

**I. OPENING MEETING**

- a. Roll Call

**II. REPORTS**

- a. The Executive Director's Report
- b. Marketing & Communications Report
  - i. Social Media Report
    - 1. See September/October Report

**III. PUBLIC COMMUNICATIONS**

A member of the public (speaker) may address the Board during the Public Communications section of the BOE Agenda. Comments by public speakers made during the Public Communications will be limited to items on the BOE Agenda or items within the jurisdiction of the Board. The number of speakers who speak during Public Communications will not exceed ten. A speaker, in lieu of speaking during Public Communications, may speak during an agenda item. Comments during an agenda item will be limited to the topic of the agenda item. Speakers may register to speak by calling the Clerk of the Board at (707) 668-5101 x1066 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. Employee Appreciation and Acknowledgement – Marlee Mansfield-Chavez
  - i. Contact(s): Alison Robbins
  - ii. Purpose: Marlee Mansfield-Chavez has been employed with the TEA since April 20, 2020 and in that time has performed her duties with ever increasing competency and enthusiasm. Despite the rigors and challenges of the pandemic response, Marlee has made it a point to be responsive to the needs of our community and staff, remaining mindful and respectful of persons' time, capacity, and accessibility. Demonstrating resiliency, efficiency, and true personal growth, Marlee can be held up as an example to staff as a team player, a natural leader, and truly cherished in our organization's pursuit of bettering educational opportunities for our youth and community as a whole.
  - iii. Recommendation: It is the recommendation of the Executive Director, that a Certificate of Appreciation and Accomplishment be presented to Marlee

Mansfield-Chavez for her exemplary work performance during the 2020-21 school service year, presented by the BOE.

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

**V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION**

- a. Employee Evaluations Manual and Form
  - i. Contact(s): Alison Robbins
  - ii. Purpose: On 09/29/2021, the draft Employee Evaluation Manual and Form was emailed to the BOE to review. This form was developed in 2019, and was been piloted when performing employee reviews during the 2019, and 2020 calendar years. During this piloting process, feedback from employees was taken on the form, improvements made, and thus, submitted before the BOE is the final draft of the form, and the manual that explains its use and purpose. (*Attachments: Tribal Ed email, Blank Evaluation Form, and Employee Evaluation Manual*)
  - iii. Recommendation: Staff recommends that the submitted Employee Evaluation Manual and Form be adopted by the BOE for use within the TEA.
    1. **DISCUSSION:**
    2. **NOMINATIONS:**
    3. **DECISION:**
    4. **ACTION:**
- b. BOE Election & Public Notifications
  - i. Contact(s): Alison Robbins
  - ii. Purpose: Dates for 2021's BOE Election in December have been moved to January 8, 2022. TEA Staff would like to create info graphics and notices to be placed around the Rancheria and on the TEA Website advertising the Election in compliance with various Tribal policies on advertising elections, and TEA policies, such as GEPA. At this time, the two BOE members up for replacement or re-election are Jason Ramos, and Jace Baldosser.
  - iii. Recommendation: TEA Staff recommends that the Clerk of the Board create election announcements for the BOE and distribute them according to Tribal and TEA policies.
    1. **DISCUSSION:**
    2. **NOMINATIONS:**
    3. **DECISION:**
    4. **ACTION:**
- c. ED-NA Affairs Joint Informational Hearing with the State of California Assembly
  - i. Contact(s): Alison Robbins

- ii. Purpose: Assemblyperson James C. Ramos, Chair of the Assembly Select Committee on Native American Affairs has sent a formal letter of invitation. The Assembly Select Committee on Native American Affairs and the Assembly Education Committee will conduct a special joint informational hearing about California Native American curriculum and student success on Wednesday, October 27, 2021 at 9AM in Room 4202 at the State Capitol. The hearing is available for viewing at <https://www.assembly.ca.gov/todaysevents>. If you would like to testify at the hearing, you can contact Adriana Ruelas at [Adriana.Ruelas@asm.ca.gov](mailto:Adriana.Ruelas@asm.ca.gov) . (Attachments: Letter from James C. Ramos, Informational Hearing Draft Agenda)
- iii. Recommendation: TEA Staff recommends that a statement be crafted by the BOE to be read into the Public Comment section of the Informational Hearing.
  - 1. **DISCUSSION:**
  - 2. **NOMINATIONS:**
  - 3. **DECISION:**
  - 4. **ACTION:**
- d. WIOA Internships and coordination of services
  - i. Contact(s): Alison Robbins
  - ii. Purpose: Step Up at the McKinleyville Family Resource Center has an established service which enrolls youth, ages 16-24 years old, in school and out of school in work experience along with supportive services. This information was provided by HCOE Internship Coordinator, Karen Brooks.
  - iii. Recommendation: TEA Staff recommends that the TEA approach bringing the McKinleyville Family Resource Center into C-TIE for the expansion of Student Support Services and Internship based experiential learning opportunities as part of our Modern Youth Internship Academies action plan.
    - 1. **DISCUSSION:**
    - 2. **NOMINATIONS:**
    - 3. **DECISION:**
    - 4. **ACTION:**

## VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 09/07/2021
  - 1. **DISCUSSION:**
  - 2. **NOMINATIONS:**
  - 3. **DECISION:**
  - 4. **ACTION:**

## VII. UNFINISHED BUSINESS

- a. Policy Subcommittee Meetings and Updates (Attachments: Proposed Policies)

- b. Strategic Plan Update

**VIII. NEW BUSINESS**

- a. TEA Support for the K12 SWP Project for HCOE – Site-Based Career Guidance Technicians – effective dates: 01/01/2022 – 06/30/2024; Contact Tanya Trump  
*(Attachments: Workforce Development - HCOE)*
- b. Grant opportunities pending for the TEA with application work beginning within the next month:
  - i. **Bureau of Indian Affairs – Tribal Youth Initiative (TYI) Program, application due January 13, 2022**; Funding supports the development of tribal youth programs focused on science in alignment with conservation and resource management, with opportunities for youth to engage in the field of natural resource management and encourage their interest in pursuing educational opportunities and careers in natural resources management.
  - ii. **National Endowment for the Humanities – Institutes for K-12 Educators, application opens December 15, 2021 and is due February 13, 2021**; 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. Our focus will be Native American curriculum under the new Ethnic Studies requirement from CA State BOE.
  - iii. **CARB Air Quality Grant via Michelle Fuller** – extension and new application
  - iv. College of the Redwoods Board Announcement

**IX. AJOURNMENT**

## Tribal Education Agency Program Update

### Grant Updates

- **US Dept. of ED – Office of Indian Education (OIE) – Native American Career Technical Education Program** – [Fund/Dept.: 03/284]
  - grant performance period began on October 1
  - several meetings on GPRA & Project performance measures w/ OIE Program Officer and Jack Bareilles, our external evaluator occurred in the last three weeks; many emails in the last ten days.
  - Received email from OIE Program Officer regarding our indirect cost rate (10/18), and that they may not fund it fully, maxing at 8%. This will be investigated and an update provided as information emerges.
- **US Dept. of ED - Office of Indian Education (OIE) – Grow Your Own Administrator (GYOA)** – [Fund/Dept.: 03/283]
  - **Tuition bill for HSU should be coming in the amount of \$72K** – will go to Jason for approval
    - Waiting on all cohort participants to sign the PDPDCS Service Payback Agreement required by US Dept. of ED
    - Four cohort participants have completed all the required documentation and tuition and living stipends will be sent to Accounting this week.
- **BIA – Tourism – Pandemic Relief funds** submitted on Friday, 8/13 – [Fund/Dept.: xx/xxx] We were awarded the grant in late September and it started on October 1. The contract for services with Julie Benbow at Humboldt Tourism Bureau is being developed and will go to Jason for signature by the end of the month. The original grant amount was not funded, meaning the hours of my (Alison’s) time which were designated to work on this project are not being funded under this grant, and cannot be funded under other federal grant programs from Dept. of ED, etc.
- **BIA – Tribal Climate Resilience Program (Youth Participation)** – [Fund/Dept.: 02/157] two-year STEM education focused on water, soil, and air quality w/ regards to restoration projects on tribal lands is being worked on by Thao & Frederique with Michelle Fuller’s staff. A timeline and plan for program implementation is in development. A TEA website page will be created for this program including discussion boards for students to interact with scientists. A proposed environmental conference is also under consideration for this program in conjunction with the ARP-AIRE grant application submission and the future BIA-Tribal Youth Initiative (TYI) program application being developed.
- **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. Should know about this prior to January 1, 2022.
- **CA Humanities Grant** – presented to Chag Lowry on 9/5 as an entrepreneurship program opportunity. Co-written grant application was submitted on 9/14. Grant was awarded last week to BLR and a contract is in the works for Chag Lowry. Grant amount \$20K
- **US Dept. of ED – Office of Indian Education – NYCP Year 4 – Pathmakers** – budget adjustments for the Year 4 plan are due by November 17 – this will be the major focus of time and energy next week. Data collection from C-TIE partners is underway and expected to be submitted to TEA offices by 10/31.

## Tribal Education Agency Program Update

- **US Dept. of ED – Office of Indian Education – STEP Year 2 – Career Readiness Education** – Recruitment video goes live on the website before the end of the month. Contract with Sonoma County Office of Education is in the works. Meetings with various community partners have been occurring for the creation of internship opportunities for students. Development on curriculum and dual-enrollment program is pending funding for teachers in the ARP-AIRE grant application.

### Fall & Winter 2021

- **Staff Training** – Alison attended the National Indian Education Association Convention & Trade Show October 12-17 in Omaha, NE
  - **Focused sessions attended:**
    - **Wednesday 10/13 Panels**
      - School Board Professional Development: Helping Create Stewards of the Sacred with Culture, Creativity, and Critical Thought
      - Respecting and Implementing Sovereignty in Indian Schooling
    - **Thursday 10/14 Panels**
      - General Assembly
      - STEP Toolkit: Expanding Indigenous Education Approaches
      - Annual Updates from the Director of US Office of Indian Education
    - **Friday 10/15 Panels**
      - What Indigenous Educational Leaders See as Important for Improving the Education of Indigenous Youth
      - Communities in Schools Tribal Services: Real Supports Real Impact
      - OIE Professional Development (PD): What the Data Tells Us
      - OIE Discretionary Grants General Updates for All
      - Holistic Assessment Improving Early Literacy Outcomes
    - **Saturday 10/16 Panels**
      - Trauma-Informed Social Emotional Learning Curricula and Interventions
      - Creating spaces for students' voices through collaborative activities
      - Closing General Assembly
- **Canceled the in-person conference 9/21** North Coast Inter-Tribal Education Coordination Conference – first of eight monthly sessions for creating coordination and stability for our C-TIE Programs. This was done via Zoom. C-TIE will be discussing the future sessions at the meeting on Wednesday, 10/20.
- **9/23 California Native Day** Presentation done by Chag Lowry at College of the Redwoods – used My Sisters book and curriculum to host discussion on Native American cultural education in public schools and preservation of heritage and stories

## **Tribal Education Agency Program Update**

- **Kindling the Flame w/ CA State Parks** – Started the first week of October. Student Intern, Pachomio Feliz is working with Skip Lowry on Sundays in this program as part of his internship.

**EMPLOYEE PERFORMANCE REVIEW**

<b>GENERAL INFORMATION</b>		<b>REPORT TYPE:</b> <input checked="" type="checkbox"/> PROBATIONARY <input type="checkbox"/> INTERIM <input type="checkbox"/> ANNUAL	
<b>EMPLOYEE NAME</b>		<b>EMPLOYEE NUMBER</b>	<input type="checkbox"/> SUPERVISOR <input checked="" type="checkbox"/> NON-SUPERVISOR
<b>CLASS TITLE</b>		<b>ORGANIZATION - DEPARTMENT</b>	
<b>SUPERVISOR NAME / TITLE</b>		<b>RATING PERIOD</b>	
		<b>FROM</b>	<b>TO</b>

**COMMUNICATION OF PERFORMANCE STANDARDS**

*Indicate when you conveyed job standards to the employee and when progress review(s) was conducted:*

- Performance standards (objectives, duties, expectations, etc.) for this rating period were conveyed to employees on:  date(s) con't
- Progress Review(s) was conducted on:  (at least one during rating cycle)

**JOB FACTORS**

1. **JOB KNOWLEDGE / SKILLS:** Measures employee's demonstrated job relevant knowledge and essential skills, such as work practices, policies, procedures, resources, laws, customer service, and technical information, as well as the relationship of work to the organization's mission. Also measured are the employee's self-improvement efforts to enhance skills and knowledge and to stay current with changes impacting the job.

<input type="checkbox"/> OUTSTANDING	Possesses superior job skills and knowledge; effectively applies them to work assignments. Willingly mentors staff; shares knowledge; Seeks/applies innovative and relevant techniques
<input type="checkbox"/> COMMENDABLE	Work reflects thorough and current knowledge/skill of job and impact on agency activities/related resources. Uses opportunities to expand knowledge, sharing information with staff.
<input type="checkbox"/> SATISFACTORY	Work reflects adequate knowledge/skills for job. Has some knowledge of related work. Stays current with changes impacting on knowledge or skill. Accepts change.
<input type="checkbox"/> NEEDS IMPROVEMENT	Often demonstrates a lack of basic or sufficient job knowledge/skills to perform routine functions of the job. Occasionally is resistant to changing knowledge and/or skill requirements or processes, including opportunities for knowledge/skill enhancement
<input type="checkbox"/> UNSATISFACTORY	Consistently demonstrates a lack of basic job knowledge and/or skills to perform job. Rarely takes advantage of available skill enhancement or training opportunities. Often is resistant to changing requirements.

**COMMENTS**



EMPLOYEE PERFORMANCE REVIEW

<b>EMPLOYEE NAME</b>
0

2. **WORK RESULTS:** Measures employee's results in meeting established objectives/expectations/standards of quality, quantity, customer services, and timeliness both individually and in a team.

<input type="checkbox"/> OUTSTANDING	Work consistently exceeds expectations of quality, quantity, customer service, and timeliness.
<input type="checkbox"/> COMMENDABLE	Work frequently exceeds expected quality, quantity, customer services and timeliness standards.
<input type="checkbox"/> SATISFACTORY	Work usually meetings expectations of quality, quantity, customer service, and timeliness.
<input type="checkbox"/> NEEDS IMPROVEMENT	Often has difficulty meeting expected quality, quantity, customer service, and/or timeliness standards.
<input type="checkbox"/> UNSATISFACTORY	Consistently fails to meet expected quality, quantity, customer service, and/or timeliness standards.

COMMENTS

3. **COMMUNICATIONS:** Measures employee's performance in exchanging information with others in an effective, timely, clear, concise, logical, and organized manner. Communications include listening, speaking, writing, presenting, and sharing of information. Consideration is given to client/data complexity/sensitivity.

<input type="checkbox"/> OUTSTANDING	Consistently communicates in clear, effective, timely, concise, and organized manner. Is articulate and persuasive in presenting, soliciting complex or sensitive data.
<input type="checkbox"/> COMMENDABLE	Frequently communicates in an effective, timely, clear, concise, and organized manner. Proficiently organizes and presents difficult facts and ideas orally and in writing. Seeks/provides feedback.
<input type="checkbox"/> SATISFACTORY	Usually communicates effectively and exchanges relevant information in a timely manner. Speaks and writes clearly. Keeps others informed. Listens with understanding.
<input type="checkbox"/> NEEDS IMPROVEMENT	Often fails to communicate effectively or in a timely manner. Lacks clarity of expression orally or in writing. Is inconsistent in keeping other informed. At times, fails to listen effectively.
<input type="checkbox"/> UNSATISFACTORY	Consistently fails to communicate effectively or timely. Often does not keep others informed. Is an ineffective listener and/or frequently interrupts.

COMMENTS

**EMPLOYEE PERFORMANCE REVIEW**

<b>EMPLOYEE NAME</b>
0

4. **INITIATIVE/PROBLEM SOLVING:** Measures the extent to which the employee is self-directed, resourceful, and creative in performing job duties individually or in a team. Also measures employee's performance in identifying and resolving problems; following through on assignments; and initiating or modifying ideas, methods, or procedures to provide improved customer services, redesign business processes, and accomplish duties.

<input type="checkbox"/> OUTSTANDING	Consistently resolves unit/team problems and promotes improvements. Maximizes resources, innovation/technology to streamline/improve. Analyzes full dimension of complex problems. Requires minimal supervision.
<input type="checkbox"/> COMMENDABLE	Prevents/resolves unit/team problems. Suggests innovations to improve operations or streamline procedures. Defines and analyzes complex problems. Develops/implements solutions with moderate supervision.
<input type="checkbox"/> SATISFACTORY	Addresses existing and significant potential problems. Suggests or assists in developing solutions individually or in a team. Carries through solution implementation with routine supervision or follow-up.
<input type="checkbox"/> NEEDS IMPROVEMENT	Resolves routine problems. Exhibits little initiative in identifying problems, solutions, or improvements and/or working proactively as part of a team to address issues of concern. Requires more than routine supervision.
<input type="checkbox"/> UNSATISFACTORY	Consistently fails to recognize or seek help in resolving routine problems. Demonstrates inability to work individually or in a team. Rarely suggests improvements. Requires frequent reminders and supervision.

**COMMENTS**

5. **INTERPERSONAL RELATIONS/EQUAL EMPLOYMENT OPPORTUNITY (EEO):** Measures employee's development and maintenance of positive and constructive internal/external relationships. Consideration should be given to the employee's demonstrated willingness to function as a team player, give and receive constructive criticism, accept supervision, resolve conflicts, recognize needs and sensitivities of others, and treat others in a fair and equitable manner. Supervisors and team leaders also are to be assess on their demonstrated commitment to Equal Employment Opportunity, diversity, and proactive actions to prevent/address all forms of discrimination.

<input type="checkbox"/> OUTSTANDING	Consistently promotes and maintains a harmonious/productive work environment. Is respected and trusted and often viewed as a role model. Actively promotes EEO/diversity programs.
<input type="checkbox"/> COMMENDABLE	Frequently fosters teamwork, cooperation, and positive work relationship. Handles conflict constructively. Promotes and adheres to EEO/diversity program requirements.
<input type="checkbox"/> SATISFACTORY	Usually interacts in a cooperative manner. Avoids disruptive behavior. Deals with conflict, frustration appropriately. Treats others equitably. Adheres to EEO/diversity program requirements.
<input type="checkbox"/> NEEDS IMPROVEMENT	Often has difficulty getting along with others. Allows personal bias to affect job relationships. Requires reminders regarding needs and sensitivities of others. Inconsistently adheres to EEO/diversity program requirements.
<input type="checkbox"/> UNSATISFACTORY	Interpersonal relationships are counter-productive to work unit or team functions. Often ignores EEO/diversity program requirements.

**COMMENTS**

EMPLOYEE PERFORMANCE REVIEW

<b>EMPLOYEE NAME</b>
0

6. **WORK HABITS:** Measures employee's performance relative to efficient methods of operation, customer service, proper conduct, speech, ethical behavior, and organizational/work unit policies and procedures, such as attendance, punctuality, safety, security, proper care and maintenance of assigned equipment, and economical use of supplies.

<input type="checkbox"/> OUTSTANDING	Work reflects maximum innovative use of time and resources to consistently surpass expectations and improve operations. Serves as role model with regard to work policies and safety standards.
<input type="checkbox"/> COMMENDABLE	Frequently plans/organizes work to timely and effectively accomplish job duties with appropriate use of resources. Suggests/implements improvements and exceeds organizational work/safety rules and standards.
<input type="checkbox"/> SATISFACTORY	Work is planned to meet routine volume and timeliness and usually fulfills operational and customer service needs. Adheres to organizational work policies/safety rules and procedures with few exceptions.
<input type="checkbox"/> NEEDS IMPROVEMENT	Frequently lacks organization and planning of work and does not adequately use available resources. Often does not meet standards in complying with work policies/safety rules and/or care of equipment.
<input type="checkbox"/> UNSATISFACTORY	Consistently fails to meet expected standards due to lack of effective organization, use of equipment/resources, or inattention to customer service needs.

COMMENTS

7. **SUPERVISION/MANAGEMENT:** (Required for all supervisors/managers) Measures leadership, judgment, initiative, and achievement of expectations. Effectively manages program/projects, employees, budget, technology, and organizational change to produce positive results. Engages in strategic planning and measurement, performance management, teamwork, staff development, and recognition of accomplishments. Promotes customer services, diversity, inclusiveness, collaboration, effective communication, and positive labor/management relations. Uses innovation and fulfills administrative requirements.

<input type="checkbox"/> OUTSTANDING	Regularly exceeds expectations. Implements innovative policies, resources, and technology to maximize efficiency, and service. Committed to and promotes excellence; leads by example energizing performance and teamwork. Uses and encourages creative decisions and solutions. Acts as positive change agent.
<input type="checkbox"/> COMMENDABLE	Meets and frequently exceeds expectations. Improves efficiency and customer service. Provides staff with innovative and constructive direction, delegation, feedback, mentoring, and recognition.
<input type="checkbox"/> SATISFACTORY	Meets most expectations timely and effectively. Maintains acceptable efficiency and customer service. Provides staff necessary direction, feedback, development, and recognition. Makes decisions that usually reflect sound judgement. Usually adheres to administrative policies. Encourages innovation, teamwork, and inclusiveness.
<input type="checkbox"/> NEEDS IMPROVEMENT	Often fails to meet expectations timely and effectively. Efficiency and customer service occasionally falls below standards. Inadequately directs, trains, monitors, and recognizes staff. Inadequately fulfills administrative and performance management functions. Often lacks good judgement in decisions. Lacks leadership in promoting innovation, teamwork, and inclusiveness.
<input type="checkbox"/> UNSATISFACTORY	Consistently fails to meet expectations timely or effectively. Delivers unacceptable customer service or operational efficiency. Disregards or ineffectively provides staff direction, monitoring, and development. Often ignores performance management or administrative policies. Is indecisive or lacks good judgement. Resists change.

COMMENTS

EMPLOYEE PERFORMANCE REVIEW

EMPLOYEE NAME  
0

OVERALL EVALUATION

**INSTRUCTIONS:** Provide an overall rating based on the rating of the individual factors, adherence to significant performance standards, and accomplishment of essential functions. This rating provides an overall impression of job performance that is *supported* by the job factor ratings, not necessarily an *average* of those ratings. Thus, each factor need not be of equal weight but comments should justify significant differences impacting on the overall rating.

<input type="checkbox"/> OUTSTANDING	Employee consistently and significantly exceeds job expectations and standards and demonstrates a high degree of initiative, customer service, and quality of work.
<input type="checkbox"/> COMMENDABLE	Employee meets and frequently exceeds job expectations and standards and demonstrates a high degree of initiative, customer service, and quality of work.
<input type="checkbox"/> SATISFACTORY	Employee meets the expectations and standards of employee's job in a fully adequate way.
<input type="checkbox"/> NEEDS IMPROVEMENT	Employee meets many of the expectations of the job in a satisfactory manner, but often fails to adequately meet some of the expectations or standards. Improvement is required.
<input type="checkbox"/> UNSATISFACTORY	Employee fails to meet many job expectations and standards. Performance deficiencies must be corrected.

OVERALL COMMENTS

**EMPLOYEE STRENGTHS:** Identify strong attributes, abilities, or proficiency in an area, to maximize the employee's contribution to the organization in utilizing these abilities and skills and to identify potential mentor relationships.

**OPPORTUNITIES FOR DEVELOPMENT:** Identify knowledge, skills, and abilities that may need improvement. Address developmental activities to assist the employee in addressing either areas of concern or opportunities for professional growth.

ADDITIONAL RATER'S COMMENTS

RECOMMENDED FOR SALARY INCREASE TO NEW RATE OF \$ \_\_\_\_\_       NOT RECOMMENDAR FOR SALARY INCREASE

EVALUATOR'S SIGNATURE:

DATE

\_\_\_\_\_

\_\_\_\_\_

EMPLOYEE PERFORMANCE REVIEW

<b>EMPLOYEE NAME</b>	
0	<b>EMPLOYEE'S COMMENTS</b>

<input type="checkbox"/> I AGREE WITH THIS RATING
<input type="checkbox"/> I DISAGREE WITH THIS RATING
<input type="checkbox"/> I WOULD LIKE TO DISCUSS THIS RATING
<input type="checkbox"/> DISCUSSION WITH MY EVALUATOR OCCURRED _____ (DATE)
<input type="checkbox"/> I ACKNOWLEDGE THAT I HAVE READ THIS REPORT AND I HAVE BEEN GIVEN AN OPPORUNITY TO DISCUSS IT WITH THE EVALUATOR; MY SIGNATURE DOES NOT NECESSISARILY MEAN THAT I AGREE WITH THE REPORT.

<b>EMPLOYEE'S COMMENTS</b>
----------------------------

JOB KNOWLEDGE/SKILLS:

WORK RESULTS:

COMMUNICATIONS:

INITIATIVE/PROBLEM SOLVING:

EMPLOYEE PERFORMANCE REVIEW

INTERPERSONAL RELATIONS/EQUAL EMPLOYMENT OPPORTUNITY:

WORK HABITS:

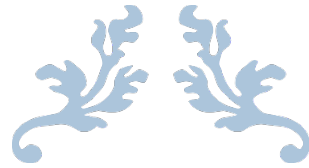
SUPERVISION:

EMPLOYEE'S SIGNATURE:

DATE

---

---



---

# EMPLOYEE EVALUATIONS MANUAL

---

PERFORMANCE REVIEW GUIDELINES



PENDING APPROVAL DATE  
BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
BLUE LAKE, CA

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
EMPLOYEE PERFORMANCE EVALUATIONS

Contents

Introduction ..... 1

Preparing for Reviews ..... 1

    Peer or Co-worker Input ..... 2

Schedule of Meetings ..... 2

    Within the first 90 Days ..... 2

    TEA Six Month Review ..... 2

    Tribal Policy Annual Evaluations ..... 2

    TEA Expectation Meetings Post Year 1 ..... 3

    Timeframe for Student Interns and Temporary Employees ..... 3

Goals Setting ..... 3

Avoiding Bias ..... 4

Expectation & Evaluation Sessions ..... 4

    Employee Assistance Program ..... 5

    Finalizing the Formal Review ..... 5

Develop On-Going Performance Communications ..... 6

DRAFT



BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
EMPLOYEE PERFORMANCE EVALUATIONS

## Introduction

The purposes of the performance evaluation process are (1) to promote communication and provide useful feedback about job performance, (2) to facilitate better working relationships, (3) to provide an historical record of performance and (4) to contribute to professional development. Continuous feedback of employee performance is an important aspect of the supervisor's job. By providing constructive feedback on a regular basis, the supervisor is giving the employee information about work performance and, if needed, allowing appropriate time to make corrections in performance and/or behavior. Regular feedback avoids "blindsiding" the employee at the annual evaluation time with an unsatisfactory review.

The philosophy behind the TEA's style of feedback and evaluation is that meeting once a year to discuss job performance doesn't provide enough true and productive discourse to effect on-going positive growth for the employee. Job performance reviews that are only done once a year are perfunctory and rarely yield anything other than stress, whereas on-going regular expectation meetings assist employees with knowing if they're on track allowing them not to be overly concerned that ONE annual evaluation is a make or break moment.

## Preparing for Reviews

To facilitate communication, it is important that supervisors and employees prepare for the review session. There should be a clear understanding of the employee's responsibilities.

- i. The job description, which interfaces with the evaluation form, should accurately reflect these responsibilities. The supervisor should review the employee's job description for accuracy. An updated job description should be submitted with the review form to Human Resources. A copy of an employee's job description can be requested from Human Resources.
- ii. Plan the communication; prepare questions that will be asked and try to anticipate concerns.
- iii. Begin on a positive note. Emphasize what is valued, liked and appreciated about the employee.

From there, move to discussing those areas that require improvement. Never criticize without making specific suggestions for improvement. It may be appropriate to work with Human Resources to develop a Performance Coaching Plan or formal Warning Notice if performance is far below expectations or has been deficient over a period of time.

While it is important to discuss past performance, significant time should be spent discussing the future – more effective ways to accomplish essential job functions and goals, and continued professional development. If the evaluation form is to provide an accurate track record of employee performance, changes in performance must be noted.

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
EMPLOYEE PERFORMANCE EVALUATIONS

### Peer or Co-worker Input

Prior to the supervisor completing the review, the supervisor may consult others who also have knowledge of the employee's job performance because of interaction and collaboration. The employee may also complete their self-evaluation independently, prior to the scheduled session, from which to contribute to the process.

### Schedule of Meetings

Using Outlook, meetings will be scheduled for one hour in length to provide ample time for discussion.

### Within the first 90 Days

Tribal policy is that new employees are probationary for the first 90-days. How this works:

- i. About six weeks on the job an Expectations Meeting is held to make sure everything is on track and if it isn't, it gets corrected. This is a semi-formal check in and no forms are generated for Human Resources.
- ii. At 90 days a probationary evaluation is done. This is a formal process using the Employee Evaluation Form which is turned into Human Resources.

At this time, it is decided to either maintain or terminate the working relationship. After 90 days, employees are allowed to use sick and vacation time, and receive health insurance benefits.

### TEA Six Month Review

Tribal policy states at six months, benefitted employees are eligible for retirement matching up to 8% on their 401K. At six months a review is done to determine if job skills are growing and the position is a solid fit. This is a formal evaluation to determine if a salary increase<sup>1</sup> is merited, or can be accommodated.

### Tribal Policy Annual Evaluations

At one year, the mandatory evaluation per Tribal policy is done and submitted to HR. The formal Evaluation Form is used during this evaluation.

Employees with positive evaluations are made eligible for semi-annual bonuses/merit pay<sup>2</sup> or a raise; it is typically one or the other, and is determined by the Tribal Administrator, CFO, and the Executive Director. Within six weeks, if it is a bonus or merit pay, a live check is cut for that.

---

<sup>1</sup> Salary increases will depend on budget availability which can be more difficult to effect if the employee is split funded between Tribal funds and grant funds. A salary increase is not guaranteed. Grant funded staff must be made aware of Federal government budget allocations and their impacts on availability of funds or continuation of employment.

<sup>2</sup> Semi-annual bonuses/merit pay schedule appears in the Tribal Employee Handbook and begins with 20 hours of bonus/merit pay for employees obtaining 1 yr., and increases with each year of employment. See schedule.

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
EMPLOYEE PERFORMANCE EVALUATIONS

## TEA Expectation Meetings Post Year 1

Quarterly, the employee meets with their direct supervisor to discuss the direction of work, job scope, improvement needs, training needs, etc. This is informal and no forms are filed with HR.

every six months we have a formal evaluation where an actual form is filled out and turned in for the employee's file. This is when we determine eligibility for bonus/merit pay, or if available, salary increases.

## Timeframe for Student Interns and Temporary Employees

Student interns and Temporary Employees work between 10 to 29 hours per week. Due to this, the timeframe for Expectation Meetings is accelerated specifically for student interns based upon their total internship hours (200, 380, 560+). Within the first 40 to 100 hours of the internship, depending upon the total length of the internship, the 90-day Evaluation process will be completed and at this time, it is decided to either maintain or terminate the working relationship.

## Goals Setting

Goal setting is an important part of the review process. Employees shall bring goals that they are currently working on or would like to set for themselves to each evaluation meeting. Employees should, at a minimum, have: (1) one work output/program related goal, and (2) one professional development related goal. Using SMART goal criteria will help in setting effective goals for the future.

**S** = Specific

**M** = Measurable

**A** = Attainable

**R** = Realistic

**T** = Time-bound

**Specific:** Goals must be clear and unambiguous. When goals are specific, they tell employees and supervisors exactly what is expected, when, and how much. Because the goals are specific, all parties can easily measure an employees' progress toward their completion.

**Measurable:** What good is a goal that can't be measured? If goals are not measurable, supervisors never know whether their employees are making progress toward their successful completion. Not only that, but it's tough for employees to stay motivated to complete their goals when they have no milestones to indicate their progress.

**Attainable:** Goals must be realistic and attainable by average employees. The best goals require employees to stretch a bit to achieve them, but they aren't extreme. That is, the goals are neither out of reach nor below standard performance. Goals that are set too high or too low become meaningless, and employees naturally come to ignore them.

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
EMPLOYEE PERFORMANCE EVALUATIONS

**Realistic:** Realistic, in this case, means "do-able." It means that the learning curve is not a vertical slope; that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the university. A realistic project may push the skills and knowledge of the people working on it but it shouldn't break them. Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for where the employee is at the moment.

**Time-bound:** Goals must have starting points, ending points, and fixed durations. Commitment to deadlines helps employees to focus their efforts on completion of the goal on or before the due date. Goals without deadlines or schedules for completion tend to be overtaken by the day-to-day crises that invariably arise.

## Avoiding Bias

Some of the following factors may bias performance reviews. It is important to keep these things in mind when preparing for and writing reviews so that each employee's performance is assessed in an objective, consistent and accurate manner.

**Halo Effect** - all dimensions of performance are rated the same as a single dimension that happened to impress the supervisor either very favorably or unfavorably.

**Overly Critical** - when a supervisor sets unrealistically high standards, employees may conclude they will never measure up and stop trying.

**Overly Lenient** - the end result of being overly lenient is the same as being overly critical. If anything goes, why try harder?

**Middle of the Road** - some supervisors rate all employees within a limited range. Not everyone performs at the same level. Review forms should reflect differences in performance. Evaluations like this are confusing and resented. They prevent the open communication a review should foster.

**Recent Performance Error** - it is easiest to recall most recent performance. What the review should measure; however, is behavior over the entire span of the review period. Keeping documentation throughout the period and referring back to it will enhance the review and be more reflective of the employee's overall performance.

## Expectation & Evaluation Sessions

Adequate meeting time (with privacy and without interruptions) should be planned for the expectation meetings and reviewing the evaluation and to permit the employee to respond to the content of the Evaluation Form. At Expectation meetings, the supervisor will go over their expectations based upon the job description and the employee will establish their own expectations for work and communications.

BLUE LAKE RANCHERIA TRIBAL EDUCATION AGENCY  
EMPLOYEE PERFORMANCE EVALUATIONS

At the Evaluation meeting, the supervisor will go over each section of the evaluation form, explaining the content described within the form in an effort to increase understanding between the supervisor and the employee regarding job performance.

Performance reviews are often one-sided, with the supervisor telling the employee what they think of the employee's work. The BLR TEA believes this process should be an exchange of information and that each employee must be given a chance to discuss issues of concern. The employee must be allowed to state their side of a situation, and the supervisor is to remain objective and listen carefully to the employee's statements to determine validity without becoming defensive.

Reviews provide excellent opportunities to discuss procedural and organizational issues that may affect employee performance. If improvement is needed in the employee's performance, the supervisor needs to explain to the employee what requirements are not being met, and what remedial steps need to be taken for improvement, and the consequences if they fail to improve.

### Employee Assistance Program

Balancing the demands between work and home has become a juggling act for many employees. Some problems are small and easy to resolve and others just seem too overwhelming to handle alone. Sometimes those problems and concerns begin to affect other aspects of the employee's life; for example, jobs, family, or relationships. If an employee's work performance is declining or is not meeting expectations, referral to the Employee Assistance Program (EAP) may be appropriate. The EAP can assist the employee with a variety of issues, including stress management, parenting skills, traits of a health family, coping with grief and loss and balancing the demands of work and home. Employees can contact the EAP at 800-235-3031 or 707-443-1303. This is provided through the Humboldt Independent Practice Association and is (a) Humboldt County based, (b) uses only local counselors and attorneys, and (c) refers only to local community based services. No one outside the EAP will know they are using the service unless they tell someone. Anything they discuss will remain confidential.

### Finalizing the Formal Review

The employee and supervisor must sign and date the formal evaluation form completed by the supervisor. By signing the evaluation form, the employee acknowledges having read and discussed the report with the supervisor. It does not necessarily imply agreement with the supervisor's evaluation of the employee. If an employee does not agree with any portion of the evaluation form, as completed by the supervisor, the employee may respond on the comments section.

Should an employee refuse to sign the performance review, the supervisor must document that fact on the evaluation and submit the review to Human Resources. The original, signed evaluation form should be submitted to Human Resources with the updated job description. A copy should be provided to the employee evaluated and the supervisor should retain a copy.

## Develop On-Going Performance Communications

TEA leadership recognizes that performance management is a continuing process to assist employees in enhancing performance and development. On-going feedback should clarify expectations or standards, and perceived performance throughout the year, and bring to light issues that may contribute to or distract the employee from achieving optimal performance. Establishing milestones for periodic monitoring of performance goals and progress reports in objective terms will help keep an employee on target. If goals need to be changed, added or eliminated during the review period, take corrective action when necessary. It is important to maintain open communication channels throughout the year to ensure that issues are elevated quickly and resolved in a timely manner. If performance is not meeting expectations during the year, TEA supervisors will work with Human Resources to develop a plan to coach, assist, and/or re-direct the employee's performance.

DRAFT

STATE CAPITOL  
P.O. BOX 942849  
SACRAMENTO, CA 94249-0040  
(916) 319-2040  
FAX (916) 319-2040



**MEMBERS**  
WENDY CARRILLO  
JIM COOPER  
EDUARDO GARCIA  
LORENA GONZALEZ  
DEVON J. MATHIS  
JOSE MEDINA  
LUZ M. RIVAS  
BLANCA E. RUBIO  
RUDY SALAS, Jr.  
PHILIP Y. TING

October 12, 2021

Dear Tribal Leader:

I hope that you have all had the opportunity to celebrate Native culture with loved ones yesterday.

This e-mail also serves to inform you about a special joint informational hearing the Assembly Select Committee on Native American Affairs and the Assembly Education Committee will conduct about California Native American curriculum and student success. **The hearing is scheduled for Wednesday, October 27, 2021 at 9 a.m. in Room 4202 at the State Capitol.** You will be able to watch the hearing at <https://www.assembly.ca.gov/todaysevents>. If you would like to testify, please contact my chief of staff, Adriana Ruelas at [Adriana.Ruelas@asm.ca.gov](mailto:Adriana.Ruelas@asm.ca.gov). **A draft agenda is attached.**

I also want to thank you for all the support you have shown for the legislation I introduced this year. I am happy to report that [my six tribal bills](#), and a [desert conservation bill, AB 1183](#), were all signed by Gov. Gavin Newsom. The tribal package includes two pieces of legislation to aid tribal foster youth, the Serra/Northern California Native American monument bill, a measure creating the first paid California Native American Day holiday for state court personnel, a proposal to streamline tribal emergency response vehicle certification, and another measure to reinforce the right of high school students to wear tribal regalia at graduation ceremonies.

Once again, I thank you for your support and encourage you to watch the hearing. If you have suggestions for future legislation, please do not hesitate to contact me or reach out to Ms. Ruelas.

Sincerely,

James

**Informational Hearing**  
**Assembly Education Committee and Select Committee on Native American Affairs**

**California Native American Curriculum and Student Success**

October 27, 2021, 9:00 am  
California State Capitol, Room 4202

- I. Welcome and Opening remarks
- II. State Superintendent of Public Instruction Tony Thurmond  
Chairman Kenneth Kahn, Tribal Chairman, Santa Ynez Band of Chumash Indians
- III. Native American Culture and History in the California Public School Curriculum
  - Mary Levi, Chair, California Teachers Association Native American Caucus
  - Representative Sharon Tomiko Santos, Chair, Washington House Education Committee
  - Former Senator John McCoy, Washington Legislature, Member, Tulalip Tribe [8need to check how we list former members]
- IV. Supporting the Success and Well-being of Native American students in California
  - Cindra Weber, Indian Education Specialist, San Bernardino City Unified School District
  - Margaret Robbins, Indian Education and Native Language Director, Klamath-Trinity Joint Unified School District
- V. Public Comment



## I. OPENING MEETING

- a. Roll Call – meeting the was called to order by Jason Ramos at 7:05 PM, followed by BOE member role call: Jason Ramos, Jace Baldosser, Michele Kindred, Kelsay Shackelford, Michael Shackelford. Quorum established.

## II. REPORTS

- a. The Executive Director's Report – 75 pages of reports
  - i. Updates on Grant Status:
    - US Dept. of ED - STEP TEA Development grant final performance report
    - US Dept. of ED – Office of Indian Education (OIE) – Native American Career Technical Education Program
    - US Dept. of ED - Office of Indian Education (OIE) – Grow Your Own Administrator (GYOA)
      - Tuition bill for HSU should be coming in the amount of \$72K – will go to Jason for approval
    - BIA – Tourism – Pandemic Relief funds submitted on Friday, 8/13
    - BIA – Tribal Climate Resilience Program (Youth Participation)
  - ii. More grant applications in development:
    - US Dept. of ED – Office of Indian Education – American Rescue Plan – American Indian Resilience in Education (ARP-AIRE) (*Review of Excel spreadsheet Three Year Budget*)
    - EDA grant applications with Anita planned for work between October and March
  - iii. Staffing Updates
    - Clerk of the Board - Isak Brayfindley, position has been hired. His first day was 8/16.
    - Makerspace Teacher –Merry Kate Lowry's Mobile Makerspace Teacher position is moving under BLR and will not be funded through a contract with HCOE. She started on August 16.
    - BIA – TCRP – Youth Programs Coordinator - Thao Le – promoted into a regular part-time position; 2 years – part-time – 29 hours per week
  - iv. Preparing for Fall 2021
    - Staff Training – Marlee organized Air Quality Curriculum training for staff, contractors, and teachers in August, additional training planned in Fall semester.
    - Canceled the in-person conference 9/21 North Coast Inter-Tribal Education Coordination Conference – first of eight monthly sessions for creating coordination and stability for our C-TIE Programs.
    - NHUHSD Native Maker Workshop – planning has begun for these Fall workshops

- Higher Education Program –Meetings have been happening with students of the higher ed program paying their tuition. Council has approved updates to stipend program, student handbook has been updated.
- v. Marketing & Communications Report – 5 pages of reports
  1. Social Media Report
    - a. Facebook page first post August 3
    - b. Nine posts to date, 114 Page likes – more women engaging than men

### III. PUBLIC COMMUNICATIONS

Several guests were in attendance and two spoke on the following topic:

- a. Humboldt-Taiwan – Indigenous Youth Cultural Exchange
  - i. Colby Smart, Assistant Superintendent of HCOE
  - ii. Phil Albers, Karuk Tribe Cultural Educator

Brief question and answer session between Colby and Jason regarding remaining funding that is needed. Jason stated he would reach out to Humboldt Area Foundation to seek needed funding for student airfare. Approximately \$37,000 is needed for airfare

- b. New HCOE Diversity Program Coordinator
  - i. Sharonne Blanck (*waited to speak at the end of the meeting in unfinished business before Adjournment*)

### IV. CONSENT AGENDA

- a. HSU TRiO Talent Search Contract for Services
  - i. Contact(s): Alison Robbins
  - ii. Purpose: Approval of contract for services from HSU TRiO Talent Search for College and Career Readiness, Tutoring, & Mentoring services for Hoopa Elementary and High School.
  - iii. Recommendation: Jace Baldosser has reviewed and signed the contract for services not to exceed \$13,250, based on a previous discussion with the BOE in June 2021.
    1. **DISCUSSION**: Discussion on the increase to cover Vanessa Cota's COLA salary increase. Alison stated this was the contract she was authorized by the BOE to negotiate at the last meeting, and that she brought it to Jace's approval as it fell between BOE meetings. No further BOE discussion
    2. **NOMINATIONS**: Jason Ramos motioned to approve contract for \$13,250; Michele Kindred 2<sup>nd</sup>.
    3. **DECISION**: 5-0

4. **ACTION:** TEA Staff to create purchase order for increase in contract amount, submit to Accounting.
- b. Steve Godla's Contract for Grow Your Own Administrator program coordination services
- i. Contact(s): Alison Robbins
  - ii. Purpose: Approval of contract for services from Steve Godla for the Grow Your Own Administrator grant from OIE issued 8/3/2021.
  - iii. Recommendation: Jason Ramos has reviewed and signed the contract for services in the total of \$23,360 for service dates August 2021 – August 2022, based on conversations at the August BOE meeting when the GYOA grant was discussed as funded by OIE.
    1. **DISCUSSION:** Point of clarification on specific program – only servicing GYOA.
    2. **NOMINATIONS:** Jason Ramos made the motion to approve the contract; Michelle Kindred 2<sup>nd</sup>.
    3. **DECISION:** 5-0
    4. **ACTION:** TEA Staff to write up purchase order/paperwork and submit paperwork to Accounting.
- c. Job Description: Makerspace Teacher
- i. Contact(s): Alison Robbins
  - ii. Purpose: Approval of new job description for the Makerspace Teacher (mobile or otherwise) to be used by the TEA
  - iii. Recommendation: Staff recommends approval of the job description
    1. **DISCUSSION:** Jason asked if the BLR standard job description was used in the creation of this proposed one. Alison indicated that yes, the general information in the previously approved BLR Mobile Makerspace Technician job description was used, and that both HCOE and NHUHS were consulted to update the information. The main differences between the two job descriptions is the education portion of this job description which specifically states this position requires a bachelor's degree and must be a credentialed teacher (CTC). The certification portion of the job description was thus, also updated.
    2. **NOMINATIONS:** Jason Ramos motions to accept the job description as presented; Jace Baldosser 2<sup>nd</sup>.
    3. **DECISION:** 5-0
    4. **ACTION:** TEA Staff to remove DRAFT watermark, update approval information and provide to Kim Norton for Merry Kate Lowry's PAF and file.

## V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

- a. Consortium for Tribal Innovation & Entrepreneurship (C-TIE) MOU Expansion & Renewal
- i. Contact(s): Alison Robbins
  - ii. Purpose: To review and approve modifications to the C-TIE MOU including the addition of Eureka City Schools to the agreement, and to approve not to exceed limits for contracts for services with C-TIE partners for the next year.
  - iii. Recommendation: Staff recommends the approval of the addition of Eureka City Schools to the MOU, and requests authorization to continue negotiations for the following 'not to exceed' amounts, and authorization for BOE officers to approve ancillary contracts after negotiations without coming back to the full BOE unless costs exceed listed amounts shown as follows:
    1. HCOE Contracted Services total not to exceed \$122,875
      - HCOE Pathmakers Contract Yr 4 not to exceed \$40,000
      - HCOE GYOA Contract Yr 1 not to exceed \$75,000
    2. NHUHSD Contracted Services total not to exceed \$211,237
      - NHUHSD Pathmakers Contract Yr 4 not to exceed \$174,362
      - NHUHSD GYOA Contract Yr 1 not to exceed \$20,000
      - NHUHSD NACTEP Contract Yr 1 not to exceed \$9,000
    3. **DISCUSSION**: Discussion on the change to include Eureka City Schools and the inclusion of new grant funding to be included in our service area. Jason clarified the necessity for inclusion for future work.
    4. **NOMINATIONS**: Jason Ramos motioned to approve; Jace Baldosser 2<sup>nd</sup>.
    5. **DECISION**: 5-0
    6. **ACTION**: TEA Staff to send out consortium agreement for signatures, and to continue contract negotiations

## VI. MISCELLANEOUS

- a. Approval of DRAFT BOE Meeting Minutes of 08/03/2021
1. **DISCUSSION**:
  2. **NOMINATIONS**: Kelsay Shackelford motioned to approved; Jace Baldosser 2<sup>nd</sup>.
  3. **DECISION**: 4-0-1
  4. **ACTION**: TEA Staff to remove the DRAFT, and provide to Toni Ramos for posting on TEA Website.

## VII. UNFINISHED BUSINESS

- a. Dates for 2021's BOE Election in December
- i. Discussion covered the need for clarification of dates from the Tribal Council for the election due to Christmas and Covid-19. Jason and Jace's seats are up for re-election.

- b. Strategic Plan Update
  - i. Michele and Jason's scheduled for a subcommittee meeting are needed. Alison to forward the plan prior to the meeting. TEA Staff will follow up with BOE members for scheduling meetings – potentially, Monday 9/13 for the next meeting of subcommittees for planning and policy statements.
- c. Early Childhood Center/Daycare Feasibility Study
  - i. Get the email from Jace's contact in Blue Lake re: early childhood
  - ii. Alison updated that she has not been able to find funding specifically for a feasibility study. Jason noted that he will begin to look as well. It was stated that the TEA is specifically looking at the property the Tribe owns cattycorner to Blue Lake Elementary school as the site.

**VIII. NEW BUSINESS**

- a. Letters of support for two different grant programs were reviewed and discussed as they applied to TEA Goals established by the BOE
  - i. Letter of Support for NHUHSD – Innovation & Research Program grant
  - ii. Letter of Support for NHUHSD – Teacher & School Leader Incentive Program grant
- b. Sharonne Blanck from HCOE came to introduce herself to the BOE, and her on-going work with Marlee and Merry Kate.

**IX. AJOURNMENT**

- a. Kelsay Shackelford motioned to Adjourned, Jace Baldosser 2<sup>nd</sup>.
- b. Meeting adjourned 8:06 PM

## Policies Under Development

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

### Contents

1230 Acceptable Device and Communication Use by Staff, Students, and the TEA .....	5
1790 Evaluation of Instructional Programs.....	5
1805 Student Assessment.....	5
2100 TEA, Community and Media Relations .....	5
2110 General Education Provisions Act (GEPA) Policy .....	6
2115 Public Access to Records.....	6

## Policies Under Development

2119 Distribution of Political Materials .....	6
2125 Partner and Volunteer Activities.....	7
2216 Visitors .....	7
2220 Community Agencies .....	7
2300 Crisis Management and Response .....	7
2350 TEA Security Personnel .....	8
2351 Learning Site Safety and Security Incident Reporting Board Policy.....	8
2352 Reporting on Specified Students.....	8
2360 Learning Site Safety and Protection.....	9
2365 Law Enforcement Contact with Students .....	9
2370 Safety Responsibilities .....	9
2380 Responsible Use of Animals .....	9
5100 Student Services: Discipline .....	9
5110 Expulsion of Students from TEA Programs and Activities.....	10
5115 Emergency Safety Interventions .....	10
5120 Reporting Suspected Child Abuse and/or Neglect.....	10
5125 Education of Homeless Children and Youth .....	10
5200 Student Support Services: Guidance and Counseling.....	10
5210 Student Support Services: Psychology Services.....	10
5300 Health Services.....	10
5310 Communicable Disease Control and Prevention .....	10
5311 Exclusion of Persons – Communicable Diseases.....	11
5312 Care of Medical Emergencies.....	11
5313 Medical and Dental Exceptions.....	11
5314 Student Appointments for Health Reasons .....	11
5315 Compulsory Immunization Requirement.....	11
5316 Administering Medication During School Hours.....	11
5317 Prescribed Special Health Care Services .....	11
5318 Treatment of Student Allergies.....	11
5320 Health Appraisal.....	11
5330 Health Screening .....	11
5400 Special Education .....	12

## Policies Under Development

5500 Student Enrollment & Records: Construction and Maintenance Records .....	12
5501 Privacy of Student Records .....	12
5502 Student Privacy .....	12
5503 TEA Information for Noncustodial Parents .....	12
5510 Exchange Students .....	12
6000 Curriculum Program .....	13
6010 Instructional Delivery .....	13
6020 Textbook Adoption Procedures .....	13
6021 School District – Author/Publisher Relationship.....	13
6022 Workbooks for Adopted Curriculum.....	13
6100 Experimental Instructional Materials .....	13
6320 Enrollment and Classifying Students.....	13
6325 Modern Youth Apprenticeship Academies for Secondary Students .....	13
6330 Instructional Organization of Students.....	14
6340 Homework.....	14
6400 Copyrights .....	14
6410 Curriculum Guides.....	14
6411 Curriculum Courses – New and Revised .....	14
6430 Library Media and Textbook Services Department .....	14
6431 General Criteria for Selection of Library Media .....	14
6434 General Criteria for Selection and Use of Electronic Media .....	14
6435 General Criteria for Media Maintenance.....	14
6436 Criteria for Use of Videos, DVDs, and Other Non-Print Media .....	15
6440 Placement, Use, and Transfer of Instructional Equipment.....	15
6725 Mathematics Education .....	15
6730 Social Studies Education .....	15
6740 Science Education .....	15
6780 Art Education .....	15
6781 Safety, Art Education Laboratories and Makerspaces.....	15
6790 Health and Health Education K-5.....	16
6791 Physical Education .....	16
6800 Reading and Use of Library Facilities .....	16



## Policies Under Development

6812 Cultural Proficiency Education .....	16
6887 Safety on Stages, Temporary Risers or Platforms .....	16
6889 Safety, Eye-Protective Devices in Laboratories and Makerspaces .....	16
6890 Safety Responsibilities – Curriculum Adaptation Personnel.....	16
6900 Career and Technical Education Programs .....	17
6901 Safety - Career and Technical Education Labs .....	17
6902 Child Development Center.....	17
6905 Student Publications .....	17
7025 Fuel and Energy Conservation .....	18
7080 Participation in Funding Public Improvement Projects .....	18
7085 TEA Use of Tribally Owned Vehicles .....	18
7090 Small Unmanned Aircraft Systems (sUAS) .....	18
7100 Building Safety Projects and Minor Improvements .....	18
7105 Private Funding of Building and Site Improvements .....	18
7106 Volunteer Labor .....	18
7161 Planning, Providing, and Maintaining Campus Facilities .....	18
7162 Planning Building Capacities .....	19
7175 Long-Term Lease or Rental of Campus Facilities .....	19
7220 Learning Site Maintenance and Capital Activities .....	19
7230 Service Orders, Additional Equipment for Special Occasions.....	19
7300 Transportation of Students.....	19
7302 Initiating and Recommending Changes in Student Transportation Services.....	19
7310 Vehicle Safety and Discipline .....	19
7311 Denial, Suspension, or Revocation of Transportation Services .....	19
7350 Educational Trips and Transportation of Students in Private Vehicles.....	20
7400 Nutrition Services Programs .....	20
7404 Free and Reduced Price Meals.....	20
7410 Collection of Nutrition Services Monies .....	20
7500 Student Wellness: Overview .....	20
7501 Student Wellness: Health Education .....	21
7502 Student Wellness: Physical Activity Education .....	21
7503 Student Wellness: Nutrition Guidelines for Students.....	21

### 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*

### 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.**

### 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*

### 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.**

### 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*

### 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.**

### 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. 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.

### 5110 Expulsion of Students from TEA Programs and Activities

*Investigating this policy further.*

### 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.

### 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.

### 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.

### 5200 Student Support Services: Guidance and Counseling

*Investigating this policy further.*

### 5210 Student Support Services: Psychology Services

*Investigating this policy further.*

### 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.

### 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*

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 5317 Prescribed Special Health Care Services

*Investigating this policy further.*

### 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.

### 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.

### 5330 Health Screening

*Investigating this policy further.*



### 5400 Special Education

*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.*

### 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.)

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 6020 Textbook Adoption Procedures

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

### 6021 School District – Author/Publisher Relationship

Instructional Support Services in coordination with the Executive Director will be responsible for TEA-author/publisher relationships.

### 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.

### 6100 Experimental Instructional Materials

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

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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 program and acquisition of textbooks and curriculum resources as requested by the BOE.

### 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.

### 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.

### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

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

### 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 center will provide childcare to the children of enrolled students first; secondly, to the children of tribal employees; and if any spaces remain, to children from the 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.

### 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.*

## Policies Under Development

“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.

### 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.

### 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.

### 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 shall receive training as determined by the administration to be appropriate.

### 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.

### 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. 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.

### 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.

### 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.

### 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.

## Policies Under Development

### 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: 1000 to 2000 students

High schools: 900 to 1800 students

Middle schools: 450 to 850 students

Elementary schools: 400 to 800 students

Child Development Centers: 25 to 50 students

### 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.

### 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.

### 7230 Service Orders, Additional Equipment for Special Occasions

Additional equipment, including tables, chairs, and risers, may be secured for temporary use.

### 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 deemed appropriate to the particular situation.

### 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.

### 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.

### 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.

### 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.*

### 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.

### 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.

### 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.

### 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. They healthy learning environment

will provide students and staff with consistent, reliable health instruction and will reinforce healthy behaviors.

#### 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.

#### 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.

#### 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.

**DRAFT**

**K12 SWP Project**

**Pathway Improvement Name:** Humboldt CTE - Site-Based Career Guidance Technicians

**Effective:** 1/1/2022 – 6/30/2024

**Problem Statement:**

Humboldt County is made up of 135,000 people spread over 3,573 square miles and 31 school districts. Our districts range in size from 9 to 3,877 students. Low income, English learners, and Foster Youth make up 60% of Humboldt County students, 15.8% of 9-12 students qualify for special education services, 7.11% are homeless, and Humboldt County has California's highest ACEs rate with 30.8% of adults reporting four or more ACEs vs 13% statewide. Humboldt has much lower college enrollment rates. In 2018, the CA average for high school students enrolling into college was 65.8%, but Humboldt County was only 54.3%. 22.2% went to an in-state 4-yr school, 68.7% went to Community College. In 2020 only 29.8% of Humboldt County students met the standard for California A-G admissions. This data is for ALL Humboldt county students, there is a distinct achievement gap when considering our high rate of special population students. The CTE pathways in Humboldt County Schools are open to these special populations who greatly benefit from the career guidance, skill building, work-based learning, and industry/post-secondary exposure that CTE pathways offer, but our CTE teachers and districts are taxed to be able to meet student need without additional support. The answer is to continue to the support of a site-based Career Guidance Technician at each partner high school to better focus on providing career and college guidance of these underrepresented populations, and enable district CTE programs to improve and expand on their CTE pathway completion rate, work-based learning opportunities, industry connections, and transition to post-secondary education or employment.

Our region has a shortage of workers, specifically in the healthcare and trades industries. This is backed up by the SWP NFN regional plan and Labor Market Information. For 2019-2024, the healthcare sector has a projected growth of 6% and the **energy, construction, and utilities** sector has a projected growth of 7%. The HCOE: Education at Work (Ed@Work) program was established in response to industry needs for skilled workers and school district needs for county office support in the improvement of CTE pathway completion and to better meet the elements of high quality CTE. The Ed@Work focus has been to target high growth areas of need, most notably in **health careers** (through our Health Career Exploration Project and Summer Institute) and **construction trades / manufacturing** (with our Trades Academy). Ed@Work has assigned an internship coordinator to further assist districts in finding/placing students in work-based learning with a specific focus on underrepresented populations. The goal of Ed@Work is to support all stakeholders by creating the bridge between the community, industry, post-secondary education, and the school districts, specifically enhancing the district CTE programs in their attainment of high quality CTE. Site based Career Guidance Technicians are the vehicles to get the students to cross that bridge to post-secondary training and/or employment.

## Project Objectives

- Ensure equitable access for all students, with special attention to underrepresented/under-served populations by hiring and embedding a Career Guidance Technician (CGT) at every site to connect students with Ed@Work opportunities.
- Increase access for under-served students through focused outreach, improved CTE pathway planning, and extra support through individual mentoring by the CGT.
- Increase attainment of all CTE pathway HQ elements, with special attention to work-based learning, industry connections, higher education counseling, pathway completion, industry certifications, and leadership development through CTSOs.
- Expedite the process of career and post-secondary education planning by coordinating with College of the Redwoods (CR) Career Education department and participation in Ed@Work College Connect opportunities with facilitation by CGTs.
- Align work with Tribal partners such as Blue Lake Rancheria to coordinate, rather than duplicate, support to our Native population.
- Promote industry partner involvement aligned with regional workforce needs as identified in the NFN SWP regional plan. Strong focus on careers in health care and energy, construction, and utilities sectors which are projected areas of growth both regionally and locally.
- Continue to identify new employers and industry partners for work-based learning and mentoring experiences, with a primary focus on providing these opportunities to 11th/12th students identified as high need.

## Notes from Alison:

Blue Lake Rancheria Tribal Education Agency is working towards the creation of Modern Youth Internship Academies (MYIA) open to all students with the concept that dual enrollment in CR course work combined with experiential learning opportunities starting first with “lab” classes where student glean the entry level skills needed for the next step into Internships with local businesses. Our six industry sectors we are including in the MYIA are:

1. Agriculture & Natural Resources (ANR)
2. Building & Construction Trades (BCT)
3. Energy, Environment, and Utilities (EEU)
4. Health Science and Medical Technology (HSMT)
5. Hospitality, Tourism and Recreation (HTR)
6. Manufacturing and Product Development (MPD)

A part of the MYIA will be the obtainment of industry specific National recognized certifications by graduates.

The Site based Career Guidance Technicians in this proposal would work seamlessly with this MYIA program concept as handling various scenarios/tasks could be facilitated by these technicians; a non-exhaustive list of examples could be:

**Commented [AR1]:** These align with your Problem Statement where you state the needs. BLR did a SEDS and workforce development study and also identified those industry sectors as industries of Growth in Humboldt County.

- *Assisting students with obtaining the necessary paperwork for legal employment* – the documents listed on the I9 form, a bank account for direct deposit payrolls, student work permits
- *Assisting students with clean virtual hygiene* – setting up appropriate professional email addresses, making appropriate virtual connections through websites like LinkedIn, etc. and removing potentially harmful things from their social media
- *Assisting students with preparing resumes, writing letters of interest, preparing for interviews (mock interviews), asking questions at interviews, and following up with potential employers* – NOTE: this could be called “**Expected Job Search Business Etiquette**” which would include appropriate interview attire. NOTE2: This also ties into BLR’s push to start a Communities in School closet at each high school site which contains donated “professional” or worksite clothing for students to interview in and work in – office clothing, and initial worksite clothing help. Point is to remove barriers from success, so if clothing is holding the student back from getting that job – they don’t have a pair of black pants and shoes for wear to the worksite, or don’t have hard soled shoes, etc. This is what the Communities in Schools closet would provide. The Technicians could work with the community to solicit assistance matching children with sponsors, perhaps, or just seeking donations of gently used clothing.
- *Assisting students with obtaining program specific goals* – such as assisting students with signing up for and taking the various Nationally recognized certification tests (researching and assisting with paperwork, test scheduling, etc.); assisting students with finding and accessing appropriate services such as transportation to and from work or study groups or tutoring to stay on top of academics; scheduling field trips to college campuses, or various industry specific work sites; facilitating career connections with potential mentors in their interested field; facilitating connections to various community industry trade or interest groups (Zero Waste Humboldt; Redwood Coast Energy Authority; etc.)

BLR TEA has a STEP grant for the next two years, and CRC’s salary is dedicated to the establishment of the MYIA concept. She is also recruiting Native American persons that would like to be CTE teachers so we can diversify the teaching pool. The whole grant comprises the CRC’s salary and the contracts with HCOE, CR, and NHUHSD. So, here is what you can use towards this:

10/01/2021 – 09/30/2022  
 Salary \$55,417  
 Fringe \$23,017  
 Contract with HCOE \$2250  
 STEP Grant Total: \$80,684

10/01/2022 – 09/30/2023  
 Salary \$57,668  
 Fringe \$23,899  
 Contract with HCOE \$1125  
 STEP Grant Total: \$82,692

BLR has a NACTEP grant and included in that are Teacher Externships: \$6000 a year for 2 teacher externships, each year for five years starting 10/01/2021 = so that's \$30,000 for teacher externships for MYIA CTE teachers from NHUHSD and ECS.






If we get the grant I just applied for, we'll have \$124K towards teachers for MYIA. I will attach that budget so you can see what we have planned.

## Tribal Education Agency Update

### Media Reports

Facebook Consortium for Tribal Innovation and Entrepreneurship (C-TIE) Page – total of 31 posts since August 3 and the page began

■ Reach: Organic / Paid ▼
■ Post Clicks ■ Reactions, Comments & Shares i ▼

Published	Post	Type	Targeting	Reach	Engagement	Promote
10/19/2021 11:30 AM				8 <span style="color: orange;"> </span>	0 1 <span style="color: red;"> </span>	<a href="#">Boost Post</a>
10/18/2021 4:00 PM	 Join our partners for a super exciting Native Youth Summit! Featuring			14 <span style="color: orange;"> </span>	1 0 <span style="color: red;"> </span>	<a href="#">Boost Post</a>
10/16/2021 9:46 AM	 Check out this presentation! - they are offering a Motivation			22 <span style="color: orange;"> </span>	0 3 <span style="color: red;"> </span>	<a href="#">Boost Post</a>
10/14/2021 3:19 PM	 Come and get 'em! This Friday! Come check out the Daluviwi'			183 <span style="color: orange;">■</span>	3 23 <span style="color: blue;">■</span> <span style="color: red;">■</span>	<a href="#">Boost Post</a>
10/08/2021 4:15 PM	 Let's Celebrate! <a href="https://www.redwoods.edu/Events/Ev">https://www.redwoods.edu/Events/Ev</a>			47 <span style="color: orange;"> </span>	2 6 <span style="color: red;"> </span>	<a href="#">Boost Post</a>
10/08/2021 4:12 PM				31 <span style="color: orange;"> </span>	3 2 <span style="color: red;"> </span>	<a href="#">Boost Post</a>
10/07/2021 9:47 AM	 Come and get 'em! Happy Friday! Come check out the Daluviwi'			1.3K <span style="color: orange;">■</span>	10 29 <span style="color: blue;">■</span> <span style="color: red;">■</span>	<a href="#">Boost Post</a>
10/07/2021 7:08 AM	 Decolonizing Sustainability: Amplifying Indigenous Perspectives			27 <span style="color: orange;"> </span>	0 2 <span style="color: red;"> </span>	<a href="#">Boost Post</a>
10/05/2021 2:32 PM	 Come Join a Virtual Professional Career Panel (FRIDAY, October 8th			72 <span style="color: orange;"> </span>	1 5 <span style="color: red;"> </span>	<a href="#">Boost Post</a>

## Tribal Education Agency Update

- 143 likes

[Your Fans](#) | 
 [Your Followers](#) | 
 [People Reached](#) | 
 [People Engaged](#)

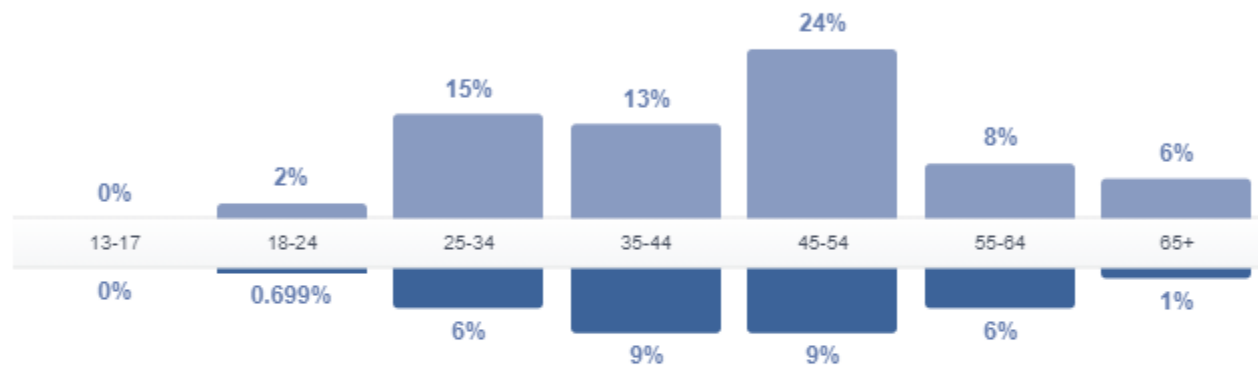
The number of people who saw any of your posts at least once, grouped by age and gender. Aggregated demographic data is based on a number of factors, including age and gender information users provide in their Facebook profiles. This number is an estimate.

### Women

67%  
Your Fans

### Men

31%  
Your Fans

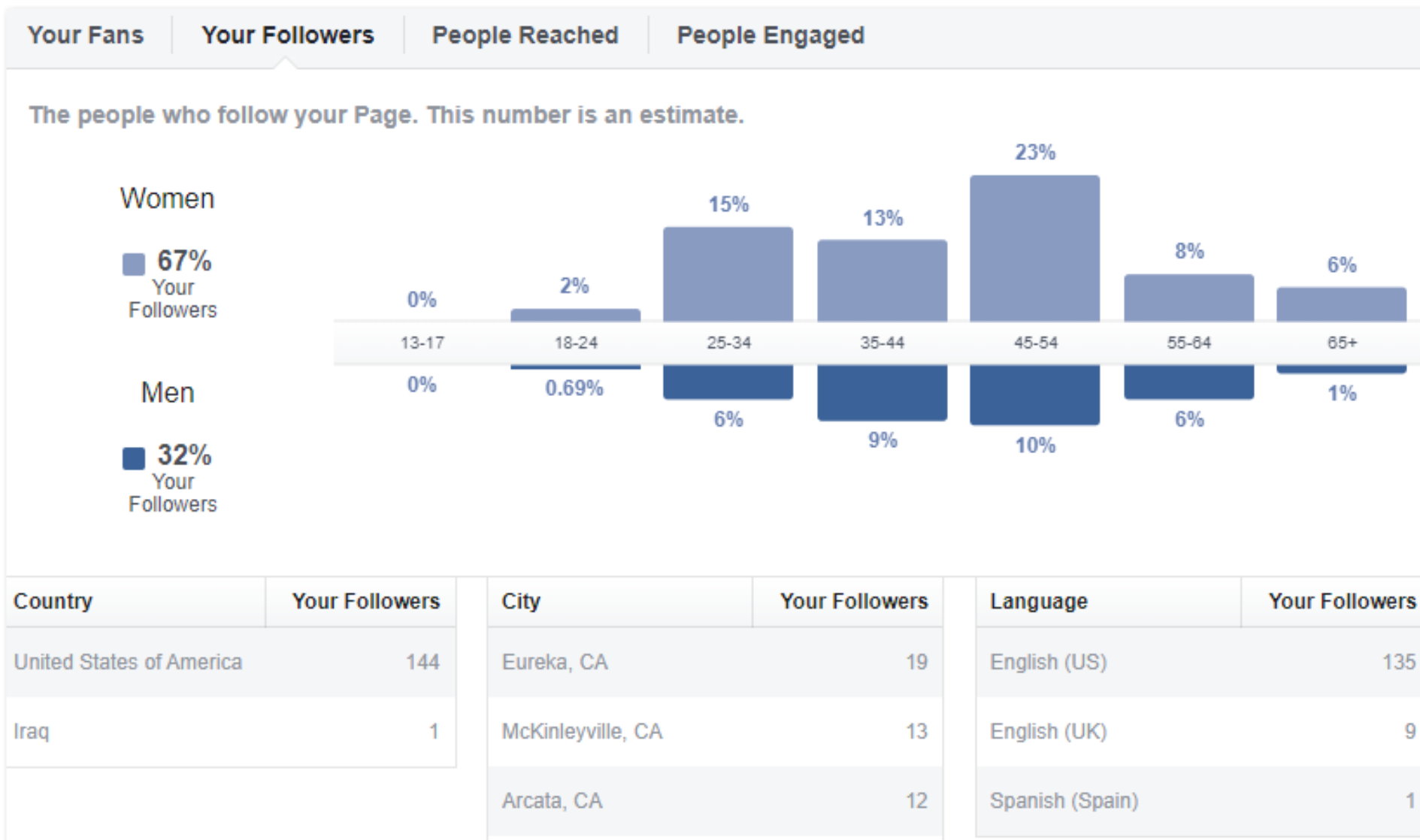


Country	Your Fans	City	Your Fans	Language	Your Fans
United States of America	142	Eureka, CA	19	English (US)	133
Iraq	1	McKinleyville, CA	13	English (UK)	9
		Arcata, CA	12	Spanish (Spain)	1



## Tribal Education Agency Update

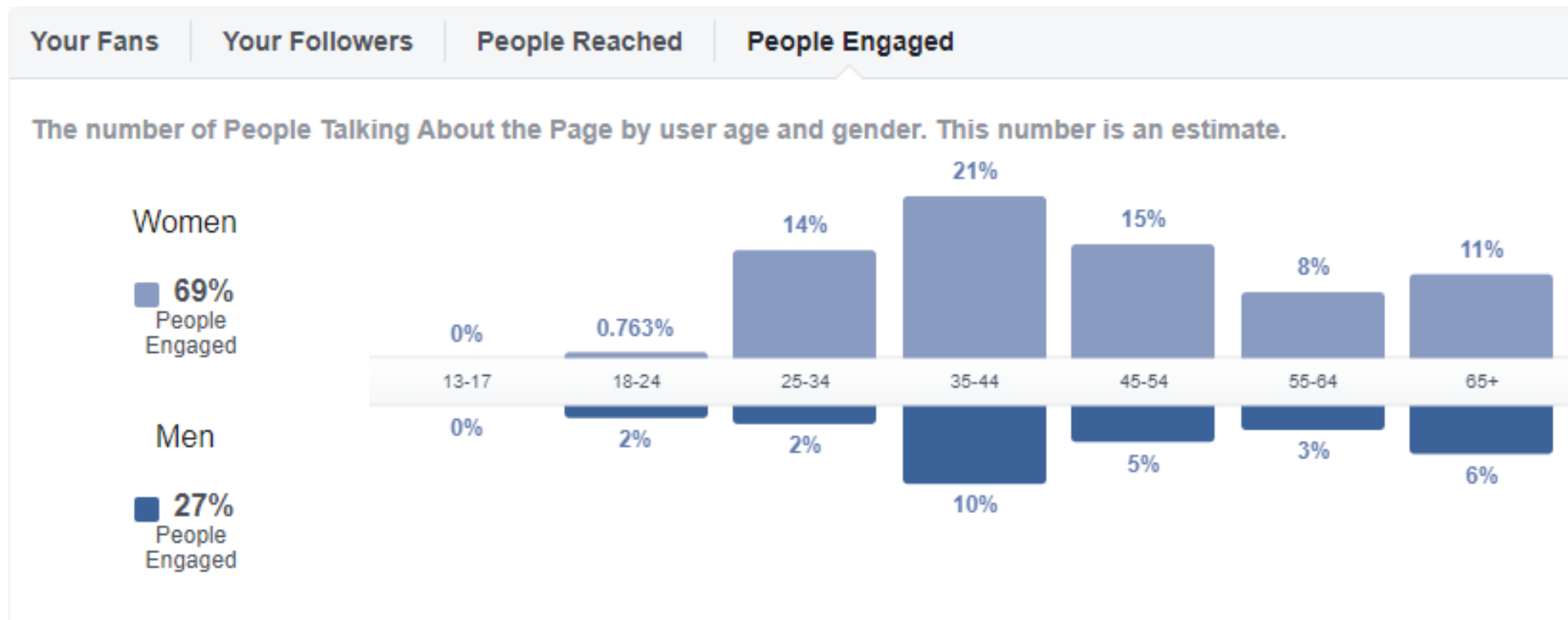
- 145 Followers



# Tribal Education Agency Update

## People Engaged with our Posts

69% Women  
27% Men



# Tribal Education Agency Update

## People Reached

