

I. OPENING MEETING

- a. Roll Call

II. REPORTS

- a. The Executive Director's Report
- b. Marketing & Communications Report
 - i. Social Media Report
 - 1. See November/December Report
 - 2. Chag Lowry Social Media Campaign – Entrepreneurship program

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 Clerk of the Board at (707) 668-5101 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 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. BOE Election – Candidate List for Ballot
 - i. Contact(s): Isak Brayfindley, Clerk of the Board
 - ii. Purpose: To identify the candidates who have submitted their Letter of Intent by the due date, and publish the approval of the ballot for the BOE election taking place on Saturday, January 8, 2022.
 - iii. Recommendation: The Clerk of the Board recommends the acceptance of the candidates, and the approval of the ballot for the election as submitted in the BOE Agenda packet. (*See signed Letter of Intent forms from Jason Ramos, Jace Baldosser*)
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

Board of Education Meeting Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, December 21, 2021 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

b. BOE Reviewed Policy Statements for Approval

- i. Contact(s): Alison Robbins, Kelsay Shackelford, Michael Shackelford
- ii. Purpose: To approve the policy statements which the BOE Policy Subcommittee has reviewed and approve so that TEA staff may proceed with creating appropriate procedures, forms, etc. and disseminate the SOPs for efficient and smooth operations of TEA programming. (*Agenda packet: Reviewed and Ready for BOE Approval*)
- iii. Recommendation: Staff recommends approval.
 1. **DISCUSSION:**
 2. **NOMINATIONS:**
 3. **DECISION:**
 4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. BOE 2022 Meeting Dates

- i. Contact(s): Isak Brayfindley, Clerk of the Board
- ii. Purpose: A review of potential meeting dates for the BOE in 2022 to be compiled and presented at the first BOE meeting in January 2022 after the election of the BOE on January 8th. The currently sitting BOE will provide a list of proposed dates for the 2022 calendar year. Most important date is the January meeting date.
- iii. Recommendation: The Clerk of the Board makes the following recommendations for dates in 2022, all dates are Tuesdays:

January 11	May 17	September 6
February 15	June 14	October 4
March 22	July 12	November 1
April 19	August 9	December 6

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

b. BOE Policy Statements for Review by full BOE per Subcommittee recommendations

- i. Contact(s): Alison Robbins, Kelsay Shackelford, Michael Shackelford
- ii. Purpose: To review, discuss, and advise on specific policy statements which the policy subcommittee designated as needing the full BOE's input.
- iii. Recommendation: Subcommittee recommends full discussion on policy statements which define and impact services to specifically sensitive areas. (*Agenda packet: Reviewed Policy Statements for BOE Discussion_v1*)
 1. **DISCUSSION:**
 2. **NOMINATIONS:**

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3. **DECISION:**

4. **ACTION:**

VI. MISCELLANEOUS

a. Approval of Board minutes from 11/09/2021

i. Contact(s): Alison Robbins

ii. Recommendation: TEA Staff recommends approval of the draft minutes for publication

1. **DISCUSSION:**

2. **NOMINATIONS:**

3. **DECISION:**

4. **ACTION:**

VII. UNFINISHED BUSINESS

i. Policy Subcommittee meetings

ii. Strategic plan update meetings need to be scheduled when Alison's workload allows

iii. Grant opportunities Pending with the TEA

1. Will keep reporting on until applications are done

VIII. NEW BUSINESS

a. Utilities payment for students

IX. AJOURNMENT

Report of the Executive Director BOE Meeting 12/21/2021

TEA Administration

- Policy Subcommittee has met and reviewed numerous policy statements for BOE approval – See Consent Agenda Item
 - Policies statements approved by the BOE will drive the creation of written SOPs (and their corresponding forms) by the TEA staff
- Policy Subcommittee has identified policy statements requiring full BOE discussion – See Item for Discussion
- TEA Staff are continuing to identify needed Policy statements as work progresses, partnerships are explored & created, and new programs are designed.
- Strategic Plan writing has been delayed while grant writing and program management needs were prioritized. This includes Education Code development in support of Strategic Plan goals. Action plans for programs are under development by TEA staff to assist with the development of the long term planning document. Feedback from PACs has not been received at this point. Plans for meeting with PACs in January are in the works.

Awarded Grant Updates

- **US Dept. of ED – Office of Indian Education (OIE) – Native American Career Technical Education Program** – [Fund/Dept.: 03/284] – All project objectives, program measures, and GPRA measures have been submitted to and accepted by our Program Officer. Meetings are being held right now for the following:
 - Development of NACTEP webpage for TEA website
 - Development of 5-8th grade program activities which tie into both NYCP 4H Program concepts, and BIA-TCRP planned restoration activities connecting both **Agriculture and Natural Resources** (the *CTE industry sector* which is the focus of this grant)
 - Career Exploration classes via HSU Office of Extended Education for high school students – we’re calling this effort Early College Experiences for Native Youth focused on SCIENCE 100 courses. This would complement the NACTEP grant’s focus on Agriculture & Natural Resources & the STEP Grant’s Modern Youth Internship Academies concept. ([See Supplemental Information from 12/16/2021 meeting notes and sample syllabus developed for the concept](#)) Internships providing work experience in related fields are a component of this concept’s design. Current discussions are centering around a three semester approach – not sure of the grade levels yet, potentially rising juniors or seniors are our target thus far:
 - 1) Summer semester with internship hours in a related field to the work to be done in SCI 100 course
 - 2) Fall semester engaged in the HSU Extended coursework
 - 3) Spring semester engage in the HSU Extended coursework
 - Students would receive a total of 10 high school credits for the HSU Extended coursework, 3 CSU credits which satisfy a general education requirement (Category E), as well as receiving a paid internship during summer with BLR, the Yurok Tribe, or one of our partner organizations, such as Hog Island Oyster Farm (currently in discussion) or CA State Parks (have 1 current intern, and 1 open position)

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- To complete the concept of the Modern Youth Internship Academies, and tie in with the NACTEP program, we are looking for a nationally recognized certificate which compliments these internships and courses which the student would receive after sitting a test – thus, they could make their own decision to:
 - Move forward to a four-year degree program with HSU (and eventually our tribal college); or
 - Move forward to a two-year certificate program for a higher level of certification to meet additional industry standards in their field of choice at eventually our tribal college, Ta'm Workforce development program, or CR; or
 - Enter the workforce using their work experience, and certificate gained in the program
- Teacher Externship discussion with Jack B from NHUHSD – potentially with Sun Valley Floral Farms as an Externship site for Ag teachers
- Currently, we are maxed at 8% indirect cost recuperation on this program until our Finance Department requests DOI to negotiate with ED.
- Financial reports are included in this package – grant began 10/1/2021 and thus, only two months of payroll for staff have come from these funds thus far. This grant will contribute to the costs for the TEA website per it's grant budget and an allocation between programs when total costs have been provided by IT. It is expected that supply costs for this grant will begin in the Spring, as Fall has been used for planning activities and assessing needs after coordination with Environmental & Agriculture projects.
- **US Dept. of ED - Office of Indian Education (OIE) – Grow Your Own Administrator (GYOA) – [Fund/Dept.: 03/283] –** Our submitted budget adjustment was approved by Dept. of ED.
 - All eight (8) of our Cohort 1 participants have completed all required paperwork, and thus, all tuition for Fall 2021 has been paid to HSU (~\$4,600+ per participant), and each participant has received their monthly living allowance from this grant's budget for August through December (\$500 per month currently at \$2,500). Information on each individual cohort participant will be updated in the federal online database (PDPDCS) with the amount of federal dollars spent on their training as of 12/31/2021 by BLR. Alison will enter data after the financial statements have been received from the Accounting department with all payments as of that date. Each participant will be required to log into the PDPDCS website and verify their amounts per federal guidance from Program Officer Angela Hernandez. Arrangements have been made with HSU for Spring 2022 tuition, and the TEA will receive the bill in February.
 - Cohort 1 will exit the Training portion of the program in May 2022, and begin their two (2) year Induction phase. Meetings with HCOE are being scheduled for a March conference for cohort participants in Sacramento (statewide conference for small/rural district administrators), and we are hoping to plan a summer cohort conference in June or July where cohort 1 will be matched with their Champion Mentor to begin their Induction period of the program, and cohort 2 will meet cohort 1 for a knowledge exchange and kick-off for cohort 2.
 - Ongoing meetings with our Administrative Mentor Steve Godla has produced:
 - a P>D>C>A continuous improvement plan,
 - a Champion Mentor questionnaire for mentor recruitment, and

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- an outline of a GYOA website.
 - Cohort 2 recruitment will officially begin in January. We had five (5) people on a waiting list who had applied late to cohort 1 or where interested in later cohorts based on their need to meet minimum requirements of years in the classroom. Steve Godla is contacting the wait listed persons to verify how many open spaces cohort 2 and 3 will have prior to our mass recruitment effort. We will be sending flyers to school districts serving a high percentage of AI/AN students within a 275-mile radius of BLR (our service area for this grant), as well as publishing information on our Facebook and TEA GYOA website page. The pool of districts to be contacted is based on the data provided by ED-OIE. These same districts are working with BLR and HCOE to identify Administrative positions for our cohort participants to apply their training. This is the most challenging piece of program implementation thus far, as many cohort participants are looking to stay relatively close to their current teaching position (same district or county).
 - Financial Report included in packet.
- **BIA – Tourism – Pandemic Relief funds** [Fund/Dept.: 03/179] Contract has been signed by BLR and Humboldt Tourism Bureau, and meetings are being scheduled.
- **BIA – Tribal Climate Resilience Program (Youth Participation)** – [Fund/Dept.: 02/157] Thao Le has been working with the Environmental Department on their planned creek restoration, documenting everything so it can go up on our new website. Thao Le has been working with Toni Ramos on the webpage for this new program <https://www.bluelakerancheria-nsn.gov/pathmakers/tcrp/>.
 - **Additional work considered:** Part of the discussions with HSU is a 2 Unit Climate class which would tie into the restoration work happening in Summer 2022 – along the lines of the NACTEP plan, it would be JUST summer 2022 and Fall 2022, maybe not Spring 2023.
 - **This also ties in with Anita Huff's BIA Resiliency grant extension** – which would offer courses through NAU – depends if we get it
 - We are looking to work with either HSU or NAU – HSU's program is likely to garner high school credit with the school districts, whereas NAU and HSU would offer college credit for the courses. NAU two, 1 Unit Courses, and HSU one, 2 Unit course.
- **US Dept. of ED – Office of Indian Education – NYCP Year 4 – Pathmakers** – [Fund/Dept.: 03/280]
 - Pathmakers roll out continues with in-person and virtual components meeting weekly at more than a dozen classrooms.
 - Steelhead in the Classroom component begun last year is continuing as well.
 - Teacher surveys are under development and should be out for feedback as part of our P>D>C>Adjust continuous improvement plan.
 - Last Family Maker Night (FMN) of the year was in November, and the Kindling the Flame program stopped in November as well. FMN will resume in January, and Kindling the Flame will resume in March or April.
 - Financial Report included in information packet.

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- **US Dept. of ED – Office of Indian Education – STEP Year 2 – Career Readiness Education** – [Fund/Dept.: 03/282] – Year 2 Budget adjustment with year 1 carryover has been submitted and approved by ED-OIE.
 - Working is being done with C-TIE partners on designing the program ([See Supplemental Information on Modern Youth Internship Academies](#)) Plans to expand work in coordination with the Yurok tribe are in development. This all ties in with NACTEP and BIA-TCRP goals. While those grants focus two of the six CTE Industry Sectors, namely Agriculture & Natural Resources (ANR) and Energy, Environment, and Utilities (EEU), the STEP Career Readiness Education MYIA is attempting to build the same for the other FOUR Industry sectors, namely:
 - Building & Construction Trades – courses through CR via HCOE Trades Academy – Jack Sheppard, Tanya Trump and Karen Brooks
 - Manufacturing & Product Development – courses through CR and HSU
 - Health Sciences & Medical Technology – courses through CR and HSU
 - Hospitality, Tourism, and Recreation – courses through CR and HSU
 - Recruitment video for Native American persons wishing to become CTE teachers has been given to Toni to be added to the website and we anticipate they will be up and live soon. Used Prezi and have switch to CANVA ([See Supplemental information of CTE Credential Recruitment – R3E Program](#))
 - Financial Report included in information packet.
- **CA Humanities – Curriculum Development Grant from National Endowment for the Humanities** – [Fund/Dept.: 03/297] - \$20K grant has been provided to Chag Lowry to complete work begun prior to the pandemic which was halted when Covid closed the publishing house supporting this work. BLR's grant picked up where that work left off, and Chag is moving forward. Policy for TEA Entrepreneurship program will be developed to support BOE's concepts for working with fledgling Native American businesses supported by our programs.
- **Institute of Museum and Library Services – American Rescue Plan - Blue Lake Rancheria Sylvia Daniels Memorial Library Digital Products Plan** - \$50,000 for the Wisdom Basket Mobile Book Van. Grant pays for the van, backpacks, books, and fuel for the van. Anita Huff is looking to possibly alter that grant plan as costs have skyrocketed for vehicles during the pandemic, and the planned vehicle is no longer available nor within the original price range. Plans are being developed for alternative methods, such as a pulled trailer housing all of the same facilities as the planned van, but it will need to be pulled by a tribal vehicle instead.
- **BIA – Climate Change Grant – Anita Huff** – we have \$70,000 in funding which Anita is requesting to be put into a carryover for one year to fund a climate change conference, and climate change classes from Northern Arizona University's ITEP program. Northern Arizona University ITEP Team will provide two 4-day (1-hour per day/4 hours total) virtual deliveries of Climate Change curriculum appropriate for high school aged youth. **No updates at this time.**

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Submitted Grant Application Updates

- **US Dept. of ED – Office of Indian Education – American Rescue Plan – American Indian Resilience in Education (ARP-AIRE)** – grant application was submitted on 09/13/2021. We requested \$1,496,411 for the “Pathmakers Plus” program. We **did not** receive funding for this application.
- **Association of Tribal Archives, Libraries, & Museums (ATALM) New grant application submitted with Chag Lowry** - \$40,000 grant submitted on 12/10/2021 with Chag Lowry for more books and curriculum to be created in support of the rollout for Native American studies as a mandatory part of Ethnic Studies courses now required to graduate from CA high schools. This curriculum is focused on military service and experiences of Native American veterans during WWI, WWII, Korean War, Vietnam, and modern warfare from 1980’s forward. We should know if we received this grant within the next six weeks or so. This is in support of the TEA’s Entrepreneurship program for new Native American businesses.

Grant Applications Under Development for the TEA by Executive Director:

- **Environmental Protection Agency - Environmental Education Grants** – due December 6, 2021 – we were not technically eligible because we do not have an open school at this time. I have shelved the application information which was put together for a future date and time when such funding becomes available to support those ideas for STEM program expansion as outlined in the narrative.
- **National Endowment of the Humanities – American Recovery Program funding – Humanities Grants for Native Cultural Institutions** – grant range \$5,000 to \$50,000 - due January 3, 2022 – currently in creation mode of planning for interconnectivity between programs.
- **Bureau of Indian Affairs, Tribal Youth Initiative** – due by January 13, 2022 – max \$50,000 – Program purpose:
 - o The extent to which a project engages tribal youth in natural resources management (number/age of youth, and the degree to which the material will motivate or otherwise support tribal youth on a path to a career in natural resources)
 - o provides hands-on resource management activities
 - o addresses recognized local resource management issues
 - o addresses recognized broad-scale resource management issues
 - o demonstrates interdisciplinary approach to resource management
 - o accomplishes meaningful resource conservation/management results

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- **Economic Development Agency (EDA) – [Competitive Tourism Grant](#) (*link included*)** – grant range \$100,000 to \$10,000,000 - *due January 31, 2022* – Through this ARPA Tourism NOFO, EDA aims to assist communities and regions in recovery from the coronavirus pandemic's significant negative impact on the travel, tourism, and outdoor recreation sectors. EDA's ARPA Tourism NOFO is designed to provide a wide-range of financial assistance to communities and regions to rebuild and strengthen their travel, tourism, and outdoor recreation industry through various infrastructure and non-infrastructure projects. *This grant program requires matching funds.*
- **NOAA California Bay Watershed Education and Training (B-WET) Program** – *Application due: February 18, 2022* – currently exploring the interconnectivity of this program with other TEA programs for crossover, efficiency, and need. Will have an update on application process at January's meeting.
- **National Endowment for the Humanities – Institutes for K-12 Educators** – application becomes available on November 15, 2021; Optional draft due: January 19, 2022; *Application due: February 22, 2022*. We are to expect notification: August 15, 2022, with a project start date of October 1, 2022. Max funding \$220,000 (Level 1 grant - 15-month program). Program purpose:
 - NEH Institutes are professional development programs that convene K-12 educators from across the nation in order to deepen and enrich their understanding of a variety of topics in the humanities and enrich their capacity for effective scholarship and teaching. Most fundamentally, institutes:
 - allow immersive study of topics of significance to the humanities
 - foster new fields of study and/or revitalize existing areas of inquiry
 - reinvigorate teaching and increase intellectual impact in the classroom
 - build lasting communities that foster participants' intellectual and professional collaboration
 - They should:
 - ground the study in significant humanities texts and related resources
 - explore multiple approaches to the topic in a manner that is both rigorous and collegial
 - provide opportunities for deep and collaborative engagement with the topic
 - model excellent scholarship and teaching
 - consider how the topic engages recent developments in the scholarship, teaching, and curriculum of participants' professional settings
 - reach the widest possible audience for whom the topic is relevant

Dec 16, 2021 | [Early College Experience for Native Youth & SCI 100](#)

Attendees: arobbins@bluelakerancheria-nsn.gov cmcquillen@yuroktribe.nsn.us
jmcquillen@yuroktribe.nsn.us lhoffman@bluelakerancheria-nsn.gov
pbommelyn@yuroktribe.nsn.us [Rose Francia](#) [Sei Hee Hwang](#) [Sheila Rocker-Heppe](#)

[SCI 100 Folder](#)

Notes

- Peak interest
- Could it be 2 units?
- Experience
- May weed out a lot of students that they are trying to reach if push too hard with too much
- Can it be stretched over a year versus 1 semester?
- Possibly make it a 1 unit course
- Go through syllabus and see what content might look like that's desirable
- 1 unit per semester? Summer, fall, spring?
- Summer is less stressful and a good time to start
- Could it tie into Yurok summer internship?
- Receive HS credits for completing each section that could lead to college units?
- Del Norte - 1 unit college = 3.33 HS units; 3 units = 10 units
-

Action items

- Alison will email internship to Sheila and Sei Hee
- On HSU's end, who could be faculty
 - Dr. Baldy has a Water Protection curriculum used at the Yurok Tribe internship

Workforce Development Courses through CEEGE:

[Basic Wildland Firefighter Training Course](#)

- High school students can enroll

Science 100 for Among Giants
Syllabus: Science 100 - Being a STEM Professional in the 21st Century

General Information

Sci 100 Meeting times and Places:

Lecture: Monday and Friday (time and room number here)

Break Out Group (BOG): Wednesday

BOG leader 1- group meets in _____

BOG Leader 2- group meets in _____

Required Materials can be found on Canvas Course Site and include:

Required readings

Assignments

Field Materials

Binoculars (checked out from either Biology, Wildlife or Forestry Stockroom)

Rite in the Rain Notebooks (Bookstore or Provided during Summer Immersion)

Instructor name and contact information:

Large Lecture (and BOG) Instructor:

Office: Dawn Goley

Office Hours: Wednesday 1-3 pm, Thursday 2-3 pm, Monday 1-2

Telephone: xt 4168

E-mail: Dawn.Goley@humboldt.edu

John Steele:

Office: SB 324A

Office Hours: Monday and Wednesday 4-5, Thursday and Friday 10-11 am

Telephone: xt 3178

E-mail: john.steele@humboldt.edu

Changes to this Syllabus: Changes to this syllabus are anticipated. All changes will be announced in class and on Canvas.

Specific Course Information and Learner Outcomes

Sci 100. Becoming a STEM Professional in the 21st Century (3 units) Introduction to the impact of your chosen discipline on student life and society, practical aspects of the study of the disciplines and associated careers from different perspectives.

General Summary:

This class was designed to support first-year CNRS students. This course will support your academic and personal goals and will help to connect you with your major, your peers, faculty, department, college, University and local community. It is centered around the understanding of the Science of Self, Science of Success, and Science of Science.

Learning Objectives: There are a few levels of learning objectives, or outcomes for this class. The Area E GE Learning outcomes refer to goals we have identified for all students taking a general education class in Area E. The University and HSU grade outcomes are goals we have identified for all HSU students while they are attending HSU and after they have graduated. Finally, the Sci 100 outcomes are the learning goals we have identified for students specifically in this class. More detail is included below.

Area E GE Learning Outcomes:

Upon completing this requirement:

- Students will explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and sociocultural influences. "Human Integration"
- Students will demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others. "Self"

This course will give you skills that will allow you to progress in the following Humboldt State University Student Learning Outcomes

University Learning Objectives:

- Communicate effectively through written and oral modes.
- Develop critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- Display competence in a major area of study.
- Foster appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Sci 100 Student Learning Outcomes:

- Students will be introduced to their home department, the College of Natural Resources and Sciences, the University and the surrounding area. They will build relationships with faculty and students from their home department and will create a broad community of peers, mentors and resources to support them during their time at HSU.
- Students will connect and engage with academic and self-development campus resources. Through guest speakers, workshops and on campus resource visits, they will be empowered to seek resources independently.
- Students will advance their academic and emotional resilience.
- Students will be introduced to what it means to be a scientist. Through reading popular and technical writing in their field they will develop their critical thinking skills.
- Students will be able to formulate their goals as a future professional in their chosen major. Students will evaluate their strengths and weaknesses as student-learners.
- Students will gain an appreciation for and understanding of an expanded world perspective by engaging with other students, staff, and faculty within and outside their field.
- Students will develop confidence and communication skills to culture a professional mindset and skill set. Through this, students will evaluate the meaning of scholastic and humanistic success and form a better understanding of their target career path.

Course Requirements

- **Summer Immersion Assignment: 25 points**

You are expected to turn in your field notebook with all of your notes from Summer Immersion during the first class meeting of SCI 100, your two worksheets for mammals and complete your immersion reflection and submit to Canvas before the first class meeting.

- **Weekly Assignments: 150 Points**

You are expected to complete weekly assignments on your own using Canvas. These entries are broken up into four sections that are intended to model and reinforce skills and habits that you should use throughout your college years: 1) **REVIEW** - review what you've learned in class during the previous week, 2) **PREVIEW** - preview upcoming material and prepare yourself for it, 3) **ABOUT YOU** - reflect on yourself, your personal growth, and different topics. 4) **To Do** - complete one or more assignments or remind yourself about assignments that will be due soon. The specific instructions will be posted on Canvas each week and you will have one week to complete.

Weekly Assignments will be due by 11:59 pm every Thursday, and no late entries will be accepted (see "Late Policy section on the following page).. Weekly Assignments will be assessed on the completion and quality of your responses to all prompts. 15 assignments @ up to 10 points each - 150 points possible.

- **Sci 100 Attendance and Participation: 80 points**

You are expected to come to every class meeting, although we understand you may miss class due to illness or personal emergency. You are permitted 3 free missed classes. You will receive 2 points for being present, prepared and fully participating in the day's activities, for a total of up to 80 points possible.

- **STEM Buffet: 50 points**

You are expected to complete 5 assignments for the Buffet - 3 completed assignments will be due by the end of the 8th week of classes and 2 will be due by the last week of class. You will select to attend one activity and complete the associated assignment (Found on Canvas) within EACH of the following categories. 3 are due by week 8 and 2 are due by finals week.

- 1 Wellness skillshop that is meaningful to you
- 1 Professional skillshop that is meaningful to you
- 1 Success skillshop that is meaningful to you
- 1 seminar or talk on/around campus that is meaningful to you
- 1 club meeting that is of interest to you

Hands-on Project Based Assignments

Arcata Marsh Project (WOB Project (Willow Phenology, Observation and Biodiversity) – 75 points

The final assignment for the WOB project will include: summary graphs, Interpretive summaries, raw data, and field notes. You will be provided a template to complete for this project on Canvas.

Poster - Final Group Project - 50 Points

The final group poster project will be on a topic related to climate change, and will culminate in a formal group poster presentation in the Library on the last day of class.

Participation in field and group work - 25 points

You will be assessed on your contribution to your team projects using Catme surveys and mentor meetings.

Final Exam - Reflection Assignment - 75 points

You will complete three reflection assignments on what you have learned about the science of self, success, and science throughout the semester. These are due during your final exam period.

Grading Information

- **Evaluation- 525 points total:**

Immersion Assignment-25 possible points (~ 5 % of grade)
Weekly Assignments - 150 possible points (~ 30 % of grade)
Attendance and Participation - 80 possible points (~ 15 % of grade)
Arcata Marsh Project - 75 possible points (~ 15 % of grade)
Team Participation - 20 possible points (~5 % of grade)
Final Group Poster project - 50 possible points (~ 10 % of grade)
Reflection Assignments - 75 possible points (~ 15 % of grade)
STEM Buffet - 50 possible points (~ 10% of grade)
Total points - 525 possible points

- **Grade Scale:**

A	93 - 100 %	A-	90 - 92.9 %		
B+	87 - 89.9 %	B	83 - 86.9 %	B-	80 - 82.9 %
C+	77 - 79.9 %	C	73 - 76.9 %	C-	70 - 72.9 %
D+	67 - 69.9 %	D	60 - 66.9 %		
F	< 60 %				

- A grade of "I" for "Incomplete" indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit for the course. Such a grade will only be given in those rare cases in which the student cannot complete the course requirements due to circumstances beyond the control of the student.
- Late Policy. All assignments are expected to be completed by the due date and time. If there are extenuating circumstances, contact the instructor via email before the assignment is due.

Weekly assignments submitted within 12 hours of the deadline will incur a 20% penalty. Weekly assignments submitted more than 12 hours after the due date will not be accepted.

Course Policies and Campus Resources for Students and Additional University Policies

This course is offered in a face-to-face format and will use Canvas for accessing course materials and some assignment submissions. Please follow the Course Schedule.

Need Help?

If you have questions about the course, such as concepts covered in the course, your assignments, or scores post your question in the **"Ask Questions Here"** forum in the Discussion link on the left navigation menu. You may also contact (dawn.goley@humboldt.edu), during office hours, or by appointment.

If you have technical questions, such as the suitability of your home computer for the course, installing plug-ins, problems with your password, etc., contact the HSU Help Desk (help@humboldt.edu or 707-826-4357).

Inclusivity

Students in this class are encouraged to speak up and participate in-class and online. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. We believe that this is what will enrich all of our experiences together. We recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please speak with

me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

Expectations of the Student

1. Check your email daily. Come to class.
2. Expect to spend about 6 hours per week working on this course.
3. Prepare to the best of your ability for every aspect of this course.
4. Take the opportunity to learn how to write your own thoughts; don't plagiarize. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes.
5. Learning through collaboration (defined as working with or learning from another) is an effective tool used in this class and in your future employment. When I expect you to collaborate, I'll make it very clear in the assignment instructions. All other work in this class is to be done independently.

Expectations of the Instructors

If we all live up to our academic responsibilities, this course will be meaningful for all who participate. Please feel free to discuss these points with us at any time during the course this semester.

1. We will prepare and review course materials to be as current and accurate as possible.
2. We will be available to answer questions or issues that may arise for you during this course. **Expect a 24-hour turnaround time for responses to emails on weekdays and 48 hours on weekends.**
3. We will try to the best of our ability to prepare you for the assignments and other assessments in this course.
4. We will utilize fair and honest evaluation techniques for each assignment required for this course.
5. We will do our best to address the needs of a diverse range of learning styles in this course.
7. We will make every effort to follow QLT (Quality Learning and Teaching) best practices.
8. We will only share your student information per FERPA guidelines.

Class Culture*: We will decide on the final expectations together, but some of the guiding principles might involve:

- Respect for each other (what does that mean to you?)
- Come to class sober
- Keep cell phones put away
- Food or drink?
- Be in your seat before class starts
- Do not leave in the middle of class unless there is a real need (e.g., family emergency, you are too ill to stay in class)
- Stay until class is over
- Be a regular and willing participant

*Talk with instructor if you need special accommodation or exception from these rules.

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- Complaints against Faculty Staff or Administrators
<https://www2.humboldt.edu/studentrights/complaint-staff>
- Sexual Misconduct/Discrimination Report Form
http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=10
- Student Code of Conduct
http://studentrights.humboldt.edu/sites/default/files/student-rights/code_of_conduct_0.pdf
- Animals in Classrooms or Laboratories

According to the HSU Animal Policy (EM:P08-02), animals are prohibited in classrooms or laboratories except Service Animals as defined by the Americans with Disabilities Act (ADA). The ADA and therefore this policy does not cover Comfort or Emotional Support Animals. For more information contact the Student Disability Resource Center (SDRC)
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- Please see the [Canvas Student Guides](#) to learn more about specific Canvas functions.

Special notes: Browsers and Mobile Devices

1. The Canvas app: Available for iOS or Android: [Canvas Mobile Guides](#)
2. Firefox or Chrome are recommended browsers for accessing Canvas. If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.
3. If Flash-based content is used in this course, it won't display on Mobile devices, especially iOS devices.
4. External URLs: To open certain URLs (http vs. https) you may be prompted to click on the shield icon in your browser to "allow" access to the unsecure content. Simply click on the shield and click the "allow" button when asked.
5. Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

Class Schedule and Notes

Week	Date	Topic	Notes
1	26-Aug	Welcome! Introduction to Science 100 Class Goals and Learning Outcomes, Syllabus Review- components of class- Expectations/Opportunities for class	
	28-Aug	Welcome to your BOG! Roses and Thorns Develop Ground Rules Introduce upcoming field trip and team development exercises	** Part Time Job Fair on the quad - 10-2:00 **Weekly Assignments are due EVERY Thursday by 11:59
	30-Aug	Finalize Class Ground Rules to include in syllabus Personal Values, Goals, Habits and Behaviour Revisit Immersion Experiment/Prep for weekend data analysis for your PBL- if relevant	Complete CatMe survey
2	2 Sept Labor Day	LABOR Day - no Class	
	4 Sept	Check in - Assign CATme Groups Introduce and develop Arcata Marsh Project Introduce National Phenology Network (Willow project) and iNaturalist (Biodiversity Project) and Observation or other PBL- related Components	***Volunteer Fair on Quad 10-2 pm
	6 Sept	Field Trip Logistics - Scientific Discovery at the Arcata Marsh and Wildlife Sanctuary (AMWS)	*DROP DEADLINE on Monday.
	8 Sept for AG and KC- WiFi Meet in FH 118	Meet at Founders Hall in the morning at 9:00 am for Introduction to Arcata Marsh Project and Activities. Afternoon- 11:30-3 Field Trip to the Arcata Marsh - Required	9-11 in classroom activities include discussion of place, Traditional Ecological Knowledge, The Arcata Marsh WasteWater Treatment Plant and logistics for the Arcata Marsh Project. 11:30-3 leave Library Circle for the Arcata Marsh for instruction on the

			Arcata Marsh Project and data collection
3	9-Sep	Debrief - Field Trip and Wrap up Immersion Project	
	11-Sep	Team Development Create a reverse calendar for Arcata Marsh project - schedule fieldwork, create a group management and communication plan	Bring Laptop to class Community and Belonging Fair 10-2 on Quad
	13-Sep	Professionalism in your field - what does it mean to be a scientist in your discipline?	
4	16-Sep	Learning Center Visit - Discussion of Effective Time Management Tools and Learning Support Services for this semester	This visit supports previous weekly assignments with weekly planner, Semester on a Page and Study Skills Self-Assessment
	18-Sep	Check in on Arcata Marsh Project Provide Feedback on Field Notes Club Rep visits - PBLC specific	Meet student representatives of clubs relevant to your major
	20-Sep	Connect with Major/Department	-Discipline Specific Speaker (Faculty) -Discuss Major Or visit facilities/resources
5	23-Sep	Student Health and Wellness Services - Counseling and Psychological Services - Health Center	Meet with invited guests from Student Health and Wellness Services and CAPs
	25-Sep	Project Check in; Data Management/Quality and Graphing Intro; Revisit data collection project timeline and learning objectives	Bring Your Laptop to class or meet in Computer Room
	27-Sep	Quick visit from Academic Advisor Exam prep/study strategies	Attend Office Hours Attend study session for first Botany Make and appointment with advisor
6	30-Sep	<i>Financial Aid - FAFSA, Scholarships - Financial planning Housing /Res Life to answer questions</i>	

	2 Oct	Data Management and Graphing Skills Instruction and Support	Meet in Computer lab or bring laptops to class
	4 Oct	Science vs. News - Influence of news on Science	
7	7-Oct	How to Read a Scientific Paper	
	9-Oct	Exam Self-Assessment - Exam Wrapper and Mindset Discussion	Individual Graphing Assignment Due 10 October by 11:59
	11-Oct	Methods of Scientific Inquiry	
8	14-Oct	Discuss Biodiversity Paper or other discipline specific paper	
	16-Oct	Data Management and Graphing Skills Continued Instruction and Support for graphing team data	Meet in Computer labs or bring your laptop to class **3 Buffet Assignments Due on 17 October at 11:59
	18-Oct	Undergraduate Student Panel	Meet with undergraduates in your department
9	21-Oct	Academic Advisor Arcata Marsh project Report Introduction and workday	Bring Laptop to class
	23-Oct	Arcata Marsh Project workday	Bring Laptop to class
	25-Oct	Revisit Immersion	Guest Speakers - Mark Wilson, Missy Hawkins, Erik Jules
10	28-Oct	Climate Justice	
	30-Oct	Check in on Project	

		Faculty Guest Speaker	
	1 Nov	Discipline Specific Resource Visit	Last Day of Data Collection for Arcata Marsh Project
11	4 Nov	Check in on Project Guest Speaker - Discipline Specific	
	6 Nov	Finalize Arcata Marsh/WOB Project	CATME Mid-semester evaluation Schedule meeting with BOG instructor **Arcata Marsh Project Due on Thursday 7 November at 11:59 pm
	8 Nov	Traditional Uses of common plants at the Arcata Marsh Special Evening Presentation by Visiting Scientist	**Special Evening Presentation by Visiting Scientists
12	11-Nov	Veterans Day - NO Class	
	13-Nov	Introduce Poster and Select Poster Case Studies	Poster Assignment #1 Due Thursday 14 Nov by 11:59
	15-Nov Meet in Library Computer Rooms	First Year Librarian visit - workshop on keyword search, and scientific citations	Important lecture for successful poster completion
13	18-Nov	Revisit classes Plan Strategy for remainder of semester Work on Abstract of Poster in class	Bring Laptop to class Poster Assignment #2 Due by 18 November at 11:59
	20-Nov	Poster pop up talks	Poster Assignments #3 Due by Thursday 21 November by 11:59
	22-Nov	Complete "Scientific Issue" and "Implications sections" of poster in class	Rough draft of poster content should be complete

14	25-Nov	Fall Break	
	27-Nov	Fall Break	
	29-Nov	Fall Break	
15	2 Dec	Welcome back! Finalize all Poster sections and begin assembly	
	4 Dec	Poster 4 min presentations- rough draft	
	6 Dec	Poster Presentation Feedback Session	Final Poster Assignment Due by 6 December 11:59 pm.
16	9-Dec Large class meeting	Possible Lives Map - Research and Internships Elevator Pitch	Posters sent to printer at 8:00 am Kristina Hunt (Career Counselor for CNRS)
	11-Dec	Planning for your future/ Professional panel	Meet with Professionals in your discipline ** Final 2 STEM Buffet Assignments Due 12 December 11:59 pm.
	13-Dec	Final Performance in Class/Wrap up	Poster Session in Library 4:30-6:30
	Final Day	Final Reflection Essays Due during Final Period	

Syllabus: Science 100 - Being a STEM Professional in the 21st Century

General Information CRN: 23065, 23066

Meeting times:

Lecture: Monday, Wednesday, Friday 11:00-11:50 am

Required Materials can be found on Canvas Course Site and include:

Required readings
Assignments

Instructors: Gilly Black, Alison O'Dowd, and Sonja Manor

For all instructors, email is the easiest way to stay in touch with us, but for in-depth questions/concerns/issues, please visit us during office hours. Office hours are the time we have dedicated to be available to all students. We believe that every student can improve their skills, learn from their mistakes, and be successful in this course. Attending office hours is the best way to deepen your understanding of the material and a great opportunity to improve your skills. We recommend that all students attend office hours, regardless of performance. If you cannot attend office hours, but would still like to visit with us, please email us to set up a time that works for both of us.

That said, we will have Zoom office hours where we can speak with you via your computer, tablet or cell phone.

Gilly Black (ACAC):

Office: WDFS 268 (currently working from home)
Office Hours: Mon - Fri, 8.30 - 5.30 by appointment at <https://gillianblack.youcanbook.me/>
Telephone: 707-826-3458 (these are forwarded to my email)
E-mail: gillian.black@humboldt.edu (best way to reach me)

Alison O'Dowd (Environmental Science & Management):

Office: NR 213 (currently working from home)
Office Hours: Tuesday 1-3 pm or by appointment. Go to this [google calendar link](#) to make an appointment during Dr. O'Dowd's office hours.
Telephone: 707-826-3438 (but email is the best way to communicate with Dr. O'Dowd)
E-mail: Alison.ODowd@humboldt.edu (best way to reach me)

Sonja Manor (Mathematics):

Office: BSS 330 (currently working from home)
Office Hours: Wednesday 1-2 and Thursday 10-11 or by appointment
Office Hour Zoom: <https://humboldtstate.zoom.us/j/9175937308>
Telephone: 707-826-4181
E-mail: sm1@humboldt.edu (best way to reach me)

Changes to this Syllabus: Changes to this syllabus are anticipated. All changes will be announced during class and on Canvas.

Specific Course Information and Learning Outcomes

Sci 100. Becoming a STEM Professional in the 21st Century (3). This course provides an introduction to the academic skills of a student in STEM, an introduction to the practical aspects of these disciplines, and their role in our multicultural society. [CNRS majors. E-LD.]

General Summary:

This class is designed to support lower-division College of Natural Resources and Sciences (CNRS) students. This course will support your academic and personal goals and will help to connect you with

your major, your peers, faculty, department, college, and University. It is centered around the understanding of the Science of Self, Science of Success, and Science of Science.

Learning Objectives: There are a few levels of learning objectives, or outcomes for this class. The Area E GE Learning outcomes refer to goals we have identified for all students taking a general education class in Area E. The University and HSU outcomes are goals we have identified for all HSU students while they are attending HSU and after they have graduated. Finally, the Sci 100 outcomes are the learning goals we have identified for students specifically in this class.

Area E GE Learning Outcomes:

Upon completing this requirement:

- Students will explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and sociocultural influences. "Human Integration"
- Students will demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others. "Self"

This course will give you skills that will allow you to progress in the following Humboldt State University Student Learning Outcomes.

University Learning Objectives:

- Communicate effectively through written and oral modes.
- Develop critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Display competence in a major area of study.
- Foster appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Sci 100 Student Learning Outcomes:

- Students will be introduced to programs in the College of Natural Resources and Sciences.
- Students will connect and engage with academic and self-development campus resources. Through guest speakers, workshops, webinars, videos and websites, they will be empowered to seek resources independently.
- Students will advance their academic and emotional resilience.
- Students will be introduced to what it means to be a scientist. Through reading popular and technical writing in their field, they will develop their critical thinking skills.
- Students will be able to formulate their goals as a future professional in their chosen major. Students will evaluate their strengths and weaknesses as student-learners.

- Students will gain appreciation for and understanding of an expanded world perspective by engaging with other students, staff, and faculty within and outside their field.
- Students will develop confidence and communication skills to culture a professional mindset and skill set. Through this, students will evaluate the meaning of scholastic and humanistic success and form a better understanding of their target career path.

Course Requirements

We will use a 'Weekly Assignments List' as a way to list and organize the items that are due each week. Within the weekly assignments list will be items for the Academic & Career Success, BioDiversity Project, Poster Project course requirements.

Grade Breakdown

Academic & Career Success:	25%
Natural History & Biodiversity Project:	25%
Poster Project:	25%
STEM buffet:	5%
Attendance and Participation:	10%
Final Reflection:	10%
Total:	100%

Academic & Career Success (25%)

To support your academic success you will be introduced to resources from across campus that will support you, not only as a student, but specifically as a STEM student. We will also explore your major(s) of interest, potential career choices - and (i) how they relate to your values, sense of purpose and life view - and (ii) the steps you can take towards building a successful career in your field of interest.

Natural History Observations and Biodiversity Sampling (25%)

This project will last for the first 10 weeks of the semester. You will select a site to make natural history observations, identify species using the iNaturalist app, and measure the biodiversity. It should be fun, interesting, and a valuable learning experience. The assignment itself, and the sub-parts of it will be posted on the course Canvas page.

Poster Project - (25%)

The poster project will be done in groups and will focus on a topic related to STEM. You will give a professional presentation of your poster topic to the class. This project will be done during the last third of the semester. The full assignment will be posted on the course Canvas page. Several class periods will be spent working on aspects of the project. This will be an opportunity to explore a topic that interests you, work in groups, and learn about scientific research.

Sci 100 Attendance and Participation (10%)

Every class session will be held synchronously on Zoom. We recommend that all students attend every class session, regardless of your performance in class. All students will learn something new and attending class is the best way to learn the concepts and improve your skills and understanding. Although you are expected to attend every class meeting, we understand you may miss class due to illness, technology issues or personal emergency. Please contact the appropriate faculty member if/when you are unable to make a class meeting, either prior to the class meeting or soon thereafter. Illness or personal emergency will be considered excused absences. You will receive credit for being present, prepared and fully participating in each day's activities. You are allowed to miss up to two class sessions without penalty.

STEM Buffet (5%)

Complete one [skillshop](#), attend/watch one professional talk of your choosing, and visit (virtually) centers for academic excellence and clubs. The due dates and more details for each of the three assignments will be on the course Canvas page.

Final Reflection (10%)

You will complete a reflection essay on what you learned about the science of self, success, and science throughout the semester. These are due during your final exam period.

Grading Information

Your grade will be calculated based on a weighted average from the above categories and letter grades will be assigned according to the following scale.

Grade Scale:

A	93 - 100 %	A-	90 - 92.9 %		
B+	87 - 89.9 %	B	83 - 86.9 %	B-	80 - 82.9 %
C+	77 - 79.9 %	C	73 - 76.9 %	C-	70 - 72.9 %
D+	67 - 69.9 %	D	60 - 66.9 %		
F	< 60 %				

A grade of "I", for "Incomplete", indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit for the course. Such a grade will only be given in those rare cases in which the student cannot complete the course requirements due to circumstances beyond the control of the student.

Course Policies and Campus Resources for Students and Additional University Policies

This course is offered only in online format this semester, and will use Canvas for accessing course materials and most assignment submissions. Synchronous class meetings (that is, at the time scheduled) will primarily occur via Zoom. A cell phone alone will not be sufficient to be successful in this course. A laptop (including Chromebook, etc.) or desktop computer is necessary for success in this course.

Late Policy

Most assignments will be due Thursday by 10 pm. Late assignments will be accepted up until 10pm the next day (Friday) with a 20% penalty.

Inclusivity

Students in this class are encouraged to speak up and participate. The bottom line rule for each and every class meeting (and outside of class meeting) is that we must be respectful of each other, regardless of whether we agree with each other. It is possible to disagree without being disagreeable. Each of us has a diversity of beliefs, backgrounds, and experiences. This variation in experience and ideas enriches all of our experiences. Individual differences can deepen our understanding of one another and the world around us, but it starts with being respectful. We represent varying ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, political ideologies, and nationalities – and these represent a rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please speak with any of the instructors early in the semester so that we can work together to help you become an active and engaged member of our class and community. Lastly, we would ask that you be generous with each other (and us) - generous with your time, support, and interpretations.

Regardless of your past grades, learning abilities, or experiences, we believe all students are capable of improving their understanding and abilities, and ultimately mastering the course materials. We encourage all of you to fully engage with the class material online, and to reach out to us during office hours if you are in need of our help, clarification, etc.

Expectations of the Student

- 1) Check your humboldt.edu email daily (email is how we communicate with you when we're not together).
- 2) Come to class.
- 3) Check the course Canvas page at least once per day so that you know when assignments are due.
- 4) Expect to spend about 6 hours per week working on this course.
- 5) Prepare to the best of your ability for every aspect of this course.
- 6) Students will take advantage of the opportunities provided. These include all learning opportunities (e.g., reading, writing, collaborating, analyzing data, refining your naturalist skills, oral communication). Don't plagiarize (it's best to not do an assignment than turn one in that isn't your work). Be sure to give credit where credit is due and cite your sources appropriately. If you're unsure, just ask.
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- 3) We will try to the best of our ability to prepare you for the assignments and other assessments in this course.
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*Talk with the instructor if you need special accommodation or exception from these rules.

Zoom Guidelines:

All or almost all of our class sessions will be held synchronously on Zoom. Please adhere to the following Zoom guidelines during all live, synchronous class sessions on Zoom:

- In general, the **instructor will enter the Zoom meeting approximately 5 minutes before** the official class start time to answer any **questions** students might have at that time. Please arrive early if you have any questions or need to discuss anything with the instructor before class.

- **Join the Zoom session at least 2-3 minutes early** in anticipation of possible internet connectivity or technology problems. Please do not arrive late, because it is distracting for the other students and the instructor.
- **Mute your microphone** at all times unless you are talking (e.g., asking a question, making a comment or working with other students in a breakout group). If you are meeting in a breakout room in Zoom, you can leave your microphone on the entire time. But mute yourself when you aren't talking if you have excessive background noise. If you must eat or drink something during a Zoom session, please be discrete and mute yourself if the food is loud.
- If possible, have your **video on in Zoom** unless the instructor is sharing their screen. Feel free to use virtual backgrounds. If you do not have the capability to turn on your video in Zoom, contact HSU's ITS at help@humboldt.edu to inquire about getting the appropriate equipment for your online courses.
- Make sure your **first and last name** and **pronouns** are correctly shown in your 'Zoom square.' Do not use nicknames or other names besides your actual name.
- **Do not use the chat function for non-course related comments** (such as making jokes or having side conversations). Try to minimize the use of the chat unless encouraged by an instructor. If you have a question, it is best to raise your 'blue hand' or ask the instructor directly by unmuting your microphone and asking with your voice.
- **Do not multi-task during class.**

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- Sexual Misconduct/Discrimination Report Form
http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=10
- Student Code of Conduct
http://studentrights.humboldt.edu/sites/default/files/student-rights/code_of_conduct_0.pdf
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- Please see the [Canvas Student Guides](#) to learn more about specific Canvas functions.

Special notes: Browsers and Mobile Devices

1. The Canvas app: Available for iOS or Android: (see Canvas Student Guide)
2. Firefox or Chrome are recommended browsers for accessing Canvas. If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.
3. If Flash-based content is used in this course, it won't display on Mobile devices, especially iOS devices.
4. External URLs: To open certain URLs (http vs. https) you may be prompted to click on the shield icon in your browser to "allow" access to the unsecure content. Simply click on the shield and click the "allow" button when asked.
5. Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

Week-by-Week Pages (click on weeks below for more information about each week including readings and assignments)

[Week 1:](#) Course introduction; Introduce Natural History/Biodiversity sampling project

[Week 2:](#) Develop class ground rules, professionalism; Physical and mental well-being (Joanna Bundross); Introduction to taking field notes and iNaturalist

[Week 3:](#) Career Center - major exploration; Learning Center - services, time management & study skills; Check-in about first visit to biodiversity site and iNaturalist

[Week 4:](#) Introduce Quiz wrapper assignment. Visiting your faculty during office hours; Financial Aid; Reading Discussion

[Week 5:](#) INRSEP & AACAE; Cultural Journey; Biodiversity sampling protocol

SPRING BREAK (2/22-2/26)

[Week 6:](#) Exploring your life story; Meet a scientist; Check in about biodiversity sampling

[Week 7:](#) Explore possible future lives; Values Sort; Reading discussion (science versus news)

[Week 8:](#) How to make a bar chart of iNaturalist data; Meet a Professional; How to create more graphs in Excel with biodiversity sampling data

[Week 9:](#) Revisit Possible Lives Map; Wrap up career/major exploration; Share Natural History notes and graphs of findings.

[Week 10:](#) Work on Biodiversity Synthesis in class; CESAR CHAVEZ HOLIDAY (3/31); Final summary/synthesis of Biodiversity project - wrap-up

[Week 11:](#) Introduce Poster assignment; Literature searches; How to write and annotated bibliography. Groups work on poster project

[Week 12:](#) Group work on poster project; Librarian Visit; Annotated Bibliography group work. Presentation on effective elements of posters, introduction of the poster template.

[Week 13:](#) Group work on poster project; Class feedback on draft pieces

[Week 14:](#) Peer review of draft posters; Group work on poster projects

[Week 15:](#) In-class poster presentations (M&W), Course wrap-up (F)

Finals week: Final Reflection due

WLDF 111 Fall 2021(CN# 41161): Syllabus and Schedule of Meetings

Includes course overview, details regarding expectations, assignments and links to helpful resources.

The Basics

Time and location: Friday 12.00 – 12.50 pm ONLINE - SYNCHRONOUS

Instructor: Dr. Gilly Black

Office: WDFS 268, but also working from home. **Phone** (you can leave a message which will be directed to my work email): (707)826-3458

Email: Gillian.Black@humboldt.edu

Office hours: 8.30 am – 5.30 pm, Monday – Friday.

You can sign up for a meeting with me at a time of your choice at this link:

<https://gillianblack.youcanbook.me/>

Course Overview

Course Goals: This class welcomes all who are interested in the Wildlife major – whether or not you are actively enrolled in the program. The class meets weekly to **learn about the major, relevant resources and opportunities** that can be accessed throughout the program. Information will be shared by invited speakers from across campus and the local community. Class participants will be given time to ask relevant questions or will know how to have further questions answered.

Course Learning Objectives: After participating in the semester's course activities and discussions –

- You will know about a variety of University resources, their relevance to the Wildlife program and how to access them.
- You will understand how using these resources can support your success in the program and future career.
- You will know about potential careers in Wildlife.
- You will have heard a variety of perspectives of the Wildlife program from faculty, staff, students and professionals – which can confirm or support your decision to be a student of the Wildlife program.

Required Text: There is no textbook required for the course but reading and using the 'Success in the Sciences' packet offered by the HSU Learning Center is highly recommended. It can be found online here:

http://learning.humboldt.edu/sites/default/files/learning/handouts/success_in_sciences.pdf

Resources: Relevant material for each class and assignments will be posted on Canvas.

Grades: The course is graded with the **credit/no-credit** mode (CR/NC) and is based on class attendance, active participation and completion of required assignments.

Deadline to add/drop classes (without serious and compelling reason):

Monday September 6, 2021, by 11.59 pm

Final exam: There is no final exam for this course. Remaining write ups for assignments are all due by the end of Finals week –December 18.

The Details

Required assignments: Throughout the semester, attend a total of **4** seminars, events or workshops relevant to you and the natural resource majors from the list below. A brief (half page) write up of each must be submitted on Canvas to earn credit. You can either construct your own response or use the prompts suggested in Canvas.

It is your responsibility to select, register and attend **4** events/activities of your choice, appropriate to your needs/interests. **Recommended** due dates are shown in Canvas, but to allow for varying schedules December 18th is the **final deadline** for all submissions.

Should the timing of these events conflict with class or work schedules, please let me know and we can work together to find alternatives.

Late work: *Late assignments will only be accepted with prior approval.*

1. One Library Skill Shop or Learning Center tutoring session of your choice.

- a. The Library offers a wide variety of workshops throughout the semester. These are usually single 50-minute sessions led by representatives of different departments from all over campus. The topics cover three areas of learning:



You can see the calendar of availability and sign up online at this link:

<https://library.humboldt.edu/Skills4HSUCalendar>

- b. Attend a tutoring session offered by the [Learning Center](#) (open from August 30). This center offers free tutoring to all students *'to improve student academic performance and help students progress to degree through skill development, tutoring, and structured collaborative learning. We strive to provide equitable access by delivering our services in a variety of ways, including individualized and small group learning as well as direct peer and professional staff support.'*



Choose from _____ [hing](#),

2. Attend one [academic club](#) meeting of your choice, e.g. [Conservation Unlimited](#), California Waterfowl Association, Conclave, Zoology, [CCAT](#), GIS, or Natural Resources. Representatives of some of these clubs will present in class early in the semester. Hearing from them may help you with your choice.

3. Attend one department seminar relevant to your major interests, e.g.

- Eco Series held at 5pm most Thursdays (normally in WDFS 258)
<https://wigss.humboldt.edu/ecoseries>
- Biological Sciences seminar series - (Fridays at noon)
<http://www2.humboldt.edu/bgsa/seminar-series.html>
- [Sustainable Futures Speaker Series](#) –usually Thursdays at 5.30 pm
- Other talks of interest are often listed on the University Events page:
<https://www.humboldt.edu/events/lectures-talks>
- Other events as announced in class or by email or Canvas calendar.

4. Attend one Internship Week event, October 18 - 22

The [Academic & Career Advising Center](#) (ACAC) hosts a week of events to provide information about internships – such as finding, applying for and participation advice.

Attendance is required and earns you course credit. To earn **CREDIT** (CR), you must attend the majority of the sessions. You may miss **one or two** sessions and still earn credit

NO CREDIT (NC) *will be entered as the final grade if you miss three or more sessions.* You may make up missed sessions.

Attendance will be awarded for those that arrive on time and stay for the entire duration of the session. If you are sick or otherwise unable to attend class, you need to email me as soon as possible - preferably before class.

Our Zoom meetings will be recorded and I will make a note of attendance.

Making up a missed session: You will be able to access and view recordings of missed classes on Canvas. After watching the recording, write a short essay (not more than one or two paragraphs, 75 - 125 words) about what you learned and any further questions you may have.

Alternatively, you may attend another lecture, relevant to you as a science student; then write and submit a short essay about it. Alternative lectures may be found in the list for assignments.

If it is written appropriately you can redeem credit for the missed session.

Make up assignments can be uploaded into Canvas into the Assignments section.

A note on writing essays:

Essay writing is actually very formulaic, but it does require tenacity to see it through to the end.

Use complete sentences, check (and recheck) carefully for errors.

Always remember **'introduction, main body, and conclusion'**.

Introduction – Describe what the talk was about.

Main body – Develop details and provide meaningful examples.

Conclusion – Put in context; describe how this fits into the larger perspective.

Many essays start well and then grind to a halt - short of a conclusion! If you are unsure about the necessary skills make sure you stop by the **Writing Studio** on the first floor of the Library (it's free!)

Class Climate

My intent is that our class time is spent as constructively and fruitfully as possible. Therefore, please come to class prepared to:

Be an active participant. Zoom can be challenging (I know), but please endeavour to:

- Be brave and ask questions, share ideas
- Turn on your camera as much as possible. It's challenging to grow a sense of community with people you cannot see! For times when this is not possible, please ensure that you have a picture saved in your Zoom profile. A picture of you would be lovely, but other pictures that say something about you, e.g. pets, favorite places, are also acceptable. This means that we will not need to look at a screen full of blank tiles!

To access your profile: 1. Sign in to the Zoom web portal. 2. In the navigation menu, click [Profile](#).

Profile Picture: Click your profile picture to add or change it. You can also adjust the crop area on your current picture or upload a new one. You can delete your profile picture by clicking Delete.

- Be self-reflective and thoughtful about your needs;
- Be respectful of other people's needs. Everyone should feel confident and safe in class about expressing their needs/opinions.

Support for Diversity and Inclusion My goal is to promote a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, sexuality, religion, ability etc.).

You can help accomplish this by:

- If you have a preferred name and/or pronouns that differ from those in your official HSU record, please let me know.
- If you feel your performance in class is being impacted by your experiences outside of class, please don't hesitate to talk to me – I am a resource for you. If you prefer to speak to someone outside of class, the Dean of Students Office (DoS@humboldt.edu) is very helpful.
- As a participant in course discussions I expect you to strive to honor the diversity of your classmates.
- I, like many people, am still in the process of learning about diverse perspectives and identities. If something is said in class (by anyone, including me) that makes you feel uncomfortable, please talk to me about it.

Thank you for your support in this endeavor to be better.

Additional Information & Resources

Email correspondence: It is your responsibility as a student to check your **humboldt.edu** email daily – so that you do not miss any important information related to your success as a student.

You should consider all correspondence with me, other instructors and HSU staff to be professional correspondence. Your emails to us should identify who you are (name and class that you are in) and the reason for contact. Please use whole sentences, correct spelling, appropriate punctuation etc. This is a good time to practice professional behavior that will ultimately lead you to your dream career!

All courses in HSU programs expect **at least a 2 to 1** ratio of study time outside the classroom. This means that to be successful, you need to study a minimum of two hours for each hour of class. Science students often find this ratio to be closer to **3:1** – particularly for classes with labs. Study time includes both previewing and reviewing assigned readings and notes taken in class; and completing **all** homework assignments.

Information Technology –*always, always back up your work and protect your computer!*

HSU has a very helpful, security conscious IT department and provides free virus protection, hardware loans, free software and technical support, e.g. internet access

<https://its.humboldt.edu/>

University Policies, Procedures and Resources for Students

<https://academicprograms.humboldt.edu/content/syllabus-addendum>

This site includes important information regarding the Add/Drop Policy, Resources for Students with Disabilities, Academic Honesty Policy, Attendance and Disruptive Behavior Policy, Complaints, Sexual Misconduct/Discrimination, Student Code of Conduct, Animals on Campus, Financial Aid, Emergency Procedures, Counseling and Psychological Services – and more. It is your responsibility to know this information. Please take the time to read this information thoroughly – and ask questions if you need clarification.

The following are some ‘highlights’:

Student Disability Resource Center (SDRC):

Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in the Lower Library, Suite 5, or by phone at 826-4678 or email sdrc@humboldt.edu. Disability accommodations must be pre-approved by the Student Disability Resource Center.

Your classrooms should be equipped with at least one desk and chair for students with disabilities or temporary physical challenges. Please assure that students who need this equipment are able to use it. If you are not physically challenged yourself, please assume that

others may indeed need that furniture -- even if they do not appear to be disabled: Please select another seat in the classroom.

Classroom conduct and disruptive behavior

<http://studentrights.humboldt.edu/attendance-behavior>

Disruptive behavior during class time can take many forms – it can be intentional or unintentional. They all diminish the quality of class time. Please **practice the following**:

- Listen while a speaker is talking,
- Eat quietly, if needed
- Ask questions respectfully
- Leave strong odors (perfume/drugs/alcohol/food etc.) at home.
- Cell phones should be put away. However if you need to have your cell phone out for any reason during class, let me know of your need.

Academic Dishonesty and Plagiarism <http://studentrights.humboldt.edu/academic-honesty>

Any exam, quiz, or assignment submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. Cheating and plagiarism are very serious matters and will be treated as such.

Emergency Procedures: Review the evacuation plan and emergency procedures for the classroom. During an emergency, information can be found on campus conditions at 707-826-INFO (4636).

Methods of Emergency Communication

1. The Emergency Public Address System will activate campus-wide. There will be a series of audible tones, strobe lights and recorded messages alerting the campus community:
 - Hear Universal Alert Signal of High - Low Electronic Tones
 - Listen to the Announcement
 - Be Cautious
 - Seek Information & Make Appropriate Decision
2. Students are then advised to seek additional sources for information upon hearing an alert signal, receiving a cell-phone text, or seeing emergency signage.
3. Make sure you are registered with **HSU Alert** - the university's text messaging notification system.

WLDF 111 Fall 2021 COURSE CALENDAR

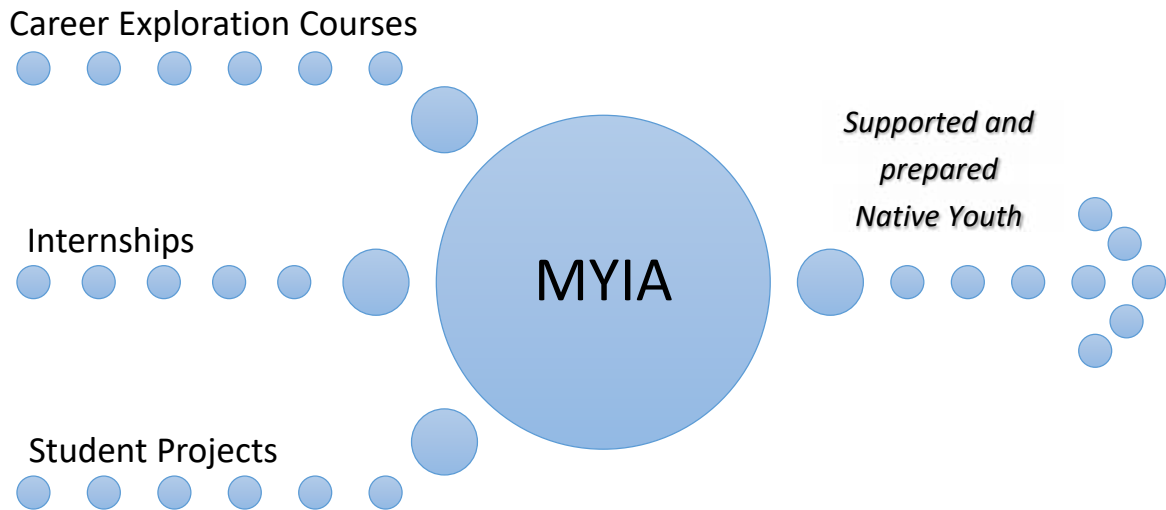
This calendar is subject to change according to availability - but I will keep you updated in class and via Canvas messages.

WEEK	DATE	TOPIC	Assignments ⁽¹⁻⁴⁾ and recommended activities. See University Activities & Deadline Calendar for more information
1	8/27	Welcome to WLDF 111!	Visit your class instructors in their virtual office hours to introduce yourself. Watch (5 mins.): https://www.youtube.com/watch?v=AnQHToj1exY
2	9/3	The Wildlife program; Learning and taking care of yourself.	Attend: Virtual Part-time Job Fair (see ACAC website) 9.8.21, 11am - 3pm Attend: Community & Belonging Fair - 9/9, to be confirmed.
3	9/10	Meet the WLDF Faculty Dr. Dan Barton– Department Chair.	1. Sign up for a Library Skill shop or Tutoring
4	9/17	Learning Center	2. Attend a Wildlife Department seminar (or other science seminar)
5	9/24	CNRS Librarian: Katia Karadjova	Virtual Graduate and Professional School Fair - 9.30.21 - 11am-3pm - Registration Open
6	10/1	Clubs – CU, CWA, CCAT, WRRAP	

7	10/8	Meet the WLDF Faculty: tba	3. Attend a club meeting
8	10/15	Meet - CNRS Career advisor	Schedule appointment with Career advisor. OCT 18 - Last day to change registered class grade option to CREDIT/NO CREDIT.
9	10/22	Meet Tamar Danufsky – Wildlife Museum Curator	4. Internship Week OCT 19 - 23. Attend one event
10	10/29	CUAA - Conservation Unlimited Alumni Association	
11	11/5	Meet Conclave (WLDF 482)	11/8 – 19: Early Registration for Spring 2021
12	11/12	Natural Resource Volunteer Program:	
13	11/19	Meet the WLDF Faculty: tba	Complete all assignment activities by this week
		Thanksgiving Break 11/22 – 11/26	
14	12/3	Meet the WLDF Faculty: tba	
15	12/10	External speaker : Idaho Fish & Game - &/or other professional	

16	12/17	Finals week – no final/class.	All assignment and make up work due on Canvas by 12/18/20
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Modern Youth Internship Academies



Career Exploration Courses – with HSU or CR

- Students receive dual credit for high school and college satisfying graduation requirements for both
- Courses take three semesters (one internship in summer semester, one Fall and one Spring)

Internships - with tribes, government agencies, and local businesses

- Students receive a minimum 120-hour to maximum 380-hour internship during the summer
- Internships are paid a minimum of \$15 per hour to upwards of \$18 per hour (Yurok tribe pays \$17 on *average*, BLR pays \$15)

Student project – culmination of courses and work experience

- Assisted by our R3E recruited teachers and utilizing Ta'm Resilience Campus Makerspace, if appropriate – *Elective course during junior or senior year, or Winter or Summer breaks.*
 - Designed by student as a solo project; or
 - Designed by students as a group project
 - Must benefit the community at large, tribal lands, or Indigenous people or culture
- Appropriate nationally recognized certificate capstone's the student project, as knowledge gained in the classroom, the internship, and through the work on a student project prepares the student to sit for the certificate exam – R3E teachers assist student with exam prep through student project work

What's needed to support this concept?

1. Funding for R3E Teachers to support student projects at Ta'm Campus and acquisition of nationally recognized certificates
2. Funding for student internships past September 2022

HOW TO OBTAIN A CTE CREDENTIAL

Methods:

3 years (1,000 hours=1yr of
Industry work experience*)

Or a combination of
the following:

2 years of
work
experience
can be
attained by:

Possession of
Industry
Certifications

48 semester
units of
Postsecondary
vocational
training

DRAFT

1 year of work
experience can
be attained by:

24 semester
units of
Postsecondary
vocational
training

General
Education
teaching
experience

for more information, contact the Career
Readiness Education Coordinator,
Lisa K. Hoffman at:
lhoffman@bluelakerancheria-nsn.gov

*1,000 hours of work experience cannot be acquired in one calendar year

Come
join
us!



TA'M
RESILIENCE CAMPUS

DRAFT

visit

<https://www.bluelakerancheria-nasn.gov/tea/recruitretrainandretaineducators/>

***Brilliant minds change lives.
Be part of the shift today.***

Do you have knowledge and/or experience in:

Agriculture
and Natural Resources

Building and
Construction Trades

Energy, Environment
and Utilities

Health Sciences

Manufacturing
and Product
Development

Hospitality, Tourism
and Recreation

DRAFT

**The Blue Lake Rancheria Tribal Education Agency
is looking for 24 Native American persons to
become credentialed teachers for the Ta'm
Resilience Campus, slated to open in October, 2023.
High School diploma or GED required**

For more information, please
contact Lisa K. Hoffman at:
[lhoffman@](mailto:lhoffman@bluelakerancheria-nsn.gov)

bluelakerancheria-nsn.gov



**BIA - Tribal Climate Resiliency Program - Budget vs. Expenditure Report
by Resource Category**

	Budget	Actuals	Pre-Obligation	Total Costs	Budget Balance
1 - Salary	27,160.00	2,862.74	10,487.26	13,350.00	13,810.00
2 - Fringe	12,193.00	346.53	5,637.47	5,984.00	6,209.00
5 - Supplies	195.00			-	195.00
6 - Contractual	2,400.00			-	2,400.00
8 - Indirect	8,037.00			-	8,037.00
Grand Total	49,985.00	3,209.27	16,124.73	19,334.00	30,651.00

**BIA - Tribal Climate Resiliency Program - Budget vs. Expenditure Report
by Functional Area**

	Budget	Actuals	Pre-Obligation	Total Costs	Budget Balance
10 - Instruction	41,948.00	3,209.27	16,124.73	19,334.00	22,614.00
25 - Central Services	8,037.00			-	8,037.00
Grand Total	49,985.00	3,209.27	16,124.73	19,334.00	30,651.00

STEP Career Readiness Education Budget Tracker_v1

STEP Career Readiness Education: Recruit, Retrain, & Retain Educators & Modern Youth Internship Academies Budget vs. Expenditures: Project Inception to Date as of 11/30/2021						
	Budget	Actuals	Obligation	Pre-Obligation	Total Costs	Budget Balance
1 - Salary	112,139.00	64,574.12	8,549.10	42,354.44	115,477.66	(3,338.66)
2 - Fringe	46,742.00	15,848.38	2,043.42	19,794.43	37,686.23	9,055.77
3 - Travel	2,634.00	2,258.54			2,258.54	375.46
5 - Supplies	4,390.00	1,590.17	231.00		1,821.17	2,568.83
6 - Contractual	109,755.00	5,300.22	15,750.00		21,050.22	88,704.78
8 - Other	12,587.00	273.38	3,732.00		4,005.38	8,581.62
10 - Indirect	64,503.00				-	64,503.00
Grand Total	352,750.00	89,844.81	30,305.52	62,148.87	182,299.20	170,450.80

Budget Year

Yr 1 - 10/01/2020 - 09/30/2021

Yr 1 - CARRYOVER

Yr 2 - 10/01/2021 - 09/30/2022

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STEP Career Readiness Education: Recruit, Retrain, & Retain Educators & Modern Youth Internship Academies Budget vs. Expenditures: Year 1 10/01/2020 - 09/30/2021						
	Budget	Actuals			Total Costs	Budget Balance
1 - Salary	53,382.00	56,720.66			56,720.66	(3,338.66)
2 - Fringe	22,222.00	13,166.23			13,166.23	9,055.77
3 - Travel	2,000.00	2,033.19			2,033.19	(33.19)
5 - Supplies	1,821.00	1,590.17			1,590.17	230.83
6 - Contractual	15,500.00	5,300.22			5,300.22	10,199.78
8 - Other	4,005.00	273.38			273.38	3,731.62
10 - Indirect	22,483.00				-	22,483.00
Grand Total	121,413.00	79,083.85			79,083.85	42,329.15

Budget Year

Yr 1 - 10/01/2020 - 09/30/2021

Yr 1 - CARRYOVER

Yr 2 - 10/01/2021 - 09/30/2022

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STEP Career Readiness Education: Recruit, Retrain, & Retain Educators & Modern Youth Internship Academies Budget vs. Expenditures: Year 2 10/01/2021 through 11/30/2021						
	Budget	Actuals	Obligation	Pre-Obligation	Total Costs	Budget Balance
1 - Salary	58,757.00	7,853.46	8,549.10	42,354.44	58,757.00	-
2 - Fringe	24,520.00	2,682.15	2,043.42	19,794.43	24,520.00	-
3 - Travel	634.00	225.35			225.35	408.65
5 - Supplies	2,569.00		231.00		231.00	2,338.00
6 - Contractual	94,255.00		15,750.00		15,750.00	78,505.00
8 - Other	8,582.00		3,732.00		3,732.00	4,850.00
10 - Indirect	42,020.00				-	42,020.00
Grand Total	231,337.00	10,760.96	30,305.52	62,148.87	103,215.35	128,121.65

Budget Year

Yr 1 - 10/01/2020 - 09/30/2021

Yr 1 - CARRYOVER

Yr 2 - 10/01/2021 - 09/30/2022

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State Tribal Education Partnership (STEP) Grant Program Optional Budget Revision Form						
Grantee Name: Blue Lake Rancheria						
PR Award #: S415A200008						
Project Director: Alison Robbins						
Budget Categories	Existing Grant Budget	Requested Revised				Budget Revision Explanation
	YR 2 Original Budget	Increase (+) or Decrease (-)	Revised Budget	YR 1 Carryover	Revised Budget with Carryover	
Please add lines to categories as necessary in order to itemize/detail expenditures.	These figures should match the amounts in your approved budget.	Denote amounts you are adding to or removing from a category.	Requested Budget for Oct 2021 to Sept 2022		Requested Budget for Oct 2021 to Sept 2022	Please provide narrative to describe the allocation of funds in your budget revision. Make sure to reference how this will help you achieve your grant goals and objectives. Also include explanations of why funds are being moved between categories.
PERSONNEL	\$55,417.00	\$0.00	\$55,417.00	\$3,340.00	\$58,757.00	
Project Director	\$6,225.00		\$6,225.00	\$3,340.00	\$9,565.00	Increase Director's hours working on grant
Career Readiness Education Coordinator	\$49,192.00		\$49,192.00		\$49,192.00	
FRINGE	\$23,017.00	\$0.00	\$23,017.00	\$1,503.00	\$24,520.00	
Project Director	\$2,801.00		\$2,801.00	\$1,503.00	\$4,304.00	benefits that go with increase
Career Readiness Education Coordinator	\$20,216.00		\$20,216.00		\$20,216.00	
TRAVEL	\$2,363.00	-\$2,163.00	\$200.00	\$434.00	\$634.00	
Director's Meeting	\$2,163.00	-\$2,163.00	\$0.00		\$0.00	Told to rebudget this elsewhere due to the Director's meeting being held virtually - moving to supplies for books for recruited new teachers & books for LEAs PD
NIEA National Convention October 2021				\$434.00	\$434.00	Yr 1 CO - Waiting for costs to post to GL - conference airfare, & registration
Local Mileage	\$200.00		\$200.00		\$200.00	
EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
			\$0.00		\$0.00	
			\$0.00		\$0.00	
SUPPLIES	\$175.00	\$2,163.00	\$2,338.00	\$231.00	\$2,569.00	
Office supplies	\$175.00	\$2,163.00	\$2,338.00	\$231.00	\$2,569.00	Yr 1 CO Waiting for invoices for products received
			\$0.00		\$0.00	
CONTRACTUAL	\$68,850.00	\$8,062.00	\$76,912.00	\$17,343.00	\$94,255.00	
HCOE	\$2,250.00		\$2,250.00	\$4,500.00	\$6,750.00	Yr 1 CO Waiting for invoices for services rendered
NHUHSD	\$2,250.00		\$2,250.00	\$4,500.00	\$6,750.00	Yr 1 CO Waiting for invoices for services rendered
CR	\$2,250.00		\$2,250.00	\$1,200.00	\$3,450.00	Yr 1 CO Waiting for invoices for services rendered
R3E Program Candidate Tuition & Fees	\$38,100.00		\$38,100.00		\$38,100.00	
TEA Professional Development for LEAs		\$8,062.00	\$8,062.00	\$7,143.00	\$15,205.00	Using the difference/decrease in Indirect cost to provide more training for LEAs on cultural topics impacting classroom instruction - supports GPRA measures for increasing LEA capacity; AND Fringe benefits were lower than anticipated due to Coordinator's benefits not starting for six months due to her probationary period. Put that funding here to support training of LEA
Independent Contractors - Mentor & Supervising Teachers	\$24,000.00		\$24,000.00		\$24,000.00	
			\$0.00		\$0.00	
OTHER	\$4,850.00	\$0.00	\$4,850.00	\$3,732.00	\$8,582.00	
Background Check	\$600.00		\$600.00		\$600.00	
Internet Services (Zoom Mtg License)	\$150.00		\$150.00	\$132.00	\$282.00	Yr1 CO - Waiting on annual billing to post for License
Advertising	\$500.00		\$500.00		\$500.00	
Advisory Council Honorariums	\$3,600.00		\$3,600.00	\$3,600.00	\$7,200.00	Obligated funds from Yr 1 awaiting invoices from contracted advisors
			\$0.00		\$0.00	
Total Direct Costs	\$154,672.00	\$8,062.00	\$162,734.00	\$26,583.00	\$189,317.00	
Indirect Costs	\$25,721.00	-\$8,062.00	\$17,659.00	\$24,361.00	\$42,020.00	Indirect cost rate was lowered from grant submission - rebudget Yr2
20.32% thru 12/31/2021			\$4,360.00	\$24,361.00	\$28,721.00	Indirect costs that need to be charged for Yr 1 ending 09/30/2021
20.66% from 01/01/2022 - 08/02/2022			\$13,299.00		\$13,299.00	Indirect costs for Yr 1 carryover spent during Yr 2
Training Stipends						
TOTALS	\$180,393.00	\$0.00	\$180,393.00	\$50,944.00	\$231,337.00	

Grow Your Own Administrator Program Year 1 Budget Analysis

	Budget	Actuals	Invoice	Obligation	Total Costs	Budget Balance
1 - Salary	\$ 26,154.00	\$ 4,307.96		\$ 21,846.04	\$ 26,154.00	\$ -
2 - Fringe	\$ 12,705.00	\$ 1,472.38		\$ 11,232.62	\$ 12,705.00	\$ -
3 - Travel	\$ 8,924.00	\$ 623.37			\$ 623.37	\$ 8,300.63
4 - Equipment	\$ -				\$ -	\$ -
5 - Supplies	\$ 1,266.00	\$ 1,265.90			\$ 1,265.90	\$ 0.10
6 - Contractual	\$ 163,099.00	\$ 8,010.00		\$ 100,963.00	\$ 108,973.00	\$ 54,126.00
8 - Other	\$ 310.00	\$ 150.00		\$ 50.85	\$ 200.85	\$ 109.15
10 - Indirect	\$ 10,198.00				\$ -	\$ 10,198.00
11 - Stipends	\$ 120,000.00	\$ 43,059.00	\$ 14,152.00	\$ 57,221.00	\$ 114,432.00	\$ 5,568.00
Grand Total	\$ 342,656.00	\$ 58,888.61	\$ 14,152.00	\$ 191,313.51	\$ 264,354.12	\$ 78,301.88

Recommended Budget Adjustments

	Current Budget	+ / - Revision	Revised Budget	Reason For Adjustment
1 - Salary	\$ 26,154.00		\$ 26,154.00	Moved Steve Godla's associated cost to Contractual
2 - Fringe	\$ 12,705.00		\$ 12,705.00	
3 - Travel	\$ 11,025.00	\$ (2,101.00)	\$ 8,924.00	
5 - Supplies	\$ 1,200.00	\$ 66.00	\$ 1,266.00	estimated cost for computer and its ancillary pieces was low
6 - Contractual	\$ 160,674.00	\$ 2,425.00	\$ 163,099.00	Steve Godla's contractual costs for administrative support
8 - Other	\$ 430.00	\$ (120.00)	\$ 310.00	
9 - Indirect	\$ 10,468.00	\$ (270.00)	\$ 10,198.00	
11 - Stipends	\$ 120,000.00		\$ 120,000.00	Program is 10 months, not 12 months
	\$ 342,656.00	\$ -	\$ 342,656.00	

Professional Development Grant Program Optional Budget Revision Form				
Grantee Name: Blue Lake Rancheria Tribal Education Agency				
PR Award #: S299B210032				
Project Director: Alison Robbins				
Budget Categories	Existing Grant Budget	Requested Revised Budget		
	Current Performance Period Budget	Budget Changes	Total Revised Budget	Budget Revision Explanation
Please add lines to categories as necessary in order to itemize/detail expenditures.	These figures should match the amounts in your approved budget.	Denote amounts you are adding to or removing from a category.	Requested Budget for Oct 2020 to Sept 2021	Please provide narrative to describe the allocation of funds in your budget revision. Make sure to reference how this will help you achieve your grant goals and objectives. Also include explanations of why funds are being moved between categories.
PERSONNEL	\$46,154.00	-\$20,000.00	\$26,154.00	
Alison Robbins	\$26,154.00		\$26,154.00	
Steve Godla	\$20,000.00	-\$20,000.00	\$0.00	Steve Godla was moved to a contractor
FRINGE	\$22,418.00	-\$9,713.00	\$12,705.00	
Alison Robbins	\$12,705.00		\$12,705.00	
Steve Godla	\$9,713.00	-\$9,713.00	\$0.00	Steve Godla was moved to a contractor
TRAVEL	\$14,385.00	-\$5,461.00	\$8,924.00	
Directors Meeting	\$2,101.00	-\$2,101.00	\$0.00	Per Angela, meeting will be online, thus moved to Contractual
Program Participant Travel	\$8,924.00		\$8,924.00	
Steve Godla's Mileage	\$3,360.00	-\$3,360.00	\$0.00	Steve Godla was moved to a contractor
EQUIPMENT	\$0.00	\$0.00	\$0.00	
Expenditure			\$0.00	
Expenditure			\$0.00	
SUPPLIES	\$1,200.00	\$66.00	\$1,266.00	
Computer & auxiliaries	\$1,200.00	\$66.00	\$1,266.00	Computer estimate was low \$66 in submitted budget
Expenditure			\$0.00	
CONTRACTUAL	\$121,000.00	\$42,099.00	\$163,099.00	
HCOE - CRSPA Management	\$75,000.00	-\$9,387.00	\$65,613.00	Negotiated a reduction here to increase administrative mentors
NHUHSD - Evaluation Services	\$20,000.00		\$20,000.00	
HSU- Cohort Conf & Prg. Mng.	\$10,000.00		\$10,000.00	
Administrative Mentors	\$16,000.00	\$28,126.00	\$44,126.00	Increase amount for administrator mentorship work
Steve Godla - Contract Services		\$23,360.00	\$23,360.00	
OTHER	\$310.00	\$0.00	\$310.00	
Internet Services - Zoom Mtg License	\$150.00		\$150.00	
HelloSign document verification	\$160.00		\$160.00	
Total Direct Costs	\$205,467.00	\$6,991.00	\$212,458.00	
Indirect Costs	\$17,189.00	-\$6,991.00	\$10,198.00	
20.32% thru 12/31/2021	\$17,189.00	-\$12,821.00	\$4,368.00	Due to moving items from salary, fringe, & travel to contractual, it
20.66% from 01/01/2022 - 08/02/2022		\$5,830.00	\$5,830.00	decreases the indirect cost rate recouperation
Training Stipends	\$120,000.00		\$120,000.00	
TOTALS	\$342,656.00	\$0.00	\$342,656.00	

S299B210032-Revised Year 1 budget for grant file

Hernandez, Angela <angela.hernandez@ed.gov>

Tue 12/7/2021 5:43 AM

To: Alison Robbins <aarobbins@bluelakerancheria-nsn.gov>;

Cc: Steve Godla <sgodla@delnorte.k12.ca.us>; Isak Brayfindley <ibrayfindley@bluelakerancheria-nsn.gov>; Jason Ramos <JRamos@tgc.bluelakerancheria-nsn.gov>; Jack Bareilles <jbareilles@nohum.k12.ca.us>; Sabis-Burns, Donna <donna.sabis-burns@ed.gov>; Hernandez, Angela <angela.hernandez@ed.gov>;

 1 attachment

PD-GYOA Optional Budget Revision Form.xlsx;

[EXTERNAL EMAIL] This e-mail originated from outside the Blue Lake Rancheria. Please take caution with its content and do not click links or attachments unless you recognize the sender and know that they are safe.

Good Morning Alison,

Thank you for your revisions to your 2021 Indian Education Professional Development grant budget. I have no objections or concerns regarding this version, and will add this to your grant file. Please let me know if you have any questions.

Have a great week,
Angela

-----Original Message-----

From: Alison Robbins <aarobbins@bluelakerancheria-nsn.gov>

Sent: Tuesday, November 16, 2021 11:36 AM

To: Hernandez, Angela <angela.hernandez@ed.gov>; OIE <OIE@seiservices.com>

Cc: Steve Godla <sgodla@delnorte.k12.ca.us>; Isak Brayfindley <ibrayfindley@bluelakerancheria-nsn.gov>; Jason Ramos <JRamos@tgc.bluelakerancheria-nsn.gov>; Bareilles, Jack <jbareilles@nohum.k12.ca.us>; Sabis-Burns, Donna <donna.sabis-burns@ed.gov>

Subject: Re: S299B210032-Budget Adjustment

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning Angela,

I have created another budget revision based upon your feedback from Revision 1.

- 1.) I changed the original budget in the first column to match the awarded/obligated amount;
- 2.) I have moved the travel for the Director's meeting to Contractual per your recommendation - this thus changes the Indirect costs so...
- 3.) I changed the Indirect cost recovery amount based since non-contractual direct costs were reduced
- 4.) I removed the request for an revision to the Training stipends

Attached, please find the new revised budget on Excel. The green tab is the new revision that BLR is requesting approval.

Thank you again, Angela, for your guidance on this revision process.

Ali

Alison Robbins
Executive Director
Blue Lake Rancheria Tribal Education Agency

I acknowledge my residence in Goudi'ni (Arcata), the ancestral territory of the Wiyot peoples. I offer my reconciliation and respect to their elders past and present. <https://www.wiyot.us/162/Wiyot-Placename-Video>

From: Hernandez, Angela <angela.hernandez@ed.gov>
Sent: Tuesday, November 16, 2021 8:09 AM
To: Alison Robbins; OIE
Cc: Steve Godla; Isak Brayfindley; Jason Ramos; Bareilles, Jack; Sabis-Burns, Donna; Hernandez, Angela
Subject: RE: S299B210032-Budget Adjustment

[EXTERNAL EMAIL] This e-mail originated from outside the Blue Lake Rancheria. Please take caution with its content and do not click links or attachments unless you recognize the sender and know that they are safe.

Good Morning Alison,
Thank you for your budget. As an FYI, I am reviewing these in the order received, so I have about 30 budgets to review ahead of yours. However, I did take a quick look and I'm going to ask you to consider resubmitting the budget chart so that:

1. The "current budget" column reflects what the Department awarded to your Tribal Nation in August. I realize you indicated that the funds are what you proposed, but it needs to reflect the actual amount obligated to you.
2. Few to no training funds are shifted into direct cost. Based on the information provided, I cannot grant prior approval for moving training funds out of the federal "training stipend" budget category and into contracts. I might ask you to first consider shifting other direct cost funds to address your mentoring deficit (e.g., the \$2K+ in funds currently budgeted for a federal project directors meeting-- we will be holding a virtual meeting, so in person travel costs can be shifted to mentor costs). While I have granted prior approval to grantees to move participant training costs out of this category in order to provide induction services that directly benefit the participants, this is typically something I would approve in Year 3 or 4 of the budget (i.e., when the grantee is confident that shifting funds out will not result in a training benefit deficit for any reason, and the funds are re-purposed for a different direct service to the participant(s)). If this is something you feel is absolutely necessary in order to carry out the work, it may be helpful to have a quick conversation to help me understand the additional mentoring costs, etc.

Thank you for your cooperation,
Angela

-----Original Message-----

From: Alison Robbins <arobbins@bluelakerancheria-nsn.gov>
Sent: Friday, November 12, 2021 5:55 PM
To: Hernandez, Angela <angela.hernandez@ed.gov>; OIE <OIE@seiservices.com>
Cc: Steve Godla <sgodla@delnorte.k12.ca.us>; Isak Brayfindley <ibrayfindley@bluelakerancheria-nsn.gov>; Jason Ramos <JRamos@tgc.bluelakerancheria-nsn.gov>; Bareilles, Jack <jbareilles@nohum.k12.ca.us>
Subject: Re: S299B210032-Budget Adjustment

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Angela,

Attached, please find the budget revision form for Blue Lake Rancheria Tribal Education Agency for our Grow Your Own Administrator Professional Development Grant.

Per our previous conversations, I have reduced the grant budget by \$120 from the original submitted budget narrative to the approved funded budget amount.

We did an analysis of our program and negotiated our contracts, took our analysis to our BOE for approval, and are

submitting this budget adjustment for your consideration and approval. I have attached the analysis which was provided to the BOE. If you have any questions on how we arrived at this new budget, please let me know. I left notes on the Excel file.

I have included our evaluator, Jack Bareilles, and our Administrator Mentor Contractor, Steve Godla, who is helping us administer the program as a former District Superintendent. If you have any questions they can assist in answering them if I am unavailable. I am on vacation the rest of the day recovering from a surgical procedure on my left leg.

Thank you so much for your patience and guidance through our first implementation of a PD grant. Hope this email finds you well, and off to a great weekend.

Ali

Alison Robbins
Executive Director
Blue Lake Rancheria Tribal Education Agency

I acknowledge my residence in Goudi'ni (Arcata), the ancestral territory of the Wiyot peoples. I offer my reconciliation and respect to their elders past and present. <https://www.wiyot.us/162/Wiyot-Placename-Video>

From: Hernandez, Angela <angela.hernandez@ed.gov>
Sent: Saturday, September 11, 2021 11:12 AM
To: Alison Robbins; Jason Ramos
Cc: Steve Godla; Isak Brayfindley
Subject: RE: S299B210032-PDPDCS Digital Service Payback Agreement Training: Recording Now available

[EXTERNAL EMAIL] This e-mail originated from outside the Blue Lake Rancheria. Please take caution with its content and do not click links or attachments unless you recognize the sender and know that they are safe.

If you mean including a link to the video training available on our site, yes, that's absolutely fine.

-----Original Message-----

From: Alison Robbins <aarobbins@bluelakerancheria-nsn.gov>
Sent: Friday, September 10, 2021 3:55 PM
To: Hernandez, Angela <angela.hernandez@ed.gov>; Jason Ramos <JRamos@tgc.bluelakerancheria-nsn.gov>
Cc: Steve Godla <sgodla@delnorte.k12.ca.us>; Isak Brayfindley <ibrayfindley@bluelakerancheria-nsn.gov>
Subject: Re: S299B210032-PDPDCS Digital Service Payback Agreement Training: Recording Now available

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thank you, Angela - I have forwarded this to Steve Godla, my secondary user.

We are considering posting the video training to our website and instructing our cohort participants to watch it as well. Is this something you suggest?

Ali

Alison Robbins
Executive Director
Blue Lake Rancheria Tribal Education Agency

I acknowledge my residence in Goudi'ni (Arcata), the ancestral territory of the Wiyot peoples. I offer my reconciliation and respect to their elders past and present. <https://www.wiyot.us/162/Wiyot-Placename-Video>

From: angela.hernandez@ed.gov <angela.hernandez@ed.gov>
Sent: Friday, September 10, 2021 11:23 AM

To: Alison Robbins; Jason Ramos

Cc: angela.hernandez@ed.gov

Subject: S299B210032-PDPDCS Digital Service Payback Agreement Training: Recording Now available

[EXTERNAL EMAIL] This e-mail originated from outside the Blue Lake Rancheria. Please take caution with its content and do not click links or attachments unless you recognize the sender and know that they are safe.

Award: S299B210032 - BLUE LAKE RANCHERIA, CALIFORNIA

Dear FY21 Professional Development Grantees, The recording of the August virtual training event for the digital Service Payback Agreement for Indian Education Professional Development participants is now available online. The URL and screen shot of the training location is attached for your reference.

Thank you,

Angela Hernandez








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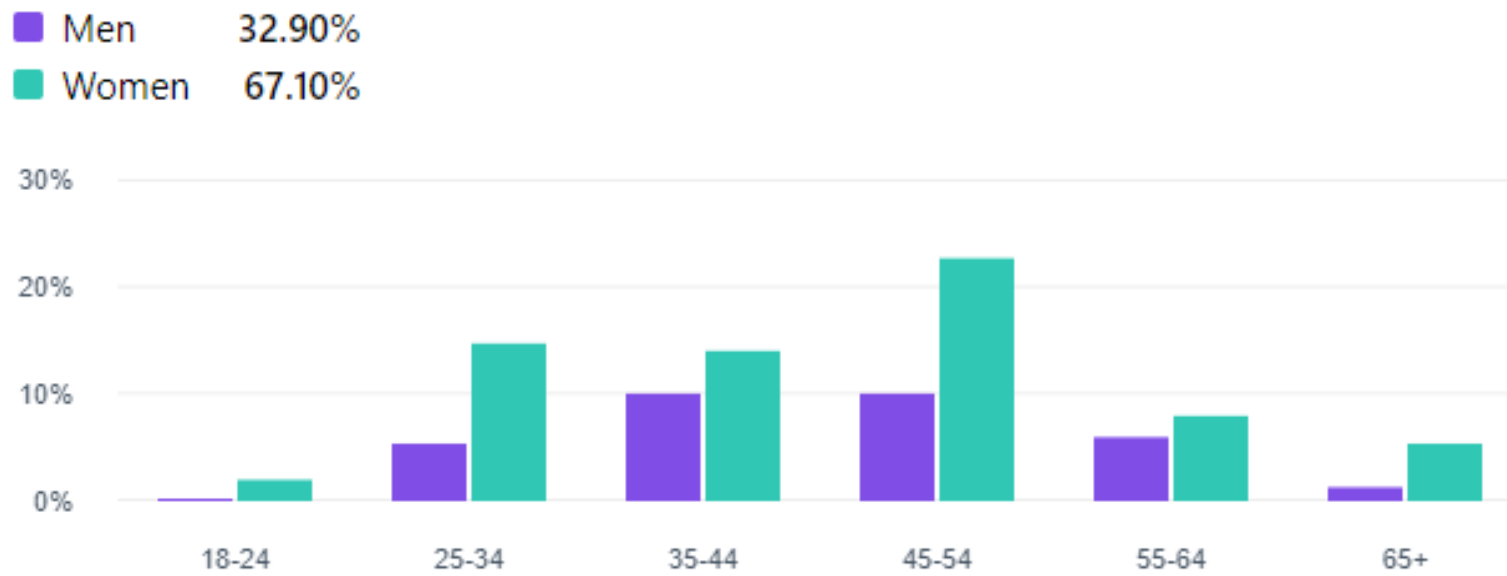
Tribal Education Agency Website Update

Media Reports

<input type="checkbox"/>		virtual discussion on how HSU can incorporate Traditional Ec...	Boost post	December 3, 2021 at 3:34 pm	16 People reached	0 Post Engagements	0 Reactions	0 Comments	0 Shares
<input type="checkbox"/>		The U.S. Department of Energy (DOE) Office of Indian Energy...	Boost post	December 3, 2021 at 8:49 am	27 People reached	1 Post Engagements	1 Reactions	0 Comments	0 Shares
<input type="checkbox"/>		Our Tribal Education Agency Board has positions up for elect...	Boost post	December 2, 2021 at 3:34 pm	24 People reached	3 Post Engagements	1 Reactions	0 Comments	0 Shares
<input type="checkbox"/>		This post has no text	Boost post	December 1, 2021 at 3:14 pm	19 People reached	1 Post Engagements	1 Reactions	0 Comments	0 Shares
<input type="checkbox"/>		Please observe our curriculum in the works and some of the ...	Boost post	December 1, 2021 at 3:08 pm	5,154 People reached	147 Post Engagements	73 Reactions	4 Comments	15 Shares
<input type="checkbox"/>		Sign up NOW before tonight's event featuring Elizabeth Azu...	Boost post	November 18, 2021 at 3:02 pm	31 People reached	3 Post Engagements	2 Reactions	0 Comments	0 Shares
<input type="checkbox"/>		STARTS TODAY - Two Feathers 3rd Annual Native Youth Scho...	Boost post	November 17, 2021 at 8:45 am	22 People reached	1 Post Engagements	1 Reactions	0 Comments	0 Shares

- 148+ likes (including a variation of interaction types: Likes, Reactions)

Tribal Education Agency Website Update



- 145 at last report, **156** Followers currently

**Blue lake Rancheria
Tribal Education Agency
Board of Education
Intent to Run**

Election date: 01/08/2022

Full Name:

Jace Alan Baldasser

Street / Mailing Address:

526 Rancheria Rd.

City and Zip Code:

Blue Lake CA 95525

Are you over 18 years old?

☒ YES

NO

Did you graduate from

High School?

☒ YES

NO

Are you a member of the

Blue Lake Rancheria

☒ YES

NO

I, the undersigned, intend to run in the Blue Lake Rancheria Tribal Education Agency Board of Education election as a candidate for Board Member of the Board of Education on January 8, 2022.

J. Baldasser

Candidate's Signature

12-2-21

Date

FOR OFFICE USE ONLY:

- ☐ Verified residence requirement. Document submitted; copy attached.
- ☐ Verified age requirement. Document submitted; copy attached.
- ☐ Verified tribal membership requirement. Document submitted; copy attached.
- ☐ Verified high school diploma requirement. Document submitted; copy attached.
- ☐ Verified by Tribal administrator

**Blue lake Rancheria
Tribal Education Agency
Board of Education
Intent to Run
Election date: 01/08/2022**

Full Name: Jasun Micah Ramos

Street / Mailing Address: P.O. Box 1389

City and Zip Code: Blue Lake CA 95525

Are you over 18 years old? ☒ YES ☐ NO

Did you graduate from
High School? ☒ YES ☐ NO

Are you a member of the
Blue Lake Rancheria ☒ YES ☐ NO

I, the undersigned, intend to run in the Blue Lake Rancheria Tribal Education Agency Board of Education election as a candidate for Board Member of the Board of Education on January 8, 2022.

Jasun Ramos
Candidate's Signature

Dec. 3, 21
Date

FOR OFFICE USE ONLY:

- ☐ Verified residence requirement. Document submitted; copy attached.
- ☐ Verified age requirement. Document submitted; copy attached.
- ☐ Verified tribal membership requirement. Document submitted; copy attached.
- ☐ Verified high school diploma requirement. Document submitted; copy attached.
- ☐ Verified by Tribal administrator



Blue Lake Rancheria
Tribal Education Agency
Board of Education Ballot
Election Date: 01/08/22

Vote for TWO Persons

Candidate Name	Blue Lake Rancheria General Membership Status	Vote for TWO persons
Baldosser, Jace	Member	
Ramos, Jason	Member	
Candidate Name	Blue Lake Rancheria General Membership Status	
	Non-Member	
	Non-Member	

Election Chairperson:

Election Committee Member:

Election Committee Member:

Blue Lake Rancheria Official Ballot – Education Election January 8th, 2022

Reviewed and Ready for BOE Approval

This document provides the **Policy Statements** which are under review by the Board of Education. Standard Operating Procedures (SOPs) will be developed under each Policy Statement.

Please note the numbering system is under development based upon the following plan:

<u>Policy Numbering</u>	<u>Policy Areas</u>
0100	Board of Education
1100	Administration
2300	Safety Services Management
3300	Purchasing
3400	Financial Services
3500	Payroll
3600	Information Services & Technology
3700	Employee Benefits & Insurance Mgt
4000	Human Resources
4600	Staff Development
5100	Student Services
5200	Support Services
5300	Health Services
5400	Special Education
5500	Student Enrollment & Records
6000	Learning Services
6250	Instruction
6400	Curriculum
6900	Career & Technical Education
7000	Facilities
7100	Building Program
7200	Building Maintenance
7300	Transportation
7400	Nutrition Services
7500	Student Wellness

1230 Acceptable Device and Communication Use by Staff, Students, and the TEA

The Tribal Education Agency Technology Acceptable Use Policy is enacted to provide a statement for the purpose and use of technology. This policy outlines key definitions, TEA responsibilities, and acceptable use and guidelines for technology. It outlines the security measures the TEA takes to secure learner and staff's data/privacy. Violations/Consequences are also outlined. Students and parents/guardians, as well as all TEA staff members, must read and sign the appropriate access agreement.

Use the core of BLR's IT policy, and perhaps some specific items for students (minors)

Reviewed - approved

1790 Evaluation of Instructional Programs

Evaluation studies pertaining to the goals, objectives, procedures, outcomes, and costs of instructional programs **should/will** be conducted by the Assessment and Research office with support from the Financial Services office to provide relevant information for program decision making. **The BOE directs that these reports contain evaluation of accessibility, cost per student, qualitative feedback from participants and/or parents. These should be conducted annually, and submitted to the BOE by end of June.**

Reviewed – approved

1805 Student Assessment

TEA student assessment practices will be based on an aligned curriculum with nonnegotiable, rigorous standards for all students. The assessment of student performance has as its major objectives the following: (1) to give feedback to students and lawful custodians about the student's performance compared to TEA standards; (2) to serve as a guide for instruction with a focus on improved student achievement; (3) to monitor the curriculum to ensure the desired content is being taught and learned; and (4) to improve student achievement.

Reviewed – approved

2100 TEA, Community and Media Relations

The TEA, community and media relations program is a responsibility of both the Board of Education and the TEA staff. Within the bounds of legal and ethical responsibilities to students, the TEA will attempt to keep the community well informed about the operations and needs of its learning sites and programs. The BOE recognizes the necessity of involving citizens in the work of the TEA and its learning sites and program, and of two-way strategic communication with internal and external audiences. Communications strategies may include publications of print, audio, video, digital and social media, media relations, and various face-to-face communication activities.

Reviewed - approved

2110 General Education Provisions Act (GEPA) Policy

The purpose of this policy is to comply with the requirements of the General Education Provisions Act (GEPA), Section 427, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.)

103-382). The Blue Lake Rancheria Tribal Education Agency Board of Education will identify steps to ensure access to federally assisted programs have been provided as specified in the General Education Provisions Act (GEPA), Section 427 as Standard Operating Procedures under this policy.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the Federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it eliminate barriers it identifies.

Reviewed - approved

2115 Public Access to Records

In accordance with the laws and ordinances of the Blue Lake Rancheria, records shall be open for inspection by any person, except as otherwise provided by Tribal or applicable federal laws.

Student Records. *Disclosure of information contained in student education records must be done in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, as amended, and its interpretive regulations, 34 C.F.R. 99.1, et seq.*

Reviewed – approved

2125 Partner and Volunteer Activities

The Board of Education recognizes that collaborative relationships with community partners and volunteers play an increasingly significant role in supporting student learning and improved academic achievement. Partner and volunteer activities, which include families, students, staff, businesses, and the general public, create a spirit of involvement in and concern for public education. All learning sites are encouraged to develop meaningful programs involving volunteers, and are expected to participate in the development, reporting, and recognition of partner activities as defined in this policy.

Reviewed - approved

2216 Visitors

Learning site supervisors are responsible for developing procedures that encourage parents, patrons, and other interested persons to visit learning sites at appropriate times during the year. When classes are in session, all visitors are required to report immediately to the Learning Site primary location or office upon entering the learning site.

Reviewed - approved

2220 Community Agencies

TEA staff should endeavor to establish cooperative relationships with nonprofit community institutions whose purposes are to serve children, youth, and post-secondary students. Specific organizations will be authorized by the Executive Director or designee to solicit memberships during regular business hours.

Reviewed - approved

2300 Crisis Management and Response

The TEA Crisis Team shall be comprised of LEA school district personnel, TEA Staff, and coordinated with tribal and local community responders. It will be responsible for preparing plans for responding to crises and providing support to schools during crises. The TEA Crisis Team establishes procedures that are relevant to crisis preparedness and response; guides their implementation at the learning site level; develops and recommends training for learning site crisis intervention teams; establishes and maintains TEA connections with agencies; provides learning site teams with support and backup at the time of a crisis; hears safety concerns and makes recommendations relative to safety and coordinates the sharing of resources among learning site teams.

Using "learning site" as our programs could be on school campuses, child development centers, cultural sites, or internship/apprenticeship work sites which are all considered learning-sites and need to have plans to support student and staff safety during a crisis.

Reviewed – approved

2351 Learning Site Safety and Security Incident Reporting Board Policy

Any TEA employee who knows or has reason to believe that an act has been committed at a learning site, on tribal property or at a TEA supervised activity and that the act involved conduct which constitutes the commission of a felony or a misdemeanor, or which involves the possession, use of, or disposal of explosives, firearms, or weapons is required to make an immediate report to the appropriate Tribal, state or local law enforcement agency. Information regarding identified students will be reported to TEA employees as required by Tribal law. This information will also be compiled and reported annually, as required, to the Board of Education.

Reviewed - approved

2365 Law Enforcement Contact with Students

All TEA staff and learning site employees will cooperate with law enforcement officers who come to the learning site for the purposes of questioning or taking into custody enrolled students. This cooperative relationship will be governed by policies developed by the Board of Education and Tribal law enforcement that are designed to protect the legal rights of students.

Reviewed - approved

2370 Safety Responsibilities

Learning site administrators, staff supervisors, and Facilities personnel are primarily responsible for initiating and maintaining the necessary precautions for health and safety at TEA learning sites and for compliance with the rules, regulations, and laws governing health and safety.

Reviewed - approved

2380 Responsible Use of Animals

Learning site staff involved in the use of live animals in TEA programs – including acquisition, disposition, care, feeding, housing, and security – will adhere to Tribal, local and state laws and regulations regarding animals as applicable. In addition to instructional activities, this includes class pets, exhibited visiting animals, and assist or therapy animals. Learning site staff will be responsible for instructing students on safety and hygiene precautions for handling live animals or animal specimens. The Learning site supervisor is responsible for the implementation of this policy.

Reviewed - approved

5100 Student Services: Discipline

It is the intent of the Board of Education to ensure a safe, orderly, and nurturing learning environment for all students in Tribal Education Agency. The authority, responsibility, and accountability to ensure appropriate student behavior in the classroom, at learning sites, and on campuses are granted to each instructor. This policy is intended to distinguish between the existing procedures used for less flagrant behaviors and those behaviors that are intolerable and totally unacceptable by the instructor. In accordance with culturally responsive classroom management training techniques, the instructor may at their discretion deem student behavior inappropriate and take the necessary actions to ensure a safe and nurturing learning environment. The provisions of this policy apply to all instructors and all students in TEA programs or activities. *Reviewed – approved*

5115 Emergency Safety Interventions

Seclusion or physical restraint (Emergency Safety Interventions (ESI)) of any student may be employed only when the student presents a reasonable and immediate danger of physical harm to self or others or engages in violent action that is destructive of property. ESI should be used only after less restrictive or

invasive alternatives have been considered and deemed infeasible. Certain modes of restraint are prohibited and any restraint utilized must be consistent with this policy. Restraint or seclusion will not be used as punishment or discipline, as a means of coercion or retaliation, or as a convenience for an instructor. *Reviewed – approved*

5120 Reporting Suspected Child Abuse and/or Neglect

All TEA employees and contractors will take appropriate action in reporting suspected abuse and/or neglect cases (physical and/or mental) to the proper authorities in accordance with Blue Lake Rancheria Tribal Law, and State of California statutes. TEA staff and contractors working directly with minor children are required to obtain a certificate of completion of Mandated Reporter Training within six weeks of hire or initiation of contracts. *Reviewed – approved*

5125 Education of Homeless Children and Youth

The Board of Education possesses a strong commitment to ensuring that homeless children and youth receive a meaningful opportunity to enroll and attend all TEA programs and activities. The Humboldt County Office of Education Office of the Homeless Liaison acts as a resource center for all TEA personnel facing questions related to homeless children and youth. The McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11435 et. seq., requires that all schools provide homeless students with immediate access to education, even if the child lacks school records, a birth certificate, medical/immunization documents, or proof of residency. *Reviewed – approved*

5300 Health Services

Health Services Staff have the primary responsibility for the comprehensive TEA health program. This includes education towards positive health attitudes and behaviors, a safe and healthy school environment, and provision of direct health care to students. *Reviewed – approved*

5310 Communicable Disease Control and Prevention

It is the responsibility of the Health Services staff to implement regulations and inform students, parents, and school personnel of the regulations pertaining to the control of communicable diseases as established and printed by the Blue Lake Rancheria Office of XXX. ***Note: See Covid-19 Policy for further work on this section - Reviewed – approved*

5311 Exclusion of Persons – Communicable Diseases

The authority to exclude for health reasons is delegated to the Executive Director or their designee by the Board of Education in accordance with the general ordinances of the Blue Lake Rancheria. This policy applies to all students enrolled in and persons working for the TEA or consortium LEA or community partner staff providing instructional services during TEA program activities. *Reviewed - approved*

5312 Care of Medical Emergencies

Learning site personnel are responsible for the emergency handling of student and staff injuries and sudden illnesses but are not responsible for subsequent treatment. *Reviewed - approved*

5313 Medical and Dental Exceptions

Signed health statements from a licensed physician and surgeon or dentist recommending limited activity for a student will be honored. *Reviewed - approved*

5314 Student Appointments for Health Reasons

The TEA encourages regular health care of all students. Students may be officially excused from learning sites and TEA program activities for appointments for health reasons. *Reviewed - approved*

5315 Compulsory Immunization Requirement

The lawful custodian of every enrolled or enrolling students shall be required to present a Certification of Immunization in accordance with **Blue Lake Rancheria Tribal Ordinances** to appropriate learning site and/or TEA officials. *Reviewed - approved*

5316 Administering Medication During School Hours

Medication is given to minor students at learning sites only upon written request from both the lawful custodian and a person who is licensed to practice medicine and surgery or dentistry. *Reviewed - approved*

5318 Treatment of Student Allergies

Management of student allergies that may require emergency treatment will be through a team approach of parent or guardian, student, and TEA staff including, but not limited to, the learning site administrator, campus nurse, and classroom teacher. When appropriate, the team may also include other TEA or BLR staff, such as Environmental Services, Nutrition Services, counselors, physical education teachers, lunchroom supervisor or others. *Reviewed - approved*

5320 Health Appraisal

Regular health assessments of all students are encouraged. The TEA will inform parents of the required learning site or program specific entry health assessment, but will not exclude children from programs who have not complied with the requirement. *Reviewed - approved*

5500 Student Enrollment & Records: Construction and Maintenance Records

A student permanent record (transcript) shall be established for each LEA consortium secondary student in the TEA to provide a uniform, efficient procedure for maintaining an official record of pertinent student information. Other educational student records (cumulative folders) are constructed, maintained, and utilized in the TEA to support decisions made relative to students and to provide documentary evidence of students' progress through their educational experiences. Periodically, student records are updated, reviewed, and (when appropriate) purged in a continuing effort to maintain records that are accurate, informative, relevant, and otherwise appropriate. Student records are intended to serve both legal and educational purposes. Disclosure of information contained in either the student permanent record (transcript) or other educational student records must be done in compliance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, as amended, and its interpretive regulations, 34 C.F.R. § 99.1, et seq. (Refer to Policy 5501, Privacy of Student Records.) *Reviewed - approved*

5501 Privacy of Student Records

The TEA construes all student records, except directory information for which the parents have not objected to disclosure, to be confidential. Appropriate procedures and safeguards shall be established and followed to govern disclosure of student records and information to persons, agencies, and organizations within and outside the school district and TEA. Such procedures and safeguards shall be consistent with and pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, as amended, and the rules and regulations of the State of CA Department of Education. *Reviewed - approved*

5502 Student Privacy

The TEA will protect the right of privacy of students and their families in connection with any surveys or physical examinations conducted, assisted, or authorized by the administration. The TEA will annually provide parents notice of their rights under the Protection of Pupil Rights Amendment and the Student Data Privacy Act, at the beginning of each school year and at any other time the TEA policies in the area are substantially changed. *Reviewed - approved*

5503 TEA Information for Noncustodial Parents

The Board of Education believes it is not only appropriate but also desirable to afford noncustodial parents the opportunity to be informed and to participate in the education of their children. Access to student records shall be in accordance with the Family Educational Rights and Privacy Act of 1974. (For purposes of the policy, a noncustodial parent refers to a parent who does not have primary residential custody, but does have the right to information about the minor child's education.) This policy does not change the authorization procedure to pick up a child from a learning site as required by the TEA's student information form. In order to pick up a child, the adult must be listed on the student information form. *Reviewed - approved*

5510 Exchange Students

Exchange students may enroll in Blue Lake Rancheria Tribal Education Agency courses subject to the rules and regulations established by the Board of Education and its LEA consortium partners. ~~Regardless of the comprehensiveness of their program, exchange students will not receive a diploma, but will receive a certificate of attendance.~~ *Reviewed – approved with revision*

6000 Curriculum Program

The Board of Education develops and adopts a TEA strategic plan that guides professional staff members in their work and includes academic standards for all students. Strategy 1 of the plan indicates that TEA staff will deliver an aligned curriculum based on challenging standards, measure achievement, and ensure that all students meet the standards. *Reviewed - approved*

6010 Instructional Delivery

Each instructional site is responsible for teaching the TEA and State of California academic standards and indicators for the designated grade level. Instructional delivery is research-based best practice. Alternative instruction, including interventions, must be provided when appropriate assessment data indicates that a student does not have the prerequisite knowledge/skills for the next learning. *Reviewed - approved*

6020 Textbook Adoption Procedures

Instructional Support Services (ISS) is responsible for establishing procedures for textbook adoptions.

Reviewed - approved

6021 TEA & School Districts – Author/Publisher Relationship

Instructional Support Services in coordination with the Executive Director will be responsible for TEA-author/publisher relationships per approved contracts for coordination of equitable distribution of services amongst serviced school districts. *Reviewed - approved*

6022 Workbooks for Adopted Curriculum

Consumable workbooks may be used in all subject areas and levels of instructions and shall be approved by Instructional Support Services. The BOE directs ISS to keep the use on non-reusable consumable products to a minimum, and to select products that can be recycled. *Reviewed - approved*

6100 Experimental Instructional Materials

TEA Instructors desiring to use experimental instruction must obtain permission from consortium TEA department chairs, building principals, and the curriculum coordinator if the activity will alter classroom instruction, deviating from their organization's current curriculum adoptions. *Reviewed - approved*

6320 Enrollment and Classifying Students

Students will be enrolled in grades and classes in which they can be expected to master established TEA instructional/learning objectives. At the elementary and middle level, students shall be assigned to the grade level recommended by the building principal and/or learning site supervisor consistent with state law and individual student achievement data. High school students are classified by cohort consistent with Federal Guidelines regarding high school graduation rate. *Reviewed - approved*

6325 Modern Youth Internship Academies for Secondary Students

The Modern Youth Internship Academies is the approved course listing for secondary curriculum offerings in coordination with consortium partner school districts. Courses offered through the TEA will be supplemental to the standard offerings of courses of consortium partners. It is the responsibility of Instructional Support Services to approve and publish all offerings in the Modern Youth Internships Academies, and their related experiential learning opportunities and internships. *Reviewed - approved*

6330 Instructional Organization of Students

In order to provide optimum learning conditions for all students, administrators and teachers may organize instruction for students to attain specific educational goals. An effort will be made to de-emphasize the labeling of groups. Grouping must be flexible, allowing students to be placed in or out of various groups based upon student performance, interest, and other accepted criteria. Students may be in single or multiple groups depending upon their eligibility. *Reviewed - approved*

6340 Homework

Homework is a valuable and valued tool in the learning process. Used appropriately, it can provide practice and reinforcement for previous instruction, provide opportunity to develop student responsibility, and involve parents more directly in supporting the learning process. For these reasons, students in all grades shall be given regular and appropriate homework as supported by research. *Reviewed - approved*

6400 Copyrights

Instructional Support Services is responsible for developing and implementing procedures with respect to observance of the copyright laws in the Tribal Education Agency programs. *Reviewed - approved*

6410 Curriculum Guides

The Executive Director and Curriculum Coordinator, in cooperation with subject area coordinators, consortium partner experts, and classroom teachers, will determine the guides which need to be developed. *Reviewed - approved*

6411 Curriculum Courses – New and Revised

Instructional Support Services, in cooperation with subject area directors or coordinators, learning site administrators, and classroom teachers, will approve requests for the development of new courses or the revision of existing courses. *Reviewed - approved*

6430 Library Media and Textbook Services Department

The Library Media and Textbook Services Department should be organized to meet effectively the needs of students, teachers, parents, and other community members. The Library Media and Textbook Services Department is responsible for the Sylvia Daniels Memorial Library media programs and acquisition of textbooks and curriculum resources as requested by the BOE. *Reviewed - approved*

6431 General Criteria for Selection of Library Media

Instructional Support Services is responsible for the development of general criteria for the selection of all library media used in support of learning site and program instruction. *Reviewed - approved*

6434 General Criteria for Selection and Use of Electronic Media

Electronic media will be selected and assigned to give support directly to instructional learning objectives established by the Instructional Support Services Department. *Reviewed - approved*

6435 General Criteria for Media Maintenance

Library Media and Textbook Services is responsible for establishing procedures for the weeding, discarding, withdrawing, renovating, and rebinding of library media. *Reviewed - approved*

6436 Criteria for Use of Videos, DVDs, and Other Non-Print Media

Videos, DVDs (including Blu-ray and Ultra-High Definition formats), and other non-print media will be selected and assigned to give support directly to instructional learning objectives established by the Instructional Support Services Department. *Reviewed - approved*

6440 Placement, Use, and Transfer of Instructional Equipment

The determination of placement, proper use, and transfer of instructional equipment is the joint responsibility of the Executive Director, Instructional Support Services, Career and Technical Education, and Information Services and Technology staff. *Reviewed - approved*

6725 Mathematics Education

Mathematics skills shall be integrated into all TEA curriculum. Skills will be taught as part of all experiential learning opportunities. Learning site staff and curriculum personnel will work cooperatively to upgrade and improve the mathematics program at all levels. *Reviewed - approved*

6730 Social Studies Education

The social studies program for the TEA is designed to give students perspectives on their own life experiences so they see themselves as a part of the larger human adventure in time and place. An understanding of world history, geography, economics, and political and social institutions, coupled with the knowledge of the traditions and values of the Indigenous people of the Northcoast and the United States as it is expressed in our unity and diversity, is central to the curriculum. This program is devoted to developing citizens who possess the critical attitudes and analytical perspectives needed to understand the situation in which they find themselves, and to act appropriately. *Reviewed - approved*

6740 Science Education

The goal of science education is to maintain a scientifically literate citizenry: one that knows the major concepts, laws and theories of science; one that uses the methods of science to solve everyday problems; and one that understands the limits and strengths of science. To that end, the science curriculum will be a program of study which provides for the abilities, needs, and interests of all students allowing students to begin with the fundamental levels of understanding and advance to the more complex. All Science curriculum shall meet Next Generation Science Standards. *Reviewed - approved*

6780 Art Education

Art is an integral curriculum requirement for all students in grades K-5. The art program is standard based. In the elementary school, art is child centered to develop intellectual, creative, aesthetic growth through curriculum experiences in art production, art history, art criticism and appreciation. At the middle school level, students will have an opportunity to develop skills in art production and criticism and an understanding of their cultural heritage. An art program composed of elective courses and workshops will be offered in grades 6-12. *Reviewed - approved*

6781 Safety, Art Education Laboratories and Makerspaces

Art laboratories and makerspaces shall be equipped with safety devices and all precautions shall be taken to maintain and protect the health and welfare of students and staff. The administration shall initiate activities to implement safety standards. *Reviewed - approved*

6791 Physical Education

Physical Education is that phase of the general educational program that contributes, primarily through movement experiences, to the total growth and development of each child. Motor Skill development and fitness education are the basis for standards-based Physical Education. Physical Education is a curriculum requirement in grades K-5. At the middle school level, students must have one semester of classes or two semesters of classes every other day. At the high school level, one unit of physical education is required for high school graduation. Upon completion of the middle school and high school requirements, physical education may be taken as an elective class. *Reviewed - approved*

6800 Reading and Use of Library Facilities

Reading instruction is required for all K-12 students. Reading skills are taught in all content subjects. Students will be actively encouraged to utilize the Sylvia Daniels Memorial Library and all other library resources maintained by the TEA and Blue Lake Rancheria, mobile or otherwise. *Reviewed - approved*

6812 Cultural Proficiency Education

Cultural Proficiency is defined as a way of being that enables both individuals and organizations to respond effectively to people who differ from them. The Blue Lake Rancheria, its component agencies, and its consortium partners are home to diverse staff and students. The diversity includes, but is not limited to such characteristics as race, ethnicity, culture, language, age, gender, sexual orientation, socioeconomic status, religion, neurodivergence, disability, and skill levels. Individual learning sites, classrooms, as well as schools and non-attendance centers, reflect this diversity. It is the responsibility of TEA staff to model appropriate behaviors so that children, students, and adults learn to appreciate the differences and similarities of the diverse backgrounds represented across the organizations to ensure equitable treatment for all. *Reviewed - approved*

6887 Safety on Stages, Temporary Risers or Platforms

Established safety and operational procedures, rules, and regulations will be observed in all activities using learning site stages and stage equipment, temporary risers, or platforms. *Reviewed - approved*

6889 Safety, Eye-Protective Devices in Laboratories and Makerspaces

In order to provide for the safety and well-being of staff and students in laboratories and makerspaces, they shall be required to wear approved eye-protective devices when participating in certain classes which have substantial potential to injure eyes. *Reviewed - approved*

6890 Safety Responsibilities – Curriculum Adaptation Personnel

Curriculum adaptation personnel are responsible for developing, integrating, and implementing safety education and precautionary programs into all curriculum design. Maintenance of the health and safety of staff and students and compliance with requirements of Occupational Health and Safety Administration (OHSA) standards, the Tribal fire and safety ordinance must be considered in these programs. Special attention will be given in curriculum areas that utilize potentially hazardous equipment or materials. *Reviewed - approved*

6900 Career and Technical Education Programs

The Board of Education will be responsive to the requests of business, industry, agencies, and individuals of this community for career and technical education programs. The Board of Education will cooperate with other agencies in providing programs that will be beneficial to high school students to enable them to enter the labor force or pursue additional education. The Board of Education will encourage and support the development of career and technical education programs. All career and technical education programs will be administered and conducted by the TEA Staff through the office of Career and Technical Education. The Board of Education will support all career and technical education programs by providing access, maintenance, and operational expenses of plant and equipment, unless specific funds are available for this purpose through other public funding sources. *Reviewed - approved*

6901 Safety - Career and Technical Education Labs

Section A: Laboratories will be equipped with safety devices and all precautions will be taken to maintain and protect the health and welfare of Career and Technical Education students. Staff and students must be in compliance with the rules, regulations, and law governing safety and health. The administration will initiate activities to implement Occupational Safety and Health Act standards, Uniform Fire Code, Life

Safety Code, and ADA/Section 504 requirements pertaining to Career and Technical Education as funds permit. *Reviewed - approved*

Please see Section B (page 3) for guidance on Construction and Launching of Model Rockets.

6905 Student Publications

Student Publications are publications prepared in whole or part by students in accordance with the principles contained in the Blue Lake Rancheria Tribal Education Agency Education Code and under the supervision of qualified faculty advisers. Students shall be given the opportunity to progress in developing school newspapers, yearbooks, literary magazines, video programs, and digital media (e.g., online publications). *BOE Policy 1230 - Acceptable Device and Communication Use by Staff, Students, and the TEA applies to on-line student publications.*

“Student publication” means any matter which is prepared, substantially written, or published by students, which is distributed or generally made available, either free of charge or for a fee, to members of the student body, and which is prepared under the direction of a certified employee. *Reviewed - approved*

7025 Fuel and Energy Conservation

The TEA shall operate facilities and programs consistent with sound principles for conservation of fuel and energy and for economical use of other natural resources. *Reviewed - approved*

7080 Participation in Funding Public Improvement Projects

The TEA may choose to participate in funding public improvements which enhance the safety, and/or functional use of Tribally-owned property. Participation in funding such improvements shall be subject to the availability of funds, and limitations established by administrative implemental procedures. *Reviewed - approved*

7085 TEA Use of Tribally Owned Vehicles

Vehicles owned by the Blue Lake Rancheria will be used in accordance with the provisions of Tribal ordinances and administrative directives of the Tribal Administrator. Drivers of such vehicles shall be properly licensed, *and insurable*, and shall receive training as determined by the administration to be appropriate. *Reviewed – approved with modification*

7090 Small Unmanned Aircraft Systems (sUAS)

The use by any person, entity, or organization of small unmanned aircraft systems (sUAS) on or over property owned or leased by the Blue Lake Rancheria in the performance of duties associated with approved TEA program activities is governed by this policy. Approved uses will be authorized by the Executive Director or their designee only for official business or educational purposes of the TEA and must be consistent with Tribal law, regulations, and the terms of this policy. *Reviewed – approved*

7100 Building Safety Projects and Minor Improvements

During each fiscal period, TEA staff shall prepare a building safety projects and minor improvement funding request, which will address improvements or alterations to existing buildings *owned by the Blue*

Lake Rancheria. Such improvements will be accomplished within the limitations of the budget and the availability of personnel as authorized by the BOE in coordination with Facility Division staff and Tribal Administration. *Reviewed – approved with modification*

7105 Private Funding of Building and Site Improvements

The Board of Education will permit school building and site improvements to be financed by contributions from private sources subject to the limitations listed below. *Reviewed – approved*

7106 Volunteer Labor

The Board of Education will permit building and learning site improvements or other work to be done by voluntary labor, subject to limitations established by policy. For more information, please see BOE Policy 2125 Partners and Volunteers. *Reviewed – approved*

7161 Planning, Providing, and Maintaining Campus Facilities

The Board of Education shall project needs for, provide, and maintain campus facilities as needed to accommodate the number of students desiring to attend or participate in TEA campuses or programs. Within the limits of financial capabilities, facilities shall be designed to house the types of programs required for quality educational experiences for students at all educational levels. *Reviewed – approved*

7175 Long-Term Lease or Rental of Campus Facilities

Real property owned by the Blue Lake Rancheria and not currently being utilized for educational or operational purposes by the TEA may be rented or leased to reliable community agencies, firms, or individuals. The Board of Education may designate an agent to negotiate terms and define conditions of lease agreements. *Reviewed – approved*

7220 Learning Site Maintenance and Capital Activities

Maintenance and capital activities are designed to keep grounds, buildings, and equipment in good condition through replacement and repair. *Reviewed – approved*

7230 Service Orders, Additional Equipment for Special Occasions

Additional equipment, including tables, chairs, and risers, may be secured for temporary use. *Reviewed – approved*

7300 Transportation of Students

Transportation services for students will be provided for a variety of reasons. The Board of Education authorizes the Executive Director to contract for student transportation services *as the BOE deems* appropriate to the particular situation. *Reviewed – approved with modification*

7302 Initiating and Recommending Changes in Student Transportation Services

Orderly procedures are utilized in (1) identifying students who are eligible to receive transportation services, (2) collecting information and making recommendations for changes, (3) communicating with persons affected by changes which need to be implemented, and (4) recommending needed sidewalks, lighted and unlighted crosswalks to the BOE after the TEA staff has prepared and prioritized the list.

Reviewed – approved

7310 Vehicle Safety and Discipline

The Executive Director is responsible for developing procedures for maintaining acceptable student discipline for all vehicles used in the transporting of students and for implementing the TEA regulations in regard to student transportation via a chartered or Tribally-owned bus. *Reviewed – approved*

7311 Denial, Suspension, or Revocation of Transportation Services

Because of an overriding concern to provide safe transportation for students, the Executive Director may deny, suspend, or revoke transportation privileges to individual students, groups of students, or an entire bus for continued disorderly conduct, persistent refusal to submit to the authority of the bus driver, or violation of the rules and regulations of the Blue Lake Rancheria and/or the California Office of Traffic Safety. When such action becomes necessary, the Executive Director will notify the students, and/or parents/guardians of minor students, involved of the impending suspension of service. It shall be the responsibility of the Transportation Director to immediately notify the Executive Director to provide instructions as to the desired revocation of services. *Reviewed – approved*

7350 Educational Trips and Transportation of Students in Private Vehicles

Section A: Educational Trips. TEA and learning site staff are encouraged to utilize available community resources in planning instructional activities inside and outside the classroom. Experiences outside the classroom such as school trips should include only activities that contribute significantly to the educational enrichment of the student. Educational trips are considered an integral part of the curriculum. Preparation, plans, evaluation, supervision, and safety precautions are responsibilities of the learning site staff involved.

Section B: Student Transportation in Private Vehicles. Especially when involving K-12 students, the TEA encourages the use of buses or other Tribal-owned vehicles over private vehicles for the transport of students to and from TEA-approved activities. If private vehicles are used, such vehicles are expected to be reasonably safe. The driver will provide to the TEA a signed **Form 7350b - Driver Verification** and a copy of the driver's license and auto insurance card. **Note: when forms are developed, the policy number should be integral to the form name for cross-reference and continuous maintenance of policies, SOPs, and forms. This will be stated in the Administrative Policies on Form Development.*

Reviewed – approved

7400 Nutrition Services Programs

The Board of Education shall support the TEA's Nutrition Services programs, which shall consist of the United States Department of Agriculture (USDA) Child Nutrition Programs plus a la carte food items, thereby providing adequate and nourishing food for participating students. The Board shall provide necessary resources and authorize the administration to implement and operate the various Nutrition Services programs. *Reviewed – approved*

7404 Free and Reduced Price Meals

The TEA shall provide free or reduced price meal benefits to eligible students enrolled in those learning sites or campuses participating in the National School Lunch and School Breakfast Programs. Eligibility standards consistent with current Federal guidelines will be established to determine the recipients of

such meals. All information collected concerning students or their families shall be kept confidential, and the rights of all parties shall be protected at all times. *Reviewed – approved*

7410 Collection of Nutrition Services Monies

The learning site supervisor and the Director of Nutrition Services shall be responsible for administering the Nutrition Service program. Provision for collecting and for accounting of Nutrition Service monies is a part of the administrative responsibility. *Reviewed – approved*

7500 Student Wellness: Overview

The Blue Lake Rancheria Tribal Education Agency is committed to providing experiential learning environments that promote and protect student's health, well-being, and ability to learn by supporting healthy eating, physical activity education, and nutrition education. The healthy learning environment will provide students and staff with consistent, reliable health instruction and will reinforce healthy behaviors. *Reviewed – approved*

7501 Student Wellness: Health Education

Students and staff will be provided with consistent, reliable health instruction and healthy behaviors will be reinforced. Health education is a continuous process that motivates the individual to develop and maintain, social, emotional, physical, and intellectual well-being. This process will occur through establishing behavior patterns that are both personally and socially responsible, and by avoiding actions harmful to self and/or others. *Reviewed – approved*

7502 Student Wellness: Physical Activity Education

The healthy learning environment promotes physical activity and physical education for all students, with the desired outcomes being the development of a physically active and physically educated person. TEA programs play a significant role in the promotion and encouragement of a physically active lifestyle. *Reviewed – approved*

7503 Student Wellness: Nutrition Guidelines for Students

The healthy learning environment promotes wholesome, nutritious and safe foods and beverages. All foods available to students at learning sites or TEA campuses before and during the school day will meet USDA nutrition guidelines and will be consistent with USDA regulations for Smart Snacks in School. *Reviewed – approved*

Reviewed Policy Statements for BOE Discussion v1

This document provides the **Policy Statements** which are under review by the Board of Education. Standard Operating Procedures (SOPs) will be developed under each Policy Statement.

Please note the numbering system is under development based upon the following plan:

<u>Policy Numbering</u>	<u>Policy Areas</u>
0100	Board of Education
1100	Administration
2300	Safety Services Management
3300	Purchasing
3400	Financial Services
3500	Payroll
3600	Information Services & Technology
3700	Employee Benefits & Insurance Mgt
4000	Human Resources
4600	Staff Development
5100	Student Services
5200	Support Services
5300	Health Services
5400	Special Education
5500	Student Enrollment & Records
6000	Learning Services
6250	Instruction
6400	Curriculum
6900	Career & Technical Education
7000	Facilities
7100	Building Program
7200	Building Maintenance
7300	Transportation
7400	Nutrition Services
7500	Student Wellness

Reviewed Policy Statements for BOE Discussion v1

2119 Distribution of Political Materials

Political materials, including partisan information, may **not** be distributed to adult employees within a TEA controlled learning site, and in staff mail boxes. ~~The Executive Director and Learning site supervisor are responsible for assuring equal treatment of all candidates.~~

Need a policy on political neutrality to be maintained in the office (appearance). No specific candidates and political parties decorating the offices, halls, etc. Tribal Education Agency may not endorse any particular candidate or proposition appearing on state or federal ballots without the express consent of the Tribal Business Council.

We want to ensure that the policy doesn't stifle employees' ability to exercise their First Amendment rights, and yet, we need to keep our facilities politically neutral so all persons feel welcome regardless of their political affinity.

2350 TEA Security Personnel

The TEA shall employ such Learning Site Security personnel, pursuant to Tribal law, as shall be necessary to aid and supplement law enforcement agencies, which give service to the TEA and its consortium LEAs.

Policy is needed on what kind of training would be needed for Learning Site security – appropriate responses for mental health, de-escalation techniques. Crisis management needs to be identified as training.

Policy needs to define the appropriate response to the situation (1) student on student violence, (2) adults, etc.

We want to have our policy to be focused on children safety – and no immediately thinking of the child as an adversary.

2352 Reporting on Specified Students

TEA employees with information that a student is a student to whom this Policy applies as specified below shall inform the Executive Director or their designee. The Executive Director or their designee, shall investigate the matter, and, upon determining that the student is one to whom this Policy applies, shall provide the reported information and identify the student to all other TEA employees who are directly involved or likely to be directly involved in teaching or providing other school related services to the student. ****Need to include something regarding potential bias, or safety – accompanying policy and or directions and with consequences for misuse of information. Protection of the child's private information. Special accommodation procedures, and protections for the student. Confidentiality clause/Accountability with ramification.**

2360 Learning Site Safety and Protection

The entire staff at a learning site is responsible for cooperating in an effort to provide all students an educational environment that is safe, secure and drug-free. ****Not intended to be a Zero-Tolerance policy, does not include medical use of various drugs.**

Reviewed Policy Statements for BOE Discussion v1

5110 Expulsion of Students from TEA Programs and Activities

Investigating this policy further.

SAMPLE: The authority to suspend for a short-term or to propose an extended-term suspension and/or expulsion is delegated to a designee by the Board of Education in accordance with **the Education Code** and procedural due process rights as guaranteed under the Individuals with Disabilities Education Act (IDEA), and applicable **Tribal statutes and regulations**.

If there are Tribal ordinances which expel persons from Tribal lands, this could be an example, such as violation of laws (such as weapons, vandalism, etc.) or physical violence. This would most likely be limited to programs and activities occurring on Tribal lands, however, discussion on expelling a participant from a program because of behavior while not on tribal lands, can also be an option – example, students engaged in physical violence while on a field trip or participating in an offsite workshop sponsored by the TEA (college visits, cultural workshops, conferences, travel, internships). This needs definition.

5200 Student Support Services: Guidance and Counseling

Investigating this policy further.

SAMPLE: Guidance and counseling services are available to students attending TEA Programs by **properly certified guidance counselors specially trained for their work**. **** NOTES:** *Recommending that we work towards a referral process for students to either UIHS or Two Feathers Native American Family Services, Inc. – what policies would we need to have in place and what agreements with UIHS and Two Feathers for referring students who need assistance – like the Employee Assistance Program for employees, what can we do for our students we see are struggling – do we go through their school of record, or do we go to the parent first? If a child is in crisis on school campuses, normally, there is a counselor present on campus to handle it immediately – should we consider TELEHELP – so we can call a counselor in immediate need situations? Perhaps TELEHELP with UIHS and Two Feathers so we can make sure it is a culturally adept counselor understanding Native American student needs?*

Counselors are supervised by **XYZ???** who are responsible for implementing the **TEA Comprehensive Guidance and Counseling program**. ****NOTES:** *A TEA Comprehensive Guidance and Counseling program is a goal in the strategic plan under Student Support Services to help accomplish the cradle to career overall mindset – and a comprehensive plan focused on supporting students' resiliency and mental health is a key component of TEA concepts.*

Counselors are also responsible to the Division of Student Support Services administrative designee who provides technical supervision and coordinates the TEA wide program in this area.

5210 Student Support Services: Psychology Services

Investigating this policy further.

SAMPLE: Psychological services are available to students in enrolled in TEA Programs by State certified psychologists **(through contracts w/XYZ?)**.

Site Administrators are responsible for implementing the comprehensive school psychology program **using contracted psychologists**.

Reviewed Policy Statements for BOE Discussion v1

Psychologists are also responsible to the Coordinator of Psychological Services who provides technical supervision and coordinates the TEA program in this area.

5317 Prescribed Special Health Care Services

Investigating this policy further.

SAMPLE: A student may receive required health care services during TEA Program hours upon written request of the student's lawful custodian; written prescription by a person licensed to practice medicine or dentistry and who is responsible for the student's medical management; and authorization of the Site Administrator. Implementation of requests must follow Board of Education policies and applicable Tribal law.

5330 Health Screening

Investigating this policy further.

SAMPLE: Vision and hearing screening will be conducted in the TEA as part of the overall Health Services program. When appropriate, other screening procedures deemed beneficial to students may be performed in the school health program.

****NOTE:** *Do we need to say why we want Health Screenings and how often they need to be done? This is designed to be in place for programs that would require the student to have certain levels of physical health and abilities – like physicals for participating in Sports kind of health screening.*

5400 Special Education (General Policies)

There are numerous policies being developed under Special Education right now, and these will be addressed in the coming months as more information is gathered.

5401 Special Education Program Standards

5402 Provision of Least Restrictive Environment for Disabled Students

5403 Due Process & Procedures Related to Access to & Denial of Special Education Services

5404 Organizational Considerations for Providing Special Education Services

5405 Identification, Evaluation, Placement, and Provision of Services of Exceptional Students

5407 Feeding of Disable Students

5408 Compliance with Medicaid Billing Requirements

5414 Instructional Programs in Psychiatric/Substance Abuse Units

5415 Programs for Delinquent Students in Institutions

SAMPLE: Special instructional programs will be provided in cooperation with *XYZ or Humboldt County Juvenile Court in those facilities where educational programs are deemed appropriate.*

Reviewed Policy Statements for BOE Discussion v1

***NOTE: If we want to provide cultural or educational programs to Native American students in juvenile hall or jail to assist them with transition from incarceration back to school or a career, this kind of policy should be in place.*

5424 Homebound and Hospitalized Instruction for Students

SAMPLE: Special instruction for students confined for an extended period of time to the home or hospital because of illness or injury is provided by a certificated teacher in accordance with TEA Education Code.

5427 Class Size Caseload Standards for Special Education

SAMPLE: Federal law requires states to monitor class-size and caseloads for special education personnel. The TEA requirement is for the development of class-size/caseload procedures that will ensure a Free Appropriate Public Education for exceptional students enrolled in TEA Programs.

6790 Health and Health Education K-5

Health education is a continuous process which motivates the individual to develop and maintain social, emotional, physical, and intellectual well-being. The process occurs through establishing behavior patterns personally and socially responsible and by avoiding actions harmful to self and/or others. Age appropriate emotional, physical, and intellectual self-care and safety topics shall be discussed in TEA programs covering such subject matter. **For total BOE review and comment**

6902 Child Development Center

A Child Development Centers will be operated in the City of Blue Lake *at (name of site)*. The center will serve as a childcare facility for the children of enrolled students and tribal employees, as training laboratories for vocational students enrolled in occupational classes, and as observational experiences for high school students enrolled in parenting and child development classes. The priority for enrollment of children in the child care program shall be as follows:

1. Tribal members;
2. Children of enrolled students;
3. Children of tribal employees;
4. Children of general community;

Services in the center will be available for infants, toddlers, and preschool children in ratios, which will allow the center to maximize service to the children of students in pursuing their educational objectives.

For total BOE review and comment

7162 Planning Building Capacities

When planning either a new building or a major addition to an existing attendance center, the BOE and the administration will consider these guidelines for student capacities:

Post-Secondary campuses: 500 to 1000 students

High schools: 450 to 900 students

Middle schools: 225 to 425 students

Elementary schools: 200 to 400 students

Child Development Centers: 25 to 50 students

For total BOE review and comment

I. OPENING MEETING

- a. Roll Call – 7:00PM Called to Order by BOE President, Jason Ramos
 - i. BOE Members present: Jason Ramos, Jace Baldosser, Kelsay Shackelford, Michael Shackelford. BOE Members absent: Michele Kindred (Johnson). QUARUM ESTABLISHED at 7:10PM
 - ii. TEA Staff present: Alison Robbins, Marlee Mansfield-Chavez, Lisa Hoffman, Isak Brayfindley
 - iii. Public present: M. Chag Lowry

II. REPORTS

- a. The Executive Director's Report
 - i. NACTEP Grant started Oct 1st 2021
 - 1. Fixed performance measures
 - 2. Reviewing changes to indirect cost rate
 - a. 2 week turn around with DOI reviewing with DOE
 - b. We are maxed at 8% when our current ITR is 20%
 - ii. GYOA
 - 1. 7/8 paperwork received
 - 2. Tuition and living Submitted to accounting last week
 - 3. Submitting budget adjustment report to DOE by Friday
 - 4. Steve Godla changed from employee to contractor – adjusting for budget
 - 5. HCOE 70K budget reduced
 - 6. Induction Stipends (removed/reduced) adjusted with new budget
 - 7. Invoices and Budget visually displayed and reviewed
 - 8. 263k obligated
 - 9. Reduced stipends from 12 mo to 10 months
 - 10. 10k for HSU for assistance with Cohort management – not allocable
 - 11. Admin money for HCOE could go to NA mentors (one person interested)
 - a. May need to have individuals hired through County Office of Education
 - iii. Pandemic Relief Tourism Funds (BIA)
 - 1. Server not being able to accept our emails (on their side)
 - a. Using HelloSign to confirm scope of work
 - iv. Tribal Climate Reliance Program
 - 1. Website in progress (Not live)
 - v. Pathmakers
 - 1. Budget adjustment
 - vi. Career Readiness Education Grant (Office of Indian Education)
 - 1. Due end of November

- 2. Recruitment videos given to Toni
- vii. California Humanities Grant (National Endowment for Humanities)
 - 1. Jason sent HelloSign document regarding
- viii. Facebook post for getting grant
 - 1. Chag Lowry is writing the curriculum
- ix. American Rescue Act
 - 1. Curriculum to be posted on website
- x. Institute for Museum and Library Services Grant
 - 1. Van –
 - 2. No person to implement this program yet
 - a. 17 visits a month
- xi. BIA carry forward a year 70k for Climate Change Classes
 - 1. Northern Arizona University program
 - 2. Virtual class on climate change
 - 3. Thao would be working on this 8hrs a week
 - 4. 25k contract to ITEP for classes
 - 5. 100 youth enrolled in each class
- xii. American Rescue Plan – American Indian Resilience and Education Grant
 - 1. No word yet
- xiii. Kindling the Flame
 - 1. 3 workshops happened this last month
 - 2. Green Diamond is working with us for collecting materials
- xiv. Grants currently in development
 - 1. Environmental Education Grant
 - a. 50-100k for projects intersecting with Climate Change
 - b. App is due Dec 6
 - 2. Youth Initiative (BIA)
 - a. 50k for Natural Resources Management
 - b. Due January the 13th
 - 3. National Endowment for Humanities (Two Grants)
 - a. Due in February 22
 - b. Curriculum Development
 - c. K-12 educator's training in NA curriculum
- xv. Staffing
 - 1. All reviews have been submitted
- b. Marketing & Communications Report
 - i. Social Media Report
 - 1. See October/November Report
 - 2. Notable improvement from time of page creation to now

3. Increasing number of posts and posts regarding our partners
4. Increased engagement with personal feeling posts (see Pathmakers post)
5. Audience increase from last month has been happening
6. 9 additional followers since the last report
7. Initiation of Post Schedule

III. PUBLIC COMMUNICATIONS

- a. Chag Lowry 3 minutes – Offered thanks to the Council and Alison Robbins for the good work and connection to the community. He indicated that he would be appreciative if we used the imagery from his comics upon notice. He mentioned appreciation for the vision of the Tribe and the work of the TEA. He spoke on his feeling inspired by Alison Robbins. His next comic will be out in February 2022.

IV. CONSENT AGENDA

- a. \$20,000 California Humanities Grant for Chag Lowry Curriculum for 7-8 grade students
 - i. Contact(s): Chag Lowry
 - ii. Purpose: Creation and outline for new graphic novel Elements and the creation of the Curriculum for 7-8 grade students following the business plan that was worked on with the TEA.
 - iii. Recommendation: TEA staff recommends the approval of the \$20,000 contract as Chag is the inaugural participant and that this follows our mission and vision to help broaden people's knowledge with inclusive curriculum and enhancing native voices
 1. **DISCUSSION**: From Jace Baldosser: Will the \$20,000 cover everything start to finish? From Alison: Yes, Chag provided a very detailed description of what was to be accomplished.
 2. **NOMINATIONS**: Michael Shackelford moves to approve the \$20,000 contract for Chag Lowry; Jace Baldosser 2nd.
 3. **DECISION**: 4-0;
 - iv. Recommendation: \$5,000 to be earmarked in TEA budget to purchase books *Reflections* and *Follow the Water* from Original Voices Publications (Chag Lowry) as school or classroom sets.
 1. **DISCUSSION**: From Jason Ramos, "Why \$5,000? Already apart of approved number?" From Alison Robbins: "This number is based on previous purchases of similar products and covers the known need. 3-4 classroom sets."
 2. **NOMINATIONS**: Kelsay Shackelford made motion Michael Shackelford seconds
 3. **DECISION**: 4-0;

4. **ACTION:** TEA Staff to content Chag Lowry and make arrangements for the purchase and distribution of books
- v. **Recommendation:** TEA staff recommends approval of Social Media campaign for Chag's project
 1. **DISCUSSION:** From Jason: Is there other costs associated with this? From Alison Robbins: only the Clerk of the Board's time
 2. **NOMINATIONS:** Jace Baldosser made motion, Michael Shackelford seconded the motion
 3. **DECISION:** 4-0;
 4. **ACTION:** TEA Staff to create a Facebook post(s) to inform the public about the project

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

- a. BIA Approval of Budget Adjustments **40:56**
 - i. **Contact(s):** Alison Robbins
 - ii. **Purpose:** BIA Resiliency Grant FY19 is coming to an end, and due to the pandemic and the canceled in person courses, Anita Huff has identified approximately \$70K which could be repurposed to support Climate Change education for our secondary students, and a student lead Environmental/Climate Change conference.
 - iii. **Recommendation:** Staff recommends that a budget adjustment be made and submitted to the BIA in support of environmental education courses and student lead conference, including additional hours for TEA staff to work on the project activities.
 1. **DISCUSSION:** Jason Ramos: Is this coming out of the General Fund? Alison Robbins: Pathmakers and BIA grant funds only.
 2. **NOMINATIONS:** Michael Shackelford made motion, Kelsay Shackelford seconded the motion
 3. **DECISION:** 4-0;
 4. **ACTION:** TEA Staff to provide Anita Huff with budget adjustment and narrative for the use of funds for submission to BIA.
- b. Tribal Consultation for the DTLL
 - i. **Contact(s):** Alison Robbins 43:40 – 46:15
 - ii. **Purpose:** Two meetings with the National Parks Service & Department of the Interior. Online consultation Thursday, December 2nd 3-5PM Eastern Time. Alison Robbins is planning on attending consultation. Devising response.
 - iii. **Recommendation:** TEA Staff recommends no changes from an education point of view at this point, no issues as items are well defined. Alison will continue to review for accessibility, and since the response isn't due until 12/17, staff

recommends attending the online consultation to hear other Tribe's concerns. Bring recommendation back to BOE for approval at next BOE meeting before comments are due.

1. **DISCUSSION:** Jason Ramos: It is a rather lengthy document. Is there nothing substantive that needs to be changed? Alison Robbins: Not really. I am going to go through it again. Thinking about what didn't they cover? May include Janet Eidsness (Tribal Historic Preservation Officer – THPO) due to archeological discoveries. Jason Ramos: Janet would have a lot of information for you, or Michelle Fueller, I'd check her first." Jason has concern that the lists of issues might become lengthy. Jason asked about our bylaws and a poll vote or electronic vote. Concern about cultural resources mentioned, however Jace Baldosser believes that's in their scope as an organization (Dept of Interior) already as a policy on handling cultural discoveries/archeological items.
2. **NOMINATIONS:** No need for formal vote. Approved recommendations.
- 3.
4. **DECISION:**
5. **ACTION:** TEA Staff to attend meeting, and to send to Michelle Fueller and Janet Eidsness to receive their comments and return those to the BOE via email, and update BOE at next meeting

VI. MISCELLANEOUS

- a. Approval of Board minutes from 10/19/2021
 - i. Contact(s): Alison Robbins
 - ii. Recommendation: TEA Staff recommends approval of the draft minutes for publication
 1. **DISCUSSION:** No discussion
 2. **NOMINATIONS:** Kelsay Shackelford made the motion to approve and Michael Shackelford seconded
 3. **DECISION:** 3-0-1, Jace Baldosser abstains
 4. **ACTION:** Clerk of the Board to create APPROVED file and post to BOE website.

VII. UNFINISHED BUSINESS

- i. Pending Contract on HelloSign with NHUHSD covers:
 1. Pathmakers
 2. STEP grant
 3. GYOA
 4. Evaluator services for each one of those
 5. Over 160k

- ii. Policy Subcommittee meetings haven't been scheduled due to Alison's workload, and she requests responses from BOE to the provided policy statements.
- iii. Strategic plan update meetings need to be scheduled when Alison's workload allows
- iv. Grant opportunities Pending with the TEA
 - 1. Will keep reporting on until applications are done

VIII. NEW BUSINESS

- 1. Marlee Mansfield-Chavez reports: Save California Salmon potential small grants that would offer participants to get \$100 for BIPOC LGBTQ justice and Climate Change justice focus.
- 2. Letter of support for Save California Salmon, for a program they are applying for. This letter is nearly identical to a previous one sent last year. Updates to it include the date. Marlee signed and is ready to send.

IX. AJOURNMENT

Jason Ramos called for motion to adjourn
Jace Baldosser made the motion to adjourn
Michael Shackelford seconded
Meeting adjourned at 8:06PM