

BNAS June 2025 Board Report

New Building

BNAS has successfully moved into our new building and it’s absolutely wonderful. We could not have done it without Reid Reagan and his crew. Despite the pouring rain, they moved desks, tables, file cabinets, and more without hesitation. BNAS is extremely thankful for their vital support and role in our district.

For five summers, BNAS has hosted workshops, and every year it’s been a logistical challenge to find the right space for our work. While every building and administrator in the district has graciously supported us, there were still hurdles to overcome. This year, for the first time, our BNAS projects had a home to call our own. Our June projects were blessed with this opportunity. We are excited to share this space with Food Services, Printing, and IT.

BNAS Strategic Planning

To kick off summer, we welcomed our new BNAS Instructional Coach Jo Ann Powell. She joined BNAS Middle School Teacher Angel Marceau and Bullshoe Elementary Immersion Teacher Amy Grant in helping us with strategic planning and supply inventory. Together, in just two days, we organized all shared spaces in the building. Jake Arrowtop from the Buffalo Hide Academy did duties for the department remotely.

We also determined that our language lessons will best serve our facility and community using a format provide by Amy Grant

Systems for the Big Bull Writing System	
Units for language	Blackfoot Native American Studies Blackfoot Literacy
B: Introduction. Today, we will learn the sound that the symbol [ɬ] represents. This sound closely resembles the "shwa" sound	C: Objectives, (state standards.) JEFA Essential understanding. Traditional knowledge: Whenever it involves the language, we use the word Blackfoot. We are a part of a larger confederacy, and that is how we refer to ourselves and our language. Vocabulary: Values: Sikanaipi's ways of knowing:
D: Assessments Having small parts of the symbol placement guide throughout the year, and then doing the document as a whole at the end of the year.	E: Experience. Students are brought through the sounds of the Blackfoot language and Blackfoot literacy.
F: Activities Worksheets [ɬ, ɬa, ɬa...] English to Blackfoot [might → miyt] Blackfoot to English [miyt → might] Symbol placements	G: Assignment. Students will recognize how to spell oral Blackfoot into the Big Bull writing system. In addition, they will be able to read words that they have never encountered successfully
H: Materials. Posters, word lists, images	I: Resources. Writing system guide for helping create the units. The Blackfoot sound wall key that is used for ɬa, stops, and sounds

This includes clear sections on objectives, materials, assessments, and a Blackfoot-centered approach to literacy.

We plan to reconvene in August to finalize the strategic plan.

BNAS Workshop

This year's workshop had a strong focus on the Blackfoot language. We covered more language than ever before. Topics and strategies included:

- **Blackfoot Literacy, Reading, and Writing**
- **ASLA (Accelerated Second Language Acquisition)**
- **TPR (Total Physical Response)**
- **Color-coded Interactive Word Lists**

An example of the language work: participants learned to say “*A cow is jumping over the moon*” in Blackfoot—*ăapoōtskină ō`paippisskăatoōm koōkoōmiikiisoōm*—while understanding the underlying grammar. The workshop was full of fun, laughter, and deep engagement with the language.

BNAS Assessments

Please see the attached document for a summary of BNAS assessments.