



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

Montana Advisory Council on Indian Education

April 4, 2023

Agenda – Working Session

MSU Billings

Conference Rooms A-B, Student Union Building

[Zoom Link](#)

Meeting ID 823 3776 5092

Password 127153

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
 - ❖ Ice Breaker
- Item 2: Approval of Minutes** 9:30 a.m.
- ❖ February 1, 2023, Minutes
- Item 3: Reports** 9:40 p.m.
- ❖ Superintendent
 - ❖ Indian Education for All Unit
- Item 4: Chairperson Report** 10:20 a.m.
- Item 5: Old Business** 10:30 a.m.
- ❖ Lessons Review
 - Missing and Murdered Indigenous People
 - Trauma-Informed Restorative Practices
 - Grief Resources
 - ❖ Indian Fee Waiver – Angela McLean

Break (as needed)

Item 6: New Business

11:00 a.m.

- ❖ New Goals
- ❖ Budget Discussion
- ❖ 2024 Meeting Schedule

Lunch is scheduled for noon**Item 7: Public comment**

2:45 p.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 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 7: Adjournment

3:00 p.m.

Times are approximate.

The next meeting is May 3, 2023, via Zoom.



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

**MACIE AGENDA
WORKING SESSION
April 4, 2023**

**ITEM 2
APPROVAL OF MINUTES**

- ❖ Handout 2.1
 - Draft February 1, 2023, minutes



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

MACIE Meeting
 February 1, 2023
 Minutes - Draft

Members Present

Norma Bixby	Northern Cheyenne Tribe
Levi Black Eagle	Crow Tribe
Marcy Cobell	Montana Indian Education Association
Dugan Coburn	Urban – Great Falls
Jonathan Eagleman	Chippewa Cree Tribe
Paul Finnicum	MTSBA Indian School Board Caucus
Jordann Forster	Montana Federation of Public Employees
Megan Gourneau	Fort Peck Tribes
Susie Hedalen	Board of Public Education
Iris Kill Eagle	Little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Angela McLean	Montana University System
Callie Rusche- Nicholson	Billings Public Schools
John Stiffarm	Class 7
Don Wetzel	Office of Public Instruction

Guests

Cory Sangrey-Billy Tribal Colleges
 (MACIE nominee)

Office of Public Instruction/
 Board of Public Education

Matthew Bell Joan Franke
 Morgan Smith

Members Absent

Dawn Bishop-Moore	Indian Impact Schools of Montana
Rodney Bird	Bureau of Indian Education
Michelle Crazy	Fort Belknap Tribes
Michael Dolson	Confederated Salish & Kootenai Tribes
Harold Dusty Bull	Blackfeet Tribe
Hilary Gourneau	Tribal Head Start
Melissa Hammett	Urban – Missoula

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

Minutes

The minutes of the January 4, 2023, meeting were reviewed. No corrections were made. Iris Kill Eagle motioned to approve them as written. Levi Black Eagle seconded the motion. Passed by all.

Chairperson Report – Jordann Forster

Cory Sangrey-Billy of Stone Child College will be the Tribal Colleges representative, as she was nominated by the tribal college presidents' organization. She gave a short informational presentation about the college organization.

Chairperson Forster reviewed the information she had presented to the Board of Public Education (BPE) meeting, including reiterating the two position statements. She encourages MACIE members to promote these positions when possible.

Jordann will be reaching out to members to get to know more about them and how they envision MACIE. She indicated members need to be active and attend meetings. Consensus was reached that members would abide by by-laws and reach out to members who do not participate and then to the organization for a new nomination if the member is not able to participate fully.

Old Business

➤ Election of Secretary

Dawn Bishop-Moore is interested in retaining the position. Paul Finnicum motioned to nominate Dawn to be secretary. Marcy Cobell seconded the motion. Passed by All

➤ Request AISA Task Force Continue Working on Guiding Documents

- Language preservation and promotion
- Digital literacy
- Connection to community and tribal strengths to ensure students' education is relevant to them

➤ More Guidance Regarding Information to Include in Model Lessons/Guidance

Morgan Smith reviewed the documents on Missing and Murdered Indigenous People (MMIP) and Grief.

The MMIP would be incorporated into restorative practices and building an understanding of healthy relationships. Jordann indicated that she believes a position statement could be written to affirm that MMIP needs to be a part of the education system. Although the curriculum needs to be age appropriate, it is essential at the lower grades.

For grief, there was discussion around leave and allowing leave when there is loss, which is a local control issue. Chairperson suggested a position statement also on grief for districts to consider policies.

If members have suggestions for the drafts, they should send them to morgan.smith@mt.gov.

➤ Revisiting the Regalia and Language Protection Statements

These are how future position statements should be written, with brief information on the position and then the asks in a one-page document. Chairperson Forster indicated that positions need to be continued to be written.

Paul Finnicum indicated he will draft a statement for funding for grow your own—teachers being identified from local community members.

Jordann suggested the in-person meeting be working and do committees to work on statements.

Jonathan Eagleman moved to extend the next MACIE meeting by three hours and making it a working meeting. Jeremy MacDonald seconded the motion. Passed by all.

Jonathan Eagleman moved to have the next MACIE meeting (in-person) on April 5 instead of April 4 and move the location from Helena to Billings. Levi Black Eagle seconded the motion. Passed by all.

New Business

- New items of focus by OPI for curriculum

These need to be collaborative, not just asking OPI to do something.

Some issues were discussed.

It was decided through consensus that this will be at the next MACIE meeting with creating committees and drafting of initiatives.

Chairperson Forster will reach out to Superintendent Arntzen's office to request a legal person attend the meeting to give advice on laws and rules.

- OPI American Indian Student Achievement Restructure

Don Wetzel gave information regarding the new structure for the Tribal Student Achievement, Relations, and Resiliency Unit, as Carrie Gopher resigned as the unit director of American Indian Student Achievement. Her position will be filled as an achievement specialist.

Public Comment

Paul Finnicum indicated Impact Aid funding is being held up at the federal level due to the Omnibus bill not being passed.

Dugan Coburn motioned to adjourn the meeting, and Jeremy MacDonald seconded the motion. Passed by all.

The meeting was adjourned at 11:38 a.m.



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

MACIE AGENDA WORKING SESSION

April 4, 2023

ITEM 5 OLD BUSINESS

❖ Lessons Review

- Handout 4.1
 - Missing and Murdered Indigenous People
 - Trauma-Informed Restorative practices
 - Grief Resources

❖ Indian Fee Waiver



MISSING AND MURDERED INDIGENOUS PEOPLE

American Indian Student
Achievement Unit

VIOLENCE AGAINST WOMAN ACT

- March-Violence Against Women Act Reauthorization Act of 2022.
- Expands special criminal jurisdiction of Tribal courts to cover non-Native perpetrators of sexual assault, child abuse, stalking, sex trafficking, and assaults on Tribal law enforcement officers on Tribal lands and supports the development of a pilot project to enhance access to safety for survivors in Alaska Native villages.
- Tribal partners through each phase of the justice system to create solutions that are victim-centered, trauma-informed, and culturally appropriate.

MISSING AND MURDERED INDIGENOUS PERSONS AWARENESS DAY

NOW, THEREFORE, I, JOSEPH R. BIDEN JR., President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim May 5, 2022, as Missing or Murdered Indigenous Persons Awareness Day. I call on all Americans and ask all levels of government to support Tribal governments and Tribal communities' efforts to increase awareness of the issue of missing or murdered Indigenous persons through appropriate programs and activities.

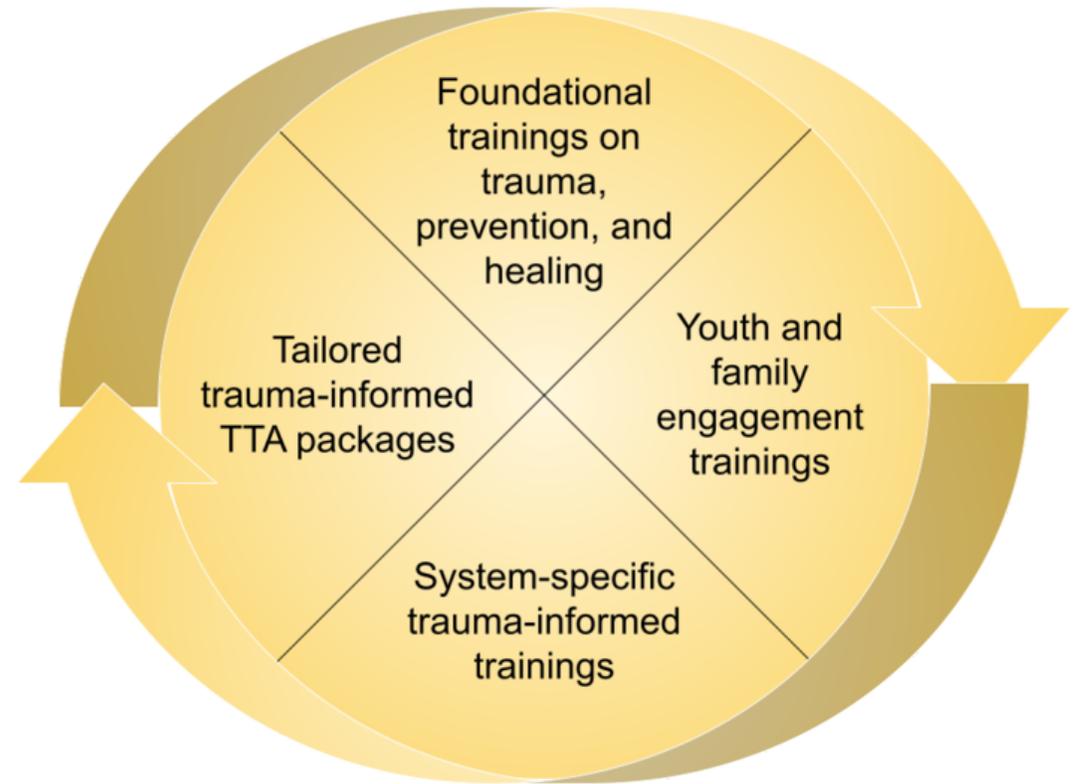


MMIP CASES

<https://www.bia.gov/service/mmu/missing-murdered-open-cases>

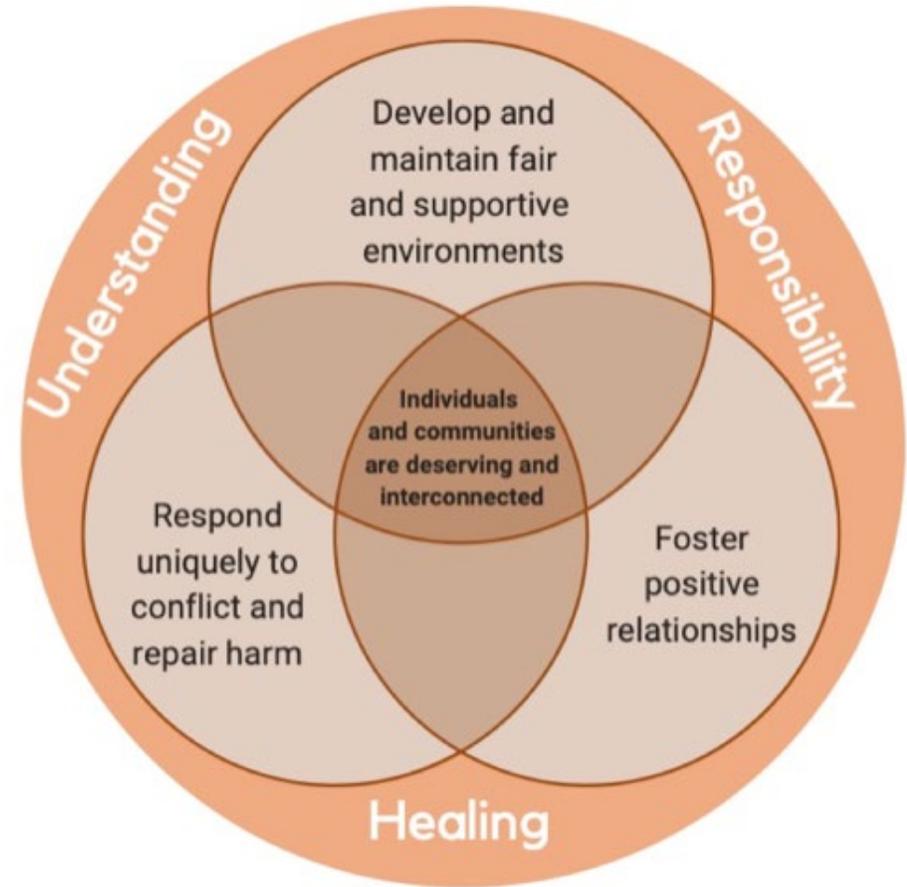
TRAUMA INFORMED

Training and technical assistance (TTA) to tribal, federal, state, and private agencies on the impacts, prevention, and mitigation of childhood traumatic stress, along with other forms of TTA that align with trauma-informed principles.



RESTORATIVE JUSTICE

Principles and practices of restorative justice to educators, school staff and school boards, superintendents, and social workers, as well as parents and students, which results in the ability to train others in their various communities.



CULTURAL AWARENESS

Connect Students to Connect Students to Culture, Tradition, and Indigenous Knowledge

Cultural connectedness includes any aspect of a student's life that is uniquely influenced by his or her connection and engagement with culture, tradition, and indigenous ways of knowing.

- Language Integration
- Extra-curricular Activities
- Land Based Learning
- Community Projects
- Wellness Components
 - Self-awareness
 - Social awareness
 - Responsible decision making
 - Self-management
 - Relationship Building

CULTURAL AWARENESS

Create Opportunities to Strengthen Positive Self-identity

American Indian youth should *always* feel proud of their heritage and identity as American Indians. A positive self-identity promotes better wellness and higher academic achievement. Schools can support the development of strong student self-identity by creating opportunities for developing and displaying student skills, such as creativity and leadership, and positively reflecting the community history and values.

CULTURAL AWARENESS

Foster School and Community Connections

Relational strengths have contributed to the flourishing of Montana tribes for thousands of years and continue to be a source of strength today. By fostering connections between the school and community, schools can leverage the strengths of relationships to support students in, and outside of, the classroom.

CULTURAL AWARENESS

Strengthen Social and Emotional Learning (SEL)

Social and emotional learning (SEL) takes place throughout every school and classroom. Many teachers are already incorporating SEL into their education delivery and student interactions to support student wellness and build foundations for future success. To *maximize* the potential benefits of SEL schools can adopt evidence-based and promising SEL practices and competencies that reflect the values of the local community.

CULTURAL AWARENESS

Support Student Mental Health and Wellness

Addressing mental health concerns across a spectrum of care is essential to supporting student wellness. Regardless of location and resources, schools can take steps to support student behavioral health by strengthening in-school support and leveraging the systems of support within the community.

AISA TASK FORCE

- Student voice –inquiring with Native Youth – such as RISE – what would they like to see happen as far as communication, resources, and leadership
- Hub course with resources
- Safety Courses/tips
- Awareness strategies- MMIP
 - 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 lens
 - Grief
- Support systems for youth
 - Leadership training
- 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

RESOURCES-BOOKS

Highway of Tears: A True Story of Racism, Indifference, and the Pursuit of Justice for Missing and Murdered Indigenous Women and Girls

No More Stolen Sisters Missing And Murdered Indigenous Notebook: Native American Practical Composition Book Journal Diary for Men, Women, Teen & Kids

Violence Against Indigenous Women: Literature, Activism, Resistance (Indigenous Studies)

Forever Loved: Exposing the hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada

Keetsahnak / Our Missing and Murdered Indigenous Sisters

Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools

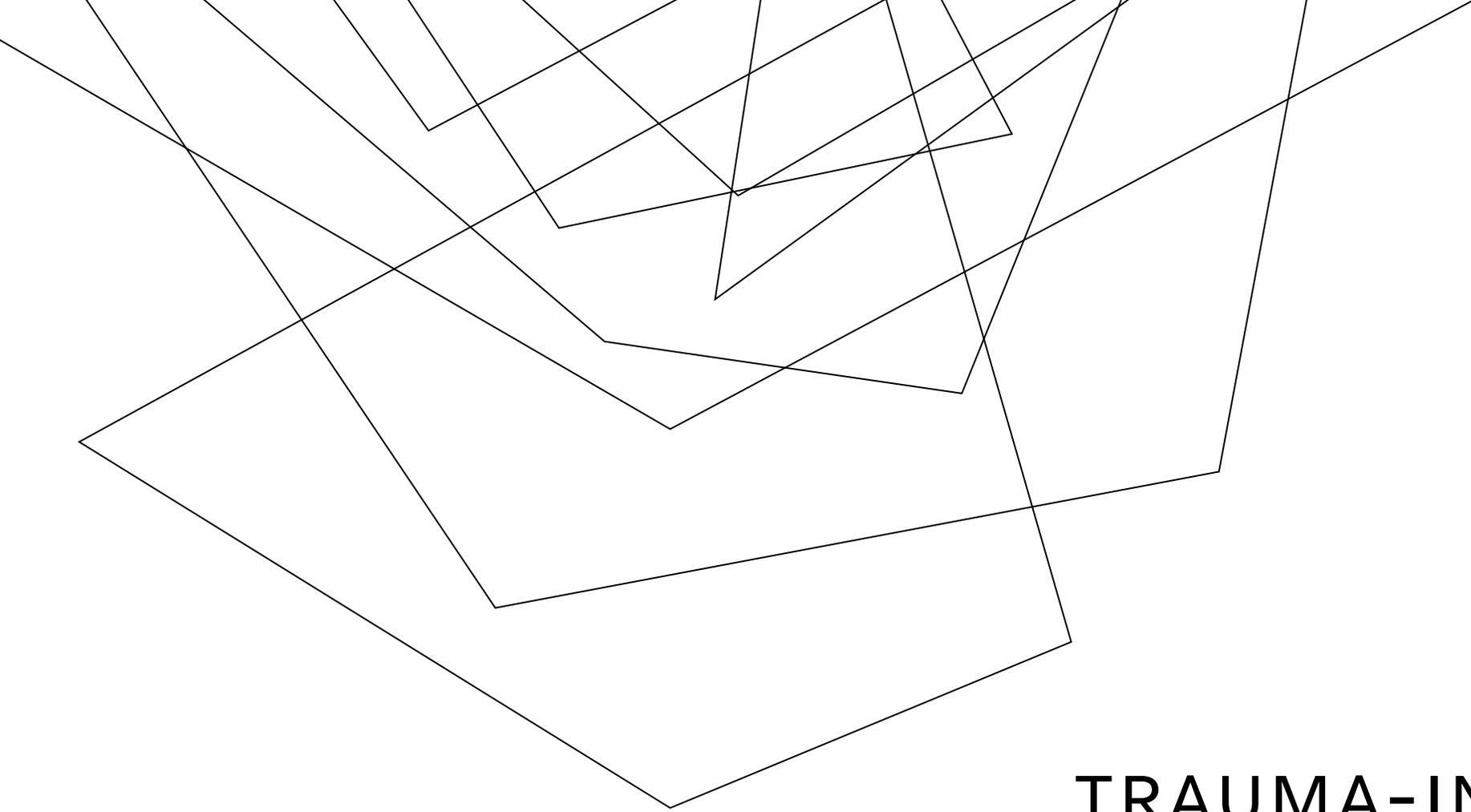
RESOURCES-LINKS

<https://www.whitehouse.gov/briefing-room/presidential-actions/2022/05/04/a-proclamation-on-missing-or-murdered-indigenous-persons-awareness-day-2022/>

<https://www.nnctc.org/>

<https://www.restorativejustice.com/trainings.html>

<https://www.bia.gov/service/mmu/missing-murdered-open-cases>



TRAUMA-INFORMED & RESTORATIVE PRACTICES

Creating a Culture of Relationship



Tribal Student Achievement,
Relations, and Resiliency Unit.
Montana Office of Public Instruction

OPI.mt.gov

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 - ❑ [Restorative Inquiry](#)
 - ❑ [Restorative Dialogue](#)
 - ❑ [Circles](#)



BACKGROUND INFORMATION

“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.”

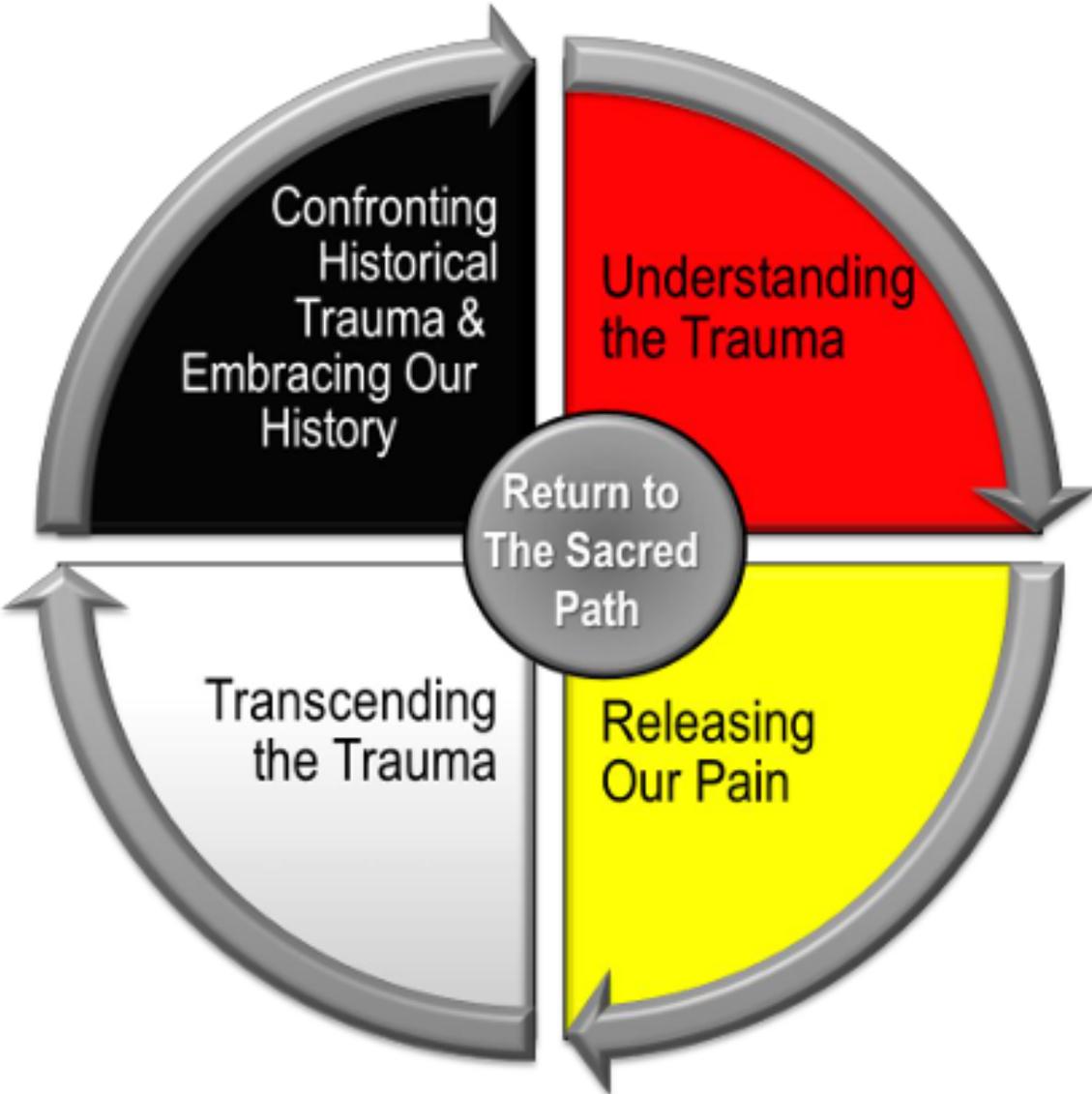
Vine Deloria Jr.

Western vs. Tribal mindset

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

Historical Trauma & Unresolved Grief Interventions:

Return to the Sacred Path



Yellow Horse Brave Heart, Maria. "The Return to the Sacred Path: Reflections on the Development of Historical Trauma Healing." The Takini Institute, 2013.



The StyleHorse Collective. “We Shall Remain.” YouTube.
YouTube, August 21, 2014.
<https://www.youtube.com/watch?v=GsoiwY6YjSk&t=1s>.

“WE SHALL REMAIN”

TRAUMA & ITS IMPACTS

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.”



"Adverse Childhood Experiences (ACES): Impact on Brain, Body and Behaviour." YouTube. YouTube, October 31, 2018.
<https://www.youtube.com/watch?v=W-8jTTIsJ7Q>.

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

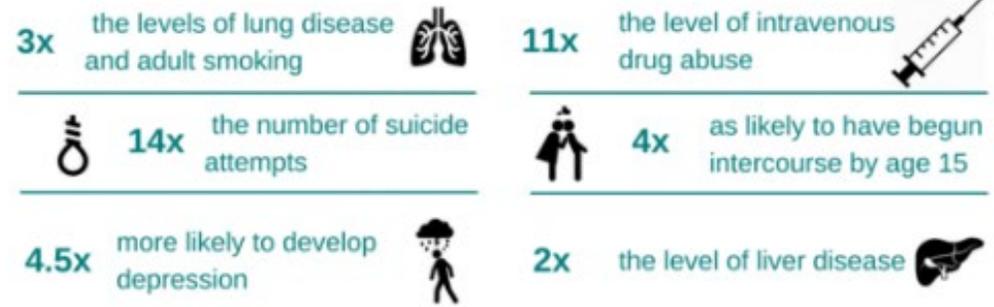
20 yrs

earlier than those who have none



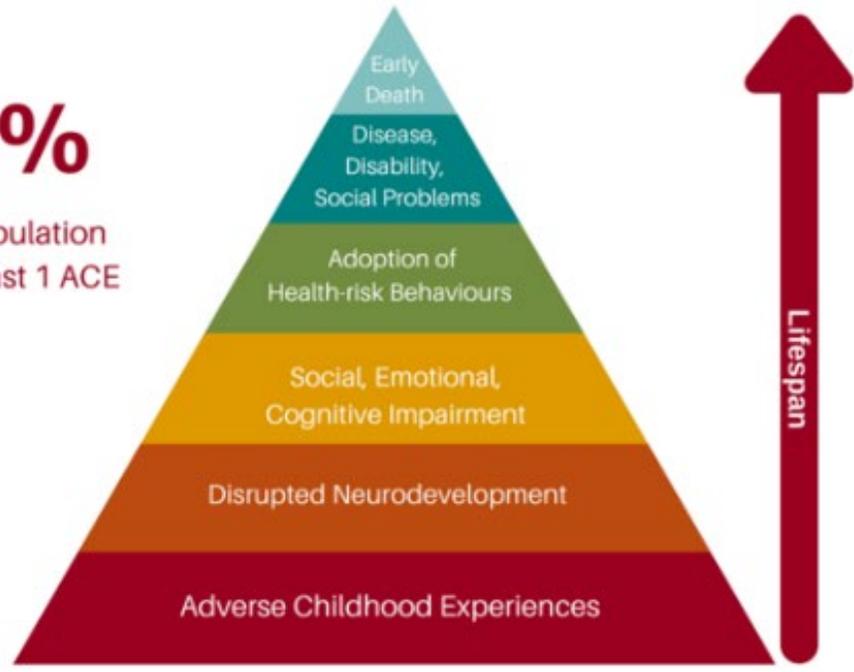
1/8 of the population have more than 4 ACEs

4 or more ACEs



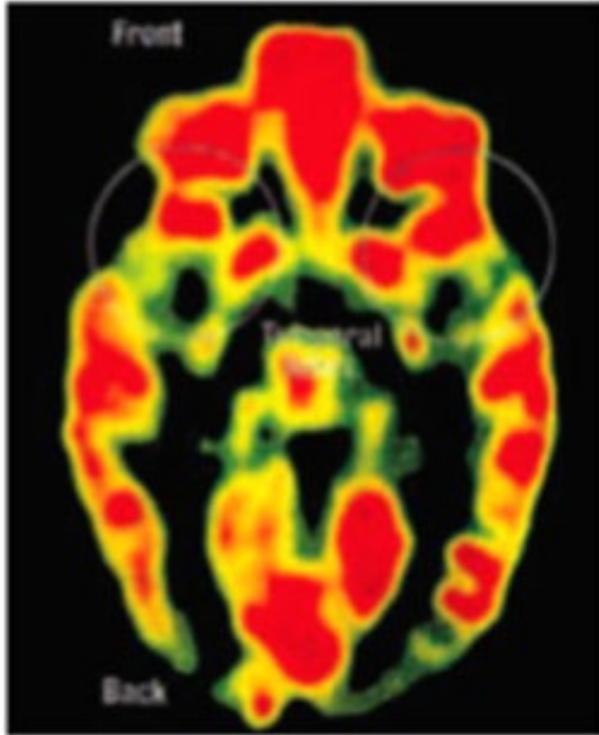
“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”
 Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE

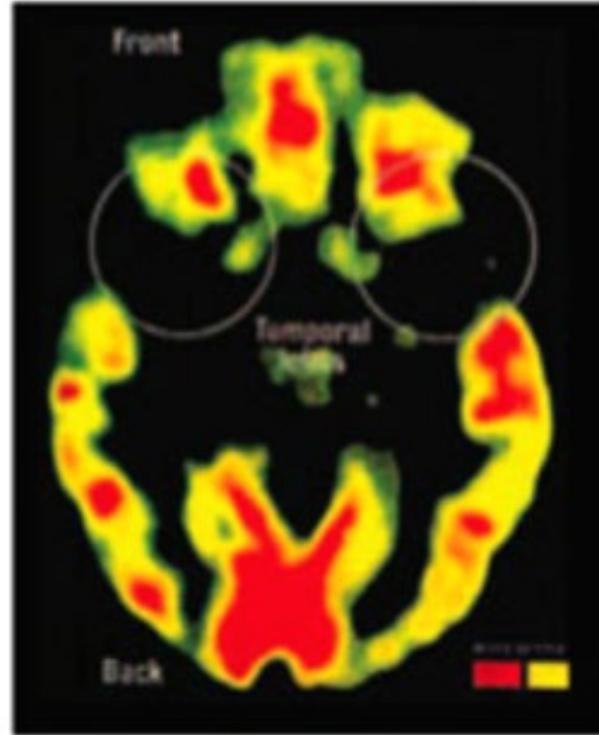


“Adverse Childhood Experiences (Aces).” Children 4 Tomorrow. CDC- Kaiser Permanente Adverse Childhood Experiences (ACE) Study, 2021. <https://www.children4tomorrow.org/adverse-childhood-experiences-aces>.

Comparison of the Developing Brain



Healthy Development



Development Affected by Environmental Stress

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.

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

HOW **STRESS** AFFECTS THE BODY

BRAIN

Difficulty concentrating, anxiety, depression, irritability, mood, mind fog

CARDIOVASCULAR

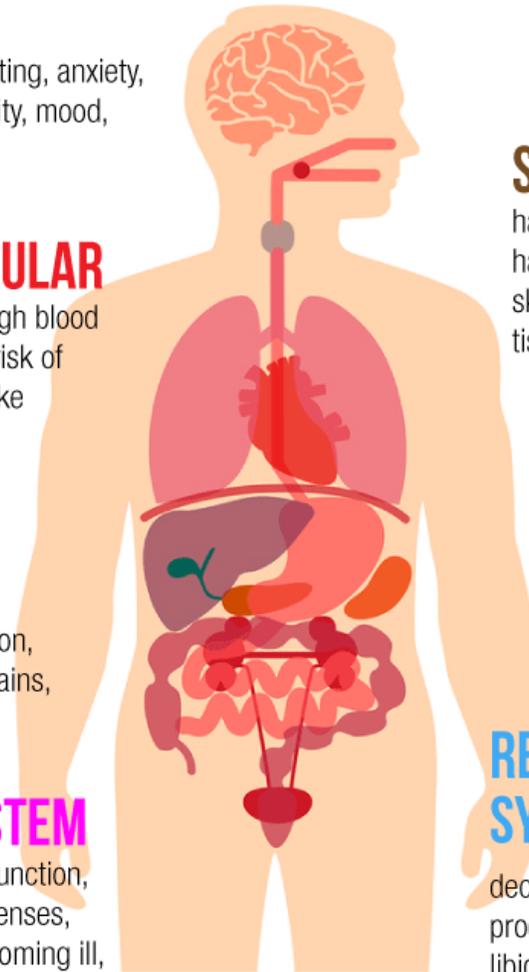
higher cholesterol, high blood pressure, increased risk of heart attack and stroke

JOINTS AND MUSCLES

increased inflammation, tension, aches and pains, muscle tightness

IMMUNE SYSTEM

decreased immune function, lowered immune defenses, increased risk of becoming ill, increase in recovery time



SKIN

hair loss, dull/brittle hair, brittle nails, dry skin, acne, delayed tissue repair

GUT

nutrient absorption, diarrhea, constipation, indigestion, bloating, pain and discomfort

REPRODUCTIVE SYSTEM

decreased hormone production, decrease in libido, increase in PMS symptoms

Learning problems

*Reduced ability
to fight infection*

*Difficulty
making friends*



Behavior issues

Memory difficulties

*Long-term
health problems*

“Adverse Childhood Experiences.” Springboard Community Services, 2022. <https://www.wcces-interface-training/>.

VIDEO RESOURCE:
“THE IMPACT OF
UNRESOLVED TRAUMA ON
AMERICAN INDIAN HEALTH
EQUITY”

WITH DR. DONALD WARNE



BEING TRAUMA- INFORMED

THE FOUR “R”S: KEY ASSUMPTIONS IN A TRAUMA-INFORMED APPROACH

Realize

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

Recognize

- *Recognizes* the signs and symptoms of trauma in clients, families, staff, and others involved with the system.

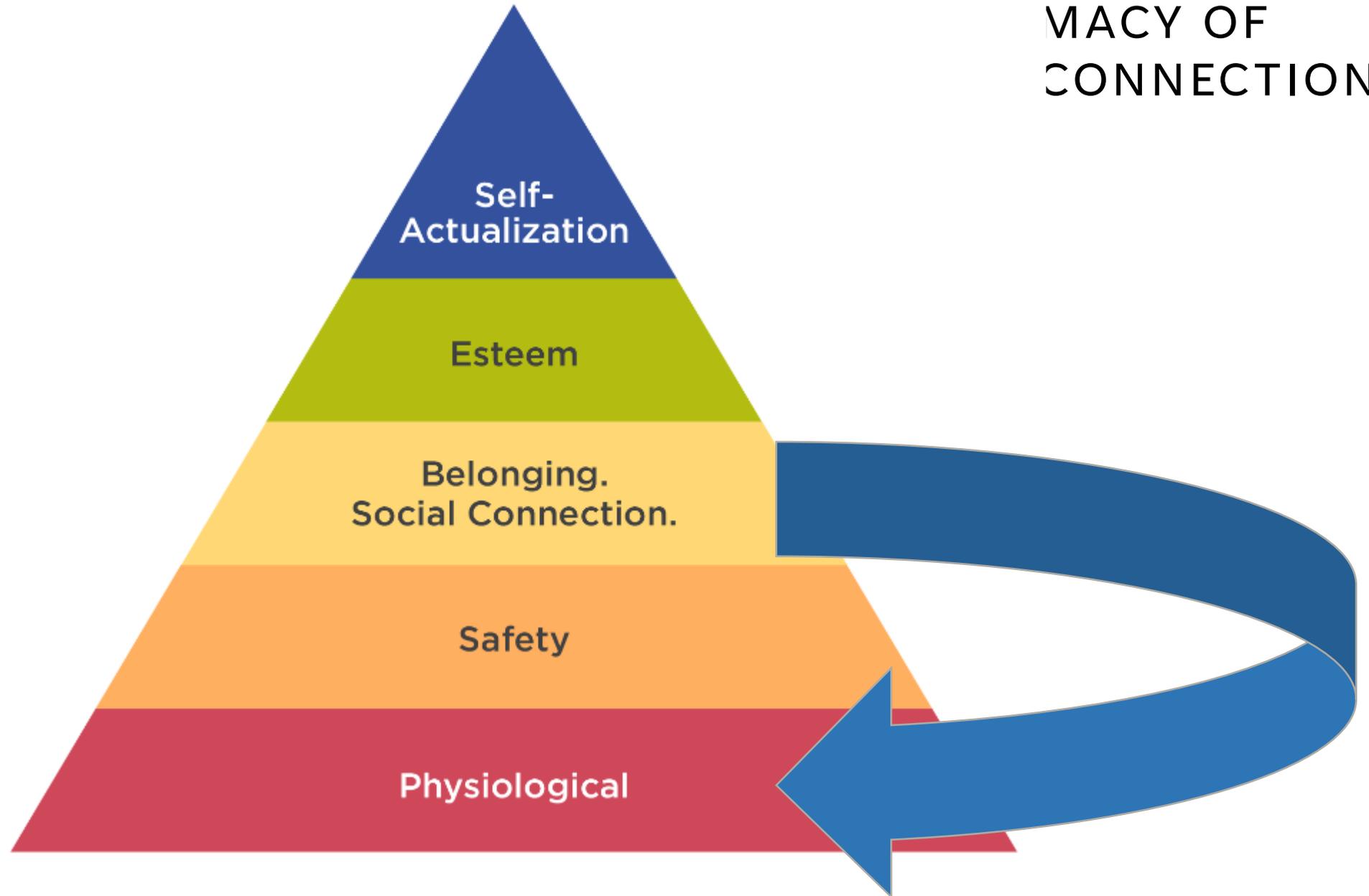
Respond

- *Responds* by fully integrating knowledge about trauma into policies, procedures, and practices.

Resist

- Seeks to actively *resist* re-traumatization.

MACY OF CONNECTION



Jurist, Suzy. "A Business Application of Maslow's Hierarchy of Needs." LinkedIn, February 9, 2021. <https://www.linkedin.com/pulse/business-application-maslows-hierarchy-needs-suzy-jurist>.

Six Components of Resiliency

Get
connected.

Make every
day
meaningful.

Learn from
experience.

Remain
hopeful.

Take care
of yourself.

Be
proactive.



COMPLETE COURSE ON THE TEACHER LEARNING HUB

Course Name: Trauma-Informed Practices

PDU's: 2



RESTORATIVE PRACTICES IN THE CLASSROOM

RESTORATIVE PRACTICES FITS...

Trauma-Informed Care	Social-Emotional Learning	Positive-Behavioral Intervention & Supports	Multi-Tiered Systems of Support	School Climate
(TIC)	(SEL)	(PBIS)	(MTSS)	



The investment in
balance.

The inherent worth of
the individual.

Restorative
Mindset

The commitment to
the process.

The relationship
standpoint.

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
shared
stories.

Have the
capacity to
change their
own
behaviors.

Have great
impact in
their
communities.

The Relationship Standpoint.

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.

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, if given
time and
commitment,
they will.

Investment in Balance.

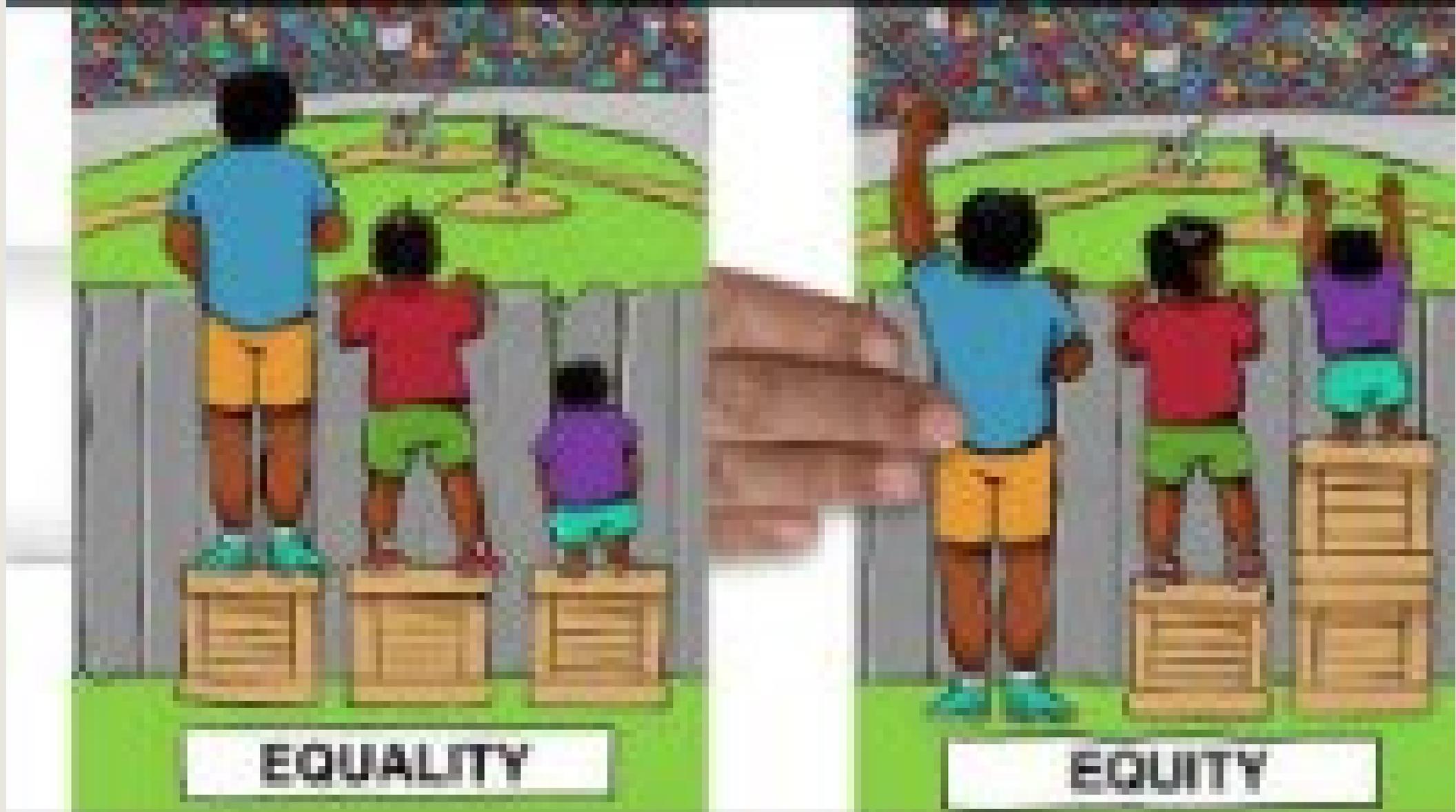
Justice
naturally
proceeds when
there is
balance and
equity.

Understanding
the difference
between
equality and
equity.

Balance
requires
introspection.

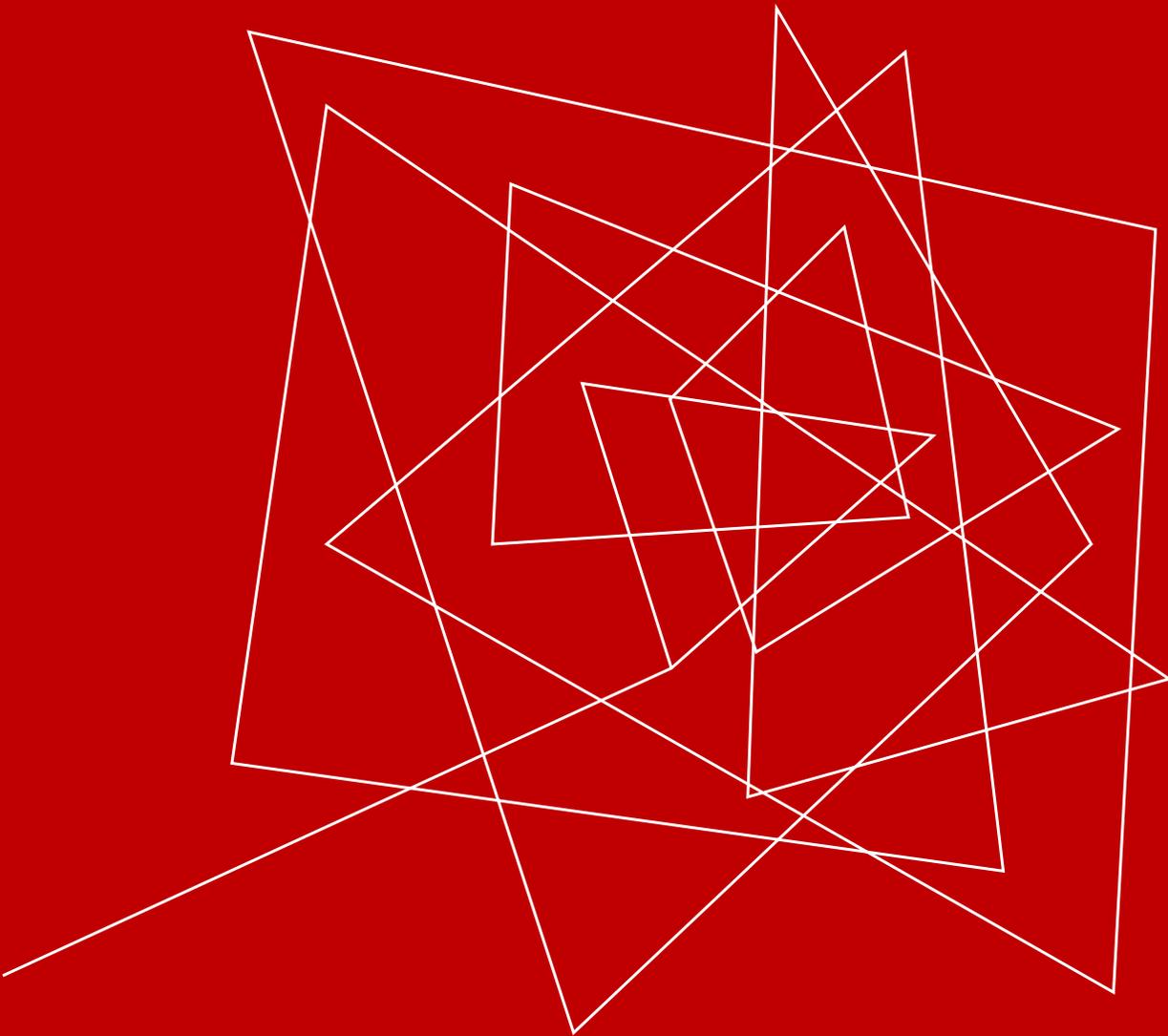
When we
commit to
balance, there
is less
judgement.

EXERCISE: THINKING ABOUT EQUALITY VS. EQUITY



REFLECTION
ACTIVITY: EQUITY,
EQUALITY, AND
BALANCE

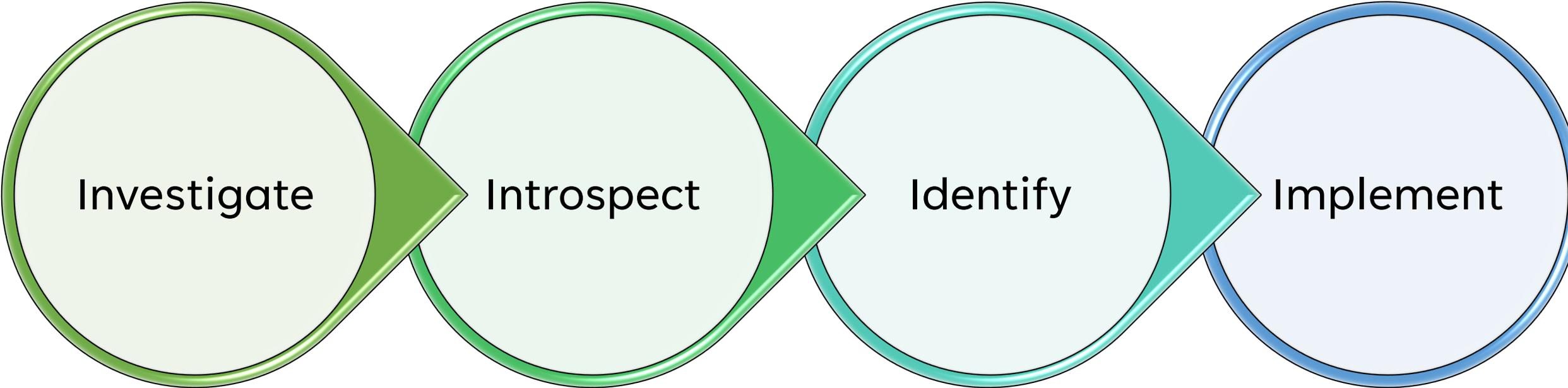
- What stood out to you?
- How does this work apply to your own work?
- What is most important about these ideas?



RESTORATIVE INQUIRY

How are we investigating these issues?

COMPONENTS OF RESTORATIVE INQUIRY



RESTORATIVE INQUIRY STEP 1:

What Happened?

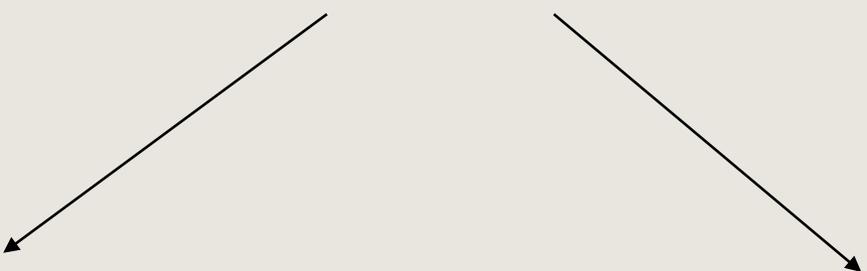
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graph TD; A[What Happened?] --> B[Can we see what relationships have been damaged?]; A --> C[Are we assigning blame or repairing relationships?];
```

Can we see what relationships have been damaged?

Are we assigning blame or repairing relationships?

RESTORATIVE INQUIRY STEP 2:

What Harm Has Been Done?

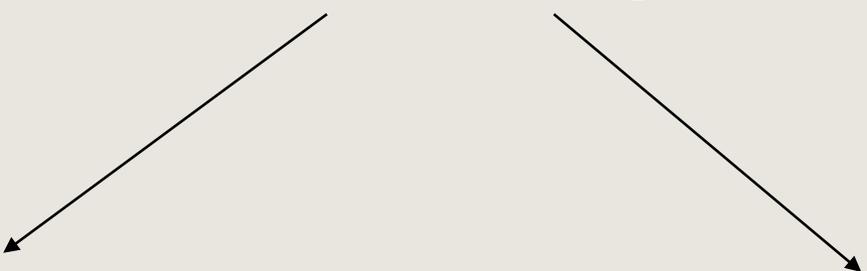


Do our current practices skip or identify harm?

Are we assigning blame or repairing relationships?

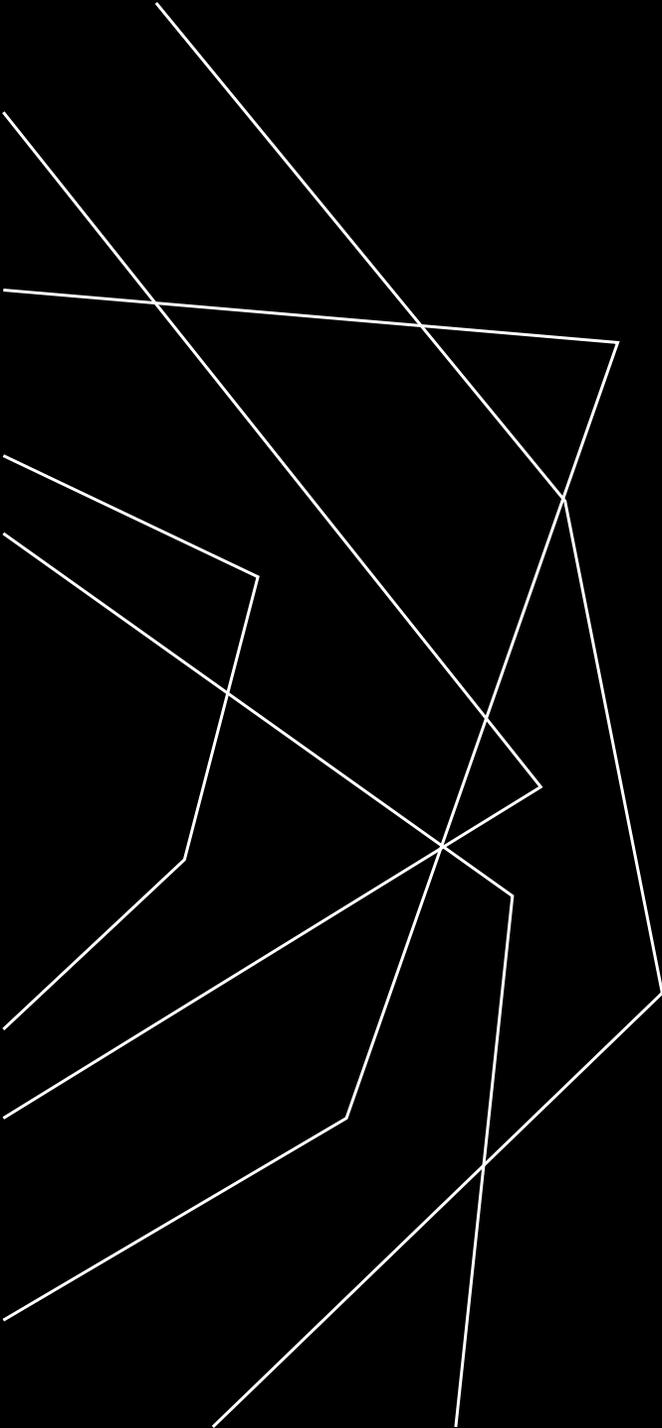
RESTORATIVE INQUIRY STEP 3:

What Actions Will Repair Relationships?



How do our current practices skip the healing?

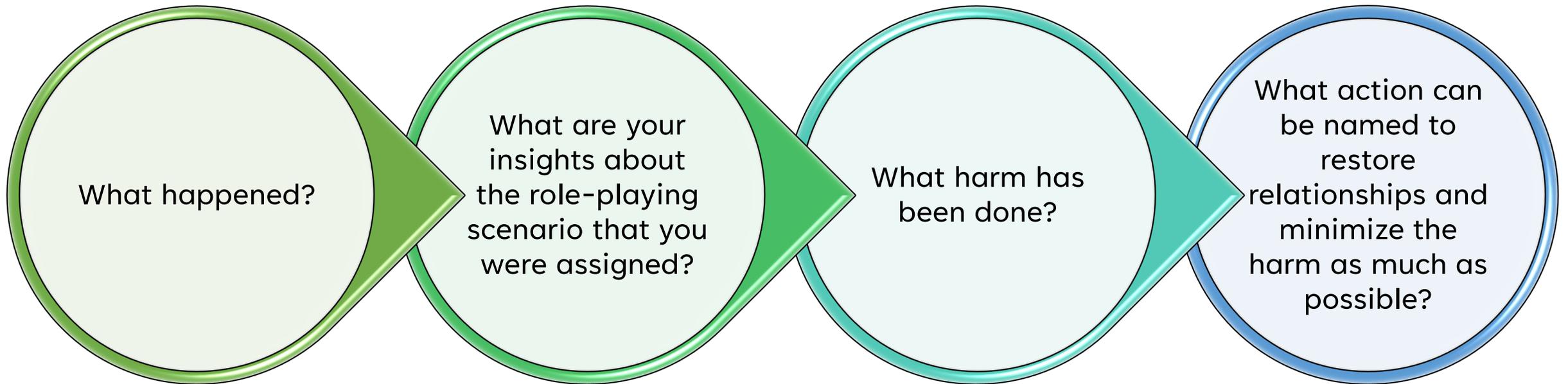
Do our policies seek to repair relationships or avoid the issue?



ROLE PLAYING ACTIVITY

Work through the following role-playing activities and then follow up with the restorative inquiry process using the handout, [*Southern Poverty Law Center's Teaching Tolerance Restorative Justice Role Playing Activity.*](#)

PRACTICING RESTORATIVE INQUIRY

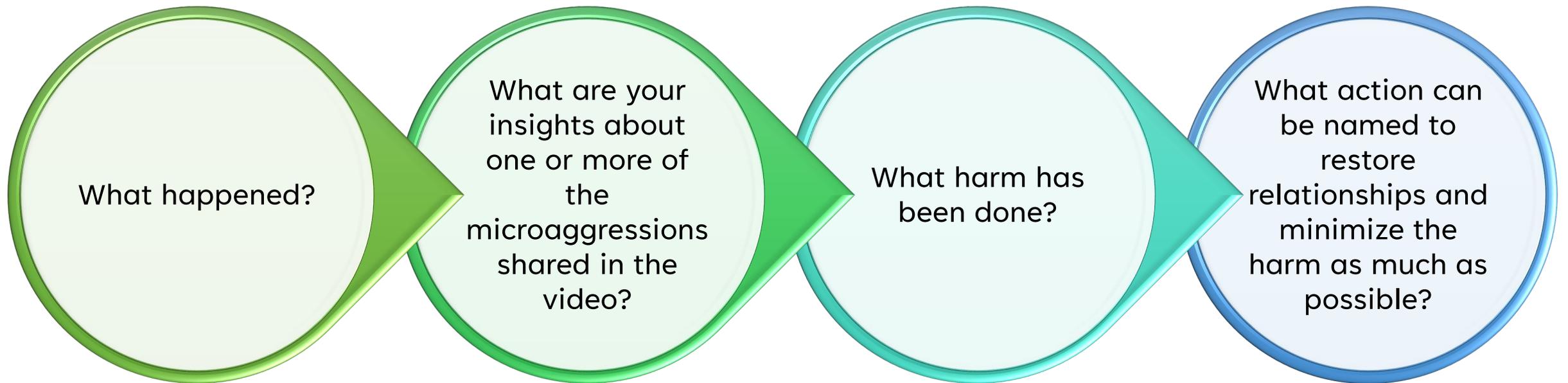


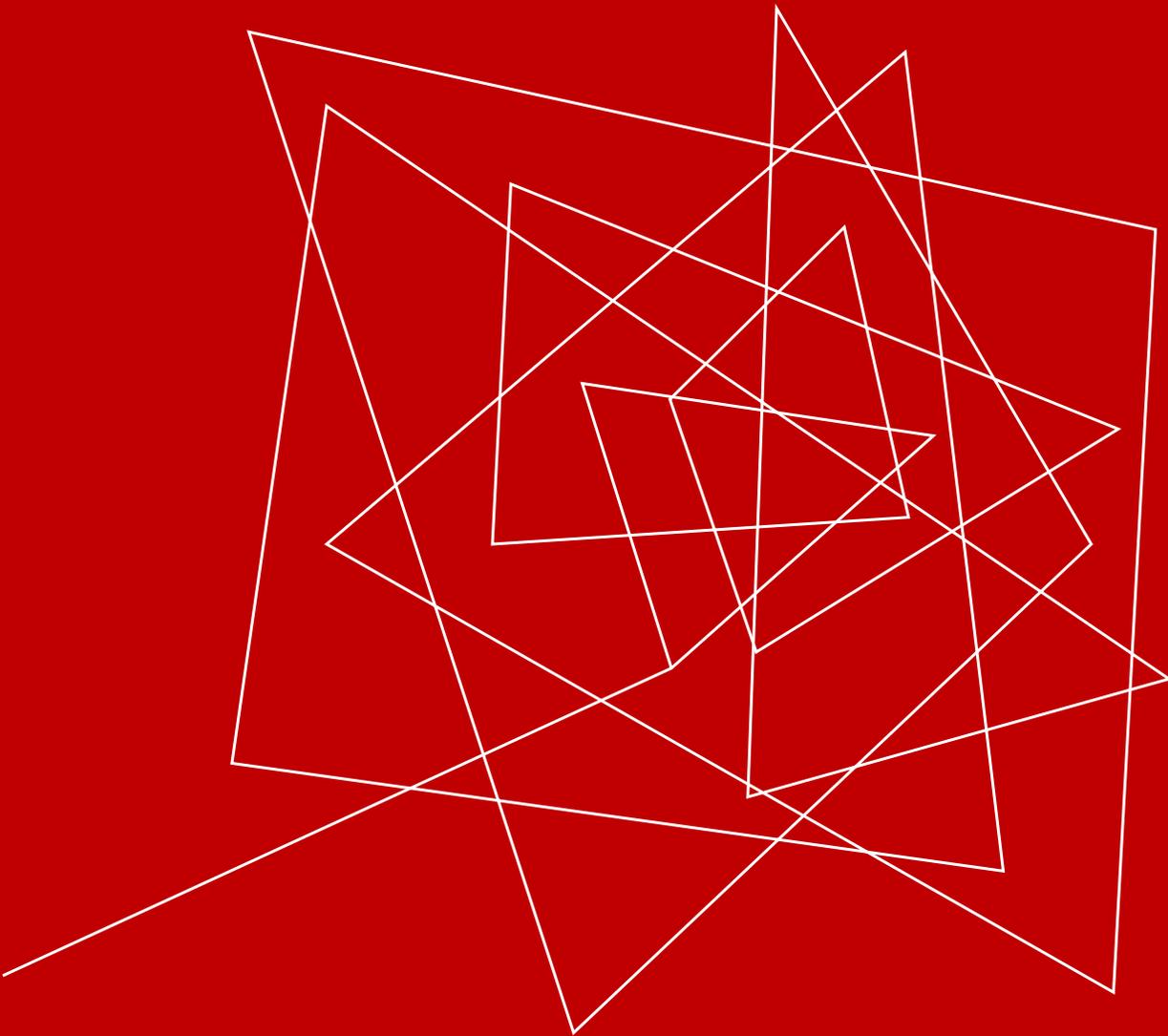
ALTERNATIVE/EXTENSION ACTIVITY: MICROAGGRESSIONS AND MOSQUITOS!



“How Are Microaggressions like Mosquitoes?” YouTube. YouTube, July 17, 2020. <https://www.youtube.com/watch?v=emz49wSnNcs>.

PRACTICING RESTORATIVE INQUIRY





RESTORATIVE DIALOGUE

How are we talking about these issues?

RESTORATIVE DIALOGUE

Stages

Appropriateness

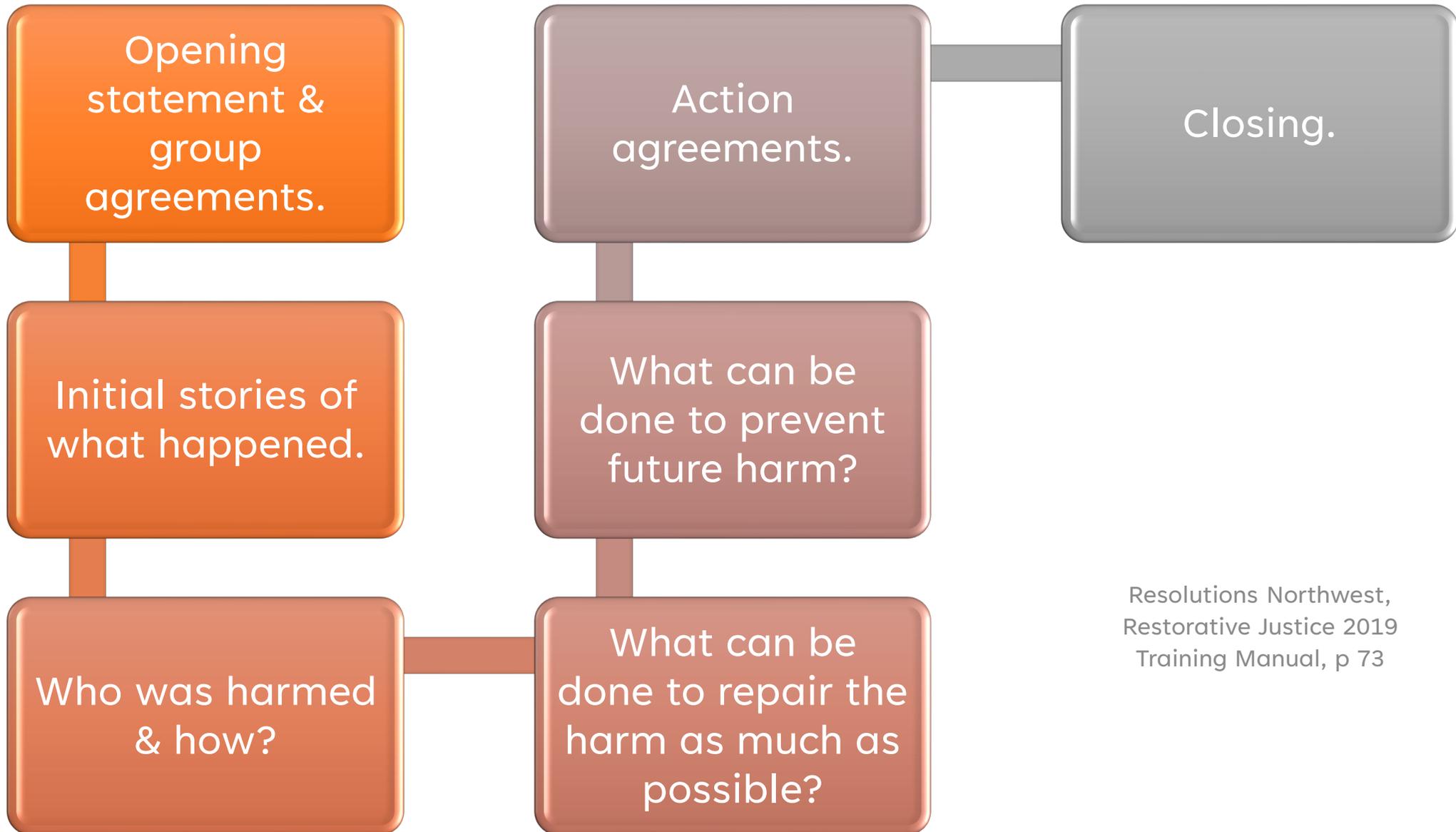
Mindful
Facilitation

Agreements

Guiding Questions

Collectively names
actions to repair
relationships &
minimize harm.

OVERVIEW OF THE STAGES OF THE DIALOGUE



Resolutions Northwest,
Restorative Justice 2019
Training Manual, p 73



MINDFUL FACILITATION

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

GROUP AGREEMENTS

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

GUIDING QUESTIONS

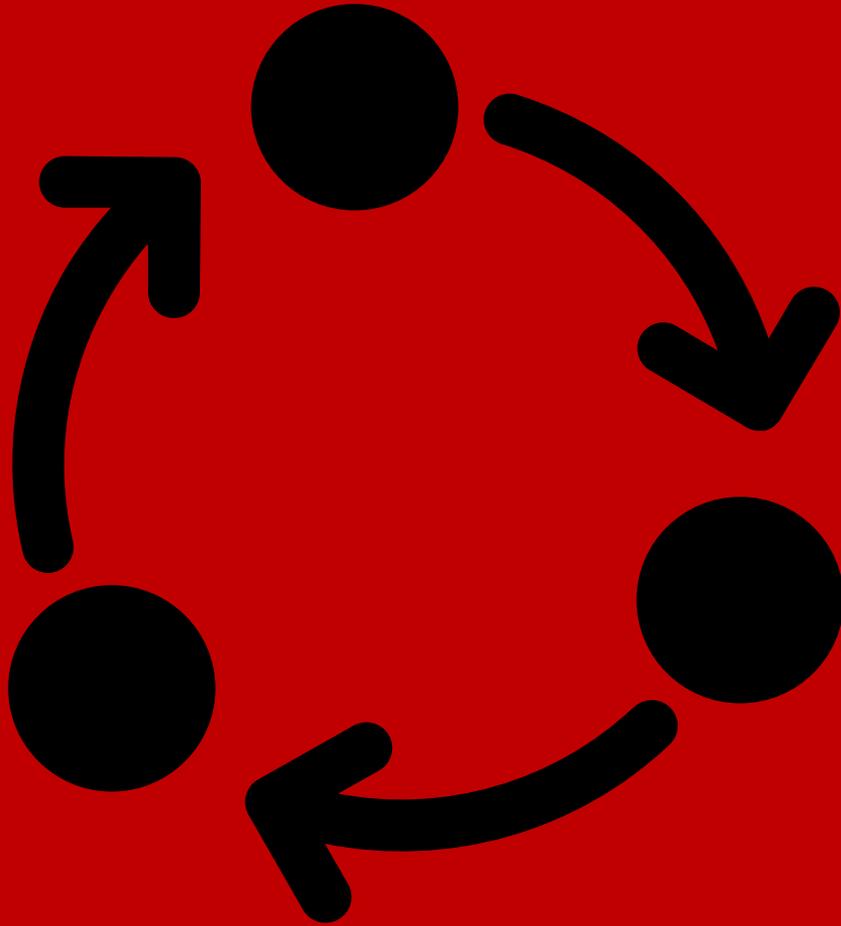
- What happened?
 - Each participant tells their story.
- Who was harmed and how?
 - Participants share how each was impacted.
- What can be done to repair the harm as much as possible?
 - Participants brainstorm about how to achieve accountability through making things right.

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 the agreement, or otherwise provide support to the person responsible or the person harmed.

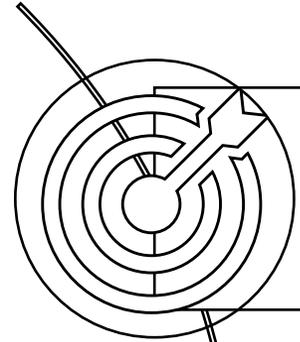
NAMES ACTION

- If the whole point is to...
 - Minimize harm,
 - Restore relationships, &
 - Accept responsibility for action...
- Then we need to...
 - Name actions,
 - Enlist support(s),
 - Develop a timeline, &
 - Reflect on the outcomes.

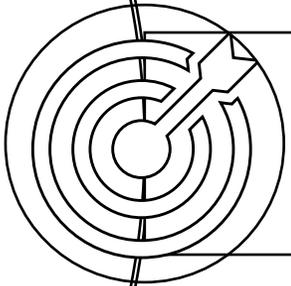


CIRCLES

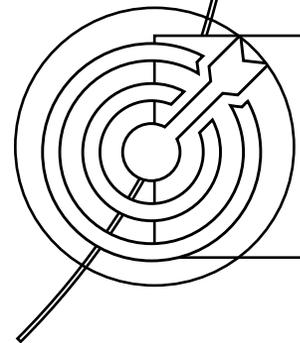
CIRCLES STRATEGY



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

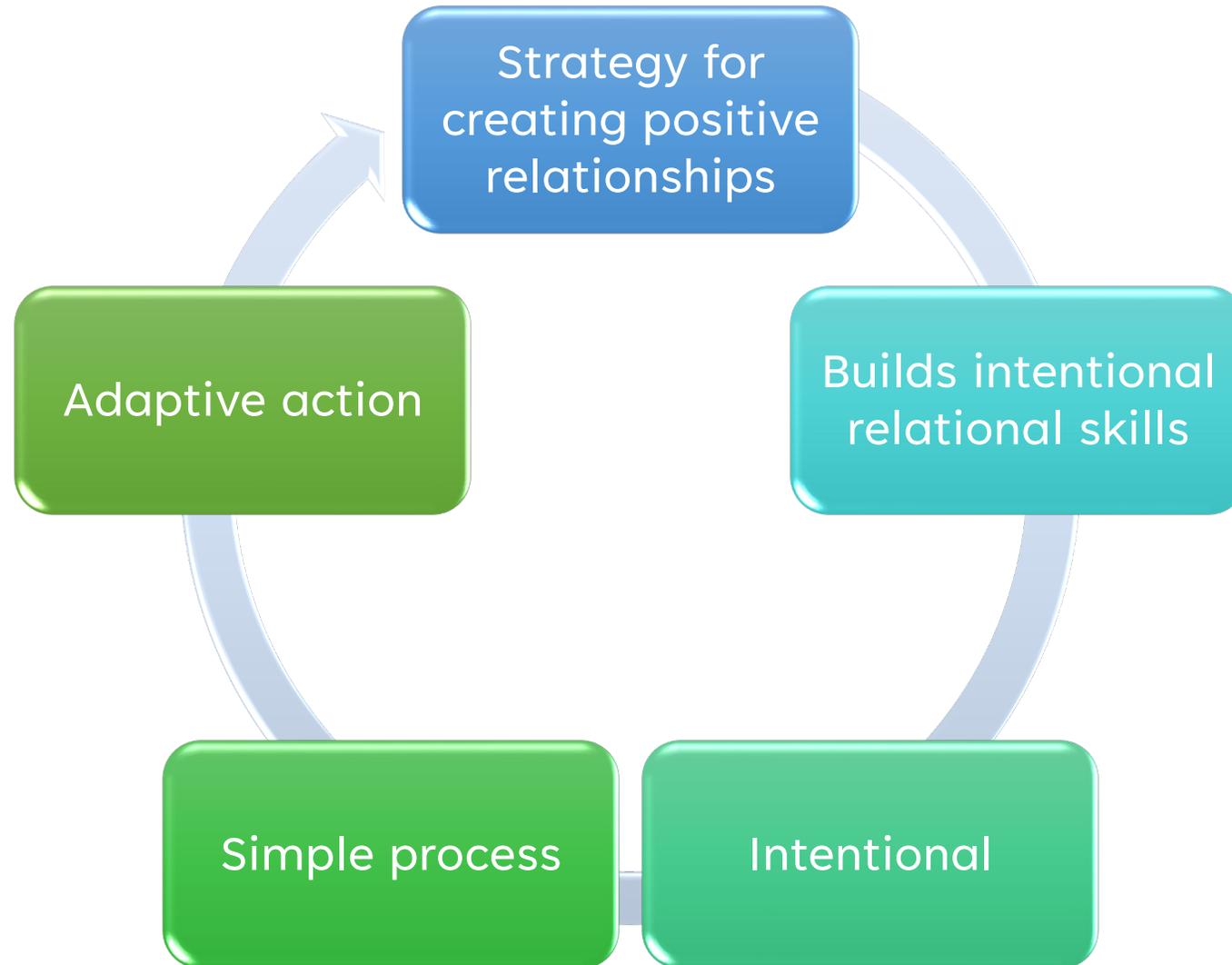


Result: To create positive relationships and promote whole-child wellness.



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.

BENEFITS OF IMPLEMENTING CIRCLES



CIRCLES BUILD RELATIONAL SKILLS

Patience

Listening

Reflecting

Exchanging
Stories

Shared
Experience

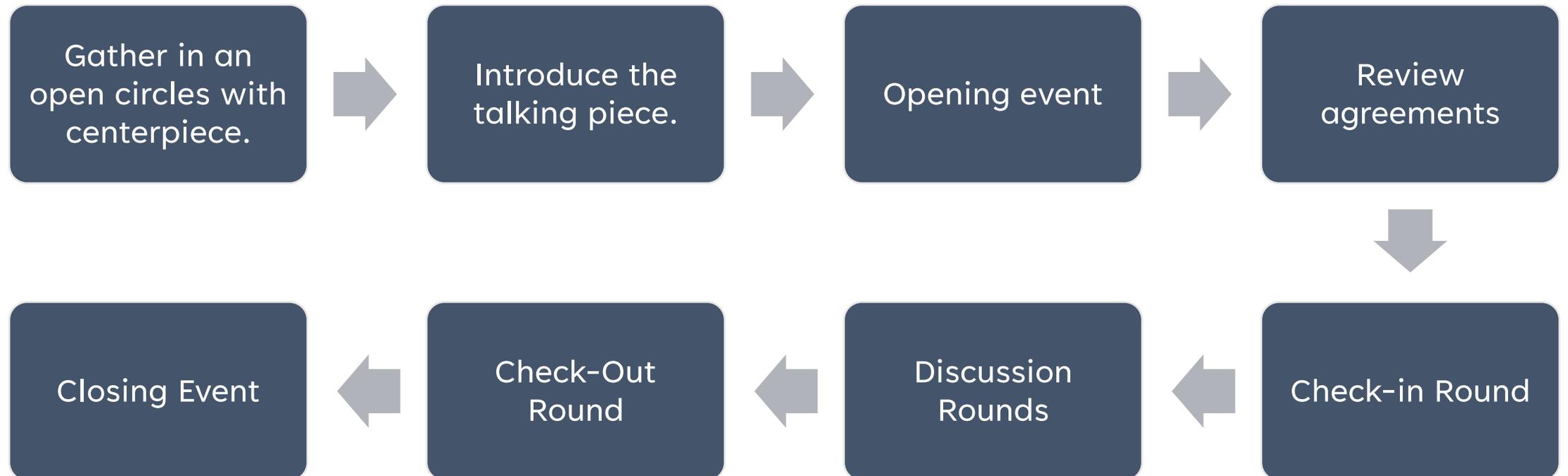
Adhering to
Agreements

Peer
Normalized
Behavior

STARTING IS A SIMPLE PROCESS

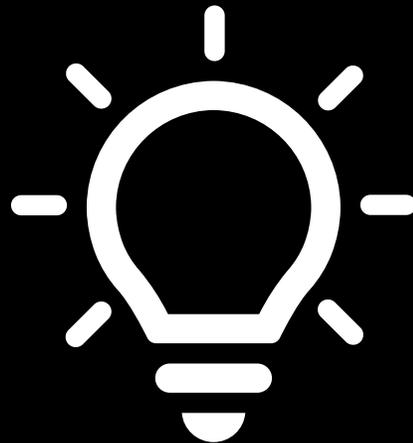
- Train partners in the restorative practices' mindset
- Introduce, train & model Circles
- Support implementation of Circles with community partners
- Provide ongoing coaching

GENERAL CIRCLE FORMAT



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?





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.



HOLLYWOOD

COMMON CHALLENGES WITH CIRCLES

If this...

It's taking too long to get into a circle

The circle is taking too long

No one is talking

Try this...

- Practice circling up
- Circle at a consistent time
- Time the process and challenge students to beat their time
- Plan for furniture
- Consider alternative circling spots
- Ask students to come up with solutions

- Ask for check ins to be one or two words
- Be flexible with prompts
- Time spent allowing kids to feel heard is well spent

- 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 CHALLENGES WITH CIRCLES

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 ask 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 ideas, suggestions, or coaching•Observe another circle•Ask a colleague to cofacilitate with you•Ask students how to improve the circle

EXAMPLE OF RESTORATIVE CIRCLES IN PRACTICE

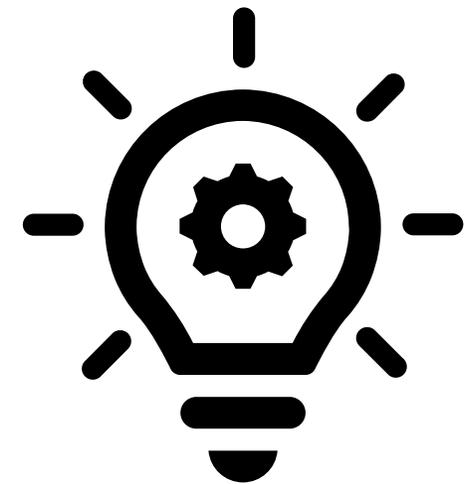


Edutopia. (2018, February 5). *Restorative circles: Creating a safe environment for students to reflect*. YouTube. Retrieved February 2, 2023, from <https://www.youtube.com/watch?v=1-RZYSTJAAo&t=218s>



CIRCLES

IMPLEMENTATION &
EVALUATION



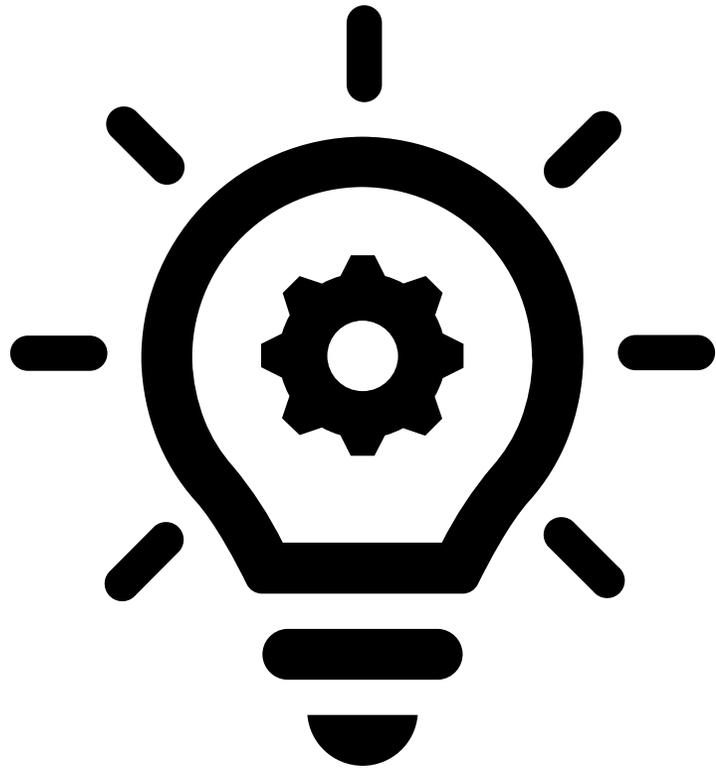


SKILLS

- COMMUNICATION
- LISTENING
- FACILITATION
- REFLECTION

VALUES

- ENTHUSIASM
- COMMITMENT
- FLEXIBILITY
- EQUITY



IMPLEMENTATION

IMPLEMENTING THE PRACTICE OF CIRCLES



ESTABLISH VISION: What do you hope to achieve?



ASSESS CAPACITY: What do you have & what do you need to succeed?



IDENTIFY PROTAGONISTS: Who's with you?



DETAIL THE MISSION: How are you going to go about the work?



ESTABLISH THE GOALS & OBJECTIVES: What progress markers are important for gauging success?



DEVELOP SUPPORTS: What (or who) is needed to maintain your practice?

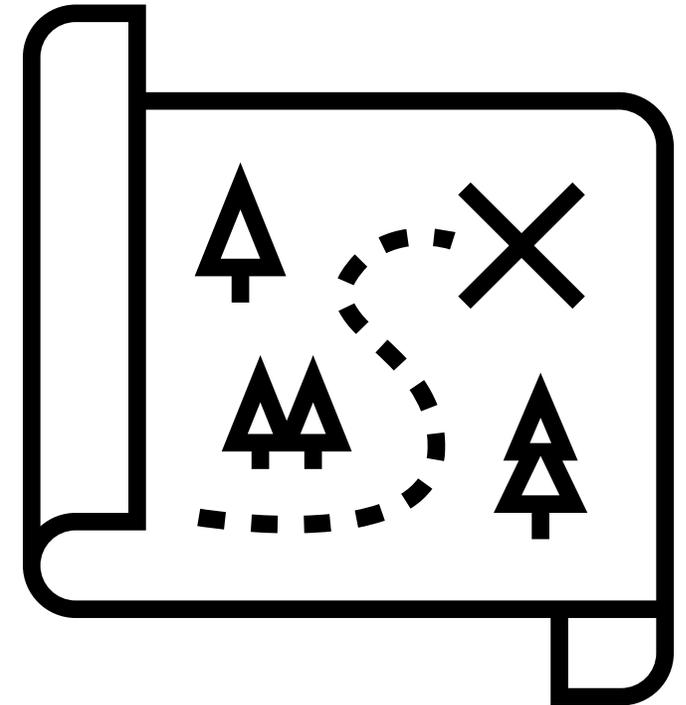


IMPLEMENT: Do the circle, and the next one, and the one after that, etc.



REFLECT: Take time to share insights, highlights, and delights with your partners. Learn together.

YOU ARE HERE...



THEORETICAL

Tier 1:

- Restorative Values & Philosophy
- Restorative Practices Committee
- Community Building Circles
- Restorative Chats
- Family & Community Engagement

FOUNDATIONAL

Tier 2:

- Restorative Circles
- Youth Restorative Practices Team
- Circles of Support

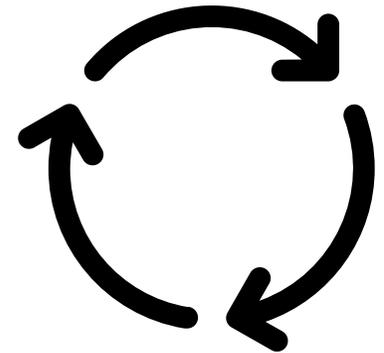
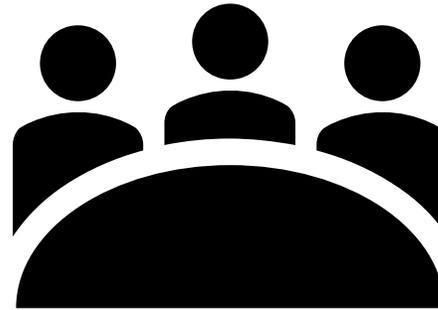
OPERATIONAL

Tier 3:

- Restorative Re-Entry
(Welcome Back Circle)
- Restorative Conferences
- Restorative Community
Service

RESTORATIVE PRACTICES SUMMARY

A MINDSET, RESTORATIVE INQUIRY, RESTORATIVE DIALOGUE, & TALKING CIRCLES



INDIGENOUS MINDFULNESS

“Creator, help me live in a way that will make my ancestors proud.” (Prayer)

- Indigenous ways of life are 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, and care for ourselves?
- Reconnect to the body in the present moment- it connects us to the earth.
- Be more intentional with our thoughts, words, and acts.
- Experiential exercises to bring into communities to build capacity.

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](#)