

BNAS ASSESSMENTS:

Lea Whitford, the BNAS Instructional Coach, did an outstanding job compiling the assessment data for the Blackfoot Immersion Classes. This data will serve as a map to help the BNAS office give professional development and support for teachers and their grades while also providing insights to the strengths of individual teachers. Look at the Immersion Assessment Fall 24-25 attachment.

Blackfoot Language:

Focus on our heritage language will never cease and materials for strengthen our communities hold on the language remains our number one pursuit. Some documents are being cleaned up for an upgraded aesthetic that will hopefully aid those who use these resources. Here is an example:

Reading opens up the world:

āisskssinniiniikii niitō'kstūkyō'•p' iitākāwai•piiksii•p kūnnāpāattūpiissin	Learning how to read opens all life
īyikāakiimi nāa māa'kāasoōkō'kstūkii	Trying hard so that you may be a strong reader

o'kāakyāanissī nāa•āa	Tips for Parents
nō'kāwūmis koōkoō•s kūnnāaksisstsiiikoō•s āakiit'po'kō'kstūkyō'•p'	Invite your child everyday to read with you
kūmspiksinaī'p issttāp•pīyit' niitssinaī'pii o'kstūkiiniikii	When reading a large print point it the writing as you read
kittāako'tsspoōmmo'wā māa'kitsskssinnii•sii māanisstsinaī'p	This will help your child learn to read
īyāaksisoōtsis kyāamō niittō'ts	It goes left to right
āakitōtsisstāapiitsim māanisstsinaī'p kii niitāwāanisstōōp	And understand how to read and how we say it
īnnāa koōkoō•s kūmitsstsi'p sinākssin	Read your child's favorite book

iissũkãkkiitsim stũmõ's•õ'kstoõmoõs kũmitsstsi'p tsiniikiissts aitõ'mãanisstõ'tũko'yãa	Read many stories w rhyming words and lines that repeat
nõ'kũmis koõkoõ's mää'kiitsinikii•s	Invite your child to tell the stories
isttãp•pĩyit' ayõ'kstsiniikii•s	Point word by words
mãanii•põ'•sin issitsipsũtsis	Discuss new words
õ'm'ttsitsstsiipii kyãakiinaitãistũmãttsãa	For example
kyãam'kai õ'm'ksãapyo'yiss moõkãanisstsin'kãatoõ•p' õ'm'ko'tõ'ksãapyo'yiss	This big house is called a palace
kyãakiinait'sitsipsãtãa tsã kyãanisstsiiksimstãã'p iitõ'pii	Then ask them "who do you think lives there"
kyãanoõsstsi iisina'pii tãmsõ'põ'•tsiisãtoõt' aikyããpãmoõtsiniikssin	Stop and ask about the pictures and what is happening in the story
tũmãakõ'kstoõmoõ's põ'kaitsiniikiissts	Read children's books
põ'kittũpii ãatsiniikssin	Fairy Tales
niin'ksiisinãkssin	Song books
ii•põ'yii kii so'põ'•tsiissin sinãksiissts	Poem and information books

Thunder Bird:

ĩnnãmmĩyii nãapiiwã ãanisstãawã niiso'kyiyõ	Long ago there was an old man, [who] was called Four-bears.
õ'ttãniikãpiis piikũni põ'nõkaisis'tãa ãnnĩyii iitõõko'naiin	When he was a young man, the Pikani were camping there on Elk River
niipõ'ãyi	It was summer.
miisãmsoõtãayi iitõõtsstsi	The long-rain had commenced.
ksisskũnãto'nii oto'tto'ã'kãnni,	In the morning, When he went for the horses [to bring them to camp],
ãmoõyãa nii•it'tyãiyi aiitõõ•toõ.	he came to this river.

iitsino'yii oōmiim pii•ksiin iitsăo'piin	Then he saw, there was a bird, [that] was sitting there [near the edge of the water].
iitsităpoō'toō'ăiyi	He walk towards it
o'ttăisăamăa'săiyi, stūmmisskssinim ănoōm măatsitsiipi•ksiuwŭts	When he was looking at it, then he knew, [that] the bird did not belong in this country
oōko'iyisstsăiyi kūnnă'oōmyăanisstsiiinŭttsii,	Its feathers were all different colors,
ō'kătsisăyi ko'moōko'inŭttsiyyi,	it's bill was green-coloured,
ō'kŭtsiisstsiiyi niito'i niitsiinŭttsiyyăa	Its legs, too, were colored the same.
măatăasŭppiwwŭtsinăiyi	It would not open its eyes [literally: look].
iitoōto'yiiwăiyi	He then took it
stūmmu'kăăpiiwăiyi	He took it home
o'ttaiipiisi, ninnaiks iitō'kūnnăo'ămăiyi	When he entered, all the chiefs were invited
ō'kūnnaitaiipiimyais	They all entered
ăakimoō'tsim ŭnnimăiyi iitō'pii oōmă pii•ksii	The bird sat the upper end of the lodge
ăanisstsii ămoōksi ninnaiks: ōkii, ămoōmăiyi pii•skii,	He told those chiefs: Now, here is a bird,
kăa'kitsăammăo'ăwă, tsăa'tă'ō ăanisstă•psiiwă'tă'ots.	That you may look at it [to know], what it is.
măato'nno'awŭts	it is not known [nobody could tell what kind of bird it was]
oōmă niiso'kyiyō aisămo' iitsiksiskă'ko'yiiwăiyi	After a long while Four-bears pushed it

otšăp̄psăyi, st̄mmip̄ppo' minăyi.	When it opened its eyes [literally: look], then it flashed lightning
oōmiik k̄ittsimik k̄ăo' aii' tsii	The door lay open
iitsip̄poōt̄ăwăaniinăyi.	It flew towards the door.
oōmătsăp̄psăyi, măatsiip̄ppo' minăyi	When it opened its eyes [literally: look] again, then it flashed lightning again.
o' t̄tsip̄oōt̄ăanyay, iitō' ko' mmii ksisstsiokoōmă	When it flew, then the thunder roared
kyiinyayi măat̄ăanisstsino' ă ksisstsiiikoōmă	That way the thunder was seen

Additional materials are specifically made it help with writing and reading the Blackfoot language. attached is a work sheet designed to help learners recognize the sounds a symbol can make, both in standard English and in Blackfoot. The work sheet includes two copies, one that would potentially be used for students and another that the teachers have that has all the answers given. One thing that I believe is that our Blackfoot Language has a greater chance of survival if we create *literature* within our language. The stories being written out and distributed serve as a means for the language to interact with a reader. In addition, these materials provide workouts and a clear map to help a reader know that specific symbols make specific sounds. They writing is consistent and it makes the language accessible to anyone who takes the necessary time to learn it.

CLASS 7:

On January 30th BCC hosted a Class 7 gathering consisting of representatives from BTBC, BCC, Heart Butte Schools, East Glaciers Schools, Blackfeet Head start, the State of Montana, and Browning Schools. at this meeting aimed to take steps in the right direction to strengthen the integrity of the Class 7 license with respect to our Blackfeet Tribe. Representing BPS was BNAS Director, Robert Hall, BNAS Instuctional Coach, Lea Whitford, and Superintendent Rappold.

In this meeting we agreed to a roadmap in acquiring a Class 7. In the past, the road to obtaining a Class 7 wasn't very clear and we lacked the collaborative infrastructure to help face those applying in the correct direction. With great teamwork we came up with this roadmap. It is worth noting that the meeting went very well and I truly appreciate everyone's input at this meeting. It was enjoyable and filled with laughter and good business.

Also, included was a 'Grandfather Clause' in ushering current applicants through. The BNAS knows those in the department who have been trying to acquire their Class 7 but have not been able to because of the uncertainty in obtaining it. BNAS gave the tribe a list of BPS staff they have approached our office in the recent past informing us of the steps they have been taking to get their Class 7. On February 18th it was confirmed that Councilmen Pat Armstrong received our request letter.

The attachment Blackfeet Language and Culture Class 7 Certification Process is what was created from this meeting. It was passed by the BTBC on the February General Council Meeting.