

MT OPI SOC Tribal Wraparound Project  
Abstract

The Montana Office of Public Instruction (OPI) Systems of Care (SOC) Project implements culture-based high fidelity wraparound services in seven rural/frontier schools that serve reservation youth in sixth through twelfth grade (n=1118). The target population for wraparound services is youth with SED/SMI (including early onset) (n=125). Youth at risk of SED/SMI and the entire population of the communities (29,066) are targeted with communication and training strategies to strengthen natural supports and recovery supports. Governance structures are targeted to improve infrastructure and sustainability.

**GOAL 1: Implement high fidelity wraparound services for tribal students**

- 1.1: Credential and support staff
- 1.2: Deliver culture-based wraparound services to up to 56 youth annually, 77 over four years
- 1.3: Increase model fidelity to the highest level by implementing Wraparound Fidelity Assessment System (WFAS)

**Goal 2: Increase trauma informed care (TIC) knowledge and skills; and increase cultural knowledge/skills for all school staff**

- 2.1 Annually engage seven wraparound project schools and at least one other stakeholder to conduct a TIC system assessment and improvement plan
- 2.2 Train 75% of school and partner staff and 20% of community in “101 level” introduction to TIC
- 2.3 Train 50% of the school staff and one other stakeholder in a “201” level TIC skills
- 2.4 Create, implement, and sustain in policy and practice a two part “Cultural Orientation” for school staff members

**Goal 3: Promote SOC values/knowledge/tools, and increase access to services for the entire population (29,066)**

- 3.1: Develop and implement annual communications plan
- 3.2 Increase access to a sustainable, accurate resource referral guide by partnering with [www.Montana211.org](http://www.Montana211.org) to increase tribal resources in the system

**Goal 4: Pilot project to increase the number of youth with early onset of SED/SMI or high risk who are systemically identified and connected to services**

- 4.1 In Y1 adapt OPI Early Warning System, embed protocols within the existing tribal Crisis Response Protocol
- 4.2 At risk youth are identified and served through pilot project implementation (baseline # TBD). Expand to additional site in Y3
- 4.3 Evaluate and produce Implementation Guide

**Goal 5: Strengthen local and state governance systems to sustain and scale wraparound**

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5.1 Facilitate and strengthen participation of Local Advisory Teams and State Advisory Team through evidence based system change model training/coaching; quarterly meetings; formal MOUs

5.2 Sustainability plans completed by Year 2, implemented in Years 3-4

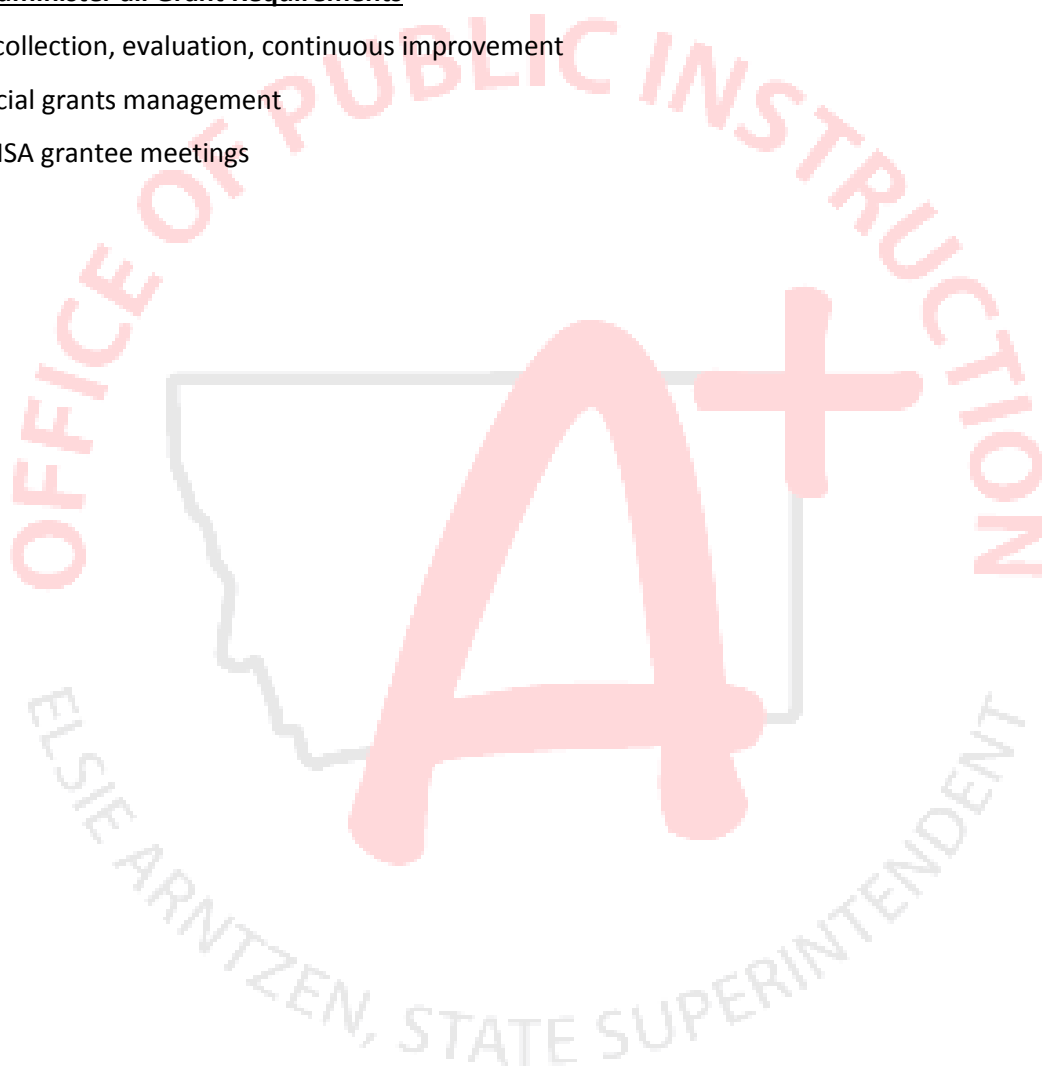
5.3. Four Family/Youth Advisory Councils (one per reservation) meet monthly; provide input for governance, communication, evaluation

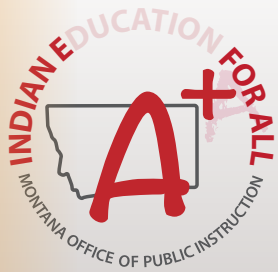
**Goal 6: Administer all Grant Requirements**

6.1 Data collection, evaluation, continuous improvement

6.2 Financial grants management

6.3 SAMHSA grantee meetings





## Montana Office of Public Instruction (OPI) – a Vision

The Montana Office of Public Instruction Systems of Care Tribal Wraparound Project is committed to enhancing systems through collaborative partnerships in order to better serve youth and families.

We endeavor to ensure that services are family-driven, youth-guided, and fit within the cultural framework of the individual youth and their families.

## Systems of Care Tribal Wraparound Project.

SAMHSA Grant Number SM80138

## A System of Care for Wraparound



# Systems of Care Tribal Wraparound Project

for the Blackfeet, Fort Peck Assiniboine & Sioux, Northern Cheyenne, Fort Belknap Assiniboine & White Clay and Crow Communities

**For more information contact:** Stephanie Iron Shooter  
 MT OPI SOC Project Director, [sironshooter@mt.gov](mailto:sironshooter@mt.gov)  
 or 406 - 530 - 4364



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For information or to file a complaint, contact OPI Title IX/EEO Coordinator at (406) 444-3161 or [opipersonnel@mt.gov](mailto:opipersonnel@mt.gov).

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# What is the Systems of Care (SOC) Tribal Wraparound Project?

For each tribal community, a system of care (SOC)...

- is a collaboration of organizations and resources in your community that come together to serve youth and their families.
- provides opportunities for youth's needs to be identified and to be referred appropriately.
- will ensure that the services and supports given to the youth are family-driven, youth-guided and fit the cultural need of the individual youth.
- uses processes that empower youth and families to acknowledge their own power.
- provides positive opportunities for youth.
- is strength based – focusing on the youth's and family's strengths to build a positive outcome.

## What is "Wraparound"?

*"...I think you will see that what mainstream society is calling the wraparound process is nothing new to Indian country. In fact, people have been doing this for centuries. The wraparound process tries to find a balance between the natural supports and professional services in your community to implement strength based individual plans of care to meet the needs of the children and families you are serving..."*

*Jon Eagle, Hunkpapa Lakota, Wraparound Coach*

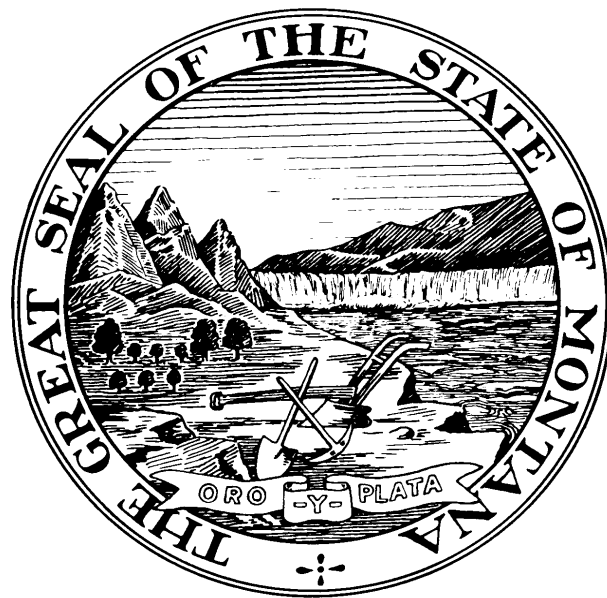


## SOC Wraparound Goals

- **Goal 1:** Implement high fidelity wraparound services for tribal students
- **Goal 2:** Increase trauma informed care (TIC) knowledge and skills; and increase cultural knowledge/skills for all school staff.
- **Goal 3:** Promote SOC values/ knowledge/tools, and increase access to services for the entire population.
- **Goal 4:** Pilot project to increase the number of early onset SED/SMI or high risk who are systematically identified and connected to services.
- **Goal 5:** Strengthen local and governance systems to sustain and scale wraparound.
- **Goal 6:** Administer all grant requirements.

# SPECIAL EDUCATION REPORT TO THE MONTANA ADVISORY COUNCIL FOR INDIAN EDUCATION

January 2019



## **Introduction**

The following report to the Montana Advisory Council for Indian Education provides information to council members concerning specific data points relating to students with disabilities. It contains data for: the state of Montana, the seven largest districts in the state, and districts in which the enrollment is made up of approximately 50 percent or more American Indian/Alaska Native children. Havre is included because it is considered the urban area for schools on the High Line.

Throughout this report data are reported for American Indian students. The actual race/ethnicity category in the federal data collection process is American Indian/Alaska Native. This label was shortened for reporting purposes. This report does not include data on students who identify as American Indian/Alaska Native and any other race/ethnicity. Those students are reported federally as Multi-Racial. Also, the reader is cautioned that when interpreting these data it is important to remember that many of the districts shown have small total enrollments and, therefore, small changes in the special education child count can result in larger changes in the percentages represented in this graph.

## AMERICAN INDIAN ENROLLMENT PERCENTAGE FOR SELECTED SCHOOLS

The table below shows the total enrollment count for each district, the enrollment count for American Indian students, and the percent of the total enrollment that is American Indian students.

<b>2017-18 American Indian Enrollment Percentage for Districts with 50% or Greater American Indian Enrollment, AA Schools, and Havre Public Schools</b>			
	<b>American Indian Enrollment</b>	<b>Total Enrollment</b>	<b>Percent American Indian</b>
Arlee Public Schools	220	409	53.8%
Ashland Elem	60	61	98.4%
Billings Public Schools	991	15654	6.3%
Box Elder Public Schools	360	368	97.8%
Bozeman Public Schools	104	6427	1.6%
Brockton Public Schools	118	119	99.2%
Browning Public Schools	1768	1845	95.8%
Butte Public Schools	122	3879	3.1%
Dodson K-12 Schools	67	79	84.8%
East Glacier Park Elem	53	59	89.8%
Frazer Public Schools	128	130	98.5%
Great Falls Public Schools	1002	9375	10.7%
Hardin Public Schools	1399	1820	76.9%
Harlem Public Schools	489	533	91.7%
Havre Public Schools	318	1663	19.1%
Hays-Lodge Pole K-12 Schools	217	222	97.7%
Heart Butte K-12 Schools	180	184	97.8%
Helena Public Schools	212	7553	2.8%
Kalispell Public Schools	141	5657	2.5%
Lame Deer Public Schools	490	514	95.3%
Lodge Grass Public Schools	349	352	99.1%
Missoula Public Schools	561	8430	6.7%
Morin Elem	35	40	87.5%
Poplar Public Schools	825	859	96.0%
Pryor Public Schools	106	106	100.0%
Rocky Boy Public Schools	474	516	91.9%
Ronan Public Schools	762	1312	58.1%
St Ignatius K-12 Schools	253	441	57.4%
Wolf Point Public Schools	479	711	67.4%
Wyola Elem	115	116	99.1%

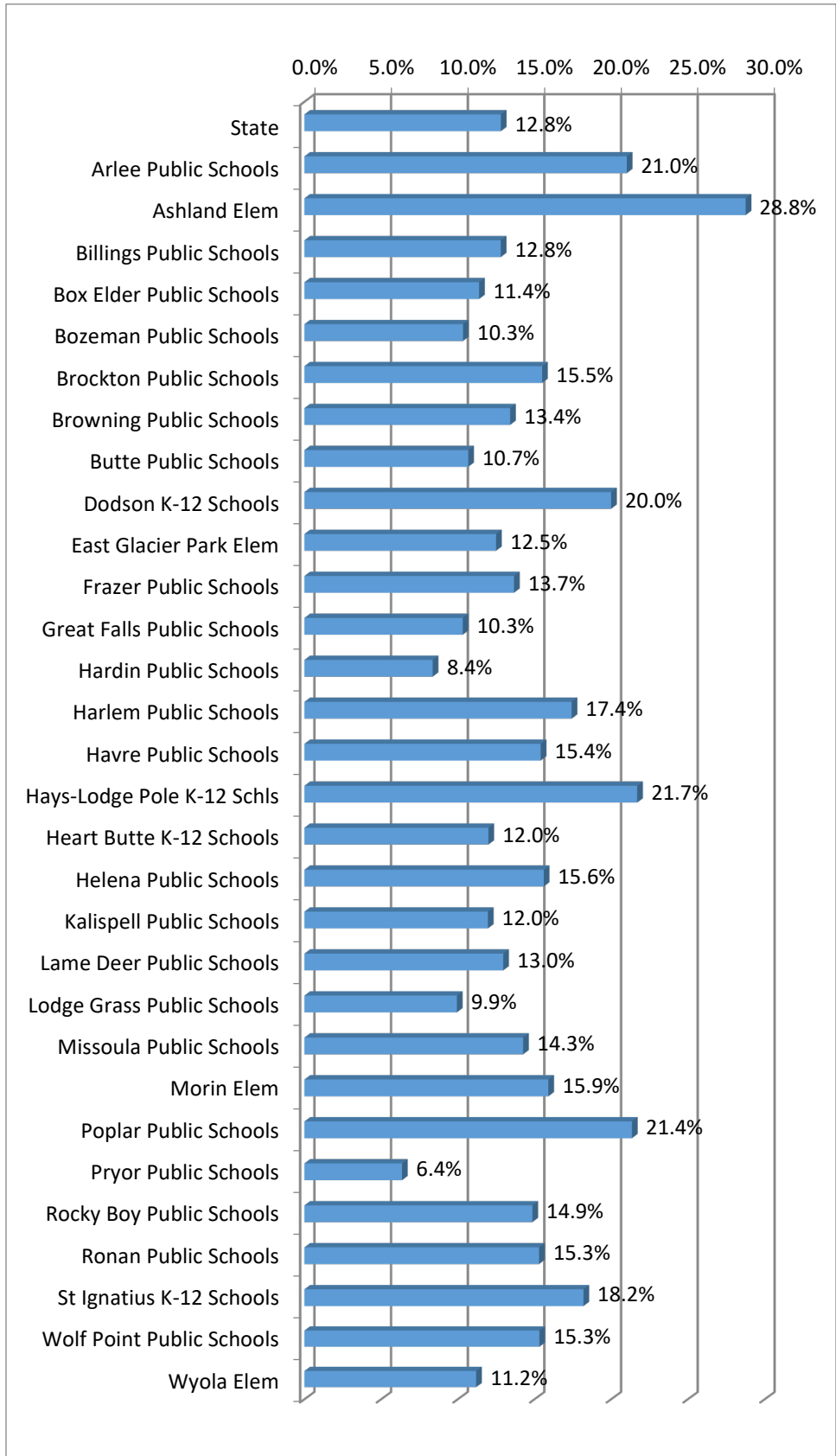
## **SPECIAL EDUCATION CHILD COUNT**

Each year the Special Education Division at the OPI is required to collect and report information regarding the number of children who have been determined to be eligible for special education and related services. The data are collected at the student level and include child's name, birth date, identified disabilities, setting of service, etc. This information is used for the annual Child Count report to the US Department of Education (ED) and for the Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). The data reported below are based on the count taken the first Monday of October 2017.

### **Child Count for all Special Education Students as a Percent of Total Enrollment**

The following graph shows the incidence rates for all special education students as a percentage of total enrollment for the 2017-18 school year.





## Percentage of Child Count by Racial/Ethnic Origin

The following table presents the data for the October 2, 2017, Child Count showing the percentage of students with disabilities identified as American Indian, White (Not Hispanic), and all other race/ethnic categories. Percentages of 0 and 100 percent have been suppressed, as noted by an asterisk (\*). If a district had a 0 percent in one category, the next largest category has also been suppressed in accordance with the OPI data reporting policy.

District	% American Indian	% White (non-Hispanic)	% Other
State	14.5%	74.0%	11.4%
Arlee Public Schools	67.4%	11.6%	20.9%
Ashland Elem	*	*	*
Billings Public Schools	11.3%	69.0%	19.8%
Box Elder Public Schools	97.8%	2.2%	*
Bozeman Public Schools	3.7%	83.0%	13.4%
Brockton Public Schools	*	*	*
Browning Public Schools	97.0%	2.3%	0.8%
Butte Public Schools	4.3%	84.8%	11.0%
Dodson K-12 Schools	64.7%	17.6%	17.6%
East Glacier Park Elem	*	*	*
Frazer Public Schools	7.3%	89.2%	3.5%
Great Falls Public Schools	15.2%	67.3%	17.5%
Hardin Public Schools	34.3%	55.4%	10.3%
Harlem Public Schools	83.3%	9.6%	7.0%
Havre Public Schools	28.6%	61.6%	9.8%
Hays-Lodge Pole K-12 Schools	31.0%	62.0%	7.0%
Heart Butte K-12 Schools	*	*	*
Helena Public Schools	6.7%	79.6%	13.7%
Kalispell Public Schools	5.8%	84.6%	9.6%
Lame Deer Public Schools	97.3%	*	*
Lodge Grass Public Schools	97.3%	*	*
Missoula Public Schools	11.4%	78.9%	9.7%
Morin Elem	85.7%	*	*
Poplar Public Schools	97.5%	*	*
Pryor Public Schools	*	*	*
Rocky Boy Public Schools	97.6%	*	*
Ronan Public Schools	59.4%	32.3%	8.3%
St Ignatius K-12 Schools	66.3%	25.8%	7.9%
Wolf Point Public Schools	71.3%	10.7%	18.0%
Wyola Elem	*	*	*

## **Percentage of American Indian Students in a Specific Disability Category**

The following table provides identification rate data for American Indian students as compared to other students in the October 2, 2017, Child Count. Students may be identified with more than one disability, but are counted for this table only in the disability category that is identified as their primary disability. Percentages of 0 and 100 percent have been suppressed, as noted by an asterisk (\*). If a district had a 0 percent in one category, the next largest category has also been suppressed in accordance with the OPI data reporting policy.

District	Autism		Cognitive Delay		Emotional Disturbance		Specific Learning Disability		Multiple Disabilities		Other Health Impaired		Speech-Language Impairment	
	% American Indian	% Other	% American Indian	% Other	% American Indian	% Other	% American Indian	% Other	% American Indian	% Other	% American Indian	% Other	% American Indian	% Other
State	*	91.64%	19.59%	80.41%	11.53%	88.47%	16.9%	83.1%	14.7%	85.3%	8.1%	91.9%	16.1%	83.9%
Arlee Public Schools	*	*	75.0%	25.0%	*	*	66.7%	33.3%	68.2%	31.8%	33.3%	66.7%	83.3%	16.7%
Ashland Elem	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Billings Public Schools	7.4%	92.6%	20.4%	79.6%	14.6%	85.4%	12.1%	87.9%	8.6%	91.4%	6.5%	93.5%	15.8%	84.2%
Box Elder Public Schools	*	*	*	*	*	*	96.4%	3.6%	*	*	*	*	*	*
Bozeman Public Schools	5.5%	94.5%	5.6%	94.4%	1.6%	98.4%	3.3%	96.7%	2.6%	97.4%	3.4%	96.6%	7.5%	92.5%
Brockton Public Schools	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Browning Public Schools	*	*	*	*	*	*	*	*	98.5%	1.5%	85.7%	14.3%	96.4%	3.6%
Butte Public Schools	2.6%	97.4%	9.1%	90.9%	*	*	3.7%	96.3%	6.7%	93.3%	5.8%	94.2%	1.5%	98.5%
Dodson K-12 Schools	*	*	*	*	*	*	50.0%	50.0%	*	*	50.0%	50.0%	*	*
East Glacier Park Elem	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Frazer Public Schools	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Great Falls Public Schools	2.2%	97.8%	7.7%	92.3%	6.7%	93.3%	17.4%	82.6%	15.8%	84.2%	9.7%	90.3%	16.5%	83.5%
Hardin Public Schools	90.9%	9.1%	90.9%	9.1%	*	*	35.9%	64.1%	19.8%	80.2%	62.5%	37.5%	76.2%	23.8%
Harlem Public Schools	83.3%	16.7%	85.7%	14.3%	11.8%	88.2%	96.6%	3.4%	53.8%	46.2%	*	*	71.4%	28.6%
Havre Public Schools	6.9%	93.1%	28.6%	71.4%	50.0%	50.0%	35.2%	64.8%	46.3%	53.7%	3.2%	96.8%	23.5%	76.5%
Hays-Lodge Pole K-12 Schools	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Heart Butte K-12 Schools	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Helena Public Schools	1.1%	98.9%	4.9%	95.1%	6.4%	93.6%	9.9%	90.1%	5.1%	94.9%	5.6%	94.4%	4.7%	95.3%
Kalispell Public Schools	5.0%	95.0%	7.7%	92.3%	7.3%	92.7%	1.7%	98.3%	2.9%	97.1%	4.0%	96.0%	3.9%	96.1%
Lame Deer Public Schools	*	*	*	*	*	*	94.7%	5.3%	*	*	*	*	92.9%	7.1%
Lodge Grass Public Schools	*	*	*	*	*	*	*	*	*	*	*	*	85.7%	14.3%
Missoula Public Schools	9.7%	90.3%	6.9%	93.1%	17.9%	82.1%	11.4%	88.6%	10.6%	89.4%	9.2%	90.8%	15.1%	84.9%

Morin Elem	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Poplar Public Schools	*	*	*	*	*	*	98.1%	1.9%	98.3%	1.7%	*	*	*	*
Pryor Public Schools	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Rocky Boy Public Schools	*	*	*	*	*	*	96.3%	3.7%	*	*	*	*	*	*
Ronan Public Schools	66.7%	33.3%	53.3%	46.7%	75.0%	25.0%	56.3%	43.8%	58.1%	41.9%	46.2%	53.8%	60.0%	40.0%
St Ignatius K-12 Schools	*	*	*	*	*	*	55.2%	44.8%	69.6%	30.4%	66.7%	33.3%	74.1%	25.9%
Wolf Point Public Schools	80.0%	20.0%	*	*	*	*	66.7%	33.3%	91.3%	8.7%	28.6%	71.4%	66.7%	33.3%
Wyola Elem	*	*	*	*	*	*	*	*	*	*	*	*	*	*

## Dropout Rates

The following table presents the dropout rates for students with disabilities at the state level and for selected districts. Only those districts which had data to report are included in this table. The data are broken down to show the dropout rates for American Indian/Alaska Native, White (Non-Hispanic), and all racial/ethnic categories combined.

The calculation method used in this report is an event rate (snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting. There is a one year lag in this data, so the data reported below is from the 2016-2017 school year.

Dropout Rate calculation:

Dropout Rates are calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

$$\frac{\text{Number of special education dropouts, grades 7-12}}{\text{Number of students with disabilities enrolled in school as of October 1, grades 7-12}}$$

Percentages of 0 and 100 percent have been suppressed, as noted by an asterisk (\*). If a district had a 0 percent in one category, the next largest category has also been suppressed in accordance with the OPI data reporting policy.

<b>Dropout Rate for Students with Disabilities by Race/Ethnic Origin</b>		
<b>District Name</b>	<b>Race</b>	<b>2016-2017</b>
State	All Race/Ethnicity Combined	3.7%
	American Indian	6.7%
	White, Non-Hispanic	3.0%
Arlee Public Schools	All Race/Ethnicity Combined	2.6%
	American Indian	*
	White, Non-Hispanic	*
Ashland Elem	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	*
Billings Public Schools	All Race/Ethnicity Combined	4.3%
	American Indian	12.6%
	White, Non-Hispanic	2.7%
Box Elder Public Schools	All Race/Ethnicity Combined	*
	American Indian	4.4%
	White, Non-Hispanic	*
Bozeman Public Schools	All Race/Ethnicity Combined	4.6%
	American Indian	*
	White, Non-Hispanic	*
Brockton Public Schools	All Race/Ethnicity Combined	14.3%
	American Indian	*
	White, Non-Hispanic	*
Browning Public Schools	All Race/Ethnicity Combined	*
	American Indian	7.9%
	White, Non-Hispanic	*
Butte Public Schools	All Race/Ethnicity Combined	2.8%
	American Indian	*
	White, Non-Hispanic	*
Dodson K-12 Schools	All Race/Ethnicity Combined	*
	American Indian	33.3%
	White, Non-Hispanic	*

East Glacier Park Elem	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	*
Frazer Public Schools	All Race/Ethnicity Combined	11.1%
	American Indian	*
	White, Non-Hispanic	*
Great Falls Public Schools	All Race/Ethnicity Combined	3.9%
	American Indian	10.3%
	White, Non-Hispanic	2.7%
Hardin Public Schools	All Race/Ethnicity Combined	*
	American Indian	5.6%
	White, Non-Hispanic	*
Harlem Public Schools	All Race/Ethnicity Combined	*
	American Indian	2.3%
	White, Non-Hispanic	*
Havre Public Schools	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	4.7%
Hays Lodge Pole K-12 Schools	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	*
Heart Butte K-12 Schools	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	*
Helena Public Schools	All Race/Ethnicity Combined	2.5%
	American Indian	4.6%
	White, Non-Hispanic	2.5%
Kalispell Public Schools	All Race/Ethnicity Combined	4.7%
	American Indian	23.1%
	White, Non-Hispanic	3.2%
Lame Deer Public Schools	All Race/Ethnicity Combined	*
	American Indian	6.5%
	White, Non-Hispanic	*
Lodge Grass Public Schools	All Race/Ethnicity Combined	12.0%



	American Indian	*
	White, Non-Hispanic	*
Missoula County Public Schools	All Race/Ethnicity Combined	5.1%
	American Indian	1.5%
	White, Non-Hispanic	5.4%
Poplar Public Schools	All Race/Ethnicity Combined	6.2%
	American Indian	*
	White, Non-Hispanic	*
Pryor Public Schools	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	*
Rocky Boy Public Schools	All Race/Ethnicity Combined	*
	American Indian	17.2%
	White, Non-Hispanic	*
Ronan Public Schools	All Race/Ethnicity Combined	5.5%
	American Indian	6.5%
	White, Non-Hispanic	5.3%
St. Ignatius K-12 Schools	All Race/Ethnicity Combined	4.2%
	American Indian	3.5%
	White, Non-Hispanic	7.1%
Wolf Point Public Schools	All Race/Ethnicity Combined	*
	American Indian	21.7%
	White, Non-Hispanic	*
Wyola Elem	All Race/Ethnicity Combined	*
	American Indian	*
	White, Non-Hispanic	*



***13<sup>th</sup> Annual Indian Education for All  
Best Practices Conference  
March 2-3, 2019  
Carroll College  
Helena, Montana***





**13<sup>th</sup> Annual  
Indian Education for All Best Practices Conference  
March 2-3, 2019  
Helena, Montana**

*Welcome and we hope you are inspired and rejuvenated through this year's conference! Please let us know if you have any questions while you are here.*

New this year! Based upon several comments from evaluations over the past few years, we wanted to try something different. This year's theme is *Going Deeper* and we are offering opportunities to go deep into topics that interest and motivate you. All sessions will be 3 ½ hours in length. You do not have to pre-register for sessions; you are free to choose the option that works best for you. Saturday's sessions will all be repeated on Sunday morning to increase your opportunities to go to the sessions that most interest you. Session Three on Sunday afternoon are all new sessions for you to choose from!

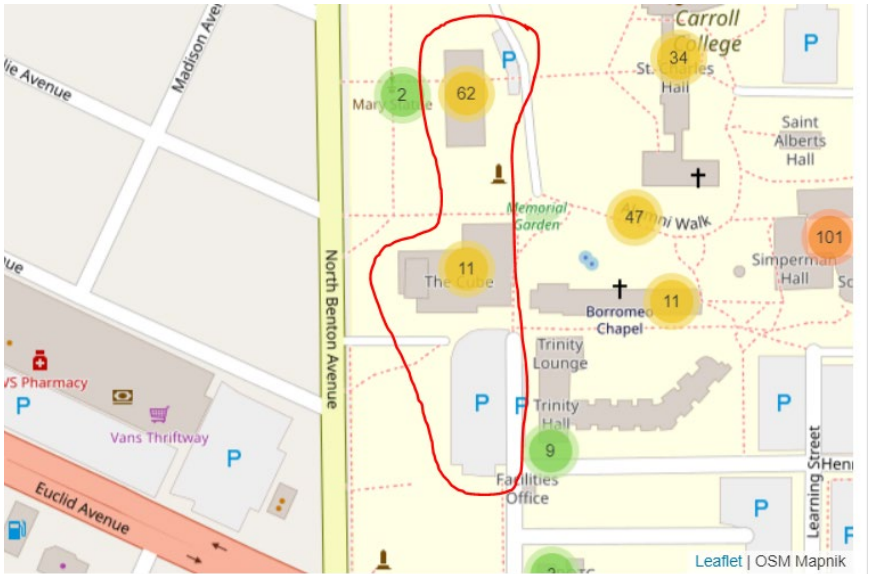
*OPI Indian Education Unit and Indian Student Achievement Unit Staff: Joan Franke, Zach Hawkins, Mike Jetty, Jennifer Stadum, Stephen Morsette, Michelle Mitchell, and Donnie Wetzel*

*Before you leave us, please fill out your evaluation form! We really do rely upon your feedback to create the best learning and networking experience possible.*

*Make sure to join us Saturday afternoon at 3:45 for the Cultural Continuum in the Student Center. This year we are honoring our 2019 Advocacy Award Winner with a special celebration. Cookies will be served.*

***Winner announcement and biography coming soon to this space.***

# MAP



All conference activities will take place within the red outline. “The Cube” (the Number 11 to the left on map) is also called the Student Center and downstairs in the Student Center is All Saints Hall where some sessions will take place. All other sessions will take place in O’Connell Hall (building Number 62 on map above) which is next door to the Student Center.

**PARKING:** There is a lot to the south of the Student Center – YOU DO NOT HAVE TO PAY HERE – Carroll is allowing us to park for free in any Pay, A, or B LOT. The closest lot to the conference is accessible off of Euclid/Lyndale Avenue.

### ***Reserved Parking***

***Parking in faculty and administrator reserved parking spaces is limited to those vehicles assigned to those parking spaces. PLEASE DO NOT PARK IN ANY RESERVED SPACE.***

## **Session Summaries**

**Session One, Saturday, March 2**

**12:00 PM – 3:30 PM**

**AND (Saturday's sessions repeated Sunday morning)**

**Session Two, Sunday, March 3**

**8:30 AM – 12:00 PM**

**Sessions happening downstairs in the Student Center**

**(All Saints Hall)**

***Siena/Ross Room (at the end of the hallway past the DeSmet Room)***

**NGSS and IEFA in Action!**

**Grades: Elementary K-5**

Billings Science-IEFA Elementary Leadership Team and Teachers:  
Carolyn Rusche, Calli Nicholson-Rusche, Megan Stricker, Kim Busch,  
Miriam Verzatt

Join the Billings Science-IEFA Elementary Leadership Team as they share science lessons that are IEFA infused. The Leadership Team worked to build lessons ranging from quick ideas to stand-alone lessons that are both IEFA infused and NGSS aligned. Each grade level will include two lessons that are IEFA infused. Kindergarten teachers will build tips in alignment to structure and function. First and fifth grade teachers will be able to explore the celestial lessons that align to both grades. Fourth grade teachers can explore how "Fire on The Land" can be utilized in the classroom. What a great way to acquire lessons that have already been aligned to both NGSS and IEFA Essential Understandings.

## ***DeSmet/Rice Room (first room straight ahead as you come down the stairs in the Student Center)***

### **Time to Play: Games of Montana Tribes**

#### **Grades: K-12**

International Traditional Games Society: Charleena Penama (Salish), Executive Director of ITGS; Duran Caferro (Northern Cheyenne), Helena School District; Quincy Bjornberg (Chippewa Cree), Montana Tobacco Prevention Program; and DeeAnna Brady-Leader, former Director of Great Falls Indian Education Program

Play is such an integral part of human development that most tribal people throughout the world had games for all ages. Social/Emotional development is dependent on early childhood play, and physical development play through life is highly beneficial to wellness and longevity. K-12 teachers will find excitement in the lessons developed from the recovered games of Montana tribes. The presentation will include playing games from OPI/IEFA Traditional Games Units and from the cultural knowledge of our traditional games presenters. These games can be adapted for grades pre-k through high school and to goals of most subject areas.

## **Sessions happening in O'Connell Hall (building directly to north of Student Center)**

### ***Room 107 (first room on right from south entrance)***

#### **How to Create a Resilience-Enabled Classroom**

#### **Grades: K-12 teachers, administrators, and counselors**

Tammy Elser, BRAIDS Grant

Often teachers leave trainings on the impact of trauma on their students feeling like there is nothing they can DO but refer at-risk students to a qualified mental health provider. Providers are in short supply in our communities, if they exist at all. This session will introduce ideas and daily practices teachers can employ to "fill the well" and support well-being and mental health while also exercising college and career ready literacy and communication skills. A joyful and supportive community of learners can be the result.



Participants will Have-A-Go! with three simple routines they can employ in their own classroom TOMORROW and sustain every day. Each routine is designed to support some aspect of well-being, while also practicing critical skills in writing, listening, speaking, and critical thinking.

Participants will also unpack several projects that, if done annually with grade level modifications, could transform the lives of your students (and even yourself).

Why should you attend?

- Attend if you are interested in creating a more supportive learning community in your classroom.
- Attend if you want students to experience school as a positive and loving place.
- Attend if you have an interest in how 20 years of research in positive psychology and resilience can be put to practical and immediate application for the benefit of students you love.
- Attend if you think students are getting short changed in terms of writing practice, and if you have no viable speaking and listening curriculum in your school.

What will you gain?

Beyond a set of simple routines that promote optimism, create positive emotions, support robust relationships and provide for engagement, meaning, purpose, and a sense of accomplishment or achievement –you will gain data. Yup! Data on the things you do in class every day that support the well-being, thriving, or flourishing of students. With this data, you can make the magic happen again and again.

## ***Room 106 (second room on right from south entrance)***

### **Honoring Tribal Legacies and other National Park Service IEFA-based Offerings**

#### **Grades: K-12**

Tom Smith, Lewis and Clark National Historic Trail; Shane Doyle, Honoring Tribal Legacies Contributor; Jennifer Stadum or Kelly Lynch (Glacier National Park); Yellowstone National Park

Honoring Tribal Legacies is a digital collection of teaching resources for use in classrooms everywhere. In this workshop you will discover an array of Teachings at different grade bands that honor a diverse and inclusive approach to social studies, STEM, language, and other subjects. These are original materials created by indigenous curriculum designers and some allies, made by and for this project. You will learn that our lessons can be downloaded and used just as they are, or they can be customized by teachers for their particular learners.

Glacier National Park will present on the Work House curriculum and provide a resource DVD for each participant. Teachers will learn about the five units in Work House: 1) People and Glacier; 2) Mountains and Mountain Building; 3) Glaciers and Glaciation; 4) Native Plants; 5) Animals and Habitat. These are tied together by the themes of ecological succession and park resource protection. Each unit includes background information, student readings with traditional stories, a hands-on lesson, and extension activities. The classroom and park visits are aligned to state standards and address the *Montana Indian Education for All (IEFA) Essential Understandings*. Teachers should familiarize themselves with MT OPI's: *American Indians 101: FAQ* and *Montana Indians: Their History and Location* for the four primary tribes that are associated with Glacier - Blackfeet, Kootenai, Salish and Pend d'Oreille.

Yellowstone National Park will present on curriculum that connects Yellowstone with Indian Education for All. Teachers will be introduced to current modules: Tracing the Past, Clues to the Past, and more.

## ***Room 102 (second to last room on right from south entrance)***

### **Plains Pictographic Art: Integrating Art and History**

#### **Grades 2-6**

Montana Historical Society: Deb Mitchell, Ron Buck, and Whitney TopSky

For countless years before the arrival of the first Europeans in North America, Plains Indians chronicled their histories in magnificent pictorial styles. Early explorers and fur traders introduced new artistic tools and techniques into the region in the early 1800s, and native artists incorporated these new mediums into their traditional styles. After learning more about Plains pictographic art—including winter counts, tepee liners, robe paintings, and ledger art— teachers will engage with successful social studies lessons that use the art form and have the opportunity to create their own symbolic representation. They will also leave the session with their own copy of “The Art of Storytelling: Plains Indian Pictographic Art” curriculum, which includes eight fine art prints and a flash drive that contains printable templates, graded art and social studies lessons, and plug-and-play interactive PowerPoint presentations.

## ***Room 101 (last room on right from south entrance)***

### **Transformative Math: IEFA in the Classroom**

#### **Grades: K-12**

Brooke Taylor, Billings Public Schools

What does equity look like in the math classroom for all our students in Montana? How can we use Tammy Elser’s Framework to make our classes more equitable to all students, especially our Montana American Indian students? Come participate in the enhancing of a task you can use for your classroom with hands-on data, adaptable for a statistics unit in your math classes, and bring it to the transformative level. We will also work through a ready-made task that can be used in your classroom framed around having students think more deeply about inequities they see in their world. Leave with ideas of how to implement this in your classroom at any grade level.

## ***Room 119 (first room on left from south entrance)***

### **Indigenous Montana Behavioral Institute and Native Youth Leadership Focus Sessions 1 and 2 of 3**

*Session and presenter information to be added soon.*

## ***Room 125 (second room on left from south entrance)***

### **Native Knowledge 360: New Northern Plains Educational Resources Grades: 6-12**

Colleen Smith, Smithsonian National Museum of the American Indian

The purpose of this session is to provide teachers with access to interactive and inquiry-based classroom ready and adaptable tools and resources surrounding Northern Plains Native histories, cultures, and contemporary lives. Attendees will be introduced to interactive web-based modules that address treaties between Native Nations and the United States, as well as Native histories and cultures. Attendees will work in small groups and engage in a focused exploration of two interactive, online inquiries:

- Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?
- Northern Plains Treaties: Is a Treaty Intended to Be Forever?

Attendees will workshop how these inquiries can be implemented into a variety of topics within Social Studies and discuss opportunities for connections to specific curricula requirements. Attention will also be given to how these inquiries align with the C3 Framework, current Montana Standards for Social Studies, and *Montana's Essential Understandings Regarding American Indians*.

These inquiry modules reflect carefully selected and culturally appropriate materials developed in collaboration with teachers, cultural experts, and scholars. The materials feature online interactives that will help prepare students for the digital world. While students use these online interactive tools and resources they simultaneously dive into the world of inquiry, practice critical thinking, and hone 21st century skills.

**SESSION THREE, SUNDAY, MARCH 3**

**1:00 PM – 4:30 PM**

**Sessions happening downstairs in the Student Center  
(All Saints Hall)**

***DeSmet/Rice Room (first room straight ahead as you  
come down the stairs in the Student Center)***

**AND MORE Time to Play: Games of Montana Tribes**

**Grades: K-12**

International Traditional Games Society

Play is such an integral part of human development that most tribal people throughout the world had games for all ages. Social/Emotional development is dependent on early childhood play, and physical development play through life is highly beneficial to wellness and longevity. K-12 teachers will find excitement in the lessons developed from the recovered games of Montana tribes. The presentation will include playing games from OPI/IEFA Traditional Games Units and from the cultural knowledge of our traditional games presenters. These games can be adapted for grades pre-K through high school and to goals of most subject areas.

***Siena/Ross Room (at the end of the hallway past the  
DeSmet Room)***

**IEFA and NGSS: Making Science Relevant, Intertwined, Current, and  
Student Driven**

**Grades: 9-12, can be modified K-8**

Bill Stockton, Arlee High School

Teachers will be shown two lesson plans that integrate Indian Education for All and the Next Generation Science Standards. These lessons are designed to make science relevant, intertwined, current, and student driven. The first lesson focuses on wildlife management and the construction of animal passages on the Flathead Reservation. The second lesson focuses on climate change and using the Confederated Salish and Kootenai Tribes Climate Change Strategic Plan to explain different forms of data. Teachers will have an opportunity to go through

different parts of the lessons including, analyzing data, comparing the goals and objectives of tribal scientists versus state scientists, and participating in a pinwheel discussion. Teachers will also see how using local resources can increase student engagement and make the lesson more relevant. These lessons were designed for high school students but can easily be modified for all grade levels.

**Sessions happening in O'Connell Hall (building directly to north of Student Center)**

***Room 107 (first room on right from south entrance)***

**Science and Writing: Honoring Traditional Perspectives While Examining Current Data**

**Grades: 4-12**

Chris Pavlovich, Montana Teacher Education Co-director, Northwest Earth and Space Science Pipeline; and Lorrie Henri-Koski, Elk River Writing Project Director

Writing, both informal and formal, is inherent to critical thinking throughout researching a topic in any content area. Documenting one's own understanding at various points throughout the discovery process helps students interpret data, create and revise claims, support those claims, and consider various perspectives. Steeped in best practices and meeting both science and writing standards, this session uses traditional literature, current data on the wolf population in Yellowstone, and writers' notebooks, to put participants in the learner's seat and shares techniques that can be immediately implemented into their classrooms.

## ***Room 102 (second to last room on right from south entrance)***

### **Montana Memory Project, DPLA, and Montana Newspapers: Digital Treasure Troves for Primary Sources**

**Grades: 7-12**

Montana Historical Society: Jennifer Birnel, Montana Memory Project Coordinator; Jeff Malcomson, Photo Archives Manager; Martha Kohl, Education and Historical Specialist

We all know that a great primary source—a photo, a newspaper article, a letter—can bring history to life. But where do we find them, especially ones that highlight tribal histories and cultures? The Montana Historical Society and Montana State Library have been working with libraries and archives across Montana to make collections accessible, but how do you find what you need amidst the hundreds of thousands of pages of digitized content? In this workshop you will learn techniques for searching the Montana Memory Project, DPLA (Digital Public Library of America) and Montana Newspapers, discover collections particularly rich in tribal content, brainstorm uses for the primary sources you find there, practice finding material, learn about some lesson plans that already incorporate primary sources, and have a chance to work with experts as you search for primary source material relevant to IEFA lessons you are currently teaching in your classroom. Bring a laptop or iPad if you have one.

## ***Room 101 (last room on right from south entrance)***

### **Building Positive Mathematics Identities in Ourselves and Our Students**

**Grades: K-12**

Brooke Taylor, Billings Public Schools; and Marisa Graybill, OPI Mathematics Coordinator

This session is for all K-12 teachers of mathematics. Did you know that mathematical identities are typically formed by second grade? With that in mind, how do we build positive mathematical identities in all our students that are often imposed on our students by others, including teachers, peers, parents, community members, and the media?

Participants will reflect on their own mathematical identity and how it impacts their work as an educator. Next, we will discuss excerpts of text around building identity and mathematical agency for all our students. We will conclude with a discussion of and ideas on how to affirm identity, particularly for our American Indian students, within the math classroom. Leave this session with implementation ideas of how to purposefully build a positive mathematical identity for yourself and in your classroom.

Session outline:

- Creation and sharing of your own Math Autobiography;
- Math Identity and Agency Jigsaw;
- Actionable steps on how we, as teachers, can affirm identity in the math classroom and our communities.

### ***Room 119 (first room on left from south entrance)***

#### **Indigenous Montana Behavioral Institute and Native Youth Leadership Focus Session 3 of 3**

*Session and presenter information to be added soon.*

### ***Room 125 (second room on left from south entrance)***

#### **Strengthening Capacity for Implementing Indian Education for All Grades: K-12**

Heidi Wallace, Empower Montana

This interactive and experiential workshop designed for K-12 educators will provide an opportunity to strengthen the network of support and inspiration among educators and develop skills to successfully implement IEFA in their schools and communities. Participants will: 1) examine their own cultural lenses and deepen understanding of the lenses of others; 2) build a shared language and foundation of awareness about oppression and its impact individually and institutionally; and 3) develop skills and strategy to shift prejudicial attitudes and transform oppressive systems. Participants will also engage in a teach and learn to share successes implementing IEFA and identify challenges and opportunities moving forward.



This training will provide an opportunity to examine multicultural competency as it relates to awareness of self, understanding of others, and the ability to work effectively across cultural lines. These interconnected competencies are critical for Montana educators to successfully implement Indian Education for All.

## **Constitution of Montana -- Article X – EDUCATION AND PUBLIC LANDS**

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

### **MCA 20-1-501 (Indian Education for All)**

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school

personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

