at a meeting will not exceed 3 minutes, will be limited to the registered topic, and will not include personnel matters concerning TEA or Tribal employees and/or matters that would violate the privacy of students. Speakers will provide (7) copies of any handouts to the Acting Clerk of the Board for distribution at the Board table. For more information and restrictions, please see BOE policy Section 1402.6 *Board of Education Agendas, Calendars, & Meetings*.

IV. CONSENT AGENDA

- a. Organizational Memberships
 - i. Contact(s): Alison Robbins
 - ii. Purpose: Joining education related organizations: Tribal Education Department National Assembly (TEDNA), and National Indian Education Association (NIEA). TEDNA Annual Meeting October 6, online.
 - iii. Recommendation: It is the recommendation of staff, and STEP Contractor HCOE, that the Tribal Education Agency join organizations for the benefits of training, networking, capacity building, and information sharing. Additionally, staff recommends that the ED and up to two BOE members attend the TEDNA Annual Meeting on October 6. Annual Membership dues: TEDNA cost = \$100; NIEA cost = \$2,500. Staff recommends that the TEA join these organizations and authorizes their expense to be paid from the STEP TEA Development grant 03/281/5360 Membership Dues.

1. **DISCUSSION:**
2. **NOMINATIONS:**
3. **DECISION:**
4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. TEA Vision and Mission Statement Development Committee

- i. Contact(s): Michele Kindred, Kelsay Shackelford, Alison Robbins
- ii. Purpose: To review the first draft of concept sentences which aid in building Mission and Vision statements.
- iii. Recommendations: Staff recommends the full BOE discuss the concepts highlighted in the four statements and provide guidance.
- iv. **DISCUSSION:**
- v. **NOMINATIONS:**
- vi. **DECISION:**
ACTION:

b. Education Code: Article I – General Provisions: Chapter 1

- i. Contact(s): Alison Robbins
- ii. Purpose: Chapter 1 covers the title of the ordinance, its purpose and intent, and the definitions of specific terms used throughout the rest of the ordinance. The definition section is pending additional terms.
- iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the reviews will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
- iv. **DISCUSSION:**
- v. **NOMINATIONS:**
- vi. **DECISION:**
ACTION:

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 09/01/2020

VII. NEW BUSINESS

VIII. AJOURNMENT

TEDNA Annual Meeting 2020

Avery Underwood <avery.underwood@tedna.org>

Thu 9/10/2020 2:17 PM

 1 attachment

TEDNA ANNUAL MEETING 2020 (3).png;

Hello,

My name is Avery Underwood. I work with the Tribal Education Department National Assembly. We are looking to hold our Annual Meeting virtually on Tuesday October 6th. At our Annual Meeting we take this time to elect board members, welcome new members, and talk about issues that we would like to resolve regarding indian educational sovereignty. If you would like to learn more about TEDNA we have a website that you can visit: www.tedna.org We also have information about our membership services and how to apply listed on our website as well.

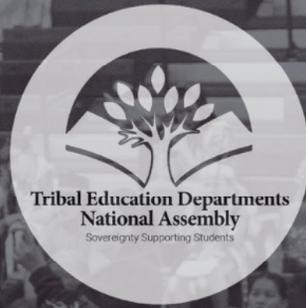
If you would like to attend this meeting, we'd love to get an email response from you letting us know to forward the call in information. We hope that you can attend and we look forward to hearing from you in the future.

Thank you,
Avery

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Avery Underwood

He / Him
Program Operations Manager
Tribal Education Departments National Assembly (TEDNA)
309 NW 13th St Oklahoma City, OK 73103
Cell: (405) 229-7153



VIRTUAL MEETING

TEDNA ANNUAL MEETING 2020

We hope that you can join us!

DATE: TUESDAY OCTOBER 6TH
LOCATION: ONLINE
LINK: COMING SOON

Tribal Education Department National Assembly is hosting its 17th Annual Meeting where over 60+ member-tribes elect new board members and discuss national issues affecting tribal education sovereignty. TEDNA's annual meeting allows members to: share best practices, pass resolutions, and attend workshops. We hope that you can join us in addressing these issues.

BOE SubCommittee Meeting
Working Notes
Wednesday, September 9, 2020 – 6:30PM

Those in attendance: Michele Kindred, Kelsay Shackelford, Alison Robbins

Brainstorming session: Exploring what the Tribe has done, is doing, wants to continue to do, and what it could do in the future. Then – describe how the Tribe goes about accomplishing these things.

Terms to be included in the concepts, mission, and vision:

Preparedness – through mentoring, training, guidance,

Skills – teachers, experiences

Adapt – facilitate, coordinate, leadership

Resilience – scholarships, self-sufficiency

Helpful – sets examples through community outreach and philanthropy

Supportive – cooperation with local businesses and governments, responsiveness to emerging needs

Engaging – through community based cooperative learning and thoughtful communication – Inclusive!!!

Concept statements:

1. The Blue Lake Rancheria Board of Education believes that every student deserves a supportive, community-based, cooperative, experiential-learning environment, devoted to preparing them to meet the emerging needs of our society.
2. Through fostering resilience in an inclusive, community-based learning environment, employing skilled teachers who mentor, train, and guide our future leaders, the Blue Lake Rancheria Board of Education promotes engaging learning resulting in self-sufficient lifelong learners.
3. As sovereign nation, it is our imperative to inspire cooperation for philanthropy and scholarship in education throughout the region building thoughtful collaboration with local businesses and governments.
4. Promoting Native stories and histories, inclusive in all classroom experiences, reflective of Traditional Ecological Knowledge, and with the goal of decolonizing the educational experience, the Blue Lake Rancheria Board of Education strives to create programs which facilitate these goals.

The preparation of our youth providing them with the resilience and agility necessary to respond to the emerging needs of our society is the goal of our educational programs.

ARTICLE I. GENERAL PROVISIONS

CHAPTER 1. TITLE, PURPOSE, DEFINITIONS

SECTION 1101 Title

This ordinance shall be known and cited to as the “Education Code of the Blue Lake Rancheria Tribe of California” or the “Education Code”

SECTION 1102 Statement of Purpose and Intent

1. The Tribe recognizes the people of the Blue Lake Rancheria are its most valuable and important resource. The Blue Lake Rancheria, as a sovereign tribe residing within the United States, reorganized under the Indian Reorganization Act of 1934 (IRA; 25 U.S.C. §476), has a constitutional responsibility to its members to oversee and direct their education in whatever schools or school system they are receiving instruction and/or training, to assure that their education provides excellence in the academic program, and high but realistic academic standards and career expectations for all its members.
2. The goal of all education and training for Tribal Members is self-sufficiency in its most comprehensive form. Of critical importance to the Tribe in the achievement of this goal of self-sufficiency is the use and practical application of academic instruction and training by Tribal Members towards realizing the attainment of degrees and certifications in their respective career areas. Self-sufficiency of an individual, his/her family, and ultimately the community of which the individual is an integral part is critical to the attainment of this goal of self-sufficiency. However, of primary importance is the development of internal expertise to contribute towards the advancement and progress of the entire Tribe towards self-sufficiency.
3. In order to achieve this goal of self-sufficiency, the Blue Lake Rancheria declares that an appropriate education for its Tribal Members is one that promotes and encourages the following:
 - a. The formulation of age, grade, and/or developmentally appropriate competencies in all basic areas of academic and cognitive skills;
 - b. Competence in language skills and knowledge of Tribal and United States culture;
 - c. Development of Tribal and United States citizenship;
 - d. Self-discipline, self-determination, and positive self-concept;
 - e. A comprehension and promotion of tribal culture and values; and
 - f. An attitude towards education which encourages lifelong learning.
4. This Education Code provides for accountability from all those involved in the education process: the student, the parents, education providers, the Tribal Education Agency, the Tribal government, and the community.
5. The Tribe shall commit sufficient resources, funds, and/or monies towards the achievement of the education goal and the implementation of these policies set forth in this Education Code. In addition, this

Education Code shall serve to assure the members of the Blue Lake Rancheria that the funds committed to education are spent for that purpose in a fair and equitable manner.

6. This Education Code establishes the law of the Blue Lake Rancheria respecting the subjects to which it relates, and its provisions and all proceedings under it are to be liberally construed, with a view to effects its objects and to promote justice.
7. Whenever reference is made to any portion of this Education Code, the Constitution or other Ordinances of the Blue Lake Rancheria, or of any law of the State of California, or the laws of the United States, such reference applies to all amendments and additions now or hereafter made.
8. Title, division, part, chapter, article, and section headings do not in any manner affect the scope, meaning, or intent of the provisions of this Education Code.
9. If any provision of this Education Code, or the application thereof to any person or circumstances is held invalid, the remainder of the Education Code, and the application of such provision to other persons or circumstances, shall not be affected thereby.
10. Whenever a power is granted to, or a duty is imposed upon, an officer of the Tribal Education Agency, the power may be exercised or the duty may be performed by a deputy of the officer or by a person authorized, pursuant to Tribal law, by the officer, unless this Education Code expressly provides otherwise.
11. Words giving a joint authority to three or more Tribal or public officers or other persons are construed as giving such authority to the majority of them, unless it is otherwise expressed in the provisions of the Education Code giving the authority.
12. Unless the provisions or the context otherwise requires, these general provisions, rules of construction, and definitions shall govern the construction of this Education Code.

SECTION 1103 Definitions

1. "Academic Term" means the duration of one (1) quarter, one (1) semester, or one (1) other segment for course of study, including appropriate amount of summer sessions as required by specific instruction.
2. "Academic Year" means the duration of three (3) quarters, or two (2) semesters, including appropriate amount of summer sessions as required by the specific instruction.
3. "Applicant" means any person who has applied for financial assistance from the Blue Lake Rancheria.
4. "Authorized Transfer" means officially withdrawing from an institution and enrolling in another with prior approval from the Board of Education.
5. "Board" means the Board of Education
6. "Board of Education" means the duly elected governing body of the Blue Lake Rancheria Tribal Education Agency.
7. "Business Day" means any day except a Saturday, Sunday or a holiday officially recognized by the Blue Lake Rancheria.

8. "Continuing Applicant" means an applicant who is no longer a first time applicant, having been awarded financial assistance for the preceding academic term and already has a student file on record with the Office of Post-Secondary Education.
9. "Credit Hour" means a unit of measurement referring to the amount of credit a student receives for completion of one (1) or more courses per academic term. Credit Hours are measured differently according to whether the institution the student is attending is on a quarter or semester system. In general, the Office of Post-Secondary Education refers to semester credit hours, whereby one (1) quarter hours equals 66% of a semester credit hour.
10. "Director" means the Executive Director of the Blue Lake Rancheria Tribal Education Agency.
11. "Disability" includes mental and physical disabilities as defined in the Individuals with Disabilities Education Act 20 U.S.C. § 1401(3), as amended.
12. "Education institution" means a tribal, public or private preschool, elementary, or secondary school or post-secondary institution; the Board of Education of a Tribal Education Department, Tribal Education Agencies, or school district; or any combination of Tribal Education Departments, Tribal Education Agencies, County Departments of Education, community college districts, elementary or secondary school districts recognized as the administrative agency for public elementary or secondary schools, or Regional Occupational Centers and Programs.
13. "Education Levels" means education levels for the purpose of this Education Code and its administration shall be defined as the following:
 - a. Pre-School – all children and programs/projects with children below Kindergarten (grade K).
 - b. Primary – all students and schools, programs, and projects with students in grades K-8.
 - c. Secondary – all students and schools, programs, and projects with students in grades 9-12.
 - d. Post-Secondary – all students and schools, programs, and projects with students above grade 12.
14. "English learner" means an individual:
 - a. Who is aged three (3) through twenty-one (21);
 - b. Who is enrolled or preparing to enroll in an elementary school or secondary school;
 - c. Who was not born in the United States or whose native language is a language other than English;
 - d. Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - i. Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - ii. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - e. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual;
 - i. The ability to meet challenging academic standards;

- ii. The ability to successfully achieve in classrooms where the language of instruction is English; or
 - iii. The opportunity to participate fully in society.
 - f. This definition is not intended to affect the right to use Native American language as a medium of instruction.
- 15. "Foster care" means 24-hour substitute care for children placed away from their parents. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payment are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.
- 16. "Full-Time Student" is enrollment in a college, university, graduation school, or professional school as defined by the institution in which the student is enrolled. The Office of Post-Secondary Education further defines Full-Time Student to be enrolled in twelve (12) or more credit hours.
- 17. "Gender" means sex, and includes a person's gender identity and gender expression.
- 18. "Gender expression" means a person's gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
- 19. "Half-Time Student" is enrollment in a college, university, graduation school, or professional school as defined by the institution in which the student is enrolled. The Office of Post-Secondary Education further defines Half-Time Student to be enrolled in six (6) or eight (8) credit hours.
- 20. "Nationality" includes citizenship, country of origin, and national origin.
- 21. "Native American language" means the historical, traditional languages spoken by members of federally recognized Indian Tribes, as defined in 25 U.S.C.2021(20).
- 22. "Race or ethnicity" includes ancestry, ethnic group identification, and ethnic background.
- 23. "Recipient" means an applicant who is awarded financial assistance from the Tribe via the Tribal Education Agency and its Board of Education.
- 24. "Religion" includes all aspects of religious belief, observance, and practice and includes agnosticism and atheism.
- 25. "Reservation" means all the lands which are held in trust or restricted status within the exterior boundaries of the Blue Lake Rancheria.
- 26. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
 - b. Submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual.
 - c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
 - d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
27. "Sexual orientation" means heterosexuality, homosexuality, or bisexuality.
28. "Student" means an applicant or recipient currently enrolled and attending a primary or secondary school, high school preparatory institution, a post-secondary institution, a graduate school, a professional school, or a vocational institution.
29. "Subgroup of students" means:
- a. Economically disadvantaged students;
 - b. Students from major racial and ethnic groups;
 - c. Children with disabilities; and
 - d. English learners.
30. "Three-Quarter Time Student" is enrollment in a college, university, graduation school, or professional school as defined by the institution in which the student is enrolled. The Office of Post-Secondary Education further defines Three-Quarter Time Student to be enrolled in nine (9) or eleven (11) credit hours.
31. "Tribal Member" means a person who is enrolled with the Blue Lake Rancheria.
32. "Tribe" means the Blue Lake Rancheria Tribe of California.
33. "Tribal consultation" means consultation conducted in accordance with the tribal consultation policy of the US Department of the Interior.
34. "Tribal Council" means the Tribal Business Council of the Blue Lake Rancheria as defined in Article V of the Tribe's constitution.
35. "Tribally controlled school" means a school operated under a Public Law 93-638 contract or Public Law 100-297 grant that is:
- a. Operated by an Indian Tribe or a tribal organization, enrolling students in Kindergarten through grade twelve (12) of schools that may have varying structure, including a preschool;
 - b. Not a local education agency as defined in 25 USC 2511(5); and
 - c. Not directly administered by the Bureau of Indian Education.

36. "Undergraduate Applicant" a post-secondary applicant pursuing an associates or baccalaureate degree. Applicants qualifying under this definition shall be subject to all Office of Post-Secondary Education Student Scholarship Award Program requirements.

DRAFT

I. OPENING MEETING – called to order by Jason Ramos, President at 7:01PM

- a. Roll Call
 - i. Jason Ramos - President, Jace Baldosser – Vice-President, Michael Shackelford, Kelsay Shackelford, Michele Kindred. All BOE members present – quorum established.
- b. Moment of Silence – Before the moment of silence, Jason asked for everyone to be mindful of the unprecedented global pandemic and the challenges it presents.
- c. Pledge of Allegiance

II. REPORTS

- a. The Executive Director’s Report
 - i. Update on the NYCP grant – Alison Robbins provided an update on the grant on a Progress Status report to be taken to the Tribal Council. Program is on track and headed into Year 3 beginning 10/1. Great strides have been made towards meeting GEPR requirements in building partnerships.
 - ii. Update on the STEP grant – Alison Robbins provided an update on the grant on a Progress Status report to be taken to the Tribal Council. This program is behind scheduled on the JPA and ROC/P portions, but a one year no cost extension has been granted to complete the grant objectives.
- b. Marketing & Communications Report
 - i. Alison shared the flyers and press releases developed by the Marketing & Communications department, and showed the BOE the website developed to support the online enrollment of students in programs, and the virtual delivery of curriculum. Alison wanted it noted that both Andrea Marvin and Toni Brown-Ramos have been integral to the positive improvement and successes of the Educational programming, and without their tremendous work, she believes the programs would not be as successful as they are.
- c. Sub-Committee Reports
 - i. Blue Lake Elementary School District Student Assistance Sub-Committee minutes were presented to the BOE. Michele Kindred discussed the needs that were related. Alison presented various solutions to the needs, and indicated that further discussion on this topic should be concluded under the consent agenda.

III. PUBLIC COMMUNICATIONS

- a. No members of the public attended this open meeting, and thus, this section was considered concluded and the BOE moved on to the next item.

IV. CONSENT AGENDA

- a. Blue Lake Elementary School District 2020-2021 School Year – Pandemic Support

- i. Contact(s): Michele Kindred, Michael Shackelford, DeAnn Woldvogel (*invited guest*), Alison Robbins
 - ii. Purpose: Partnership with BLUESD to provide support for expanding the pandemic in-person student pods implementation. TEA provides the space and funding for staff; the school district provides the student support staff via a licensed district employee run through their payroll system. Employee has been finger printed, received mandated reporter training, and has past experience with students as well as technological skills. Cost is \$125 per day, 152 days fit within current budget.
 - iii. Recommendation: It is the recommendation of staff, that the BOE consent to the contract for the 2020-2021 school year providing funding for a licensed district employee, and authorization for the Sapphire Palace as the site for 15 students to use internet connectivity and the space for learning support not to exceed \$19,000. Charges approved to: 03/280/5300
 1. **DISCUSSION**: BOE asked Alison questions on the logistics of the program, how Pathmakers would provide academic enrichment, and the status of the progress of beginning implementation. BOE discussed which students would be eligible to attend. BOE confirmed that students on the Rancheria would have highest priority, followed by Native students in the community, students of employees of the Tribe, and then all other students. BOE directed that the priorities be included in the contract and attachments language. It was discussed that Jace would need to abstain because he is on the BOE of BLUESD and it could be construed as a conflict of interest.
 2. **NOMINATIONS**: Michele Kindred made motion to approve a \$19,000 contract with BLUESD for classroom support services; Michael Shackelford 2nd
 3. **DECISION**: 4-0-1
 4. **ACTION**: BOE directs Alison to finalize the contract with DeAnn provide it to Jason for signature.
- b. Blue Lake Rancheria Transit System – Student Bus Passes for “Palace is the Place” & Dial-A-Rise Services for Pathmakers Student Interns
- i. Contact(s): Alison Robbins, Kyle Mayr (*invited guest*)
 - ii. Purpose:
 1. To provide bus passes through the Pathmakers program so that students assigned to the learning pods in the “Palace is the Place” classroom have transportation to and from home & the Rancheria should they live off Rancheria lands. Student passes (20 rides) are \$22.50. The suggested not to exceed amount of \$1,700 provides for 9 student passes a month

September through May, for a total of 75 passes costing \$1,688. Passes will be purchased and provided to Blue Lake Elementary school to be handed out to “Palace is the Place” students in their Friday supply bags on a monthly basis.

2. To provide deviated fixed route or dial-a-ride services in support of the new Pathmakers Student Internship program with Facilities Department and NHUHSD.
- iii. **Recommendation:** It is the recommendation of staff, that the BOE consent to the contract for the 2020-2021 school year providing funding for student bus passes, not to exceed \$1,700, and student internship program support not to exceed \$700. Total student transportation authorized not to exceed \$2,400. Charges approved to: 03/280/5300
 3. **DISCUSSION:** BOE asked Alison questions about options for the Intern should the Transit department be unable to accommodate the schedule, and Alison said she would reach out to employees, provide vehicle inspection forms and permission slips, and arrange transportation any way she could to secure safe transportation for the student.
 4. **NOMINATIONS:** Michele Kindred made the motion to authorize student transportation expenditures not to exceed \$2,400; Kelsay Shackelford 2nd
 5. **DECISION:** 5-0
 6. **ACTION:** BOE directed Alison to purchase the needed bus passes and secure transportation services for the Intern.
- c. Humboldt State University – TRiO Talent Search & Pathmakers partnership
 - i. **Contact(s):** Alison Robbins
 - ii. **Purpose:** Partnership expansion with HSU to provide self-efficacy, goal setting, persistence, and resilience student support services at schools in Hoopa using STEM activities as part of the Pathmakers program.
 - iii. **Recommendation:** It is the recommendation of staff, that the BOE consent to the contract for the 2020-2021 school year providing for up to 240 hours of service for Hoopa schools, not to exceed \$9,275. Charges approved to: 03/280/5300
 1. **DISCUSSION:** BOE asked questions regarding how the students would receive services. It was noted that HSU pointed out that Jason could not sign the contract because he sits on the HSU Board and it would be a conflict of interest.
 2. **NOMINATIONS:** Jace Baldosser motioned the contract be approved as presented; Michael Shackelford 2nd
 3. **DECISION:** 4-0-1

4. **ACTION:** BOE directed Alison to finalize the paperwork and contact HSU to tell them it was approved.
- d. Melvin Chag Lowry – Author
- i. Contact(s): Alison Robbins, M. Chag Lowry (*invited guest*)
 - ii. Purpose: Expand partnership with Author M. Chag Lowry for the development of two curriculums (1) for grades 5 – 8, (2) for grades 9 – 12 based upon the author’s two novels which are on *Consent Item f(ii)3*.
 - iii. Recommendation: It is the recommendation of staff, that the BOE consent to the contract for the development of culturally adaptive curriculum for two of the authors novels for use by the TEA and its consortium partners, not to exceed \$5,000. Charges approved to: 03/280/5300
 1. **DISCUSSION:** BOE asked questions about the format of the curriculum and when it would be available.
 2. **NOMINATIONS:** Jace Baldosser made the motion to approve the curriculum development contract with M. Chag Lowry for \$5,000; Kelsay Shackelford 2nd
 3. **DECISION:** 5-0
 4. **ACTION:** BOE directs Alison to finalize paperwork, and complete the contract.
- e. Two Feathers Native American Family Services, Inc.
- i. Contact(s): Alison Robbins
 - ii. Purpose: Providing mentoring, tutoring, counseling services in coordination with the CA State Parks Kindling the Flame: A Youth Cultural Revitalization Program.
 - iii. Recommendation: It is the recommendation of staff, that the BOE consent to the contract for the provision of mentoring, tutoring, and counseling services, not to exceed \$15,000. Charges approved to: 03/280/5300
 1. **DISCUSSION:** BOE asked Alison questions about the two different parts of the contract for supporting the CA State Parks program, and about the mentoring, tutoring and curriculum training. Alison spoke to them about the *Native American Life Skills Curriculum* by Dr. Teresa LaFramboise that has been purchased and that Two Feathers, due to their relationship with Dr. LaFramboise, could bring her to Humboldt for training of staff.
 2. **NOMINATIONS:** Kelsay Shackelford made the motion to approve the Two Feathers contract for \$15,000; Michael Shackelford 2nd
 3. **DECISION:** 5-0
 4. **ACTION:** BOE directed Alison to finalize contract, and for Jason to sign it when finalized.
- f. Curriculum Purchases - multiple vendors
- i. Contact(s): Alison Robbins

- ii. Purpose: The purchase of the following curriculum which are supported by Pathmakers culturally adapted maker activities, synchronous and A-synchronous virtual presentations:
 - 1. Klamath-Trinity Land Tenure Curriculum sets for Blue Lake Elementary & CA State Parks as well as books for the mini-lending libraries \$1,677.25
 - 2. ITEP – Gold Rush Native Perspectives Curriculum \$225 – grades 9-12
 - 3. Melvin Chag Lowry, Author – Novels
 - a. First Patriots – up to 145 copies @ \$12.50, not to exceed \$1,750 – curriculum level grades 9-12
 - b. My Sisters – up to 145 copies @ \$12.50, not to exceed \$1,750 – curriculum level grades 5-8
- iii. Recommendation: It is the recommendation of staff, that the BOE consent to the purchase of additional pieces of curriculum that go along with the culturally adapted maker activities, furthering the curriculum use and allowing for non-infringement of copyrights, not to exceed \$5,500. Charges approved to: 03/280/5211
 - 1. **DISCUSSION**: BOE asked Alison questions about purchasing multiple sets of the curriculum and Alison explained it was due to the copyright.
 - 2. **NOMINATIONS**: Jace Baldosser made the motion to purchase the curriculum and books not to exceed \$5,550; Michele Kindred 2nd
 - 3. **DECISION**: 5-0
 - 4. **ACTION**: BOE directed Alison to get POs issued to the vendors and secure the curriculum and books for the Pathmakers program.
- g. Pathmakers Internship Program - pilot
 - i. Contact(s): Alison Robbins, Mike Smith, Karen Skoglund (*invited guest*)
 - ii. Purpose: Authorization to hire a student intern under the Pathmakers Program. Student will work with Mike Smith and his staff in Facilities up to 10 hours per week for 15 weeks (total of 150 hrs.). Student will work on projects assigned by Mike Smith and on two Pathmakers projects (1) mobile smoker, and (2) four mini-lending libraries.
 - iii. Recommendations: It is the recommendation of staff, that the BOE consent to the creation of a pilot Internship project under the Pathmakers program, hiring a student intern and purchasing the associated supplies for projects, total pilot project costs not to exceed \$4,200.
 - iv. **DISCUSSION**: BOE asked questions about the student's work study program, work permit, and transportation to and from the work site.
 - v. **NOMINATIONS**: Kelsay Shackelford made the motion to authorize the pilot work study program and the hiring of the student Intern to work with the Facilities Department; Michele Kindred 2nd

vi. **DECISION:** 5-0

ACTION: BOE directs Alison to complete the paperwork and pre-employment drug screening to hire the Intern and implement the new pilot program.

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. Changing the Board Meeting Calendar

i. Contact(s): Jace Baldosser

ii. Purpose: BOE Vice-President, Jace Baldosser is requesting a rescheduling of planned BOE meetings due to a new and significant conflict on the established meetings & times. Per adopted Education Code Section 1402 Board of Education:

6. Board of Education Agendas, Calendars, & Meetings

The Board shall meet in regular session at least once each month and shall schedule other official meetings and committee meetings as are necessary. The procedures for BOE Agendas and general information about Board meetings are set for in this Education Code. The Executive Director of the Tribal Education Agency or their designee, shall establish a 12-month calendar of Board of Education meetings each January. Once adopted, this calendar will be changed only by a majority vote of the Board, except in the case of emergency when the Board President shall be permitted to make a change, or special meetings as noted in this Education Code.

iii. Recommendations: It is the recommendation of staff that meetings either: (1) be moved to Monday at 7PM or (2) remain on Tuesday but have the start time pushed back to 8PM.

iv. **DISCUSSION**: Jace Baldosser stated that he had requested this agenda item, but that circumstances have changed, and he withdraws his request to change BOE meeting dates and times. Jason asked for any further questions and comments, and receiving none, considered this agenda item closed.

v. **NOMINATIONS**:

vi. **DECISION**:

ACTION: No action

b. TEA Vision and Mission Statement Development Committee

i. Contact(s): Michele Johnson, Kelsay Shakelford, Alison Robbins

ii. Purpose: To receive direction on the appointment of members to the committee, and to receive priorities list from the BOE.

iii. Recommendations: Staff recommends the appointment of Angela "Angie" McCabe to the committee based upon her direct work with children at local schools, her education, and past experience in tribal education.

- iv. **DISCUSSION:** Kelsay Shackelford led the discussion and would like to invite Angie McCabe to join the subcommittee as a parent of two children residing on the Rancheria. Michele and Kelsay discussed other persons in the community they have approached (2 others) but who declined.
- v. **NOMINATIONS:** Kelsay Shackelford made the motion to formally invite Angie McCabe to join the BOE SubCommittee and move forward with setting up dates for working meetings; Michele Kindred 2nd
- vi. **DECISION:** 5-0
ACTION: BOE directs Alison to formally invite Angie McCabe and to set-up dates and times for this subcommittee working meetings.

c. Executive Director Position

Due to the topic of conversation involving Personnel Actions, Jason Ramos called for a Closed Session.

- i. Contact(s): Jason Ramos
- ii. Purpose: To officially designate Alison Robbins as the Executive Director of the Tribal Education Agency, and authorize the change to the STEP Grant Project Director with US Department of Education so that she may have access to reporting and communication responsibilities.
- iii. Recommendations:
 - 1. Board makes the motion to designate Alison Robbins as TEA Director, and authorizes changes to STEP Grant Program Director.
 - 2. Jason recommends \$5,000 spending cap for Alison's authority to be approved without coming to the BOE.
- iv. **DISCUSSION:** Discussion on Alison's promotion ensued and the need for a formal notification to the US Department of ED because of the change to key personnel. Board discussed adding the \$5,000 spending cap to reduce the number of consent agenda items. Anything \$5,000 and under Alison would have the authority to sign for without having to bring it to the BOE first, anything over \$5,000 would have to come to the BOE for approval.
- v. **NOMINATIONS:** Jace Baldosser made the motion to appoint Alison Robbins as TEA Executive Director with a spending authority of \$5,000 or below, and to direct a letter be sent to US Dept. of ED informing them of the change to the STEP Grant Project Director from Bonnie Mobbs to Alison Robbins; Michele Kindred 2nd.
- vi. **DECISION:** 5-0
ACTION: BOE directs that Alison submit the paperwork for her promotion and title change to Tribal HR, and that a letter be sent to US Department of ED to make the necessary changes in compliance with federal regulations.

Personnel actions concluded, Jason adjourned the Closed Session and returned the meeting to an open forum.

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 08/18/2020
 - i. **DISCUSSION:** Jason called for corrections or discussion, and none being put forth called for motions to approve.
 - ii. **NOMINATIONS:** Jace Baldosser made the motion to approve the minutes as presented, Michele Kindred 2nd the motion.
 - iii. **DECISION:** 5-0
 - iv. **ACTION:** BOE directs that the approved minutes be posted to the BOE website.

VII. NEW BUSINESS

- a. No new business

VIII. AJOURNMENT

- a. Jace Baldosser motioned to adjourn the meeting. Michele Kindred 2nds
- b. Jason Ramos official adjourned the meeting at 8:20PM