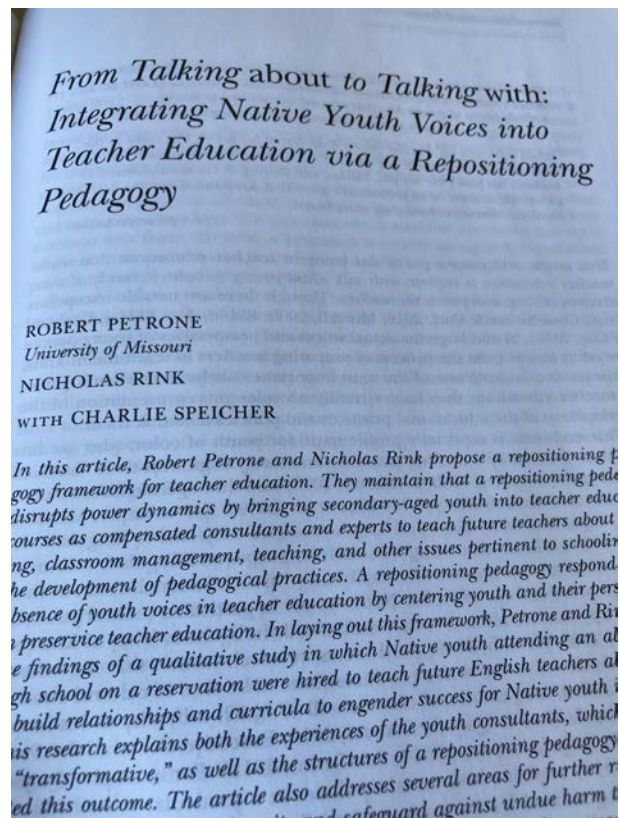
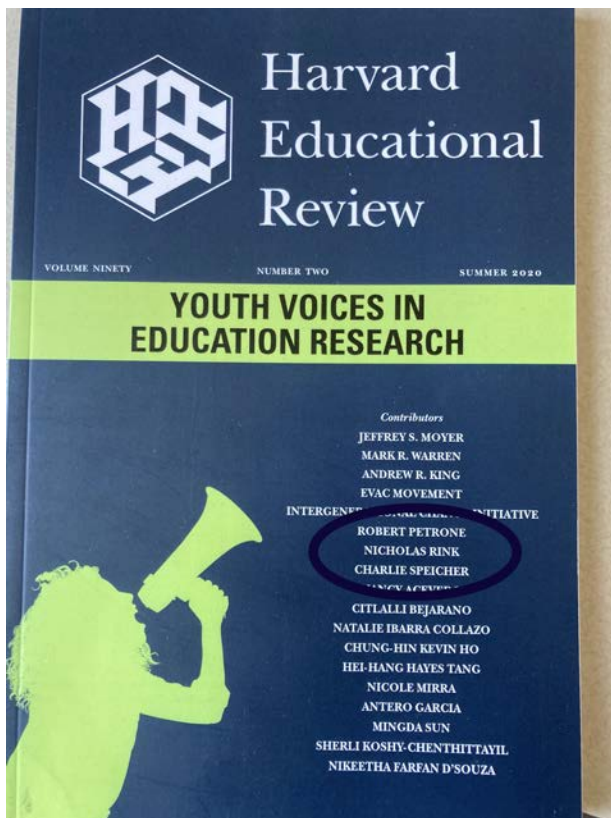


Buffalo Hide Academy

November 2020

Academic Publication with Buffalo Hide Students and Staff: Dr. Rob Petrone

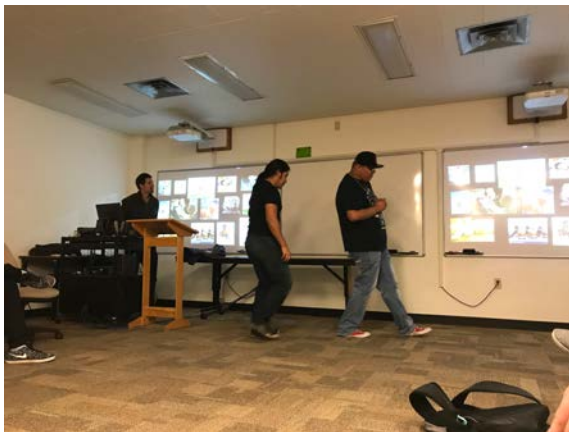
Buffalo Hide Academy students and staff are featured in a recent academic article published in the *Harvard Educational Review*, one of the most prestigious education journals in the world. The article is part of a special-themed issue, "Youth Voices in Education Research," and is co-written with Buffalo Hide Academy's Nicholas Rink and Charlie Speicher, along with Dr. Robert Petrone, associate professor of education at University of Missouri (previously at Montana State University).



[Link to Abstract](#)

The Collaboration:

The article highlights a collaboration between Buffalo Hide and Dr. Petrone whereby students from BHA visited Montana State University as paid “educational consultants” to teach future teachers about types of support that can help Native youth be successful in schools. Specifically, the BHA students shared their “stories of schooling and success” to explain how the teachers and the practices at Buffalo Hide Academy help them achieve academically and develop socially and emotionally. In addition to teaching the future teachers, the BHA students also toured the campus, sat in on an undergraduate class of their choice, met with Native college students, and learned about support services for Native students at MSU.



Clockwise, beginning with top left:

- 1. Meeting with a Professor;*
- 2. Meeting with Native Student Support Services;*
- 3. Touring Campus;*
- 4. Teaching Future Teachers Blackfoot Language.*



Sharing Stories of Schooling and Success with Future Teachers

Impacts for BHA Students:

The Buffalo Hide students who participated - Jonathan Pemberton, Ryan TallWhiteman, and Warren Wippert - reported many benefits due to their participation in the collaboration, including a) Academic Outcomes (i.e., public speaking skills and increased interest in attending college); b) Social-Emotional Development (e.g., deepening trust with adults in their lives, developing more confidence in their stories and their role as storyteller); c) Deepened gratitude and pride in Buffalo Hide, Browning, and being Blackfeet.

[Before participating in the collaboration] I just wanted to prove to myself I could get through the rough patch in my life and graduate. I didn't have a plan or anything. But after the experience at the university, I felt better about myself. I actually felt more alive than I did before, and I felt like I could be someone in the world. It made me realize I could be more.

- Ryan TallWhiteman

*It opened my mind to college. I didn't have any interest in college—like I **never** went on any college trips. That was the only college trip I ever went on. Now, ever since then, I've been getting more interested in college. I actually know something about it now.*

- Warren Wippert

That was the start of a lot of things for me. It got me out of my comfort zone. It's crazy to think, but if it wasn't for me talking to that class full of students, I'd definitely not be able to be where I am today.

- Jonathan Pemberton

Next Steps:

With additional funding, we are wanting to “scale up” this project to include more BHA students. We currently have 2 grant proposals under review with the William T Grant Foundation (\$600k) and the Spencer Foundation (\$500k). Due to COVID-19, Dr. Petrone has pivoted to interviewing BHA staff in the hopes of best positioning the focus and direction of alternative education in Blackfeet Nation in a post-pandemic world. Out of these interviews are emerging common themes, ideas, and discussions that are currently driving Professional Development at the Academy. We are incredibly grateful for the time, resources, and energy Dr. Petrone has shared with us, and we are looking forward to a continued collaboration.



From Left to Right:

Nicholas Rink, Charlie Speicher, Jonathan Pemberton, Ryan TallWhiteman, Dr. Bob Gibney, Dr. Christine Stanton, Dr. Robert Petrone, Warren Wippert

Teacher Spotlight: Troy Atchison

At Buffalo Hide Academy we assess new students' math skills when they enter the program. We use this information to start the student at an appropriate skill level based on their ability as opposed to age, grade or other arbitrary measuring unit. When students are working within their ability level they begin to find success which can allow them to buy into both our program and their ability to succeed in math. We focus on one-on-one teaching, celebrating accomplishments, and building relationships.

BHA, along with every other school in the district and country, has had its share of struggles when it comes to student engagement and interaction throughout the COVID-19 pandemic. And at times, it can feel as if we are having little-to-no impact on our students' daily lives. With that said, it was an absolute delight and a real morale booster, not just to Troy (whom this note was addressed to), but to our entire staff, when we read the following:

Maleighia SpottedEagle - Daily Exit Ticket ☆ 📄 ↻

File Edit View Insert Format Tools Add-ons Help *Last edit was seconds ago* 🔍 🗨️ Share

100% Normal text Philosopher 14 B I U A ↻ 🔗 📄 ↻ 🔍 🗨️ Share

Difficult Subject

What has been your most difficult subject in school? Why do you think you've struggled in this subject, and what can you do to get better at it?

In the section below, write one paragraph (5-7 sentences), making sure to use proper punctuation and grammar. Be sure to spell-check before turning in.

I really struggled with Math a lot growing up. I never liked math because for some reason when I process math problems they tend to process way slower than anything else, so I never really had an interest for it. But that's until I met Troy, the awesome, chill, best freaking math teacher to ever exist. Thanks to him I can do simple problems in my head like when I'm at the store I can add, subtract, and multiply so simple and quickly now, so yeah he helped improve my skills so now I dig math.

Maleighia SpottedEagle has been a student at BHA for three years now and has grown leaps and bounds during that time, both as a student and as an individual. She is having a very successful school year, given the circumstances, and we couldn't be prouder of all that she has overcome and accomplished. Maleighia has given her full approval to share this note with the school board!

BHA and BHS Students Volunteer: Jason Krane



On the weekend of November 21-22, a group of BHA and BHS students came together to help box Thanksgiving Dinner baskets that were distributed throughout Blackfeet Nation. In the week leading up to the big giveaway, I attended a meeting with representatives from both Tribal Council and Incident Command where I was asked if high school students would be interested and able to assist with this monumental task. After reaching out to Superintendent Ms. Guardipee-Hall, Ms. Jen Wagner and Mr. Matthew Johnson, I received the greenlight and, along with Ms. Marissa Krupa (BHS), Mr. Troy Atchison (BHA), and Ms. Katie McDonald (BHA), we began the process of reaching out to students to gauge interest. Within hours, we received word from more than two dozen teenagers expressing a desire to show up and help out.



At 10am on the morning of the 21st about 20 students arrived at the Stick Game Arbor ready to get to work. Before entering the building, everyone had their temperature taken and was administered PPE that was required to stay on at all times.



After receiving instructions, students split up into groups to make double-bags for the supplies. After about 90minutes of this, it was time for everyone to begin the laborious process of making sure each bag was packed with all of the items available.





As both a participant that day, as well as an observer, I am extremely proud to say that the students represented their schools, the district, and this community spectacularly. Everyone worked incredibly hard, followed best-practices laid out by the members of Incident Command, and had a good time banking those volunteer hours. Some even stayed until 3:30pm to put on the finishing touches. Great work high schoolers!

