

Buffalo Hide Academy September Board Report 2023

Independent Learning Center (ILC) and School Garden

For the 1st quarter, there is the possibility for our students to collectively earn around 30 credits. We have been seeing a good number of students daily. Our attendance seems to be the best it has been in the past few years.

To kick off the ILC, Independent Learning Center, a few students have worked toward recovering credits while working in our school garden. These credits will cover classes such as Horticulture & Agriculture classes. The garden has been a big part of our environment this past year. There has been lots of talk and planning in the works, as we have had a garden in the past. The garden was then finally planted by Mr. Klauk's Environmental Science class this past spring. It was transplanted to BHA's outdoor garden beds at the end of May and was then tended to by Mr. Klauk's summer program students. It is now ready to be harvested. The students of Mrs. Boyce's ILC class have worked to clear out weeds and have harvested a variety of vegetables such as jalapenos, squash, green onion, & tomatoes. There should be cabbage ready to go soon as well. Overall, we hope to sustain and expand the garden. We would love to explore future funding for an actual greenhouse.

Another person we would like to acknowledge and mention is Kaitlyn Sharp. She is a former Browning High School student who is the SNAP-Ed instructor from MSU. This program also donated some items to the overall success of the garden.

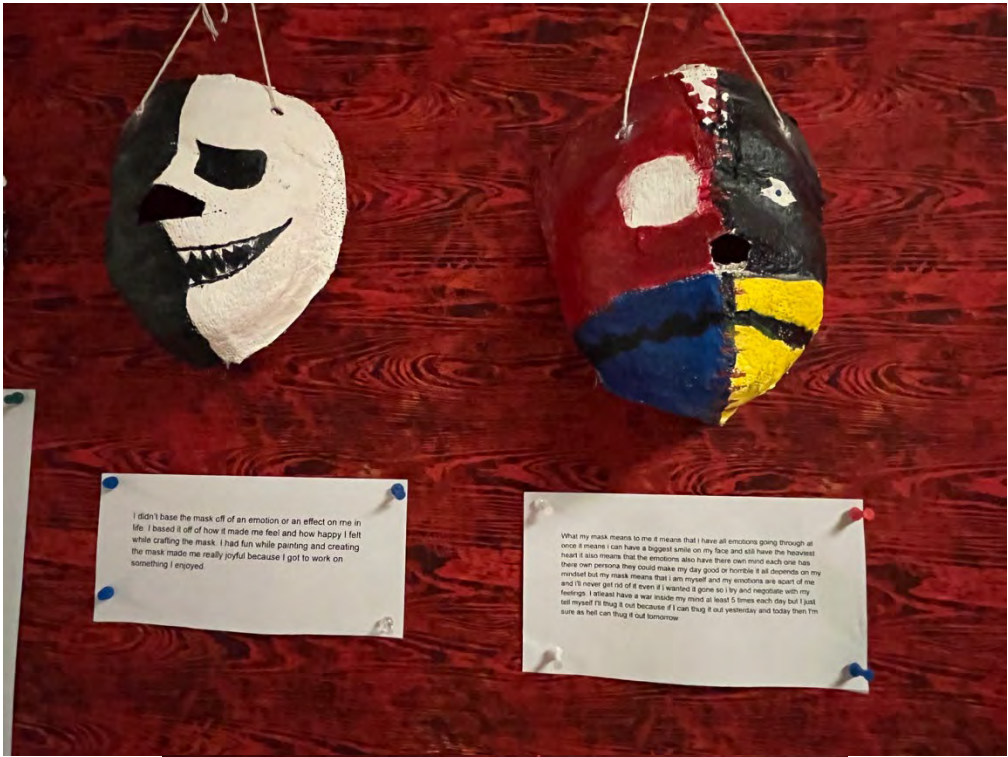




Expressive Arts Mask Making

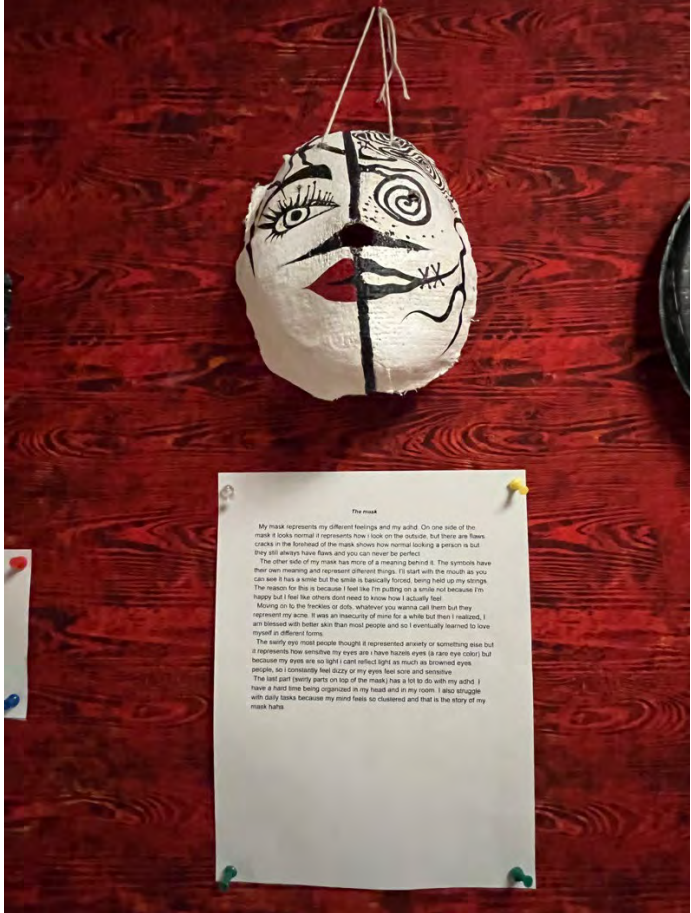
Every quarter in my Buffalo Hide Academy Culture class, the students here participate in an expressive arts mask making project. Expressive arts mask making is a creative and therapeutic process that involves the creation of masks as a means of self-expression, exploration, and communication. It can help individuals process their emotions, cope with challenges, and gain a deeper understanding of themselves. This form of art promotes emotional exploration, allowing individuals to examine their thoughts, feelings, and inner experiences through this expressive arts process. Plus, mask making is a lot of fun!





I didn't base the mask off of an emotion or an effect on me in life. I based it off of how it made me feel and how happy I felt while crafting the mask. I had fun while painting and creating the mask made me really joyful because I got to work on something I enjoyed.

What my mask means to me it means that I have all emotions going through at once it means I can have a biggest smile on my face and still have the "heaviest" heart. It also means that the emotions also have there own mind each one has there own persona they could make my day good or horrible. It all depends on my mood but my mask means that I am myself and my emotions are heart of me and it never get out of it even if I wanted it gone so I try and negotiate with my feelings. I atleast have a way inside my mind of least I know each day but I just sure as hell can't hug it out tomorrow.



The mask

My mask represents my different feelings and my self. On one side of the mask it looks normal it represents how I look on the outside, but there are some cracks in the forehead of the mask shows how normal looking a person is but they still always have flaws and you can never be perfect.

The other side of my mask has more of a meaning behind it. The symbols have their own meaning and represent different things. I'll start with the mouth as you can see it has a smile but the smile is basically forced, being held up by springs. The reason for this is because I feel like I'm putting on a smile not because I'm happy but I feel like others don't need to know how I actually feel.

Moving on to the freckles or dots, whatever you wanna call them but they represent my acne. It was an insecurity of mine for a while but then I realized, I am blessed with better skin than most people and so I eventually learned to love myself in different forms.

The warty eye most people thought it represented anxiety or something else but I represents how sensitive my eyes are (I have hazel eyes (a rare eye color) but because my eyes are so light I can't reflect light as much as browned eyes, people, so I constantly feel dizzy or my eyes feel sore and sensitive).

The hair part pretty much on top of the mask has a lot to do with my self. I have a hard time being organized in my head and in my room. I also struggle with daily tasks because my mind feels so cluttered and that is the story of my mask huh?

BHA Recognizes Chaniel Running Crane

Your Name: Chaniel "Chanty" Grant

Where did you graduate?: Browning High School and B.S.W at Salish Kootenai College.

Family: My husband Anthony Grant, sons: Payton and Kyler Grant, and Shayden Sure Chief. Fur babies: Buck, Clyde, and Ootaa

What is your job title: Program Coordinator

What is your job?: I coordinate the Blackfeet Mio'ohpoikoksi Program(formerly known as the Juvenile Healing to Wellness Court) and the Adult Healing to Wellness Court. I wear lots of hats in the program but my main duties are to help families struggling with substance use disorder, who are involved in the tribal court system and connect them to services based on need and utilize the leverage of the tribal court to help participants comply with holistic healing activities.

What is your favorite part of your job: I love being the person that works with people empathetically. Struggling people need to be surrounded by support and love the most, so I like being able to work in a role that allows that. Im able to connect them to all of these amazing people in the community and work with an amazing team.

Fun fact about yourself: I am a huge football fan! I am a fantasy football league champion. Former proud football mom of a BHS quarterback! Go Griz and Greenbay Packers!



Swift Dam Field Trip

At the end of September, students at BHA enjoyed a field trip to the South Western corner of the Reservation, Swift Dam. It was a gorgeous day to learn about Indigenous perspectives on land, water, and nature, hydrology, and history. The time was spent exploring the area on foot with learning opportunities happening at significant locations – the “gallery” or outlet of water, the spillway, and the top of the dam. Some students even brought their skateboards to take advantage of the enormous slab of flat concrete making up the spillway. See photos below:







