

## ***BNAS Board Report***

***November 2025***

### ***Halloween***

On Halloween, the BNAS Department “unleashed” a Yeti to roam the district! The Yeti made surprise visits to Bullshoe, BES, Napi, BMS, BHS, and the New BNAS/Foods Building, spreading laughter and excitement along the way. Staff and students from all sites, including Administration and SPED, snapped photos and joined in on the fun.

### ***Field Trips***

Our Kindergarten Blackfoot Immersion classes visited the First Peoples Buffalo Jump near Ulm on November 12–13, 2025. Students were able to experience firsthand the scale and significance of a real buffalo jumps.

The trip helped connect classroom learning to place-based history and the land itself. A highlight of the visit was hearing how our people skillfully guided buffalo off the jump, ensuring their communities had the resources needed to survive the long winters.

### ***Strength-Based Suicide Assessment and Intervention Training***

BNAS Director Robert Hall attended a two-day *Strength-Based Suicide Assessment and Intervention* training led by Dr. John Flanagan and Dr. Tammy Knolleson at Buffalo Hide Academy on November 12–13.

The session provided tools for supporting individuals experiencing suicidal thoughts and emphasized strength-centered, empathetic approaches. A central takeaway: avoiding conversations about suicide gives it power, while addressing it directly helps bring hope and healing.

### ***Media***

The BNAS Director filmed a short segment during the district’s Crisis Reunification Practice. A link to the footage will be shared separately with the board.

### ***Miinii Project Educator Professional Development***

BNAS hosted its first Miinii Project Educator Professional Development session on November 7. Though attendance was modest, participants gained valuable insight into teaching about native plants and their traditional uses within their grade levels or subject areas.

Highlights included: Presentation by Biga Klauk on Blackfeet Ethnobotany, exploring how educators can guide students in creating their own plant guides. Soup and Stories Gathering with FAST Blackfeet and community member Lea Whitford, sharing traditional knowledge and storytelling practices. Discussion by Loren Racine (Piikani Lodge Health Institute) on respectful harvesting protocols and maintaining a connection to the land. Supplemental plant document for Miinii PD (created collaboratively by Jo Ann Powell, Abigail Klauk, and Robert Hall) (this is included in an attachment). Participants left inspired with new ideas for classroom projects—ranging from story-based learning and plant identification to activities such as the Sense of Place Inquiry Lab and the Miinii Box.

### ***BES Cultural Day***

Browning Elementary hosted a Cultural Day celebration this month. The BNAS team captured many great photos from the event, highlighting the ongoing collaboration between cultural education and classroom engagement.

### ***Blackfoot Language***

A significant portion of BNAS office time this month has gone into creating a comprehensive Blackfoot word list for the district. Each BNAS team member, as well as every school library, will receive a full copy.

In assembling the list, we intentionally focused on accessibility—excluding most complex verbs and grammatical constructions to keep it a user-friendly word collection rather than a set of lessons. “Simple” verbs and essential vocabulary are included to support literacy and classroom use.



