Browning School District No.9

Strategic Plan 2025 – 2030

Niitsitapi Education: Honoring Our Ways, Shaping Our Future

DRAFT FOR REVIEW
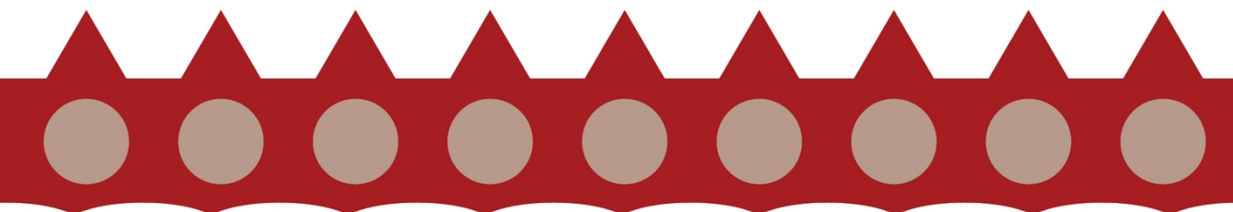
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Introduction

Since time immemorial, the Blackfeet Nation—Niitsitapi—has lived in deep relationship with the land, waters, and skies across the vast plains and mountainous regions of what is now northern Montana, southern Alberta, and Saskatchewan. Organized as sovereign and self-governing bands, the Blackfeet people have preserved and passed down a rich cultural heritage rooted in language, kinship, spiritual beliefs, and stewardship of their ancestral territory, which once extended across millions of acres and includes the area now known as Glacier National Park.

Throughout the 19th century, a series of treaties with the United States government—most notably the Treaty of 1855—led to the significant reduction of Blackfeet lands. Continued pressures from settler expansion, economic exploitation, and federal policy further diminished the homelands, leading to the establishment of the current Blackfeet Indian Reservation in northwestern Montana. Despite these disruptions, the Blackfeet Nation remains a sovereign, federally recognized Tribe with 17,031 enrolled members. The Blackfeet Tribal Business Council (BTBC) governs the Tribe and oversees authority in critical areas including natural resources, education, health, and cultural preservation.

Education has long been a foundational value of the Blackfeet people and a vital element of self-determination. Browning Public Schools (BPS), located at the heart of the Blackfeet Reservation, plays a central role in supporting the academic, cultural, and personal development of Blackfeet youth. In alignment with the vision and priorities of the Blackfeet Nation, BPS is committed to delivering a high-quality, inclusive, and culturally relevant education that reflects and honors the history, language, and future of the Blackfeet people.

To strengthen this commitment and guide Browning School District No. 9 over the next five years, BPS engaged in a comprehensive strategic planning process. BPS enlisted recognized leaders in Indigenous-centered planning and education—to facilitate the development of a district-wide strategic plan that addresses cross-school priorities and builds on existing strengths. Between February and mid-April 2025, the facilitators led a thorough process that included an in-depth landscape analysis, a collaborative design conference, and targeted planning sessions with district leadership.

On April 22–23, 2025, the BPS leadership team—comprising the superintendent, assistant superintendent, school principals, directors, and representatives from across all district schools—convened for a two-day strategic planning workshop. This collaborative session resulted in the creation of a shared vision, core strategic priorities, and clear goals that will guide Browning Public Schools from 2025 through 2030.

Figure 1 BPS Strategic Planning Workshop

This strategic plan reflects a unified commitment to educational sovereignty, academic excellence, cultural vitality, and student success. It serves as both a roadmap and a call to action—to ensure that every child in Browning School District No. 9 is empowered with the knowledge, identity, and confidence to thrive in both their community and the wider world.

Landscape Analysis

This landscape analysis provides a comprehensive overview of the educational context in the Browning community, where systemic challenges and opportunities intersect to shape the experiences of students, families, and educators. A growing number of students, many with complex social-emotional needs and early developmental risk factors, require intensive support, prompting a district-wide shift toward trauma-informed practices. In response, BPS have expanded integrated support systems that prioritize student well-being, academic engagement, and holistic development. Shifting caregiving dynamics, particularly the increasing role of grandparents and extended family, have underscored the importance of family-centered policies and community engagement. Educators are navigating these changes with commitment and care,
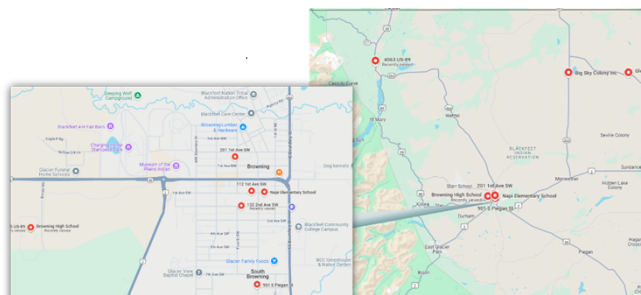

Figure 2 Map of Nine Schools (red) on the Blackfeet Reservation with Zoom in of Browning, MT

supported by initiatives aimed at sustaining workforce capacity through wellness. Within this evolving landscape, BPS remains focused on key priorities such as student safety, consistent attendance, and improved graduation outcomes. The coordinated efforts of families, schools, and the broader community reflect a shared commitment to ensuring that all students have access to the resources and relationships necessary for long-term success.

The analysis focuses on data points across the nine schools in the district and trends across six areas for BPS: students, families, staff, safety, graduation, and attendance.
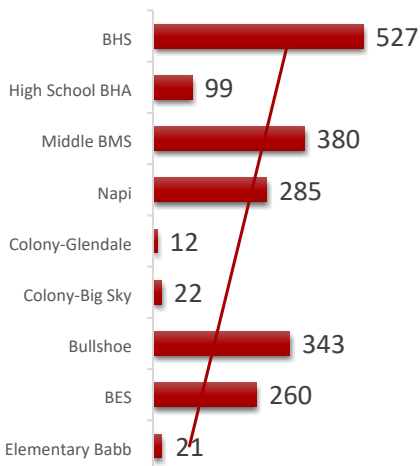
1. Students

Data points

High School

- Enrollment
  - 2018-2019, 576 *students*
  - 2019-2020, 611 *students*
  - 2020-2021, 595 *students*
- Race/Ethnicity
  - 97% Native American
  - 3% Hispanic, Multi-racial, & White
- Gender
  - 53% Male
  - 47% Female

Student Count by School & Grade Level

School	Count
BHS	527
High School BHA	99
Middle BMS	380
Napi	285
Colony-Glendale	12
Colony-Big Sky	22
Bullshoe	343
BES	260
Elementary Babb	21

Trends

- Stable enrollment for high school students across the BPS district.
- Many students have increased social and emotional needs, especially those born around 2010 affected by prenatal drug exposure.
- These needs have led to greater support systems in schools but also contribute to early academic challenges.
- Traditional class sizes are not effective due to the level of care and attention students require before learning can begin.

2. Families

Data points

> **2,022 families**
>
> •49.4% with children
> •27.5 % income below the poverty level

> **Adults in families**
>
> •87.7% high school diploma
> •20.5% bachelor's degree

> **Multigenerational household**
>
> •402 (20%) households have grandparents living with grandchildren
> •185 of the 402 households, the grandparents are solely responsible for the children
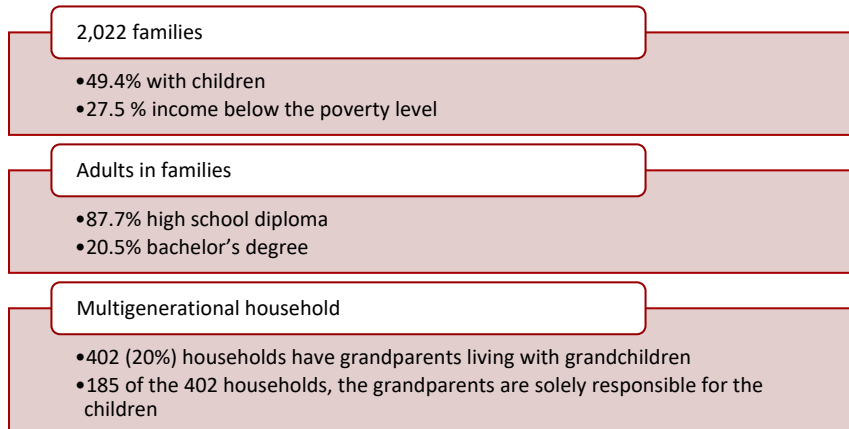
Trends
- Grandparents play a significant caregiving role, with a growing presence in school-related responsibilities, such as pickup and involvement in academic and athletic matters.
- They are deeply invested in their grandchildren's outcomes, often advocating for their social-emotional and academic well-being.

3. Staff

Data points
- 188 certified
- 172 classified
- 30 prof./tech. directors and principals
- Student/Teacher Ratio
  - District 16:1
  - Elementary 12:1
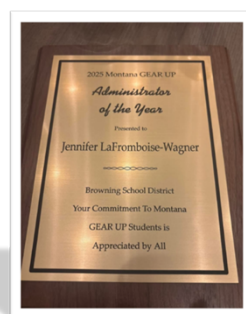
Trends
- Emergency hires getting certifications
- Class 7 immersion
- Cohort of students, now freshman from immersion school

- Blackfeet language instructors cover both high school and adjunct faculty at BCC for dual enrollment
- Digital Academy for Advanced Placement courses
- Special Ed – online, psychology supplement, in person teachers challenging
- Staff members, particularly teachers, are under strain due to the caregiving demands tied to students' social-emotional challenges.
- A district-wide wellness plan includes workout rooms, massage chairs, and wellness days.
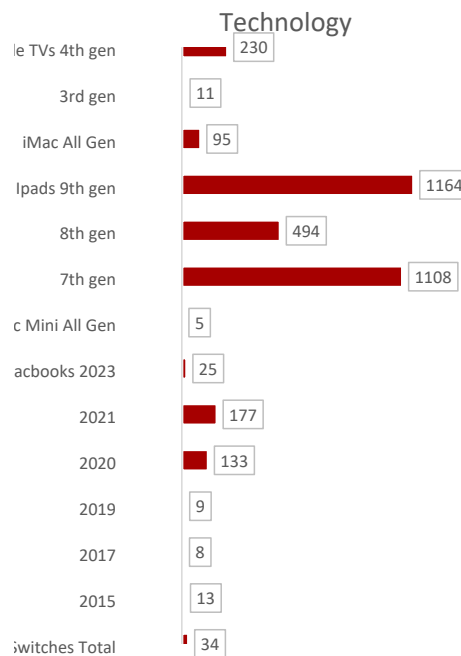
4. Safety

Data points
- #1 customer of Virkada Cameras
- # of fights in high school has decreased
- Partnerships with Blackfeet Behavioral Health, BLES, Glacier County, Tribe
- Completion of UM Threat Assessment

Trends
- Although not directly mentioned, the prevalence of drug-affected births and associated trauma suggests safety concerns tied to home environments, emotional regulation in classrooms, and community health.
- Emotional and behavioral challenges tied to early exposure affect classroom dynamics and require trauma-informed practices.

Technology

Category	Value
le TVs 4th gen	230
3rd gen	11
iMac All Gen	95
Ipads 9th gen	1164
8th gen	494
7th gen	1108
c Mini All Gen	5
acbooks 2023	25
2021	177
2020	133
2019	9
2017	8
2015	13
Switches Total	34

5. Graduation

Data points

- BPS Graduation Rate: The US News & World Report indicates a graduation rate between 65% and 69%.
- 2022-2023 High School Graduates: In 2022-2023, Montana had 9,563 high school graduates
- Covid impact
  - 2022-2023 graduation 67%
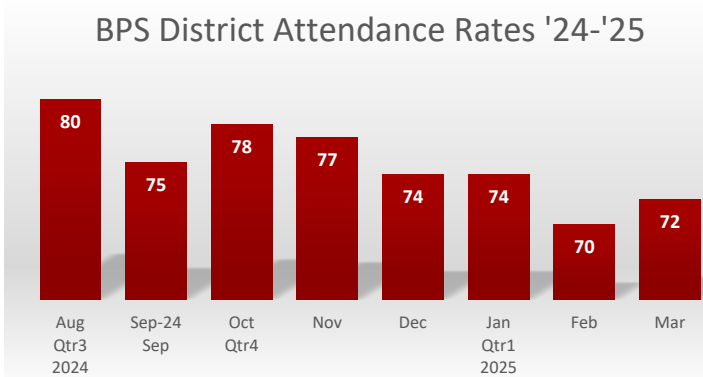 - 2023-2024 graduation 74%

Browning HighSchool Graduation Rates 2017 - 2024

58% | 69% | 71% | 65% | 74% | 67% | 79%
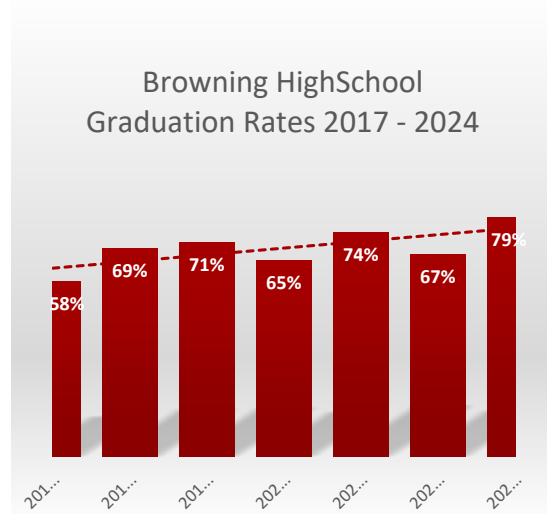
Trends

- No direct data on graduation, but grandparents' concerns about student success and well-being point to a community-wide emphasis on long-term outcomes.
- Emotional and academic support are key factors aimed at improving retention, persistence, and graduation rates over time.

6. Attendance

Data points

BPS District Attendance Rates '24-'25

Aug Qtr3 2024	Sep-24 Sep	Oct Qtr4	Nov	Dec	Jan Qtr1 2025	Feb	Mar
80	75	78	77	74	74	70	72

I'll tell you what, there ain't no cowboy like Browning Indian Cowboys! This young man was drifted in at home...so he saddled up his top mount, slapped on a pair of chinks and made it to school by first period! That's what I call Cowboy Tough!

Trends

- Changing family structure suggests broader attendance or engagement challenges.
- Emotional stress and home-life factors (e.g., guardianship by elders, post-addiction environments) may contribute to inconsistent attendance.

Trend Analysis Overview Chart: Student, Family, and School Dynamics

| Category	Key Observations	Implications
Students	- Increased social-emotional needs, esp. those born ~2010- Prenatal drug exposure common- Need for care before learning	- Traditional class sizes ineffective- Early academic struggles- Need for trauma-informed approaches
Families	- Grandparents are often primary caregivers- High involvement in school matters- Advocating for well-being	- Strong investment in student success- Family structure shifts impact attendance and support systems
Staff	- Teachers under stress from caregiving roles- Wellness support: including massage chairs, gym access, wellness days	- Staff burnout risk- Need for systemic wellness plans- retention
Safety	- Drug-related trauma affects regulation and behavior- No explicit safety data, but trauma is a key theme	- Classroom safety tied to emotional support- Home environment is a concern
Graduation	- No direct data, but family concern is high- Emphasis on long-term success	- Supports likely aimed at improving graduation rates- Emotional and academic help are central
Attendance	- Emotional and home stress affect consistency	- Inconsistent attendance patterns- Family dynamics impact engagement

Staff Policy Assessment

This staff policy assessment was conducted to evaluate the current state of policy knowledge and implementation across key operational areas within the district. Each staff member was asked to select five policies and categorize their understanding as

either **Seasoned**—those they know well and consistently implement—or **Emerging**—those they need more information on and support in implementation.

The assessment spanned five primary policy areas: **Instruction (2000 series), Students (3000 series), Community Relations (4000 series), Personnel (5000 series), and Financial Management (7000 series)**. Within each area, individual policies were identified by the staff and counted under the appropriate classification.
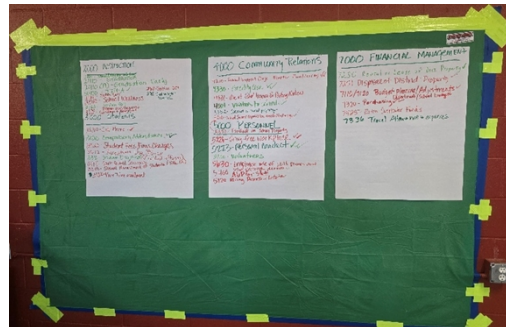
Summary of Policy Status by Area

- **Instruction (2000 series):**
  - *Seasoned:* 6 policies, including those on School Calendar, Section 504, Instructional Materials, and IEFA.
  - *Emerging:* 4 policies, with emphasis on Curriculum & Assessment, Wellness, and expanded guidance on Section 504.
- **Students (3000 series):**
  - *Seasoned:* 2 policies, primarily addressing attendance and discipline.
  - *Emerging:* 7 policies, covering newer or evolving topics such as cell phone use, part-time enrollment, and Title IX compliance.
- **Community Relations (4000 series):**
  - *Seasoned:* 3 policies, focused on visitor management and facility use.
  - *Emerging:* 3 policies, including booster/fundraising oversight and conduct on school property.
- **Personnel (5000 series):**
  - *Seasoned:* 2 policies, including personal conduct and volunteer guidelines.
  - *Emerging:* 4 policies, highlighting areas such as hiring, employee cell phone use, and drug-free workplace policies.
- **Financial Management (7000 series):**
  - *Seasoned:* 2 policies, mostly addressing rental and travel expenses.
  - *Emerging:* 5 policies, reflecting significant growth in budgeting, procurement, and fund management practices.

This distribution indicates a robust foundation in several critical areas while also highlighting strategic opportunities for development—particularly within the Financial Management and Student policy domains. Continued learning of emerging policies will

strengthen alignment with best practices and support consistent, equitable policy enforcement across the district.

| Policy Area | Seasoned | | | Emerging | |
	Policy	Staff Count	Policy	Staff Count
2000 Instruction	2100 School Calendar and Day	1	2120 Curriculum and Assessment	1
	2162 Section 504*	1	2130 Program Evaluation/Diagnostic	1
	2311 Instructional Material	1	2162 Section 504*	2
	2410 Graduation	1	2510 School Wellness	2
	2410 (PI) Graduation - Early	1		
	2450 IEFA	2		
	Policy Area subtotal	7	*Policy Area subtotal*	6

| Policy Area | Seasoned | | | Emerging | |
	Policy	Staff Count	Policy Area	Staff Count
3000 Students	3120 Compulsory Attendance	3	3150 Part time enrollment	1
	3310 Student Discipline*	2	3225 Sexual Harassment of students (Title IX)	1
			3310 Student Discipline (violent offense) *	2
			3415 Sport related concussion	1
			3520 Student fees, fines, charges	1
			3612 Acceptable Use policy	1
			3630 Cell phone	3
	Policy Area subtotal	5	*Policy Area subtotal*	10

| Policy Area | Seasoned | | | Emerging | |
	Policy	Staff Count	Policy Area	Staff Count
4000 Community Relations	4301 Visitors to school	3	4210 School Support Organization Booster/Fundraising	5
	4330 Facility Use	3	4331 Use of school property for posting notices	1
	4332 Conduct on school property*	1	4332 Conduct on school property*	1
	Policy Area subtotal	7	*Policy Area subtotal*	7

| Policy Area | Seasoned | | | Emerging | |
	Policy	Staff Count	Policy Area	Staff Count
5000 Personnel	5223 Personal conduct	4	5120 Hiring process & criteria	1
	5430 Volunteers	2	5226 Drug-free workplace	3
			5460 AUD for staff	1
			5630 Employee use of cell phones and other electronic devices	2
	Policy Area subtotal	6	*Policy Area subtotal*	7

| Policy Area | Seasoned | | | Emerging | |
	Policy	Staff Count	Policy Area	Staff Count
	7250 Rental or lease of District property	2	7110 Budget planning/Adjustments	2

7000 Financial Management	7336 Travel Allowance & expenses	1	7120 Department/School budgets	1
			7251 Disposal of District property	2
			7320 Purchasing	4
			7425 Extracurricular funds	2
	Policy Area subtotal	3	*Policy Area subtotal*	11

Shared Vision

"By 2030, Browning School District No. 9 will lead a student-centered transformation of our educational system, rooted in culture and holistic learning. Through strong collaborations between communities and schools, we will empower every PK-12 student with personalized pathways to honor lifelong success."

Obstacles   & Challenges

To achieve the for 2030, the challenges that moving forward considered. can be overcome recognized and During the retreat, worked in groups following question:

vision of the BPS obstacles and stand in the way of must be These challenges only when they are understood. strategic planning participants to address the

"What is preventing us from achieving our shared vision?"

Participants identified four key obstacles and challenges that were considered and addressed to successfully achieve the shared vision.

1. Funding Allocation Priorities

The allocation and stability of financial resources remain a foundational concern. Schools are seeking funding not only to **support traditional academic needs** but also to address the growing demand for social-emotional support, professional development, and trauma-informed practices. There is an urgent call for **sustained financial investment** in staff recruitment and retention, expanded student services, and wraparound supports that acknowledge the complexities students face today.

However, there is also a noted reduction in funding in some areas, which undermines efforts to maintain these supports. This financial uncertainty is exacerbating **staff burnout** and **destabilizing educational delivery**. When funding is unpredictable, it is difficult to implement long-term strategies that support staff and student **well-being**, professional learning, and **culturally relevant programming**. A more reliable and equitable approach to financial planning is needed to ensure all areas—from academics to wellness—are adequately resourced.

2. Meeting Needs with Available Resources

While schools and districts strive to meet growing needs, many report being **underequipped**, especially in terms of human capital. There is a clear **shortage of highly qualified staff**, including specialized roles needed to support students with significant social-emotional challenges. Recruitment and retention have emerged as pressing issues, often exacerbated by the local economy and a limited talent pipeline.

The analysis also underscores the broader **economic disenfranchisement** affecting the community. With limited employment opportunities, especially in rural or underserved areas, schools often become the central hub for a wide range of student and family needs. In response, schools are calling for **increased community support and investment**, including holistic services that bridge education, mental health, and social care.

3. Clarifying Community Expectations

There is a growing recognition that **clarity of expectations**—between schools, families, staff, and the broader community—is essential for coherence and trust. Educators are

navigating pressures to prepare students for standardized testing, while also acknowledging the need for **holistic learning experiences** that reflect students lived realities. These dual pressures create tension and, without clear communication, can lead to misunderstandings and disengagement.

Mindset shifts are also central in this area. Schools and families are confronting the consequences of **tunnel vision**, where traditional definitions of success limit broader growth. There's a need to reframe student support as **empowerment rather than enabling**, allowing young people to build resilience while receiving the help they need. Clarifying these nuanced expectations—around discipline, achievement, support, and accountability—is crucial for collective progress.

Another recurring theme is the desire to **break cycles of generational trauma**, particularly in communities affected by addiction, systemic inequity, or cultural disconnection. Community and educational leaders recognize the need for policies and support that explicitly address these deep-rooted issues through transparent, trauma-aware, and culturally competent approaches.

4. Improving Relationships & Communication

Perhaps most urgent is the need to **rebuild trust** between stakeholders—educators, parents, caregivers (especially grandparents), and students. The analysis reveals a strong undercurrent of **mistrust and disconnection**, fueled by cultural clashes, differing values, and a lack of mechanisms to process collective grief and trauma.

There are real consequences to this fractured communication. Families feel unheard or misunderstood. Teachers may struggle to connect with students' home lives. The result is **disengaged stakeholders**, from both sides, which hampers collaborative problem-solving.

Schools are being called to navigate these challenges while maintaining both **a safe environment** and one that fosters **healing and academic rigor**. There's a need for professional development that supports cultural responsiveness and emotional intelligence, as well as institutional practices that elevate **intrinsic motivation** over external validation.

A focus on **clear, consistent messaging**, shared vision, and intentional relationship-building across all groups—staff, families, community leaders—is fundamental to sustaining progress. When relationships improve, communication becomes more meaningful, expectations more aligned, and the collective ability to support students effectively.

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BROWNING
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Obstacle #1 Funding Allocation Priorities	Obstacle #2 Meeting Needs with Available Resources	Obstacle #3 Clarify Community Expectations	Obstacle #4 Improve Relationships & Communication
Funding for resources	Need for Community Resources/Opportunities	Improved mindset for all staff	Relationships -trust vs. mistrust
Reduction of funding	Availability of highly qualified staff	Mindset -tunnel vision -empower vs. enabling	Ending the cycle of generational trauma
Financial resources for all areas	Recruitment and retention of staff	Clarity of Expectations	Multiple losses w/o mechanism to process grief
Professional development	Disenfranchised economy	Disengaged Stakeholders	Culture clash
Destabilization of education	Community support of resources		
	Sustainability		
	Policy		

Strategic Pillars & Outcomes

> **Commented [IP2]:** PLEASE FEEL FREE TO REVISE THE NAMING OF THE PILLARS, I DID SOME REVISIONS.

To move BPS towards its vision while also accounting for potential obstacles, four major strategic pillars were identified that will guide the 2030 Strategic Plan for the Browning School District 9:

1. Develop an annual comprehensive launch plan for the vision

2. Identify funding strategies for the 5-year plan

3. Design a community and distric-wide wellness plan

4. Provide training in imaginative digital literacy

Each of the four strategic pillars will serve as a framework for planning and tracking quarterly progress. Demonstratable and measurable outcomes were developed for each pillar. In addition, an implementation plan will provide agreed-upon actions for each pillar and outcome over the next five years. Key pillar leadership for carrying out activities is identified, and implementation of programs identified for departments, schools, and other administrative leaders.

Strategic Pillar	Outcomes
Pillar 1: **Develop a comprehensive implementation plan for the vision**	1.1 95% of BPS staff will be able to explain the vision
	1.2 Reach 1000 community members to explain and to connect to the BPS vision
Pillar 2: **Identify funding strategies for the 5-year plan**	2.1 Generate 7%-10% of the annual budget
Pillar 3: **Design a community and district-wide wellness plan**	3.1 Create a district-wide culture that is nurturing, safe, inclusive, and responsive to the needs of stakeholders
Pillar 4: **Provide training in imaginative digital literacy**	4.1 By 2030, 80% of our community stakeholders will demonstrate digital literacy proficiency as measured by stakeholder survey

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Implementation Plan

The planning participants created an implementation plan for each of the strategic pillars by breaking down each pillar and outcome into agreed-upon action steps. The tables below list the implementation action steps required to achieve the intended outcomes for each pillar. Each action step has an assigned action leader responsible for completing the activities along with a timeline and any support needed for implementation.

Strategic Pillar 1

No.	Action Step	Action Leader	Timeframe	Support Needed
Develop a comprehensive Launch plan for the vision				
Outcome 1.1: 95% of BPS Staff will be able to explain the vision				
1	Present vision at orientation (i.e., hands on, interactive activities)	Rebecca, Jen, Principals, Directors, School Board	August 2025 Annually Year 2-5	Documents, printing, presentation
2	Schedule Advertisement of the vision	Jen, Jocko, Board secretary, students, staff	August 2025 – October 2025 Ongoing Year 2-5	Newspaper, social media, pictures, stickers, posters, letters, flyers, etc.
3	Plan the community picnic rollout of the vision	Rebecca, Jen, Principals, Directors, School Board	August 2025 Planning mtg. Year 2-5	Lodges, picture supplies
4	Clarify the vision to help everyone make connection	Rebecca, Jen, Principals, Directors, School Board, BPS Staff	August 2025 – ongoing Year 2-5	TBD
Outcome 1.2: Reach 1000 community members to explain and connect to the BPS vision				
No.	Action Step	Action Leader	Timeframe	Support Needed

No.	Action Step	Action Leader	Timeframe	Support Needed
1	Plan Vision Mobile Community Events (e.g., Indian days week, Lights on after school, Sporting events, and Graduation)	Rebecca, Jen, School Leadership Team (SLT), District Leadership Team (DLT)	Ongoing Year 1	Mobile, Branding items
2	Review and discuss the guiding principles of strategic planning	Rebecca, Jen, Jocko	October 2025 Ongoing Year 1-5	Dr. PrettyPaint & Dr. Rioux will return for implementation visit
3	Student centered holistic learning - Professional Development	Admin, Directors	Ongoing Year 1-5	TBD
4	Conduct quarterly parent workshops	1C, Teachers	Ongoing Year 1-5	TBD

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Commented [IP7]: What is PD?

Strategic Pillar 2

Identify funding strategies for the 5-year plan				
Outcome 2.1: Generate 7-10% ($1 - $1.4 million) of annual budget				
No.	**Action Step**	**Action Leader**	**Timeframe**	**Support Needed**
1	Hire and contract a grant writer	Supt/Board/HR	Yr 1 Q2	Board involvement Job description Targeted plan
2	Plan entertainment promotion	BNAS, BHA, Students	Year 1	Production training Facilities, Equipment, Marketing
3	Engage the Alumni association for crowd funding	Board, BNAS	Yr2 Q1	Networking, technology, social media, Planned giving plan
4	Re-activate education foundation	Board, Supt	Yr2 Q1	Foundation board members, reorganize, Gwen A. and Donna Y.O.
5	Conduct a Renewable Energy Solar Panels/wind study	Facilities Committee, Maintenance	Yr3 – 5	Feasibility study, Equipment, marketing

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Commented [AH9R8]: Need to specify months

6	Utilize existing property for leases	Board, Finance, Facilities Committee	Yr2	Assessment of current property and facilities
7	Utilize website for advertising	IT Director, Supt	Yr2	Graphics Designer, Manpower (students)

Strategic Pillar 3

Design a community and district-wide wellness plan				
Outcome 3.1: Create a district wide culture that is nurturing, safe, inclusive, and responsive to the needs of the stakeholders				
No.	**Action Step**	**Action Leader**	**Timeframe**	**Support Needed**
1	Develop a district survey (Assessment) that focuses on the four quadrants of the Medicine Wheel • **Physical - examples of activities** • **Mental- examples of resources** • **Social/Emotional- Examples of support** • **Spiritual/Cultural- Examples of spiritual/cultural support** • **Identify staff needs from the assessment** • **Identify staff burnout from the assessment** • **Identify the need for trainings**	C. Salway	Q1 - Annually	Training for cognition

2	Review of the District Data 2017	Committee team
		   ◦ Superintendent
		   ◦ Assistant superintendent
			Q1 - Annually	School Board

	• Develop a wellness committee to monitor data	○ Social/Emotional counselor ○ BNAS cultural mentor ○ Wellness Coordinator		
3	Select a wellness model ○ Adopt the BPS Wellness Model ○ Develop a Standard of operation of wellness for the BPS staff ○ Present both to the certified and classified unions ○ SOP approval from Superintendent & BPS board of trustees	Teachers, Classified staff	End of year 1	Union – certified, classified
4	Conduct annual wellness event ○ Two wellness days without restriction ○ Implement wellness Professional Development days i.e., Wellness Wednesdays once a month. ○ Collaborate with other Wellness days in the community (BFCC, IHS Wellness Day).	SLT	Q2 Y2-5	TBD
5	Develop a wellness team ○ Wellness coordinator ○ Wellness coaches (2 from each building)	TBD	Q1	TBD
6	Identify monthly themes (example schedule in appendices)	SLT	Q1 - Monthly	TBD

7	Workload Management - Protected planning time during the school day - Reasonable expectations for grading and communication - Administrative support with behavioral challenges and parent interactions - Flexible scheduling where possible	TBD	Q2 - Annually	TBD
8	Work Environment Enhancements - Improved staff lounges with healthy snacks, comfortable seating - Aesthetic upgrades to reduce stress (lighting, plants, calming décor) - Reduced paperwork and more streamlined digital systems	TBD	TBD	TBD
9	Compensation and Recognition - Incentives for high performance or extra duties - Public recognition of effort and achievements - Grants or funds for personal/professional development	TBD	TBD	TBD
10	Work-Life Balance Encouragement Recommendation of limiting after-hours emails	TBD	TBD	TBD

	o No meetings during prep/lunch time o After hours wellness programs (e.g., yoga, retreats, continuing education that includes self-care)			

Strategic Pillar 4

Provide training in imaginative digital literacy			
Outcome 4.1: By 2030, 80% of our community stakeholders will demonstrate digital literacy proficiency as measured by stakeholder survey.			
No. **Action Step**	**Action Leader**	**Timeframe**	**Support Needed**
1 Gather baseline survey data	IT Director, Supt., and Asst. Supt.	May 15, 2025	District, Community, Admin.
2 Identify priority topics for focus groups based on predefined criteria	TBD	Annually before SLT	TBD
3 Develop and implement a training plan	IT and Tech Dept./Committee	Q1 2025/2026 SLT	Flow forms, tech mentor mtg, principals/directors' collaboration

Year 1 Accomplishments

The Year 1 Accomplishments table outlines the intended accomplishments for the first year. This table can be used as a template to provide the Board with semi-annual updates on progress for each pillar in the strategic plan.

Strategic Pillar 1: Develop a comprehensive plan for the vision			
Outcome: 95% of BPS Staff will be able to explain the vision			
Action Step	**Action Leader**	**Timeframe**	**Support Needed**
Present vision at orientation (hands on)	Rebecca, Jen, Principals,	August 2025	Documents, printing, presentation

	Directors, School Board		
Advertising of the vision	Jen, Jocko, Board secretary, students, staff	August 2025 – October 2025	Newspaper, social media, pictures, stickers, posters, letters, flyers, etc.
Community picnic rollout of vision	Rebecca, Jen, Principals, Directors, School Board	August 2025 Planning mtg.	Lodges, picture supplies
Clarify the vision to help everyone make connection	Rebecca, Jen, Principals, Directors, School Board, BPS Staff	August 2025 – ongoing	TBD

Outcome: We will reach 1000 community members to explain and connect to the BPS vision

Action Step	Action Leader	Timeframe	Support Needed
Vision mobile Community Events Indian Days Week Lights on After School Sporting events Graduation	Rebecca, Jen, SLT, DLT	Ongoing Year 1	Mobile, Branding items
Focused guiding principals of pillars	Rebecca, Jen, Jocko	Ongoing Year 1	TBD
Student centered holistic learning PD	Admin, Directors	Ongoing Year 1	TBD
Parent workshops	1C, Teachers	Ongoing Year 1	TBD

Strategic Pillar 2: Funding strategies for the 5-year plan

Outcome: Generate 7-10% of annual budget

Action Step	Action Leader	Timeframe	Support Needed
Contract/hire a grant writer	Supt/Board/HR	Yr 1 Q2	Board involvement Job description Targeted plan
Entertainment promotion	BNAS, BHA, Students	Year 1	Production training Facilities, Equipment, Marketing

Strategic Pillar 3: A community and district wellness plan

Outcome: Create a district wide culture that is nurturing, safe, inclusive, and responsive to the needs of the stakeholders

Action Step	Action Leader	Timeframe	Support Needed

District Survey (Assessment)	C. Salways	Q1 -Annually	Training for cognition
District Data (Review) 2017	Committee team	Q1 - Annually	School Board
Select wellness model	Teachers, Classified staff	End of year 1	Union – certified, classified
Conduct Annual Wellness event	SLT	Q2	TBD
Develop a Wellness Team	Develop	Q1	TBD
Monthly Themes	SLT	Q1 - Monthly	TBD
Workload Management		Q2 - Annually	TBD
Work Environment Enhancements	Certified, Classified	Q1	TBD
Compensation and Recognition	TBD	TBD	TBD
Work-life Balance Encouragement	TBD	TBD	TBD

Strategic Pillar 4: Training for imaginative digital literacy

Outcome: By 2030 80% of our community stakeholders will demonstrate digital literacy proficiency as measured by stakeholder survey.

Action Step	Action Leader	Timeframe	Support Needed
Gather baseline data (survey)	IT Director, Supt., and Asst. Supt.	By May 15, 2025	District, Community, Admin.
Identify priority topics for focus groups based on predefined criteria	TBD	Annually before SLT	TBD
Develop and implementation plan	IT and Tech Dept./Committee	Q1 2025/2026 SLT	Flow forms, tech mentor mtg, principals/directors collaboration

Launch Plan

The responsibilities for plan oversight are to promote the plan and/or identify champions to promote the plan, identify ways to implement the plan, provide orientation to the plan, and establish regular progress tracking.

30 days	60 days	90 days

• Draft plan – May 23, 2025 • BPS reviews plan - June 2025 • Final Plan – July 1, 2025	• Plan is shared with District leadership • Plan is shared at community meetings	• Tribal Council meets in August 2025, and the plan is formally introduced

Once determined how the plan will be monitored, key BPS staff (referenced throughout the various tables) will execute the strategic plan and assign responsibilities. The leadership team will need to introduce the plan to key staff and review assignments.

Appendix A: Attendees

Angela Murray-Heavy Runner
Belinda Turley
Bev Sinclair
Charlie Speicher
Cinnamon Salway
Dalaina Grant
Irene Augare

Jennifer LaFromboise-Wagner
Jessica Racine
John Salois
Kari Work McKay
Kellen Hall
Racquel LittlePlume
Rebecca Rappold
Reid Reagan

Robert Hall
Rose Racine
Sandi Campbell
Sandra Rivas
Sheila Hall
Sicily Bird
Toni Tatsey
Travis Miller
William Huebsch

Board and Executive Leadership

James Running Fisher
James Evans
Kristy Salway BullShoe
Lockley J. Bremner
Brian Gallup

Thomas Gervais
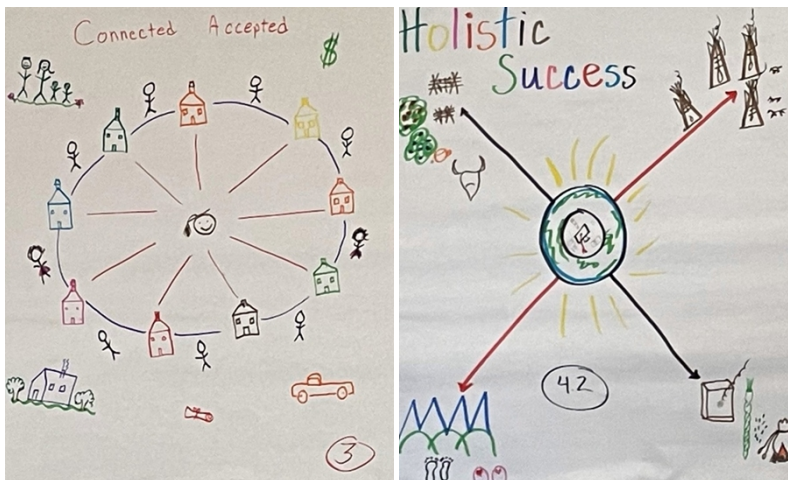Michael Hoyt
Donna YellowOwl
Sandra Rivas
Carlene Adamson

Rebecca Rappold
Jennifer LaFromboise-Wagner

Appendix B: Vision Drawings

Wellness monthly themes schedule - example

Month	Theme	Activities
January	New Year, Fresh Start	Goal-setting workshops; leadership roundtables.
February	Building Connections	Team-building exercises; student-staff mentorships.
March	Stress Management	Mindfulness sessions; spring wellness challenges.
April	Professional Growth	Leadership training; peer recognition programs.
May	Mental Health Awareness	EAP (Employee Assistance Program) promotions; stigma-reduction campaigns.
June	Staff Appreciation	End-of-year celebrations; personalized thank-you
July	Summer Recharge	Flexible workshops; optional outdoor retreats.
August	Back-to-School Resilience	Resilience training; team-bonding activities.
September	Consistency and Respect	Role-modeling campaigns; transparency initiatives.
October	Celebrating Hard Work	Monthly awards; recognition in staff meetings.
November	Gratitude and Giving Back	Volunteer events; gratitude journaling.
December	Reflection and Support	Year-end surveys: winter wellness supports.