

BNAS Board Report January 2026

Celebrations:

BNAS closed out the year of 2025 with enjoying pow wows, Christmas plays, Christmas videos (video available on BPS Facebook page), and sharing of the Blackfoot Language. Pow wows for the younger kids are always enjoyable. BNAS is not responsible for the success of the pow wows, that belongs to each school building and the people who organize them and the children who dance and sing at them. One thing worth mentioning is Stan Whiteman is always happy, willing, and excited to help organize a slew of student drummers and singers to ensure good music at our school powwows. We at the BNAS office are happy to join in on the festivities and take pictures to document and help remember such events.



Collaboration:

BNAS has been partnering with FAST Blackfeet in many capacities. With them we have been utilizing our new building space to host professional development opportunities that offer CEU's for attending. These collaborations have also been fruitful in immersion classes with presentations and inspiration for more curriculum. The BNAS instructional coach, Jo Ann Powell, focused on making our Traditional Diet lesson plan more classroom and teacher friendly and more accessible. Due to this expert edit at a lesson plan we plan on tackling the entire curriculum and every BNAS lesson plan. The previous one, although tons of work and expertise went into its creation, it is still difficult for educators to navigate and we are excited to have a blueprint in moving forward.

Starlab

The program that accompanies our Starlab is being learned by Senior, Aiyahna Green. She has spent hours learning the program through instruction and built in tutorials and recently got to explore the program while in the Dome. As she was exploring the stars curious people within the new building peeked their heads into the dome just to experience the awe and brilliancy of the dome. Aiyahna's experience in learning how to navigate the program will aid the district in giving insight on how to teach other students and staff of BPS how to gain skills with such program.

Blackfoot Language Assessments

We have completed our pre assessments for the district in late November and will be compiling the data asap. One major hurdle is to figure out a rubric that captures the reality of our assessment. The assessment was largely oral with a competent where the student would both read and write Blackfoot words. The oral section had a tier system where if the student knew a healthy percentage of the first tier only then they would carry on to the second tier. An important approach to the oral section was tracking both their production of a word and their cognition. Example, the student would be shown multiple pictures and they would say the words they recognized such as a horse. If they knew the Blackfoot word they would point to it and say it. However, if they did not know the word(s) we would say them in Blackfoot and see if they would recognize the word spoken, if so, they would prove to be cognitive of the word.

Future Projects

We have many things we are excited to carry out. Of course, as mentioned, the refining of the BNAS curriculum that focuses on history and culture, more Blackfoot Language materials built with the same frame as the dictionary that was shared in November, this would be a collection of Blackfoot names (there are 1,400 written out with more scattered in various notes, recordings, and purchased materials) and a syntax/grammar lesson booklet. The dates of their completion is yet to be determined.