



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

Montana Advisory Council on Indian Education

November 9, 2022

Agenda – Working Session

[Zoom Link](#)

Meeting ID 876 8948 6224

Password 005079

Dial by Telephone 646-558-8656

Mission: To provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

Item 1: Call to Order: 9:00 a.m.

- ❖ Welcome – Jordann Forster, Chairperson
- ❖ Pledge of Allegiance
- ❖ Roll Call

Item 2: Approval of Minutes 9:15 a.m.

- ❖ September 7, 2022, Minutes

Item 3: Chairperson Report 9:25 a.m.

Item 4: Old Business 9:35 a.m.

- ❖ Model Lesson Review – Carrie Gopher
 - Missing and Murdered Indigenous Persons
 - Trauma Informed/Restorative Practices
 - Grief

Break

Item 5: New Business 10:10 a.m.

- ❖ Election of Vice-Chairperson
 - Nominees Michael Dolson and Jeremy MacDonald
- ❖ Election of Secretary
- ❖ Nominations for Youth Representative (information for next meeting)
- ❖ Teacher Residency Demonstration Project – Carrie Kouba
- ❖ New Academic Priorities (3)

Item 6: Public Comment

11:30 a.m.

This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

- The public may not discuss items on the current agenda at this time.
- The public may only discuss matters within jurisdiction of the Council.
- No action may be taken on a matter raised during the open agenda.
- The public may not comment in a boisterous, disorderly, hostile, or aggressive manner.
- Each member of the public may address the Council once.

Item 8: Adjournment

11:45 a.m.

Times are approximate

The next meeting is January 4, 2023, via Zoom.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
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SUPERINTENDENT OF PUBLIC INSTRUCTION

**MACIE AGENDA
WORKING SESSION
November 9, 2022**

**ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft September 7, 2022, minutes



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

MACIE Meeting
September 7, 2022
Draft Minutes

Members Present

Norma Bixby	Northern Cheyenne Tribe
Levi Black Eagle	Crow Tribe
Dugan Coburn	Urban – Great Falls
Michelle Crazy	Fort Belknap Tribes
Jason Cummins	Class 7
Michael Dolson	Confederated Salish & Kootenai Tribes
Jordann Forster	Montana Federation of Public Employees
Carrie Gopher	Office of Public Instruction
Hilary Gourneau	Tribal Head Start
Melissa Hammett	Urban - Missoula
Susie Hedalen	Board of Public Education
Iris Kill Eagle	Little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Jennifer Smith	Urban – Billings

Office of Public Instruction/
Board of Public Education

Sharyl Allen	Matthew Bell
Joan Franke	Zach Hawkins
Mike Jetty	Jennifer Stadum
Don Wetzel	Annette Young

Guests

Paul Finnicum (MACIE nominee)	MTSBA Indian School Board Caucus
Callie Rusche-Nicholson (MACIE nominee)	Billings Public Schools
Jennifer Smith	
Erin Walker	End Exploitation Montana

Members Absent

Rodney Bird	Bureau of Indian Education
Dawn Bishop-Moore	Indian Impact Schools of Montana
Marcy Cobell	Montana Indian Education Association
Harold Dusty Bull	Blackfeet Tribe
Jonathan Eagleman	Chippewa Cree Tribe
Megan Gourneau	Fort Peck Tribes
Dr. Richard Littlebear	Tribal Colleges
Angela McLean	Montana University System
Riley Werk	Youth - Reservation

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jordann Forster at 9:01 a.m. The Pledge of Allegiance was said and roll call was taken.

Minutes

The minutes of the August 10, 2022, meeting were reviewed. Norma Bixby motioned to approve the minutes. Dugan Coburn seconded the motion. Passed by all.

Ex-officio Reports

◇ Superintendent of Public Instruction – Sharyl Allan

The Montana Teacher Residence Demonstration Projected was highlighted as one of the top priorities of the department. Rural and other districts that have recruitment and retention issues were targeted.

This Thursday there will be a meeting regarding all efforts regarding educator workforce redesign. The office is also researching a teacher registered apprenticeship. More information will be provided in few months.

There is data from a variety of arenas regarding the teacher shortage. A study done by Education Northwest from 2019 is being updated. There is also the Annenberg at Brown University study that came out a few weeks ago. It identifies Montana as having one of the most severe shortages in the nation on a per capita basis. There is also data collected around emergency authorizations.

OPI has been looking at compacts out of Alaska and Washington giving educational decision making over to tribal governments and how that can work in Montana.

◇ Tribal Head Start – Hilary Gourneau

Information regarding the Northwest Indian Head Start Coalition Conference was provided. Culture and language are highly encouraged in programs. Consultations took place with the Department of Human Health Services and Administration for Children and Families, along with the Office of Head Start. The regional program manager was there.

The Program Information Report will provide data report and Ms. Gourneau will provide this at the next informational meeting. Monitoring is now being conducted.

Hilary will find out about expansion for Head Start in order for the Crow Nation can reapply.

Indian Education Units Reports

◇ Tribal Relations & Resiliency Unit – Don Wetzel and Matt Wetzel

The Tribal Youth Coordinator, Alicia Doney, will start on Monday. She will be working on youth leadership. An AmeriCorps-VISTA planning grant has been received to work at connecting youth to elders and culture Wisdom Council. This will be on the Blackfeet and Flathead Reservations.

A packet has been sent to all tribal council members introducing the team. Tribal consultation with quarterly visits will start this month.

The language and culture web page was presented. It is being updated. Mr. Bell will be presenting at educator conference regarding Native language endeavors and how it ties into English language standards. He will also be doing a book club for professional development. He

is working the MACIE language statement into his trainings along with a discussion with the Superintendent. This has been put in the Compass.

◇ American Indian Student Achievement Unit – Carrie Gopher

Provided information on activities of the unit and what other units work with, along with data regarding the achievement gap.

The American Indian Achievement Task Force is working on grief, missing and murdered indigenous persons, and trauma informed documents. Ms. Gopher will present on these at the next MACIE meeting.

◇ Indian Education for All – Zach Hawkins, Mike Jetty, Jennifer Stadum

Projects and events coming up are:

- ✓ Indian Heritage Day – 4th (schools) and 5th (all Montanans) Fridays
- ✓ working with Pryor Schools regarding event at Arrow Creek battle site in conjunction with authors of Elk Morning and Battle of Arrow Creek. Hardin schools will also participate
- ✓ working with the Myrna Loy Center to bring in Native comics
- ✓ Big Sky Film Institute is promoting Native films regarding a Cree skate boarder, Navaho mountain biking, and fly fishing
- ✓ working on lesson for *Brothers on Three* by Abe Streep
- ✓ another poster series which premier at Rotunda Day in February
- ✓ two new hub courses regarding bison restoration and contemporary issues
- ✓ boarding school webinar: From History to Healing
- ✓ AA school support group
- ✓ working on an Introduction to tribal sovereignty series
- ✓ Hub course in the design phase
- ✓ K-12 grants for cultural exchanges is open on egrants
- ✓ science guide is being developed
- ✓ working to better assess and understand how comprehensive schools are implementing and integrating upper level of IEFA – what doing, prevalence, sustainability, and supports need
- ✓ presenting at Educator Conference and MCEL

Chairperson Report

Dr. Jason Cummins has been appointed as the Deputy Director, White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities through the Office of the Secretary. This will be his last meeting

The October meeting will be cancelled as Jordann Forster will not be available and there will not be a vice-chairperson. The next meeting, a working meeting, will be via Zoom in November. Election of a vice-chairperson will be done at this meeting.

Chairperson Forster asked members to email her if they wished to be addressed in a specific way.

Informational Presentations

◇ Fight the New Drug Montana Tour – Erin Walker, End Exploitation Montana

Ms. Walker provided information regarding the effects of pornography and showed three short videos. September 15 is the last day for schools and organizations to apply for a presentation regarding [Fighting the New Drug \(pornography\)](#).

Public Comment

Levi Black Eagle read Jason Cummins' statement regarding the Indian Fee waiver. Chairperson Forster indicated she would present this to Angela McLean and maybe have information on this at an upcoming meeting.

The next MACIE meeting, a working session, will be November 9, via Zoom

Dugan Coburn motioned to adjourn the meeting and Levi Black Eagle seconded the motion. Passed by all.

The meeting adjourned at 11:19 a.m.

New members attended an onboarding training.



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SUPERINTENDENT OF PUBLIC INSTRUCTION

MACIE AGENDA WORKING SESSION November 9, 2022

ITEM 4 OLD BUSINESS

❖ Model Lesson Review

- Handout 4.1
 - Missing and Murdered Indigenous Persons lesson (draft)
 - Trauma Informed (draft)
 - Grief (draft)

MMIP Resource Guidance

- Asking Native Youth – such as RISE – what would they like to see happen as far as communication, resources, and leadership
- Hub course with resources
- Encouraging schoolwide conversations re: safety; esp. in urban areas and around human trafficking
- Tapping into existing taskforces ([Gov Taskforce](#))
- Awareness of prevalence of MMIP (also other issues)
- History of why this is an issue (fetish with POC women, law enforcement lack of response, socio-economic, housing crises – couch surfing, generational trauma and abuse, drug use, human trafficking)
- Traumas from Boarding Schools and other fed policy periods – trauma induced circumstances
- Support for homeless youth
- Networks between rez and urban community for youth – a place where they can go instead of outside – reach out to each other and support each other
- Training for youth leaders – small circles of youth accountability
- Can Homeless Liaisons also be a part of the conversation?
- Ashton Kutcher's organization--
<https://www.nytimes.com/2021/09/02/opinion/sway-kara-swisher-julie-cordua-ashton-kutcher.html>
- Ashton Kutcher's organization—Thorn.org (a powerhouse group!)
- *Trauma lens—we keep people enveloped in the trauma side of things; important to be knowledgeable and have updated training. But we must move them to the healing side of trauma. This is Healing Centered Engagement (<https://youtu.be/MKUNtOUQuFM>)



Trauma-Informed and Restorative Practices

creating a culture of relationship



Vine Deloria Jr.

“Every society needs educated people, but the primary responsibility of educated people is to bring wisdom back into the community and make it available to others so that the lives they are leading make sense.”



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Western vs. Tribal mindset

• Outside in	→	• Inside out
• Fidelity = paperwork	→	• Fidelity = relationships
• Temporary relationship	→	• Lifelong relationship
• Individual	→	• Community
• Verbal Communication	→	• Non-Verbal Communication
• Getting an "A"	→	• I am good at something



If our goal is to meet our students where they are it is important to consider where that is. Even more important, we should understand where we are. Each of us fall somewhere on the continuum of mindsets above. Few of us, Western or Tribal, fall into one column. As you consider these domains try and identify to which side you fall closest. Understanding the orientation of our mindset, in all its complicated glory, is about knowing where we are starting from, which makes knowing where we have to go an easier journey.

- From a western perspective education is delivered, as though a cup is being filled from an outside source. In the tribal mindset education is connected to the life of the student, as though branches are sprouting from the trunk of a tree.
- In the Western view fidelity is demonstrated through documentation. In Tribal view fidelity pertains to the quality of relationships and connections and how well these are nurtured and managed.
- In the Western mindset relationships, particularly relationships that have a service component, are transactional and based on their function. They may be pleasant and even grow beyond their function, but that is the exception. In the Tribal mindset relationships may have functions but, in general, are expected to establish parameters outside of the transaction and, in effect, connect us to one another and not merely a task.
- It's important to understand that our children do not end at their skin. They

extend the boundaries of their own body and are connected in very real ways to their caregivers, extended family, peer groups and activity groups. Their identity is comprised of more than their own actions, their own accomplishments. They share these with their people; family and friends. In the Western mind set this is often ignored. It is true of all students, but is often seen as a distraction. Our institutions are designed to focus entirely on the individual and minimize social “distractions”. In the Tribal mindset the youth’s own, and extended, identity is primary. Who they are related to is integral to how they behave and learn. Their connections are celebrated and utilized to further and cement understanding.

- Non-verbal communication is deeply valued in the tribal mindset as the expression of relationships. Words, too are highly esteemed, but are given less weight than the totality of actions, gestures, volume, tone, proxemics and even rate of speech. The norms in tribal communication emphasize non-verbal communication over verbal communication.
- In the Western mindset individual accomplishment and achievement are highly valued and lend credibility and respect to the individual. In the tribal mindset accomplishment is valued for its contribution to greater community, the honor it brings to the extended identities of family, peer groups and other important associations. It is not necessary to be exceptional in every category presented but rather to be good at something.

Historical Trauma & Unresolved Grief Tribal Best Practice (HTUG) Four Components:

Return to the Sacred Path



Dr. Maria Brave Horse Yellow Heart: *(Return to the Sacred Path)* (Permission Needed)

“We Shall Remain”



[“We Shall Remain”](#) by The StyleHorse Collective

Julie: do you want to add in any additional information about the producer/writer and where it was filmed

“WE SHALL REMAIN was created to address the effects of historical trauma in our tribal communities. Many times, these untended wounds are at the core of much of the self-inflicted pain experienced in Native America. Much like fire, this pain can either be devastatingly destructive or wisely harnessed to become fuel that helps us to rise up and move forward in life with joy, purpose and dignity.”

Trauma and its Impact

SAMHSA Concept of Trauma

Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

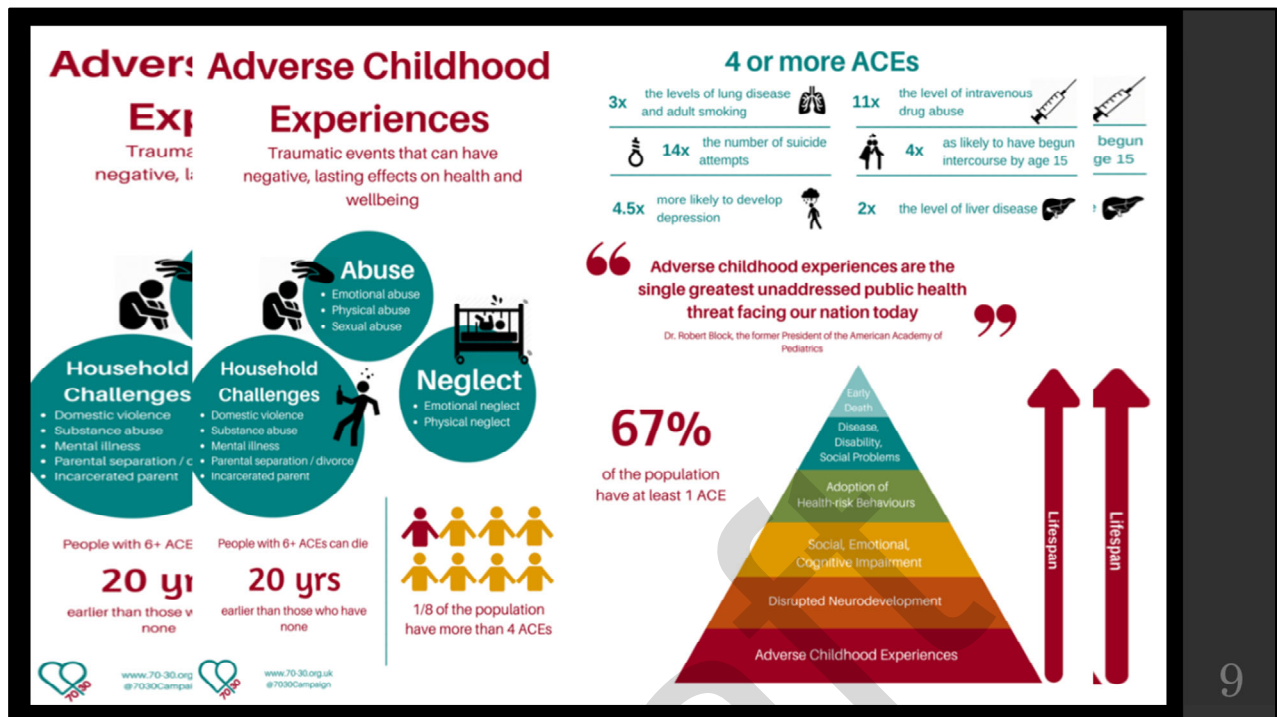
Substance Abuse and Mental Health Services Administration.
SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed
Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD:
Substance Abuse and Mental Health Services Administration, 2014.

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It is imperative to remember that the entire concept of trauma is individual and what may be traumatic for one individual may not impact another as deeply.



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The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study is one of the largest investigations of childhood abuse and neglect and household challenges and later life health and wellbeing. The original ACE Study was conducted at Kaiser Permanente from 1995 to 1997 with two waves of data collection. Over 17,000 Health Maintenance Organization members from Southern California receiving physical exams completed confidential surveys regarding their childhood experiences and current health status and behaviors.

A link to the CDC website for the study:

<https://www.cdc.gov/violenceprevention/acestudy/about.html>

Key Takeaways:

ACEs are more common than previously thought

1 in 6 people reported 4 or more ACEs

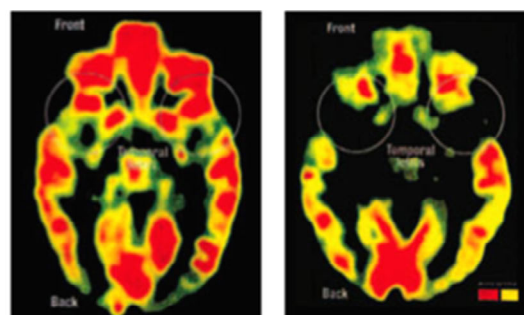
4 or more ACEs is associated with increased health and behavioral health risks

Toxic stress has long term effects that follow children into adulthood

Stress changes the brain.

Children that grow up in an atmosphere of deprivation, low interaction with adults, or ongoing, persistent stress (from things like parental emotional instability, domestic or community violence, or food insecurity) may fail to build or maintain important brain connections. Ongoing or “toxic” stress causes visible changes in brain structure. These changes have real-world implications and costs: toxic stress has been connected to poor long-term health, social, and educational outcomes.

Comparison of the Developing Brain



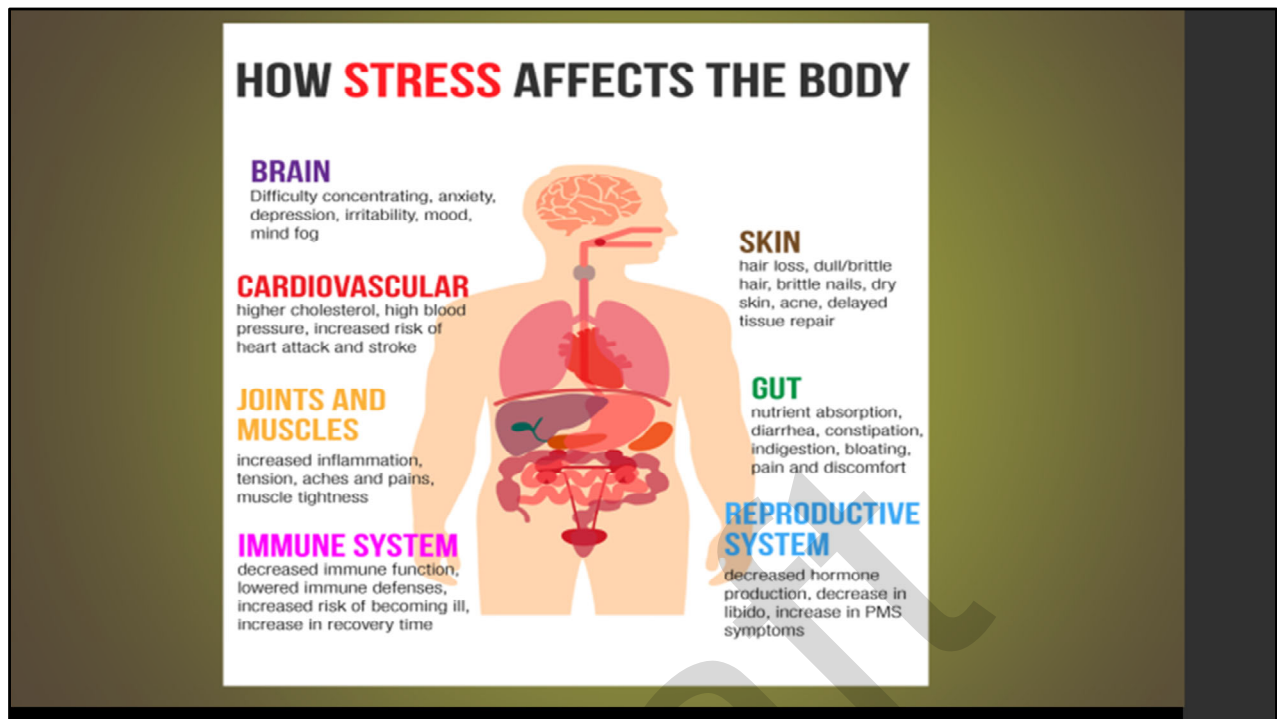
Healthy Development

Development Affected by Environmental Stress

Source: Dr. H. T. Chugani, *Newsweek*, Spring/Summer 1997 Special Edition: "Your Child: From Birth to Three," pp 30-31.

Stephanie: Put notes in and crop picture

Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.
<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>



Imagine you are in class. Consider that 1 in 6 of your students have 4 or more ACEs. In a class of 30 that is five students who are dealing with toxic stress. They are incapable of learning. We can see this in those students who can't sit still, have to be refocused often, suffer from distracting skin issues like allergies and eczema, they often have stomach complaints, seem to get hurt easily, have little tolerance for uncertainty, are incapable of managing negative emotions and attention, or seems to need attention too often and too intensely.




It is important to try to think of these students, not as attention-seekers, but as connection-seekers. So, what do these kids need? What can WE do?

When confronted with the fallout of childhood trauma, why do some children adapt and overcome, while others bear lifelong scars that flatten their potential? A growing body of evidence points to one common answer: ***Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.***

FACTORS that build resilience:


- Belonging
- Hope
- Attachment/Connections
- Empowerment
- Safety
- Capacity
- Culture
- Purpose
- Self-Awareness
- Self-Esteem




Video
Resource

**“The Impact of Unresolved
Trauma on American Indian
Health Equity”**

with Dr. Donald Warne





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https://www.youtube.com/watch?v=CBKiKuVtrtg&list=PL3C8SSfr8s-D9_yoyRfMUVEZ2n-kiKIQd&index=3

Donald Warne, MD, MPH is the Associate Dean of Diversity, Equity and Inclusion as well as the Director of the Indians Into Medicine (INMED) and Master of Public Health Programs, and Professor of Family and Community Medicine at the School of Medicine and Health Sciences at the University of North Dakota. He also serves as the Senior Policy Advisor to the Great Plains Tribal Chairmen’s Health Board in Rapid City, SD. Dr. Warne is a member of the Oglala Lakota tribe from Pine Ridge, SD and comes from a long line of traditional healers and medicine men.

In this informative and thought-provoking video, Dr. Warne traces the history of colonization in the US and explores the health challenges that have accompanied that colonization. Subsequently, he explores potential solutions for those health challenges.

Being Trauma-Informed Education

Revise for word choice

The 4 “Rs” of Trauma Informed Care

A program, organization, or system that is trauma-informed ***realizes*** the widespread impact of trauma and understands potential paths for recovery;

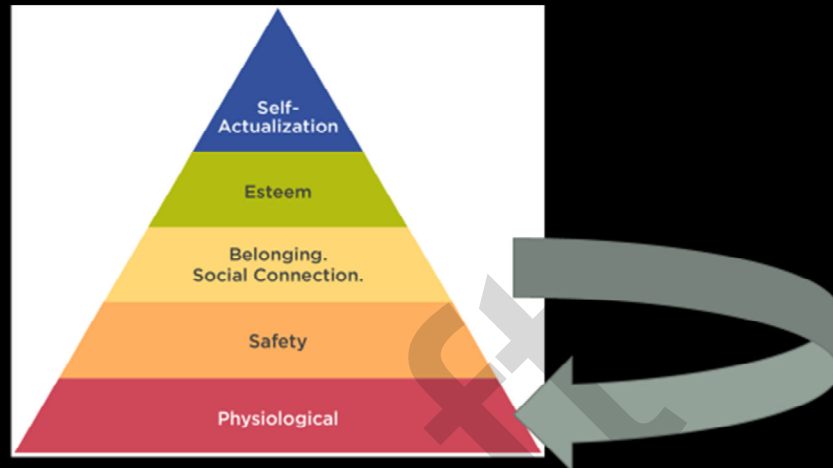
recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and

responds by fully integrating knowledge about trauma into policies, procedures, and practices,

and seeks to actively ***resist*** re-traumatization.

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The Primacy of Social Connection



Dr. Lieberman posits that the need for social connectedness is even more primary than food and water. In his lab, he and his partner coined the term Social Cognitive Neuroscience and have spent much of the last decade in laboratory research using Functional Magnetic Resonance Imaging to determine how the brain works at rest. What Dr. Lieberman and his team have found is that the brain at rest defaults to social thinking. Lieberman concludes that the world of work and school being designed to minimize social distractions goes against our default settings. He encourages changes in policy and practice that allows the social brain to manage information.

Matthew D. Lieberman:

“Evolution has made a bet that the best thing for your brain to do in any spare moment is to get ready to see the world socially.”

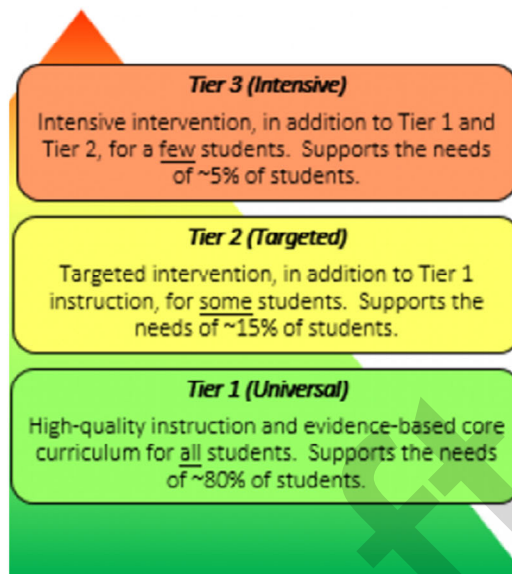
“Not appreciating the value of our social superpowers is our social kryptonite.”

Lieberman Presentation: <https://www.youtube.com/watch?v=NNhk3owF7RQ&t=255s>

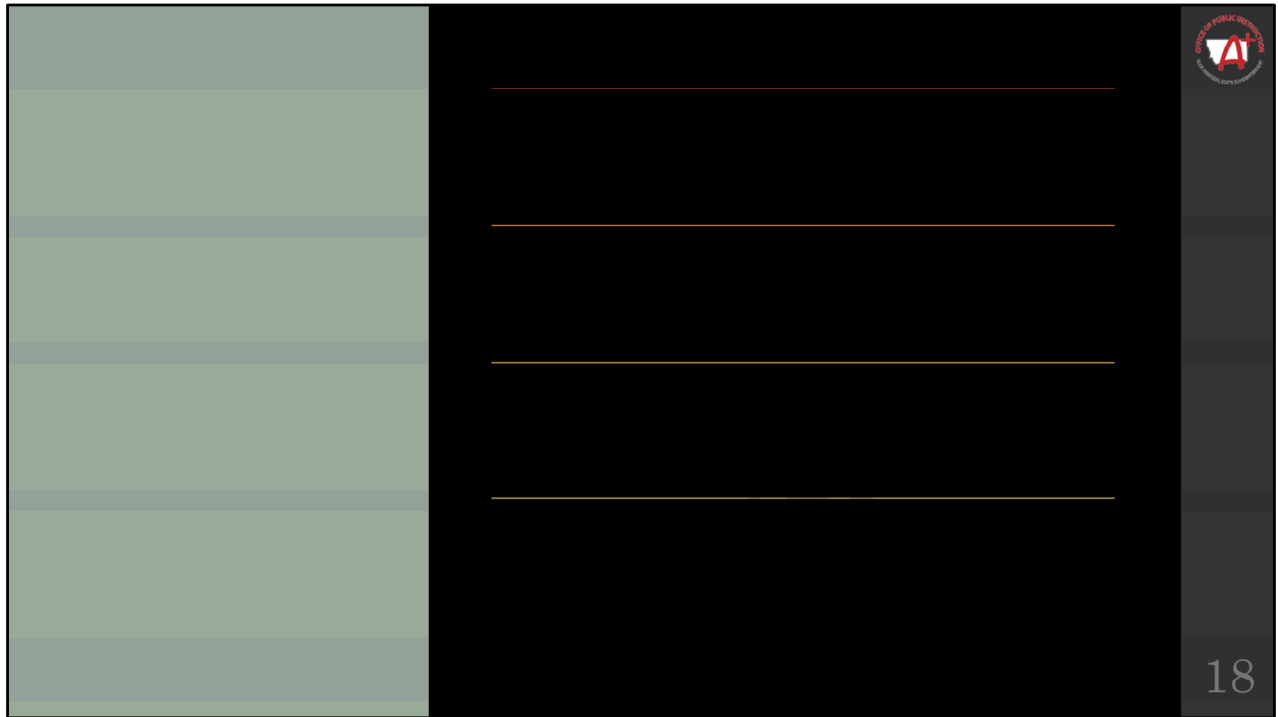
https://www.amazon.com/Social-Why-Brains-Wired-Connect/dp/0307889106/ref=asc_df_0307889106/?tag=hyprod-20&linkCode=df0&hvadid=312178271755&hvpos=&hvnetw=g&hvrnd=6946695510348928722&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9021148&

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Draft



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Possibly a slide regarding Resilience?

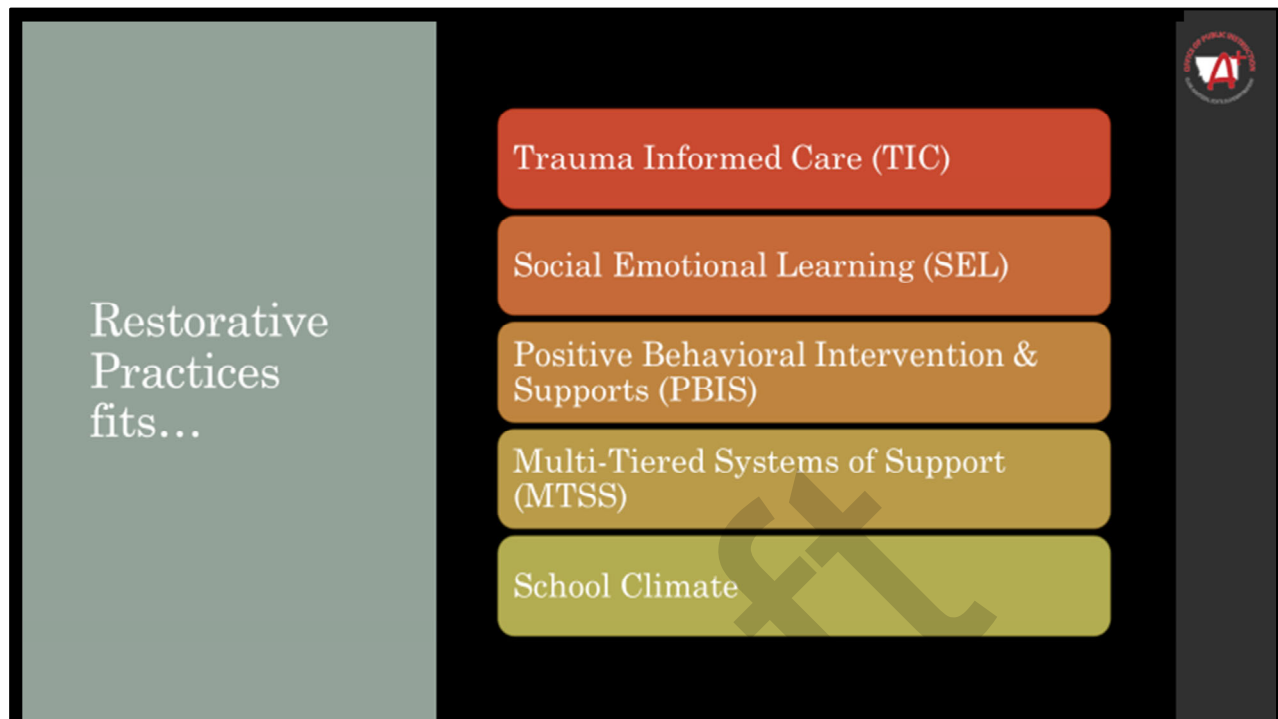
The Teacher Learning Hub

<https://learninghub.mrooms.net/course/view.php?id=654>

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Draft

Restorative Practices in the Classroom



Now, more than ever, we must keep in mind the whole child. It is not enough to share information we must help our students feel connected and resilient. If this effort is avoided we will continue to lose those students who are most alienated to behavioral issues, addiction, early pregnancy, dropping out of school, and suicide. By using the Restorative Practices we are educating the whole child. The Restorative Practices work to meet the goals of becoming trauma informed. The entire process is social in nature and can be used to teach emotional intelligence. The restorative practices focus on creating safe spaces and enables the environment we create to take on the role of reducing harm and creating social safety.



The Practices



RESTORATIVE
MINDSET



RESTORATIVE
INQUIRY



RESTORATIVE
DIALOGUE



TALKING
CIRCLES

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In the next few slides we will be looking at how the practices look on their own and how they work together.



Crystal add notes: The restorative mindset is composed of...



The Inherent Worth of the Individual. Students...

are inherently worthy and valuable

are essentially good

exist in a matrix of relationships

are comprised of their own story and also shared stories

have the capacity to change their own behaviors

have great impact in their communities

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To teach using restorative practices is to go back to the essence of what it means to be an educator. It is recognizing that how our students are learning in the spaces we hold for them is primary. The information we share with them will give them the tools they need to succeed but is our work to teach them how to use those tools. Using the Restorative Practices requires that we see, truly see, our students as the humans they are becoming. We must believe...

The Relationship Standpoint

- That humans are always in relationship
- When positive connections are established, relationships become less disposable
- Leaning into one another is valuable and enhances our endeavors
- Learning how to develop positive relationships is an integral aspect of education
- Harm is seen as fracturing relationships

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OFFICE OF PUBLIC HISTORY
IOWA
Preserving the Past, Inspiring the Future

When we approach the world, or the world of our classrooms, we can do so from the Relationship Standpoint. From this perspective the primacy of human relationships is evident in all that we do. Consider that we are mammals and we are born incapable of surviving on our own. Our best lives are lived when we work in cooperation with others. If we believe that this means our brains are created to connect then approaching life from the Relationship Standpoint makes sense. In order to do this we have to acknowledge what that means.



Commitment to the Process

Connection and Relationships develop over time

Interactions are more meaningful when there is a connection and relationship

Being in relationship is inevitable but connection is optional

The process is flexible, adaptable and responsive.

Youth yearn to connect and given time and commitment, they will.

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In order to develop a restorative practice approach we must emphasize the “practice” of approaching the world with a value for connecting with one another and establishing positive relationships. This takes time. It’s a process, not a product.



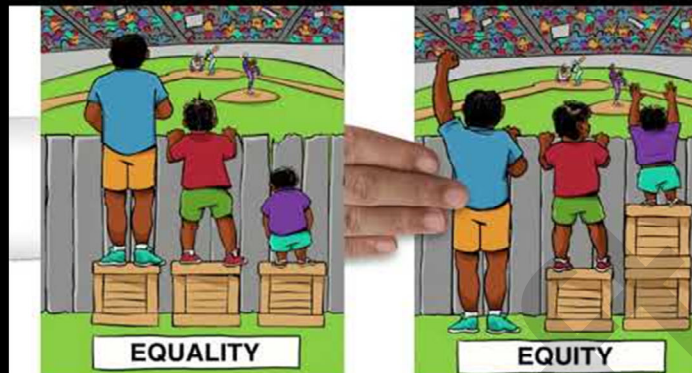
Investment in Balance

- Justice naturally proceeds when there is balance and equity
- Understanding the difference between equality and equity
- Balance requires introspection
- When we commit to balance there is less judgement

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Justice doesn't always have the connotation of fairness or equity when it comes to youth who live in poverty or experience the world as a person of color. In fact, it often means the opposite of unbiased evaluation. The idea of balance, however, is more familiar. Where there is balance there is equilibrium and reciprocity. All things are taken into account. When we invest in balance we not only see the whole child but also their context, their experiences, etc...

Exercise: Thinking about Equality vs. Equity



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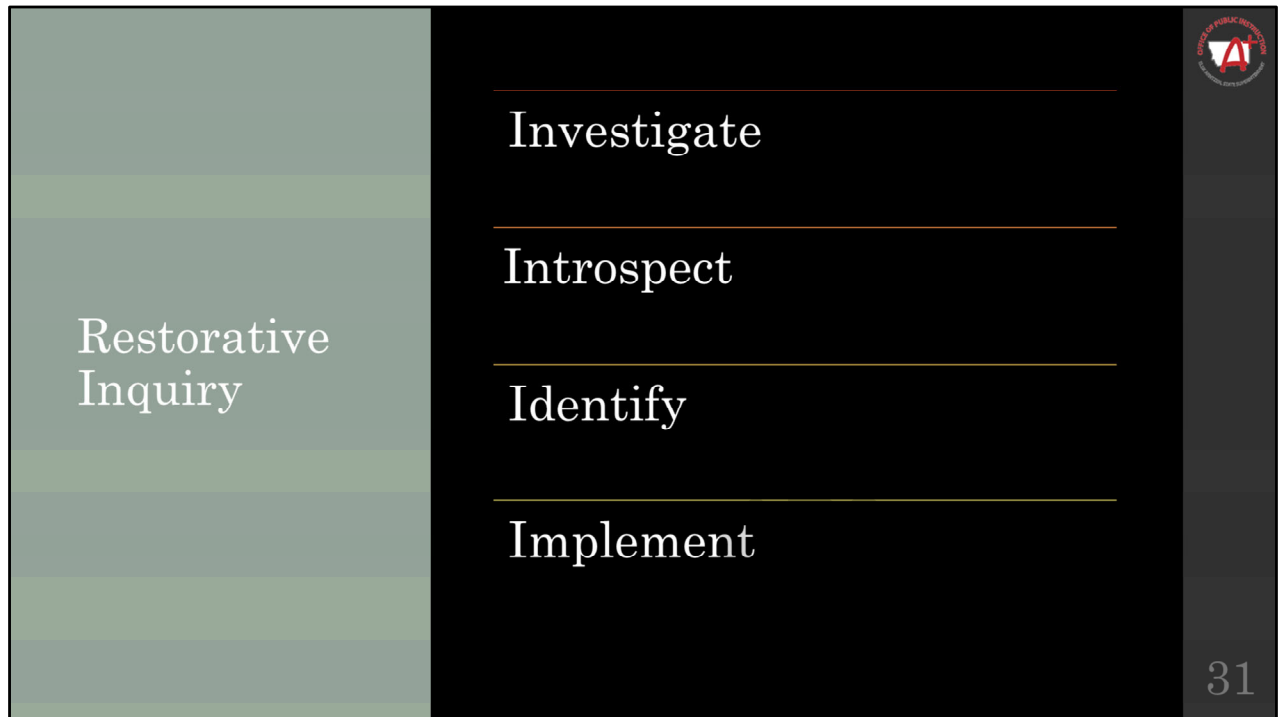
Reflection Activity:

- What stood out to you?
- How does this apply to your own work?
- What is most important about these ideas?

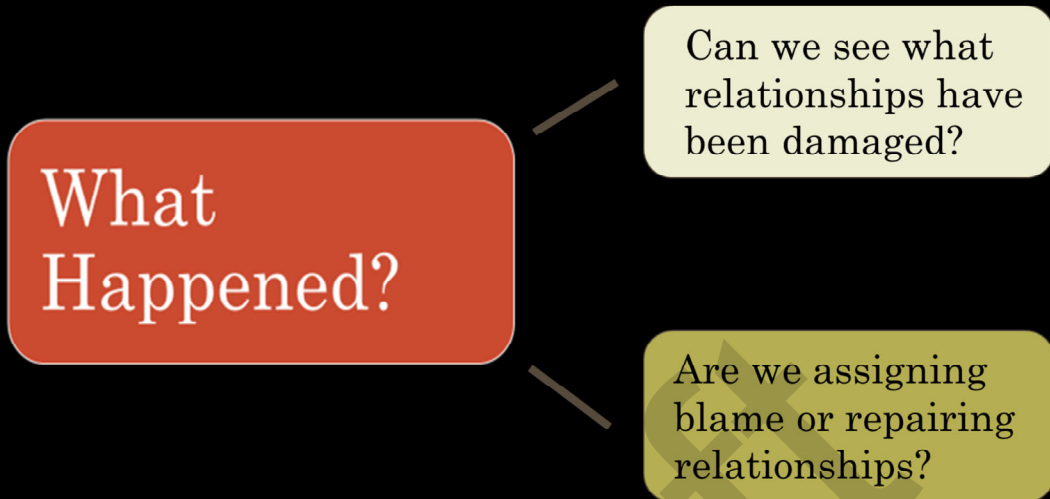
Equity, Equality
and Balance

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Restorative Inquiry Step 1:



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Using our Restorative mindset we move ourselves to respond to the situation rather than reacting to it.

Asking “What happened” takes the blame out of the request for information and allows the whole story to be told. Using open ended questions that withhold judgement is at the heart of this step.

Things to consider:

- How do our current practices inhibit the ability to see what relationships have been damaged?
- Do our policies seek to assign blame or to repair relationships?
- What do we need to do to move from a reaction to a response?

Restorative Inquiry Step #2

What harm
has been
done?

Do our current
practices skip or
identify harm?

Are we assigning
blame or repairing
relationships?

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Asking “what harm has been done?” Leaps over assignments of blame and get to the heart of the issue. Individuals are asked to identify the harm and be accountable for it.

Things to Consider:

- How do our current practices skip or identify the harm done by the action or words?
- Do our Policies seek to understand or to punish?
- What do we need to understand about ourselves before we facilitate this discussion?

Restorative Inquiry Step #3

What actions
will repair
relationships?

How do our current
practices skip the
healing?

Do our policies seek to
repair relationships or
avoid the issue?

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Asking “What actions will repair relationships?” pushes us past condemnation into action taken to repair the damage. We have to understand that the process can’t “undo” the action, but the next steps can move toward mending.

Things to Consider:

- How do our current practices skip the healing?
- Do our policies seek to repair relationships or avoid the issue?

Role Playing Activity

Work through the following role play incidents and then follow up with restorative inquiry process:

Handout: [Southern Poverty Law Center's Teaching Tolerance Restorative Justice Role Playing Activity](https://www.learningforjustice.org/sites/default/files/2017-08/teaching-tolerance-restorative-justice-role-playing-scenarios.pdf)

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As a team, you will be practicing the steps of restorative inquiry using the role playing

Southern Poverty Law Center's Teaching Tolerance Restorative Justice Role Playing Activity Handout: <https://www.learningforjustice.org/sites/default/files/2017-08/teaching-tolerance-restorative-justice-role-playing-scenarios.pdf>

Break group into pairs or 3s and assign each group one of the four role-playing scenarios. They will walk through the restorative justice steps on the next slide after reading through their scenario and then role-play it out.

Ask for a volunteer group for each scenario to share/perform for the whole group.

Practicing Restorative Inquiry

What happened?

What are your insights about the role-playing scenario that you were assigned?

What harm has been done?

What action can be named to restore relationships and minimize the harm as much as possible?

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As a team, you will be practicing the steps of restorative inquiry.

What happened?

What are your insights about one or more of the microaggressions shared in this video?

What harm has been done?

What action can be named to restore relationships and minimize the harm as much as possible?

Alternative/Extension Activity

Microaggressions and Mosquitos!

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Alternative Extension Activity Option:

Important Note: This activity can be a great way to help people identify smaller situations and issues that happen in the day to day of school, that, when left unresolved can escalate into bigger conflict in our classrooms and within interpersonal relationships. HOWEVER, the following activity may sidetrack learning on restorative justice if the learner audience has not already had training on understanding, identifying, and processing microaggressions. If this activity is undertaken, special care should be taken by the professional learning facilitator to ensure that stereotyping and scapegoating is not engaged in, even if it is unintentional. It is recommended that this activity only be led by a professional learning facilitator who is experienced and prepared to respond to questions and/or provide additional context, background/explanation about microaggressions in a way that does not infringe individual rights **and** in such a way that does not derail the learning away from restorative justice to microaggressions.

[Youtube video that compares microaggressions to mosquito bites](#)

Workshop leader may choose to share the following commentary that helps people understand microaggressions:

Not only are mosquito bites annoying, making the offended irritable, but each individual has a different sensitivity to mosquito bites. Personally, when I go outside, if there is a mosquito within a mile radius, it will find me! For some reason unbeknownst to me - I attract mosquitoes. Then, comes my physical and emotional weakness. I am unable to Not scratch an itch! I will scratch and scratch until the bite is bleeding. I will even scratch days after removing the scabs. When it comes to mosquito bites, for me, they leave scars.

Not all of us are this sensitive to them, but I think the correlation has a deep meaning on how these “mosquitoes” affect different individuals differently. For those of us who are highly sensitive, they are very damaging.

Identify one microaggression that made you itch.
As a team, you will be practicing the steps of restorative inquiry.

Using a microaggression from the video, work through the restorative inquiry process using these prompts:

Practicing Restorative Inquiry

What happened?

What are your insights about one or more of the microaggressions shared in this video?

What harm has been done?

What action can be named to restore relationships and minimize the harm as much as possible?

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Identify one microaggression that made you itch.
As a team, you will be practicing the steps of
restorative inquiry.

What happened?

What are your insights about one or more of the microaggressions shared in this video?

What harm has been done?

What action can be named to restore relationships and minimize the harm as much as possible?



Restorative Dialogue

How are we talking about issues?



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Restorative Dialogue

Stages

Appropriateness

Mindful Facilitation

Agreements

Guiding Questions

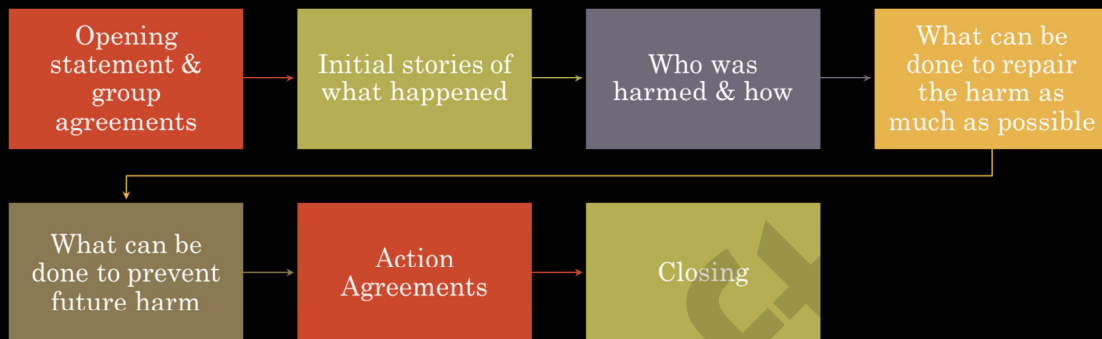
Collectively Names Actions to Repair
Relationships & Minimize Harm



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Overview of the Stages of the Dialogue



Resolutions Northwest, Restorative Justice 2019 Training Manual, p 73

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Mindful Facilitation

Mindful Facilitation is about the awareness that as facilitators we hold space for development of others and for our selves. It is about taking responsibility to know where we are at-minds and bodies, before we host others in the learning space we create.

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Group Agreements

- Replaces “ground rules”
- Generated from participants
- Are community property
- Reflect values
- Describe expectations for behavior
- Move participants toward balance and resolution



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Making agreements help us to focus on the collaborative nature of this discussion. As it is generated from diverse perspectives it has a high likelihood of comprehensive and promote investment in the process. Making agreements also helps identify the shared values the participants hold and help paint a clear picture about what is expected from participants. This entire piece in the overall process balances power so that the focus remains on repairing damage rather than on assigning blame.

Guiding Questions

- What happened?

Each participant tells their story

- Who was harmed and how?

Participants share how each was impacted

- What can be done to repair the harm as much as possible?

Participants brainstorm about how to achieve accountability through making things right

Restorative Justice 2019 Training Manual
Resolutions Northwest



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Using open-ended questions to investigate the process is integral to the process. Often, when dealing with damaging behaviors, the tendency is to lead discussion to assign blame. By thoughtfully asking the questions above we can elicit a broader understanding of the events and make better connections to actions that might repair, as much as possible, relationships.

Guiding Questions

- What will keep this from happening again?

Participants discuss what will make them each more comfortable and/or safe from this point forward.

- How can others support you?

Participants make requests or offer support to complete agreement, or otherwise provide support to the person responsible or the person harmed.

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Note that the guiding questions are open ended and non judgemental; they seek information from which to cultivate accountability and restoration.

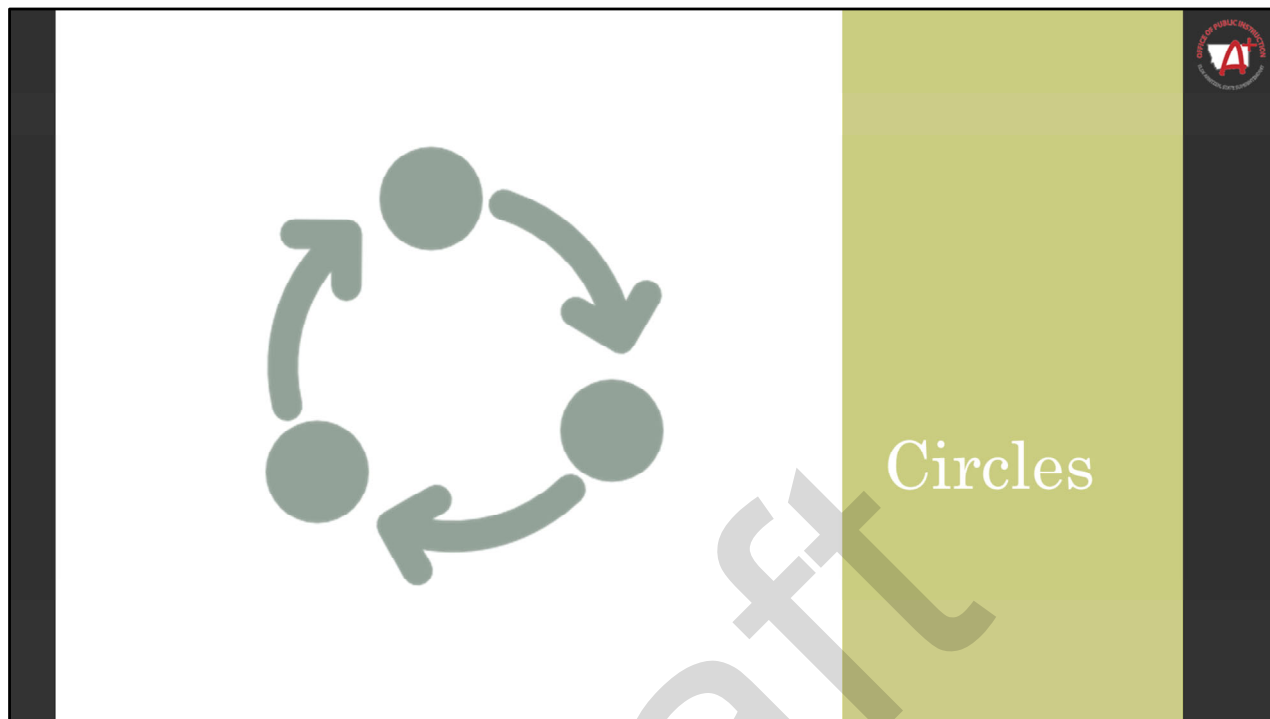
Names Action

- If the whole point is...
 - To minimize harm,
 - Restore relationships, &
 - Accept responsibility for action
- Then we need to...
 - Name actions,
 - Enlist supports,
 - Develop a timeline, &
 - Reflect on outcomes



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When we use the investigative approach we are able to see the bigger picture and participants are asked to own their contribution to the leading event. In doing this we generate more ideas, more connections and more opportunities for restoration. It is imperative that action is generated from the restorative dialogue and that the action seeks to repair, as much as possible, the damage that was done, both physically and relationally.



Circles


Strategy for creating positive relationships

Builds relational skills

Intentional

Simple Process

Adaptive Action



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Circles Strategy

Goal: Create an intentional situation in which participants feel heard, respected and valued.

Result: To create positive relationships and promote social emotional learning

Method: Open an intentional space of sharing; Take turns checking in with the circle, responding to a set of prompts, and checking out with the circle; close the circle

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The process of circles is relatively simple. The goal of circles is as complex, and as simple, as creating connections and advancing relationships. If we take into account that our brain's default setting is using it's social centers it can come as not surprise that enacting a safe, structured space for sharing thoughts and ideas is playing to our strengths as relational beings.



Builds Relational Skills

Patience

Listening

Reflecting

Exchanging stories

Shared experience

Adhering to agreements

Peer normalized behavior

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These are just a few of the relational skills that our students utilize in a circle setting. Patience-The circle is a turn-taking space and students not only learn to wait their turn, but to listen and reflect on the things being shared. As storied people it is an important human experience to share our stories. This exercise helps our students to give voice to their experiences, share their values, demonstrate their virtues and contribute to a team-identity. By following and enforcing agreements our students learn how important it is to manage themselves inside a group. It is always astonishing when our students tune-in to another and normalize the behaviors being demonstrated. The circle is an ideal place to see this happen.



- Train partners in the restorative practices mindset
- Introduce, train & model Circles
- Support implementation of Circles with community partners
- Provide ongoing coaching

Starting is a Simple Process

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General Circle Format

Gather in an open circle with Centerpiece

Introduce the talking piece

Opening event

Review agreements

Check in round

Discussion Rounds

Check out Round

Closing event



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Context

- What are some challenges you can envision using circles to meet?
- Where will efforts to build community be effective for your work?
- How do you think Circles can be used to build relationships?
- When might a Circle be useful for addressing trauma?



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Adaptive Action

- The circle format is process oriented to adapt to varied needs
- Circles can be used to help reach a variety of objectives
- Practicing Circles consistently builds a base for managing difficult topics
- Circles promote peer relational culture

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Common Circling Challenges

If this...	Try this...
It's taking too long to get into a circle	<ul style="list-style-type: none"> • Practice circling up • Circle at a consistent time • Time the process and challenge students to beat their time. • Make a plan for furniture • Consider alternative circling spots • Ask students to come up with solutions
The circle is taking too long	<ul style="list-style-type: none"> • Ask for check ins to be one or two words • Be flexible with prompts • Time spent allowing kids to feel heard is well spent
No one is talking	<ul style="list-style-type: none"> • Use art activities • It's okay not to share sometimes but do try every time. • Start with a pair share • Try to set a fun and community building tone then build into serious content over time • Ask students to brainstorm why no one is talking • Ask questions students want to answer



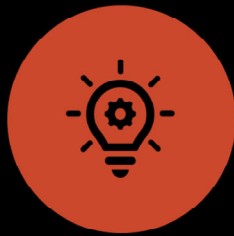
Common Circling Challenges

If This...	Try This...
There are derailing behaviors	<ul style="list-style-type: none"> • Revisit agreements and values • Try to determine the function of the behavior and focus on that, "It seems like this topic makes you uncomfortable." • Engage students who derail to come up with prompts or be a circle keeper • Have a one to one restorative discussion at a different time
One or two students do most of the talking	<ul style="list-style-type: none"> • Step up, Step Back • Have students make/bring their own talking piece • Consider giving natural leaders a job • In private conversations as quiet students what they need to participate more
Students are sharing about private family issues, abuse, suicide, drugs or alcohol	<ul style="list-style-type: none"> • Explain what you are mandated to report • Create a plan with partners to manage this if it occurs • Follow up with school officials, mental health providers and nurse's immediately after the circle and make a mandated report as necessary
Circle is generally not going well	<ul style="list-style-type: none"> • Consult with others for idea, suggestion or coaching • Observe another circle • Ask a colleague to cofacilitate with you • Ask students how to improve the circle





Circles



IMPLEMENTATION



EVALUATION

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Do we have a video of a sample of a “working circle?” I think that would be very helpful.



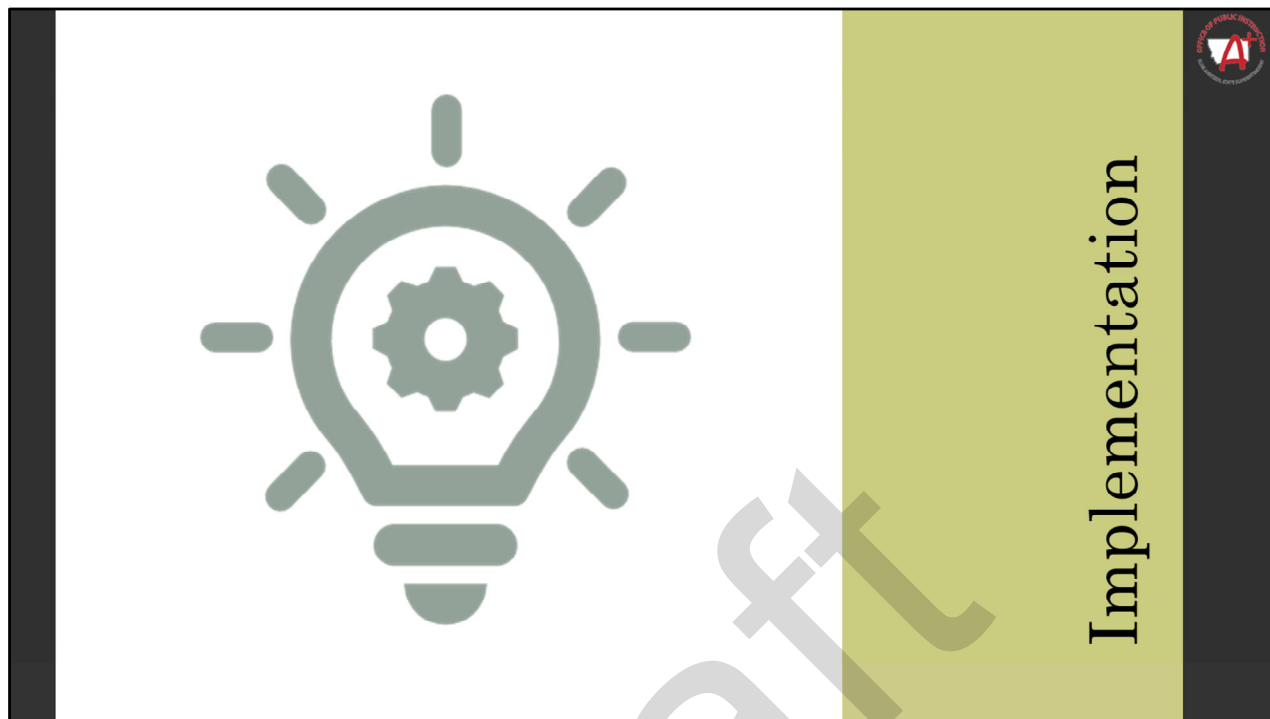
Skills

- Communication
- Listening
- Facilitation
- Reflection

Values

- Enthusiasm
- Commitment
- Flexibility
- Equity

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Implementing the Practice of Circles

Establish Vision—What do you hope to achieve?

Assess Capacity—What do you have and what do you need to succeed?

Identify Protagonists—Whose with you?

Detail the mission—How are you going to go about the work?

Establish goals/objectives—What progress markers are important for gauging success?

Develop Supports—What/Who is needed to maintain your practice?

Implement—Do the circle, and the next one, then the next, etc...

Reflect—Take the time share insights, highlights and delights with your partners. Learn together?

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YOU ARE HERE...



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Determine where you are at in the process of implementing a Restorative Practices approach.

1. Are you just beginning to consider what pieces you have and what you need?
2. Are you doing some of the pieces but not others? What needs to happen to really be restorative?
3. Are you using a Restorative Practices approach? What do you need to keep your momentum going?

Following are three tiers to help you identify where you are at. Once you have an idea of your position you can begin planning your next steps.

Theoretical

Tier 1:


Restorative Values & Philosophy

Restorative Practices Committee

Community Building Circles

Restorative Chats

Family & Community Engagement



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Foundational

Tier 2:

Restorative Circles

Youth Restorative Practices
Team

Circles of Support



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Restorative Practices Summary



A MINDSET



RESTORATIVE
INQUIRY



RESTORATIVE
DIALOGUE



TALKING
CIRCLES

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Examples of Restorative Justice (Taken from: Taking Restorative Justice to Schools: A Doorway to Discipline. J. Holtham. (2009). Del Hayes Press)

<https://cdpsdocs.state.co.us/safeschools/CSSRC%20Documents/CSSRC%20Examples%20of%20Restorative%20Justice.pdf>

Indigenous Mindfulness

*“Creator help me live
in a way that will
make my ancestors
proud” [Prayer]*

- Indigenous ways of life were always about being mindful
- If we are out of balance, so are our youth
 - Who helps the helper(s)?
 - How can we help/ empower/ heal/ protect/ care for ourselves?
- Reconnect to the body in the present moment - connects us to the earth
- Be more intentional with our thoughts, words, and acts
- Experiential exercises to bring into communities to build capacity

LaFromboise, T. (2021, March 19). *Trauma-Informed Indigenous Mindfulness*. Heart Butte Mental Health Virtual Conference, Heart Butte, MT.

Grief

Note on Grief: The Diagnostic and Statistical Manual of Mental Disorders (DSM)-IV notes the importance of culture in understanding an individual's duration and expression of bereavement.

Causes: Historical trauma; Losses due to MMIP, suicide, homicide, & bereavement-suicide.

Effects: Both children and adults. In Montana, we have large Indigenous populations in rural areas. These areas are more likely to be deeply affected by grief as they live in close-knit communities. It is important to understand the cultural values and traditions of these communities to help provide support during these difficult times.

Ways to combat this:

- Help create safe places or people that students have access to during the grieving process.
- Shift in cultural norms/expectations to allow students to grieve in their own way.
- Begin incorporating more lessons on grief and the grieving process into more frequent whole-child lessons (maybe weekly) to help minimize the stigma around the discussion and help give students more tools to help them process.
 - Could potentially be triggering for students, maybe provide an alternate space.
 - Up to each child- what is most helpful for them (sharing a story, or keeping to themselves, etc.)
- Connect with families and allow them space to share when/what they want.
- Encourage administrators to reach out to families after a loss to see what they can do at school to provide support.
- What can schools do to better define "close familial loss"? Especially with vast family structures within native communities.
- Are there any kind of remembrance holidays?
- Could have a remembrance wall at school for students to share pictures, etc.
- "Handle with care" messages to teachers/staff to provide support to create an open communication pathway between home and school.
- Incorporate expressive therapies within school

Additional Resources:

[MT OPI Tribal Resource Guide](#)

[Tamarack Grief Resource Center](#)

[Intergenerational trauma and complicated grief in Aboriginal populations](#)

[Suicide After Bereavement: An Overlooked Problem](#)

[Historical Trauma & Unresolved Grief](#)

[Healing the American Indian Soul Wound](#)

[The impact of stressors on second generation Indian Residential School survivors](#)



Indian Student Achievement Unit

Montana Office of Public Instruction