

I. OPENING MEETING

- a. Roll Call
- b. Pledge of Allegiance

II. REPORTS

- a. The Executive Director's Report
 - i. Update on new grant funding – STEP 3 YR Grant
 - ii. M. Chag Lowry's submission – Business Plan
 - iii. Marketing & Communications update

III. PUBLIC COMMUNICATIONS

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

IV. CONSENT AGENDA

- a. Job Descriptions for TEA Programs
 - i. Contact(s): Alison Robbins
 - ii. Purpose: Approval of Job Descriptions for new or expanded TEA programs.
 - iii. Recommendation: It is the recommendation of staff that the job descriptions for Youth Programs Coordinator and Career Readiness Education Coordinator are approved for use.
 - 1. **DISCUSSION:**
 - 2. **NOMINATIONS:**
 - 3. **DECISION:**
 - 4. **ACTION:**

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

Board of Education Agenda
Blue Lake Rancheria Tribal Education Agency
Tuesday, September 29, 2020 – 7PM
Zoom Meeting On-line Platform
Blue Lake, CA

a. Review BOE Directed Research on the term Decolonization

- i. Contact(s): Alison Robbins
- ii. Purpose: To review the research done on the term Decolonization so that the BOE may choose how they wish to see the term used or not used in all TEA policies, procedures and programs.
- iii. Recommendations: Staff recommends the full BOE discuss the concepts highlighted.
- iv. **DISCUSSION:**
- v. **NOMINATIONS:**
- vi. **DECISION:**
ACTION:

b. Education Code: Article VII – Miscellaneous Educational Funding

- i. Contact(s): Alison Robbins
- ii. Purpose: Article VII covers secondary school educational enrichment program, student eligibility, summer school, school outside the US, and entrance exam costs.
- iii. Recommendations: Board approval for this Article to be sent to legal counsel David Rapport for review. Any changes resulting from the review will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
- iv. **DISCUSSION:**
- v. **NOMINATIONS:**
- vi. **DECISION:**
ACTION:

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 09/15/2020

VII. NEW BUSINESS

VIII. AJOURNMENT



US Department of Education
Washington, D.C. 20202

S415A200008

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Blue Lake Rancheria 428 Chartin Road P.O. Box 428 Blue Lake, CA 95525	2	AWARD INFORMATION PR/AWARD NUMBER S415A200008 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary									
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Alison D Robbins (620) 705-1715 arobbins@bluelakerancheria-nsn.gov EDUCATION PROGRAM CONTACT Angela M Hernandez- (202) 205-1909 Marshall angela.hernandez-marshall@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDISK 888-336-8930 edcaps.user@ed.gov	4	PROJECT TITLE 84.415A Blue Lake Rancheria Tribal Education Agency Career Readiness Education Program									
5	KEY PERSONNEL <table><thead><tr><th>NAME</th><th>TITLE</th><th>LEVEL OF EFFORT</th></tr></thead><tbody><tr><td>Alison D Robbins</td><td>Project Director</td><td>0 %</td></tr></tbody></table>			NAME	TITLE	LEVEL OF EFFORT	Alison D Robbins	Project Director	0 %			
NAME	TITLE	LEVEL OF EFFORT										
Alison D Robbins	Project Director	0 %										
6	AWARD PERIODS BUDGET PERIOD 10/01/2020 - 09/30/2021 PERFORMANCE PERIOD 10/01/2020 - 09/30/2023 FUTURE BUDGET PERIODS <table><thead><tr><th>BUDGET PERIOD</th><th>DATE</th><th>AMOUNT</th></tr></thead><tbody><tr><td>2</td><td>10/01/2021 - 09/30/2022</td><td>\$180,393.00</td></tr><tr><td>3</td><td>10/01/2022 - 09/30/2023</td><td>\$181,172.00</td></tr></tbody></table>			BUDGET PERIOD	DATE	AMOUNT	2	10/01/2021 - 09/30/2022	\$180,393.00	3	10/01/2022 - 09/30/2023	\$181,172.00
BUDGET PERIOD	DATE	AMOUNT										
2	10/01/2021 - 09/30/2022	\$180,393.00										
3	10/01/2022 - 09/30/2023	\$181,172.00										
7	AUTHORIZED FUNDING <table><tbody><tr><td>THIS ACTION</td><td>\$121,413.00</td></tr><tr><td>BUDGET PERIOD</td><td>\$121,413.00</td></tr><tr><td>PERFORMANCE PERIOD</td><td>\$121,413.00</td></tr></tbody></table>			THIS ACTION	\$121,413.00	BUDGET PERIOD	\$121,413.00	PERFORMANCE PERIOD	\$121,413.00			
THIS ACTION	\$121,413.00											
BUDGET PERIOD	\$121,413.00											
PERFORMANCE PERIOD	\$121,413.00											
8	ADMINISTRATIVE INFORMATION DUNS/SSN 184567634 REGULATIONS EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS 1 , 2 , 3 , 6 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E1 , E2 , E4 , E5											
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL ESEA AS AMENDED VII DEPT OF ED. APPROPRIATIONS ACT UNDER THE INDIAN EDUCATION NATIONAL ACTIVITIES PROGRAM TITLE: STATE-TRIBAL EDUCATION PARTNERSHIP (STEP) PILOT CFDA/SUBPROGRAM NO: 84.415A											

Mervin Chag Lowry (Yurok/Maidu/Pit River)

12330 Sophia Drive
Poway, Ca 92064
707-496-2407

Professional Experience

2017 to Present: Director of the Sycuan Inter-Tribal Vocational Rehabilitation program located in San Diego County. Duties: Direct a Tribal employment readiness program that partners with Native Americans with disabilities. Provide counseling and services to over 30 Native community members on an annual basis. Manage an annual budget of over \$400,000 and provide narrative and financial reports to the Federal grantor. Maintain positive partnerships with social service agencies and tribal organizations in the region. Supervise program counselors and manage case filing and office supply systems. Wrote and received a \$2.5 million dollar federal grant in 2019 to continue and enhance this program.

2005 to 2016: Program Manager of the Native Cultures Fund at the Humboldt Area Foundation. Duties: Directed a fund that supports California Native American arts, language, and culture-based work. Responsible for an annual budget of at least \$200,000 and have written and received grant funding from private foundations totaling over two million dollars. Facilitated grant funding in support of 215 different cultural projects and ensure timely audits and grant reports to funding partners. Maintained professional and cultural good standing with at least 60 Tribes and Indigenous cultures throughout California. Responsible for bringing in a \$4.5 million endowment to the Native Cultures Fund through a private donation. Directed the Native art exhibition titled *River as Home* at the Morris Graves Museum of Art in 2014. The exhibit featured work by 92 local Native artists, making it the largest modern display of Native in California history. Conceived and funded the HSU Big Time & Social Gatherings. Conceived and funded the *Live Your Language Alliance* conferences held on campus at HSU. Founding board member for the Goudi'ni Art Gallery located at HSU and helped create the mission and vision for this gallery space.

1998 to Present: Director and grant writer for Original Voices, a non-profit program of the Ink People Center for the Arts dedicated to the preservation and teaching of northern California Indigenous history, sovereignty and perspectives. Duties: Wrote and received grants totaling over \$500,000 to create the following publications and community projects:

- Authored the book titled *The Original Patriots: Northern California Indian Veterans of World War Two*.
- Authored the book titled *The Original Patriots: California Indian Veterans of the Korean War*.

- Created the Original Voices website at **www.originalvoices.org** which provides lesson guidelines, photography, art, and information based on local oral histories of Native American culture-bearers and elders from Humboldt and Del Norte counties.
- Produced the first Native American mural in the city of Eureka, titled *The Sun Set Twice on the People That Day* located next to the Morris Graves Museum of Art.
- In 1999, created a museum exhibit based on local Native American history of the California Gold Rush. The exhibit toured museums, colleges and libraries for two years in northern California.

2004 to 2005: Prevention Coordinator at the Yurok Tribe.

Duties: Supervise Yurok cultural and history- based activities on the Yurok Reservation. Grant writer and reporter for youth and domestic violence programs and responsible for a budget of \$125,000. Provide Yurok cultural competency training for local law enforcement, social service providers, and educators. *Reason for leaving: New job.*

2006: Associate Faculty for one semester at Humboldt State University for *California Indian History & Ethics*.

2004: Associate Faculty for one semester at College of the Redwoods Eureka campus for Native American Studies 21: *Native American History*. Associate Faculty for one semester at the Klamath/Trinity satellite campus for Native American Studies 21: *Native American History*.

1999 to 2003: Living Biographies Coordinator at PBS station KEET-TV.

Duties: Director, interviewer, producer and administrator of the Native American component of the KEET-TV PBS Living Biographies series. Interviewed 54 local Native American elders from the Yurok, Hupa, Tolowa, Wiyot and Karuk tribes. Directed a total of 17 thirty-minute PBS programs that have aired on KEET-TV that are based on the Yurok, Wiyot, Karuk, Tolowa and Hupa cultures and histories. Maintained a working relationship with the nine Tribes and Rancherias of Humboldt and Del Norte counties. *Reason for leaving: End of project grant.*

1998 to 1999: Health Promotion Technician at United Indian Health Services, a non-profit tribal health organization based in Arcata, Ca.

Duties: Provided educational and cultural training and services to local Native American youth and the general public. Established cultural mentorship programs for Native youth. *Reason for leaving: New position as Coordinator of Living Biographies.*

1993 to 1995: Tutor at the Indian Education Center in Susanville, CA.

Duties: Provided mentorship, cultural and educational support to 30 Native American students in grades 1-12. *Reason for leaving: Relocate to Arcata to attend H.S.U.*

Education

2003- MA in Education with a Special Studies emphasis from Humboldt State University. Thesis titled *Indigenous Knowledge and Copyright Protocol*.

1999- BA in Journalism with an emphasis in Public Relations from HSU. Minor in Ethnic Studies. Certificate of Completion from the Indian Teacher and Educational Personnel. Program (ITEPP) at HSU. Member of Omicron Delta Kappa.

1995- AA in Journalism from Lassen Community College. Editor of college newspaper *The Cougar* in 1994-5. Member of Student Senate.

Extracurricular

2003-4 and 2011-12: Member of the Access Humboldt Board of Directors. Helped formulate the mission and vision of this non-profit public service media organization that serves residents in Humboldt County. Facilitate outreach to local Tribal communities.

1999- 2001: Member of the Humboldt Arts Council Board of Directors. Curator of a Native American art and basket show titled *What Is Precious* for the January 2000 grand opening of the Morris Graves Museum of Art. Produced the mural titled *The Sun Set Twice on the People That Day* in Sept. of 2000. Curator of a basket and photography show titled *Weaving Through Time* featuring work by Yurok, Karuk, Hupa, and Maidu basket weavers in Sept. of 2001. Co-curator of *Instruments of Art* exhibit in August of 2003 at the Morris Graves Museum of Art.

1998-Present: Presenter and guest lecturer at HSU, College of the Redwoods, and have presented at over 200 local conferences and academic or cultural gatherings on local Native American history and culture.

Publications

2019: Writer of *Soldiers Unknown*. A World War One graphic novel published by Great Oak Press. A 5,500 copy first print run.

2015: Author of *The Original Patriots: California Indian Veterans of the Korean War*. A 2,000 copy first print run.

2013: *Yurok: People with a History*: A 25-minute documentary with Access Humboldt and Klamath-Trinity School District.

2007: Author of *The Original Patriots: Northern California Indian Veterans of World War Two*. A 4,000 copy first print run.

2003: *History and Hope*: A 28-minute video presenting local indigenous history and contemporary efforts by tribes to maintain and continue their health and culture. Funded by the Corporation for Public Broadcasting, the WETA, and the Native Cultures Fund.

1999 to 2003: 30-minute PBS video publications based on northwestern California Indian oral histories. Funded by the Lila-Wallace Readers' Digest Fund, the California Council for the Humanities, and the Humboldt Area Foundation. The following videos were facilitated, directed and edited by Chag Lowry for the PBS station KEET-TV's Living Biographies series:

History and Hope, August 2003; *Yurok Religion*, Feb. 2002; *Living with Diabetes: Native Elders Share Their Stories Part Three*, Dec. 2001; *Part Two*, Nov. 2001; *Part One*, Oct. 2001; *Wiyot Fishing History*, Sept. 2001; *Yurok Culture*, July 2001; *Karuk Veteran*, July 2001; *Tolowa History*, June 2001; *Hupa History*, May 2001; *Yurok Generations Sing*, April 2001; *Karuk History & Culture Part Two* Feb. 2001; *Part One* Jan. 2001; *Hupa Culture and Tradition*, Dec. 2000; *Wiyot History*, 2000; *Yurok Traditions*, March 2000; *Life and Crossing Over in the Yurok Culture*, Feb. 2000; *Yurok Language*, Jan. 2000.

1998-Northwest Indigenous Gold Rush History: A 26-page booklet funded by HSU and the Trinidad Rancheria and published by the ITEPP program at HSU with a print run of 10,000 copies.

References

Rahsan Ekedal: Comic and art illustrator. Artist on *Soldiers Unknown*. 1-310-729-1580

Lauren Niezgodski: Director and Editor-In-Chief at Great Oak Press 1-909-851-6890

Dr. Kishan Lara-Cooper: Professor at Humboldt State University 1-707-498-1434

Original Voices

Chag Lowry, Director

12330 Sophia Drive

Poway, Ca 92064

Business Mission

The Original Voices (OV) publishes respectful and accurate stories about Indigenous people from California. The business creates graphic novels, comics, and books and designs accurate academic curriculum based on these publications. The Original Voices mission is based on the Director's 25 years of experience and interactions with Native Tribes and organizations throughout California.

Definition of the Market

There is a need for accurate information and representation of California's Indigenous people and history in all stages of public education and in pop culture. The recent passage of bill AB 1460 in the California legislature is the first step to revamping the ethnic studies requirement in the California State University structure; this includes creating new curriculum on Native Americans in California. There is a need for authentic primary source material to use for the teaching of California's Indigenous history from fourth grade through university-level classes.

The OV will create publications that fit this academic and cultural need and market them to school districts throughout California. We will also sell direct to California Native Tribes, Tribal organizations, and Tribal businesses. The OV will also seek federal and private grant dollars to pay for publication sales and promotions.

Publication List

Soldiers Unknown: A 120-page full-color graphic novel about Yurok Native soldiers in World War One. Written by Chag Lowry with art by Rahsan Ekedal. Published by Great Oak Press in August, 2019. Endorsed by the WW1 Centennial Commission. Books retail for \$25 each.

Reflections: An 85-page full color comic anthology featuring an Indigenous futurism adventure, a California Western, a Boarding School story, and a California Native Basketry tale. Art by Weshoyot Alvitre (Tongva), Rahsan Ekedal, and Eli Hyder. Projected publish date: Fall of 2020. Books will retail for \$22.50 each.

Last Days of Empire: A 110-page full-color dramatic mystery in graphic novel format about the Paris Peace conference of 1919 at the end of World War One. Art by Rahsan Ekedal. Projected publish date: Fall of 2021. Books will retail for \$20 each.

Tales From the Earth: A 65-page full color collection of five Indigenous stories about Sky, Fire, Water, Earth, and Obsidian. Featuring art by Rahsan Ekedal and poetry by Yurok poet Shaunna McCovey. Projected publish date: Summer of 2021. Books will retail for \$22.50 each.

The Original Patriots: Northern California Indian Veterans of World War Two: A 270-page book featuring interviews and color photos of WW2 Native veterans. First print published 2007. Projected reprint date: Fall of 2021. Books retail for \$20 each.

The Original Patriots: California Indian Veterans of the Korean War. A 105-page book featuring interviews and color photos of Native American Korean War veterans. First print published 2015. Second print published 2020. Books retail for \$12.50 each.

The Original Patriots: California Native Veterans of the Vietnam War. A 110-page book featuring interviews and color photos of Native American Vietnam War veterans. Projected publish date: Spring 2022. Books retail for \$25 each.

The 19th Treaty: An 85-page full-color dramatic mystery in graphic novel format about the missing 18 treaties from California Native American communities. Projected publish date: Summer of 2022. Books retail for \$22.50 each.

Organization & Management

The Original Voices is directed by Chag Lowry. Mr. Lowry is of Yurok, Maidu, and Pit River Native ancestry from northern California. He is the author of the graphic novel titled ***Soldiers Unknown***, which was published in August of 2019 by the Great Oak Press. The book had a first print of 5,500 copies. He is the author of ***The Original Patriots: Northern California Indian Veterans of World War Two***, independently published in 2007 with a print run of 4,000 copies. He also wrote and independently published ***The Original Patriots: California Indian Veterans of the Korean War***, published in 2015 with a print run of 2,000 copies.

Marketing and Sales Strategy

Our business will sell to California school districts, Native Tribes, Tribal education centers and bookstores. We will also offer special advertising recognition to Tribes for placement in publications. This will help offset production costs. The OV will seek grant funding to pay for publication costs or sales when feasible.

Financial Management

Not defined yet.



Job Title: Youth Programs Coordinator
Department: Tribal Education Agency
Reports To: TEA Executive Director
FLSA Status: Non-Exempt
Prepared By:
Revised Date: 09/21/2020
Approved By:
Approved:

JOB SUMMARY

A Youth Programs Coordinator works with students in various environmental settings enlisting hands-on methods and techniques of instruction, dispensing practical, experiential learning opportunities either to students individual or in teams. Youth Programs Coordinator will work with local non-profit organizations and local education agencies for greater student inclusivity and diversity, as well as continuous improvement of curriculum, program standards, and opportunities for youth internships or modern youth apprenticeships.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Assist in facilitating the personal, social, and intellectual development of students through experiential learning opportunities and design challenges
- Assist in establishing a positive learning environment, responding to the individual needs of students
- Ensure all activities conform to program or activity guidelines, including program foundational documents such as bylaws, standing rules, and other standards as provided by associated local non-profit organizations or local education agencies, for smooth interagency cooperation
- Attend on-going trainings when needed or requested to do so
- Support program through cooperative creation of curriculum materials and activities, providing feedback after implementation for continuous improvement
- Participate in planning & coordination of activities with local non-profit organizations and local education agencies to support program needs
- Keep accurate records of: number of youth served, dates & time spent with students during instructional activities, and activities provided
- Collect forms, dues & fees, and other information from students for the completion of accurate records
- Recognize role as a mandated reporter and report any problematic issues.
- Honor all commitments made to the program

Promotes the following within the department and among all Team Members:

- Creates a collaborative, inclusive, and culturally responsive atmosphere

- Encourages mutual respect, dignity and integrity with all Team Members, by setting positive examples at all times.
- Maintains a professional departmental, company, and community reputation.

Blue Lake Rancheria requires Team Members, on a continual basis...

- To provide a safe work environment for Team Members, through compliance with established safety guidelines, identifying potential safety hazards, and reporting same to the appropriate person for proper resolution.
- To maintain a professional departmental, company and community reputation.
- To enforce performance standards, policies and procedures as they relate to the department.
- To maintain a consistent, regular attendance record.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Minimum requirement: Must possess a high school diploma or the equivalent, and two years of college (48 units), or an A.A. degree (or higher) with coursework in science, technology, engineering, arts, mathematics, education or closely related field. Two years of work experience, at least one year of experience working with children ages 6-18.

COMPUTER SKILLS

Must be knowledgeable and proficient working with the Microsoft Office Suite, processing a minimum of intermediate skills using Microsoft Word, Excel, and PowerPoint. Ability to understand and use Google Drive, Adobe Acrobat, and similar calendar, search engine, and software platforms.

LANGUAGE SKILLS

Ability to read, analyze, and interpret curriculum development standards, technical procedures, or government regulations. Ability to write reports, business correspondence, and lesson plans. Ability to effectively present information and respond to questions from co-workers, students, parents, and the general public.

- Prepare clear and concise reports, correspondence and other written materials.
- Strong public speaking skills

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY

Ability to solve simple and practical problems, dealing with a variety of concrete or unknown variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

- Use innovative techniques and both broad-based and detailed knowledge of science, technology, engineering, arts, or mathematics curriculum to formulate and implement concepts and makerspace activities for the creation and implementation of adaptive and responsive K-12 curriculum.
- Analytical skills for evaluating the effectiveness of programs and services, suggesting necessary changes and improvements.
- Exercising sound independent judgment within established guidelines when called upon.

CERTIFICATES, LICENSES, REGISTRATIONS

Possession of a valid California driver's license

Mandated Reporting Training – School Staff (*required within six weeks of employment*)

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by a Team member to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the Team Member is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The Team Member frequently is required to reach with hands and arms. The Team Member is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The Team Member must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

Must pass a criminal background check and drug test.

WORK ENVIRONMENT

The work environment characteristics describe here are representative of those a Team Member encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the Team Member is frequently exposed to 1) general office environment, 2) school makerspace and classroom environment, 3) off site field trips/buses, including the use of standard office machinery, small makerspace devices or equipment, and 4) outdoor environments such as a garden, greenhouse, barn, farm, or composting areas. Team Member may encounter and use power tools and equipment such as tractors, rototillers, weed whackers, etc., Job duties may extend outside the office to meetings locally and abroad. Travel required by funding agencies to attend management and program related trainings is expected.

Tribal Education Agency Career Readiness Education Program Coordinator
Full-Time Permanent
Intermediate Level

Blue Lake Rancheria Tribe of California

POSITION DESCRIPTION

MANAGEMENT RETAINS THE RIGHT TO CHANGE JOB DESCRIPTION AS DEEMED NECESSARY

Job Title: Career Readiness Education (CRE) Program Coordinator
Department: Tribal Government – Tribal Education Agency
Reports To: Program Director
FLSA Status: Non-Exempt
Prepared By: Program Director
Revised Date: 07/13/2020
Approved By:
Approved:

JOB SUMMARY

The primary purpose of this position is to research, coordinate, plan, promote, and evaluate a broad range of (1) teacher recruitment, retraining, and retention programs, (2) Work-based Learning and modern youth apprenticeship programs, and (3) local high school career readiness programs for the purpose of adoption and/or adaptation, and implementation within the Tribal Education Agency's (TEA) five-year education plan. This position oversees the development and establishment of community partnerships, and the processing through completion of accreditation applications for the TEA, as well as Designated Subjects Credential Program applications for recruited teachers, serving as the primary outreach person in this area.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Coordinates partnerships and develops new programs in partnership with the Program Director through utilization of TEA and community resources with an emphasis on North Coast Workforce Development Pipeline in connection with the Toma Resilience Campus.
- Assesses community and school needs and develops, implements, monitors programs accordingly with an emphasis on the North Coast Workforce Development Pipeline in partnership with Director.
- Develops community/school partnerships as resources for personnel county wide.
- Initiates the scheduling procedure for school and community use of TEA facilities.
- Implements TEA policies and procedures for Career Readiness Education Programs and staff.
- Works with Project Director to provide insight & updates to project budgets, payroll, and ongoing expenditures.
- Serves as primary liaison with an emphasis on North Coast Workforce Development Pipeline with the Small Business Development Council of Humboldt County, local chambers of commerce, and LEAs in Humboldt County.
- Develops ongoing and yearly program goals with Program Director.

- Keep accurate records of: number of potential teachers, mentors, and field supervisors contacted & recruited, time spent with program partners, Professional Growth Plans, and services evaluated; tracking data relating to community partnerships, school/teacher participation, student/family engagement, and more;
- Communicate with program partners and participants – by telephone or email.
- Honor all commitments made to the Tribal Education Agency & partners.
- Performs other duties as assigned.

Promotes the following within the department and among all Team Members:

- Creates a collaborative, inclusive, and culturally responsive atmosphere
- Encourages mutual respect, dignity and integrity with all Team Members, by setting positive examples at all times.
- Maintains a professional departmental, company, and community reputation.

Blue Lake Rancheria requires Team Members, on a continual basis...

- To provide a safe work environment for Team Members, through compliance with established safety guidelines, identifying potential safety hazards, and reporting same to the appropriate person for proper resolution.
- To maintain a professional departmental, company and community reputation.
- To enforce performance standards, policies and procedures as they relate to the department.
- To maintain a consistent, regular attendance record.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Minimum requirement: Any combination of training and experience equivalent to a Bachelor's degree with experience and knowledge of the Humboldt County Native American community and experience in collaborating with a variety of community partners and postsecondary institutions. Course work in Education, Counseling, Public Administration, Marketing & Communications, or closely related field and three years of increasingly responsible administrative experience in an educational organization or social program that serves a similar population or program.

Preferred: Bachelors level degree in Education, Psychology, Public Administration, or Marketing & Communications.

COMPUTER SKILLS

Must be knowledgeable and proficient working with the Microsoft Office Suite, processing a minimum of intermediate skills using Microsoft Word, Excel, and PowerPoint. Ability to understand and use various Google Services, Adobe Acrobat, and similar calendar, search engine, and software platforms. On-line virtual collaborative work and/or educational environments (i.e. Zoom, Go to Meeting, etc.) a must.

LANGUAGE SKILLS

Ability to read, analyze, and interpret accreditation standards, technical procedures, or government regulations. Ability to write reports, business correspondence, and Professional Growth Plans (PGPs). Ability to effectively present information and respond to questions from co-workers, community partners, program participants, students, parents, and the general public.

- Prepare clear and concise reports, correspondence and other written materials.
- Strong public speaking skills

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY

Ability to solve simple and practical problems, dealing with a variety of concrete or unknown variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

- Analytical skills for evaluating the effectiveness of programs and services, suggesting necessary changes and improvements.
- Exercising sound independent judgment within established guidelines when called upon.

CERTIFICATES, LICENSES, REGISTRATIONS

Possession of a valid California driver's license

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by a Team member to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the Team Member is regularly required to sit; use hands to finger, handle, or feel; and talk or hear. The Team Member frequently is required to reach with hands and arms. The Team Member is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The Team Member must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus. Must pass a criminal background check and drug test.

WORK ENVIRONMENT

The work environment characteristics describe here are representative of those a Team Member encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the Team Member is frequently exposed to general office environment including the use of standard office machinery, small makerspace devices or equipment. Job duties may extend outside the office to meetings locally and abroad. Travel required by funding agencies to attend management and program related trainings is expected.

RESEARCH TOPIC: Definitions of the term “Decolonization” for use in TEA educational program policies, planning documents, and any materials provided to the public.

RELATED INFORMATION: The Board of Education is crafting mission and vision statements to be guiding documents for the Tribal Education Agency’s policies and procedures. The BOE believes that clarity of intent needs to be honed in the work provided by the Subcommittee at BOE meeting 09/15/2020. The BOE has directed the term “Decolonization” be researched.

INTENT OF RESEARCH: The BOE directs this research to be done for the purpose of providing in-depth analysis and discussion of the meanings behind the term. It is the intent of the BOE to use a definition that expresses their intent, and that the intent be clearly stated in TEA documents.

DEFINITIONS & MEANINGFUL USE OF THE TERM DECONOLIZATION:

- Decolonization is the process of undoing colonizing practices. Within the educational context, this means confronting and challenging the colonizing practices that have influenced education in the past, and which are still present today.
- Decolonization is the dismantling of colonial systems that were established during the period of time when a nation maintains dominion over dependent territories.
- Decolonizing education means rebuilding a school system that supports all students, staff, and teachers. A system that puts forth the needs of all students and is responsive to the particular needs of each and every child.

CONTEXT: The education system in the United States wasn’t integrated until the 1970s. Colonization’s legacy is about power: who has it, and who is denied it. Power has to do with material existence and lived experience: access to and use of resources (money, housing, transportation, energy, healthy food, clean water), knowledge, influence, self-determination and economic potential and clout.

THE BLUNT ARGUMENT: How can a system that separated people of color and white people, that was created and maintained by white people, be an inclusive system that prioritizes the success of ALL?

HISTORICAL FACTS: In the past, schools have been used for colonial purposes of forced assimilation. We know that residential schools were specifically designed to colonize the mind, heart, and spirit. Native American languages and cultural norms were derided and suppressed, as was Traditional Ecological Knowledge (TEK). This effectively disrupted the historical passage of generations-worth of accumulated TEK, severely impacted Native languages, and curtailed the practice of cultural ceremonies meaningful to the social-emotional health and well-being of Native peoples and the land.

PERSPECTIVES ON THE USE AND MEANING OF DECOLONIZATION:

We recognize today that colonialism is subtler, and is often perpetuated through curriculum, power relations, and institutional structures.

- Power is political. In a world profoundly shaped by colonization and because power has been divided along racial lines globally, politics become inherently racial – even in the classroom. Thus, the classroom is a political space: power is exerted, resisted and yielded to in every classroom; every classroom is situated within an institution, state, and nation – all locations in which resources, knowledge, and access must be negotiated.

- Decolonizing the classroom is a crucial step and a political statement about change, and the exertion of Sovereign authority over education of Native peoples.
- Curriculum is an important aspect of decolonization. Schools need to consider *whose knowledge and ways of knowing are given priority*.
- Decolonizing education is rooted in connections to place. *Place-based education empowers students and helps restore cultural knowledge*.
- Part of the process of decolonizing education is re-establishing links to the community. Education should not occur in a vacuum, and these links are essential for *contextualizing knowledge, deepening understanding, encouraging community involvement, and reconnecting students with a vital support system*.
- Decolonization involves *reflecting on the structure of educational institutions, and their role within the larger society*.
- It is also important to confront the power relations within these institutions. Decolonizing education asks: *Who is in control of knowledge? What is their role? How did they gain this role? What maintains their power?*
- Within a diverse population of students, part of decolonization is continual reflection. Schools should be willing to *reflect on curriculum, power dynamics, their own structuring, and any action undertaken on behalf of their students*.
- Decolonization is about challenging educational norms by providing a more individualized approach to education, rather than a 'one size fits all' approach by implementing principles of decolonization such as:
 - *Healing, empowerment, reflection, and connections to place and community;*
 - *Validating students' experiences;*
 - *Fostering strength;*
 - *Helping students to form their identities, rather than forcing an identity on them;*
 - *Valuing cultural heritage and place-based knowledge;*
 - *Focusing on the positive, such as resilience and resolution, rather than a deficit-based approach;*
 - *Educating the whole person, not just the intellect.*
- Changes that could be undertaken in the classroom:
 - *Diversify materials and content;*
 - *Teach to learning outcomes that address power and social justice; community responsibility; self-sufficiency and resilience.*
 - *Design assessments that allow diverse students to demonstrate mastery in diverse ways;*
 - *Involve students in the creation of knowledge, content, and curriculum;*
 - *Embrace diverse language usage in interactions, writing, and tests;*
 - *Involvement of the education agency in local, state, and national levels to advocate for equity.*

SUMMATION OF OPINION: It is important, moving forward, to reflect on the goal of education. Reflection often uncovers motives for mandated education deeply rooted in colonialist policy. Decolonization is a process, not a one-time event. It is essential to keep reflecting throughout the process, and not to be discouraged that it's not always straightforward.

ARTICLE VII. MISCELLANEOUS EDUCATIONAL FUNDING

CHAPTER 1. SECONDARY SCHOOL EDUCATIONAL ENRICHMENT PROGRAM, ELIGIBILITY

SECTION 7101 Secondary School Student Summer Enrichment Program

- i. This enrichment program shall be established to provide additional educational opportunities for intellectually motivated high school students. The program shall encourage the continuation of students to enter into a higher standard of curriculum and prepare them for entrance into an accelerated field of study.
- ii. Financial assistance shall be given as an “Internship” either with tribal enterprises or contracted for with external business supporting experiential learning opportunities.

SECTION 7102 Eligibility

Recipients of these Internships shall be selected according to the following criteria:

- i. The student shall demonstrate a consistent record of scholastic achievement, personality, character, general promise, and ability.
- ii. The student shall have been accepted and attend a summer school or program that offers a superior or advanced curriculum for career readiness education.

CHAPTER 2. SUMMER SCHOOL, AND STUDIES OUTSIDE THE UNITED STATES

SECTION 7201 Summer School

- i. All tribal member students, except those on probation, may receive financial assistance by the Tribe to attend summer school, as long as funds are available.
 - a. All students on probation are prohibited from receiving any tribally controlled financial assistance to attend a summer school.
- ii. The summer school course term (i.e. semester or quarter) shall apply towards the completion of their degree and be counted for purposes of calculating the total time period allowed for students who receive financial assistance from the Tribe to complete their degree program.
- iii. All students eligible to attend summer school shall be processed on a first-come first-served basis until all the available funds have been expended.
- iv. Students desiring to attend summer school shall apply by the deadline provided in Section 4203 and shall meet the minimum conditions of their individual tribal financial assistance programs.

SECTION 7202 Study Outside the United States

- i. Undergraduate students on a tribal scholarship shall be allowed to study outside the United States, provided the student continues to meet the minimum requirements and obligations for their financial assistance program as stated in this Education Code.

- ii. Graduate and postgraduate students shall be allowed to study outside the United States, provided the student continues to meet the minimum requirements and obligations for their financial assistance program as stated in this Education Code.
- iii. Part-time students shall not be allowed to study outside of the United States under any conditions.

CHAPTER 3. ENTRANCE EXAMS

SECTION 7301 Entrance Exams

- i. The Tribal Education Agency shall set aside funds to pay for the cost of required standardized testing for students to enter a college or university. These tests may include, but are not limited to: the SAT, ACT, GRE, LSAT, MCAT, etc.
- ii. Students may apply for the funding at any time.
- iii. Students are limited to taking the same type of examination twice; after that they are solely responsible for the cost for that particular type of testing.
- iv. The cost of testing may include the fees for reporting test score(s) to the colleges and universities selected by the student.
- v. The student shall submit a written request and state the exact cost of the test, the date and site of the test, and they type of test to be taken.
- vi. The student shall submit their request in a timely manner; it is recommended that the student request funds at least eight (8) weeks in advance of registration for the examination.

I. OPENING MEETING - 7:01 PM

a. Roll Call

- i. BOE: Jason Ramos, President; Jace Baldosser, Vice-President; Michele Kindred; Kelsay Shackelford; Michael Shackelford. Five members present – quorum established
- ii. Staff: Alison Robbins, Executive Director
- iii. Public: M. Chag Lowry

b. Pledge of Allegiance

II. REPORTS

a. The Executive Director's Report

- i. This Thursday is Family Maker Night will be live streamed from the Palace.
- ii. STEP TEA Grant Director has been updated with US Dept. of ED officially.
- iii. Our new Pathmakers Internships Program kicked off today – Jesse Widmark is our first Intern. He is working 10 hours a week for Mike Smith in Facilities as a part of a Work Study program. He'll be learning shop tools, metal work, and working with our staff to complete two projects (1) a mobile smoker, and (2) four mini-lending libraries. The mini-lending libraries he is making will be donated to four local tribes and stocked with books, DVDs, and maker activities by the Pathmakers program. Following the receipt of positive reviews, Jesse, should he desire to proceed in the Internship would resume in Spring and develop his own community minded Pathmakers project which he would work on with our Facilities staff.
- iv. Taking over the Post-Secondary Scholarship Program and will be putting together a report on it for the BOE once I have gone through all the folders. Anita is assisting me with the transition. Working through them with an eye towards completeness – ensuring there aren't any missing documents.
- v. Working on a Native Farm to School grant application due 9/30 with Michelle Fuller and Daniel Holsapple which will expand the Internship program we are piloting to include Agri-Business Career Pathway. We will be looking for tie in programs with 4-H (which Anita provided me today) and FFA Club at McK HS. \$50,000;
- vi. In discussion with Sara Hart (HSU) and Chag Lowry (Author, Film Director/Producer) on a grant opportunity from the National Endowment for the Humanities. \$100,000 grant for Dialogues on the Experience of War. We would focus on Native American veterans. Ultimate goal for the TEA would be to derive civics curriculum on the last century of American history with a Native perspective on the wars the US waged through their first-hand experience in the Armed

Services. Sara Hart is meeting the NEH next week to discuss the application, and I will provide an update at the next BOE meeting on 9/29.

- vii. Currently researching BIE tribally controlled schools regulations for work on our Education Code. Making sure that our code would allow for receiving funding via the BIE in case we ever want to go in that direction.

b. Marketing & Communications Report

- i. Andrea's press releases have garnered attention from: IllumiNative, Redheaded Blackbelt, and Lost Coast Outpost so far for the CA State Parks program.
- ii. Andrea will be promoting Family Maker Night using the HCOE designed flyer, and a press release focused on the night's topic: Fire

III. **PUBLIC COMMUNICATIONS**

- a. Author – M. Chag Lowry addressed the BOE regarding a draft business plan he would like to submit as the pilot project for the Toma business incubator. Jason encouraged Mr. Lowry to send his plan to the TEA so that it can be reviewed by the BOE and the entrepreneurship program managers.

IV. **CONSENT AGENDA**

a. Organizational Memberships

- i. Contact(s): Alison Robbins
- ii. Purpose: Joining education related organizations: Tribal Education Department National Assembly (TEDNA), and National Indian Education Association (NIEA). TEDNA Annual Meeting October 6, online.
- iii. Recommendation: It is the recommendation of staff, and STEP Contractor HCOE, that the Tribal Education Agency join organizations for the benefits of training, networking, capacity building, and information sharing. Additionally, staff recommends that the ED and up to two BOE members attend the TEDNA Annual Meeting on October 6. Annual Membership dues: TEDNA cost = \$100; NIEA cost = \$2,500. Staff recommends that the TEA join these organizations and authorizes their expense to be paid from the STEP TEA Development grant 03/281/5360 Membership Dues.
 - 1. **DISCUSSION**: BOE had detailed discussion on white papers for legislation that organizations create in lieu of lobbying, such as the National Congress of American Indians. Jason and Jace were able to Google information during the meeting on NIEA and felt it was comparable to NCAI with its fees and functions. Discussion favored joining both organizations to further TEA goals.
 - 2. **NOMINATIONS**: Jace Baldosser made a motion to join both organizations; Michael Shackelford 2nd
 - 3. **DECISION**: 5-0

4. **ACTION:** Jason directed Alison to proceed with joining both organizations and provide information back to the BOE on the annual meetings and conferences for these organizations.

V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

a. TEA Vision and Mission Statement Development Committee

- i. Contact(s): Michele Kindred, Kelsay Shackelford, Alison Robbins
- ii. Purpose: To review the first draft of concept sentences which aid in building Mission and Vision statements.
- iii. Recommendations: Staff recommends the full BOE discuss the concepts highlighted in the four statements and provide guidance.
- iv. **DISCUSSION**: Mike likes where #3 is going. Jason feels #1 is on point. #2 is right in line with what the Tribe is doing in the community. #3 is good. #4 Jason wants to sharpen the pencil on decolonization education. Provide definitions to the BOE of decolonization and allow them to choose which one best defines how the BOE feels. Jason wants to make sure we are clear with our intent. Fix #3 with As A Sovereign Nation.
- v. **NOMINATIONS**: no motions
- vi. **DECISION**:
ACTION: BOE directs Alison to do research on Decolonization definitions and provide that at the next meeting so BOE can make a better informed decision on the wording to convey appropriate intent.

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

- i. Contact(s): Alison Robbins
- ii. Purpose: Chapter 1 covers the title of the ordinance, its purpose and intent, and the definitions of specific terms used throughout the rest of the ordinance. The definition section is pending additional terms.
- iii. Recommendations: Board approval for this Chapter to be sent to HCOE and to legal counsel David Rapport for review. Any changes resulting from the reviews will be brought to the BOE for final approval before being sent to the Tribal Council for adoption as the Education Code ordinance.
- iv. **DISCUSSION**: BOE discussed definitions of various terms; Discussion continued on definition of sexual orientation. Question on if transgender should be included. Discussion on transgender being an expression of gender vs. sexual orientation. Discussion on including gender expression as a part of gender's definition and then it having its own definition.
- v. **NOMINATIONS**: Jace Baldosser motioned that Article I Chapter 1 be approved for the next level of review by legal counsel David Rapport; Michele Kindred 2nd

- vi. **DECISION:** 5-0
- vii. **ACTION:** BOE directs Alison to send the Chapter to David Rapport.

VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 09/01/2020
 - i. **NOMINATIONS:** Jace Baldosser motions that the minutes be accepted as presented – Michael Shackelford 2nd
 - ii. **DECISION:** 5-0 motion carried
 - iii. **ACTION:** Alison to provided APPROVED minutes to Toni Ramos for publication on TEA website.

VII. NEW BUSINESS

- a. BLUESD – Palace is the Place contract is tied up with County Council's office. This could take a while due to details in legal language. Alison informed the BOE of the concern over the Teacher's Union contract, and potentially what would happen if this turned into a long-term sub situation. Normally subs are not a part of a teacher's bargaining unit – there might be circumstances when this changes. Alison will contact DeAnn to discuss the best path forward. Jason reiterated the Tribe's commitment to assisting BLUESD.

VIII. AJOURNMENT

- a. Jace Baldosser motions to adjourn; Michele Kindred 2nd
- b. Jason Ramos adjourned the meeting at 8:05 PM