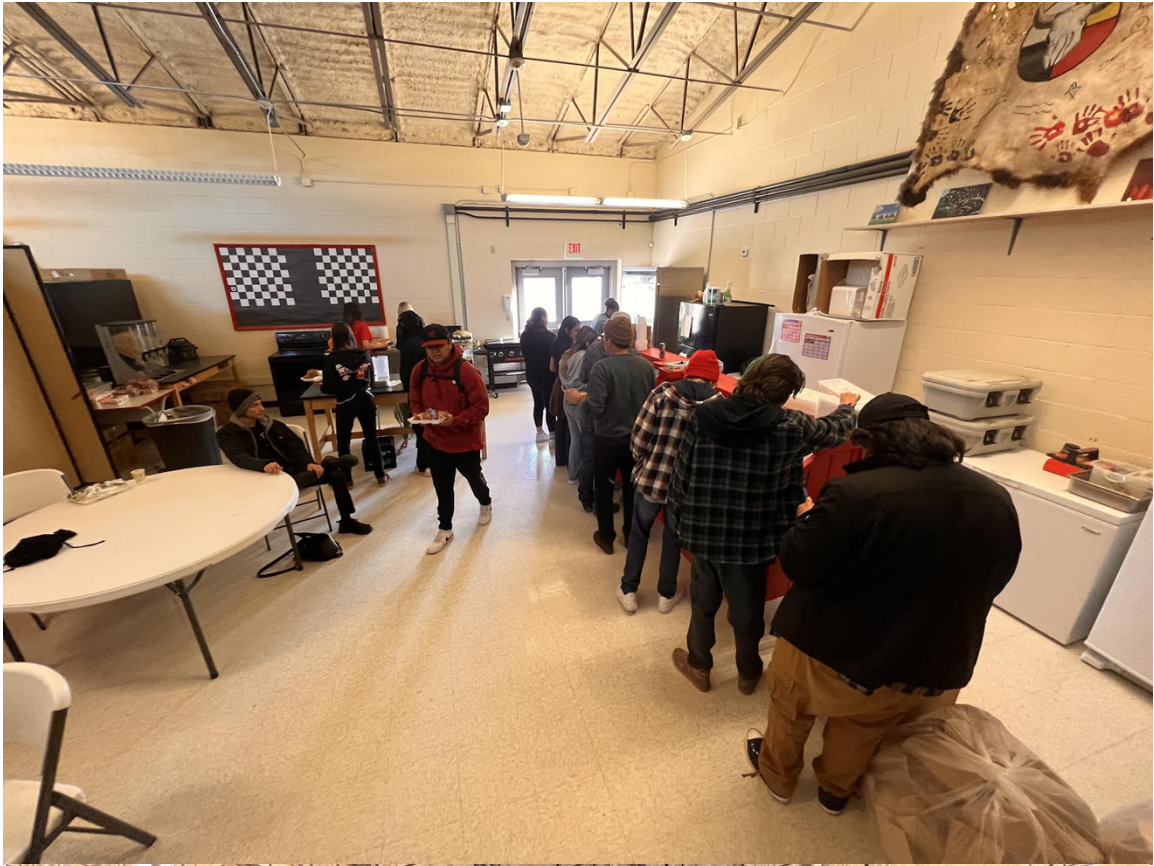


## Buffalo Hide Academy October Board Report 2023

### We've got LUNCH!

Buffalo Hide Academy is now offering lunch in-building for staff and students! Dalaina Bull Calf-Grant has provided the infrastructure to bring the equivalent of a high school lunch daily in spite of our building's lack of a kitchen. The meals are prepped and packed at the high school with the same options offered there. Johnathan Cadotte and a few other food service employees have helped facilitate transporting the lunches and Toni Vaile has been the food service staff on site to help manage and serve the food. Brenda Bird, as well as Lacey Salois and few student volunteers have also dedicated time during their lunch to help manage and serve. Overall, this has been an amazing experience in spite of the logistic concerns we had before we made the transition. Dalaina has been incredible in organizing and facilitating a successful lunch for over a week now and the students' response have been overwhelmingly positive. Having healthy options, and adult sized portions for the first time in 10 years here at the Academy has really benefitted morale and student attendance. Our estimate is that attendance has been up 10%–20% after lunch! Thank you, Dalaina, Toni, and the rest of the foodservice staff!





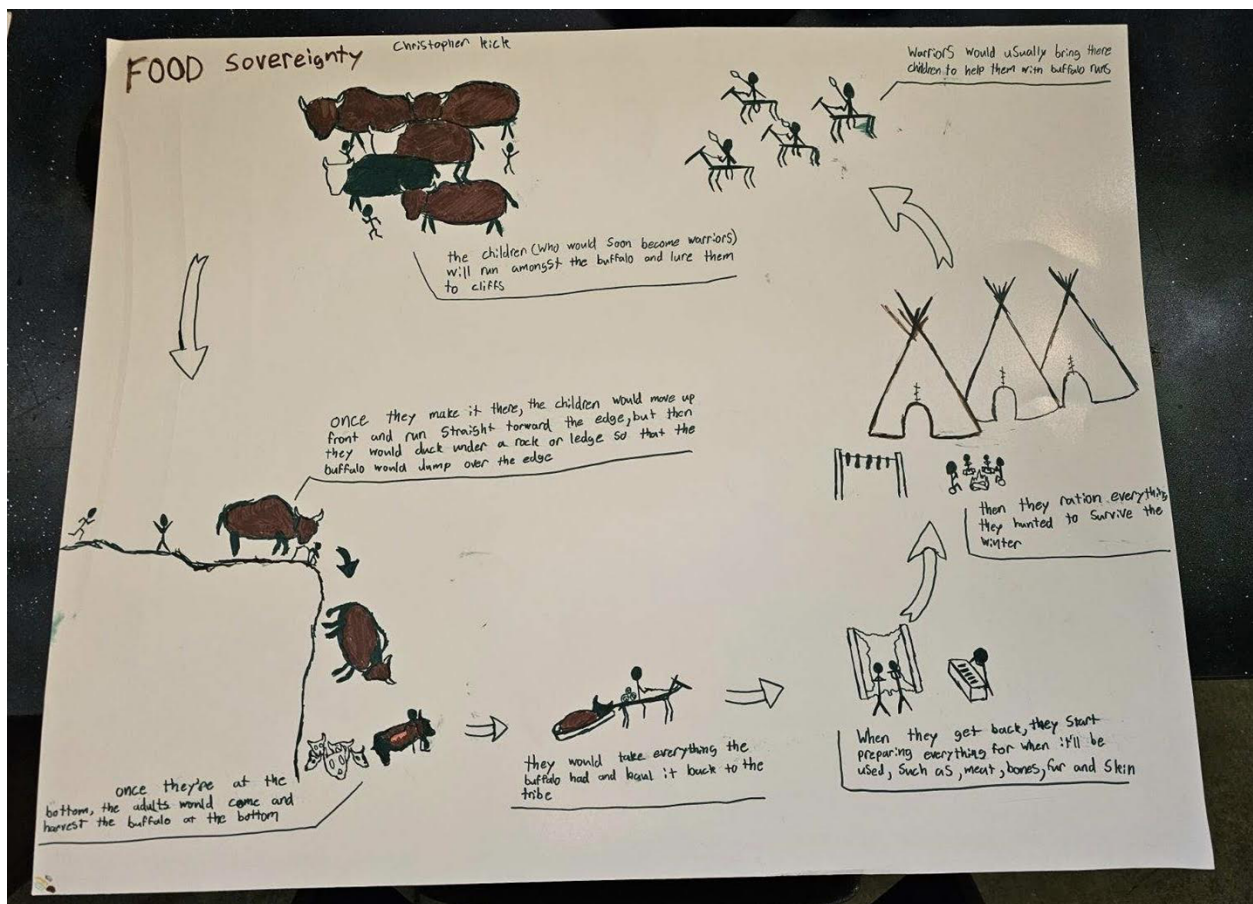


## October Projects

October has been a whirlwind of activities at Buffalo Hide Academy. Students are hard at work earning credit and the teachers have their hands full in the best way possible.

### Food Sovereignty

In PE class, students studied the Food Sovereignty movement which focused on the history of the concept as well as the underlying philosophy that drives it. To demonstrate their learning, students were able to choose between creating a visual representation of what food sovereignty means to them or writing an essay explaining how the idea of food sovereignty pertains to their life. The learning outcomes were very positive as students learned about food access and how it relates to their community as well as what it means in the larger world.



## Indigenous Storytelling

In the newly created English curriculum, students studied Indigenous storytellers from across the globe. Not only are students developing the vocabulary to talk about settler colonialism, they were also exposed to a plethora of Indigenous voices that actively resist colonialism. Through this process, students were encouraged to hone their own Indigenous voices that culminated in a revised writing sample. The writing sample prompt was flexible and encouraged creativity and authenticity. Students produced poems, essays, memoirs and even short stories all with the goal of amplifying their unique voices.



On a larger scale, there were numerous hardworking students that received very high marks at the end of the quarter. 6 students earned a 4.0 this quarter and we couldn't be more proud!