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**SUBSTITUTE HOUSE BILL 1495**

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**State of Washington                      59th Legislature                      2005 Regular Session**

**By** House Committee on Education (originally sponsored by Representatives McCoy, Roach, Simpson, P. Sullivan, McDermott, Santos, Appleton, Darneille, Williams, Hunt, Haigh, Chase, Sells, Conway, Kenney, Kagi, Moeller, Ormsby and Blake)

READ FIRST TIME 03/07/05.

1            AN ACT Relating to teaching Washington's tribal history, culture,  
2 and government in the common schools; amending RCW 28A.230.090; adding  
3 a new section to chapter 28A.345 RCW; adding a new section to chapter  
4 28A.320 RCW; and creating a new section.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6            NEW SECTION.    **Sec. 1.** It is the intent of the legislature to  
7 promote the full success of the centennial accord, which was signed by  
8 state and tribal government leaders in 1989. As those leaders declared  
9 in the subsequent millennial accord in 1999, this will require  
10 "educating the citizens of our state, particularly the youth who are  
11 our future leaders, about tribal history, culture, treaty rights,  
12 contemporary tribal and state government institutions and relations and  
13 the contribution of Indian nations to the state of Washington." The  
14 legislature recognizes that this goal has yet to be achieved in most of  
15 our state's schools and districts. As a result, Indian students may  
16 not find the school curriculum, especially Washington state history  
17 curriculum, relevant to their lives or experiences. In addition, many  
18 students may remain uninformed about the experiences, contributions,  
19 and perspectives of their tribal neighbors, fellow citizens, and

1 classmates. The legislature further finds that the lack of accurate  
2 and complete curricula may contribute to the persistent achievement gap  
3 between Indian and other students. The legislature finds there is a  
4 need to establish collaborative government-to-government relationships  
5 between elected school boards and tribal councils to create local  
6 and/or regional curricula about tribal history and culture, and to  
7 promote dialogue and cultural exchanges that can help tribal leaders  
8 and school leaders implement strategies to close the achievement gap.

9 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.345  
10 RCW to read as follows:

11 (1) Beginning in 2006, and at least once annually through 2010, the  
12 Washington state school directors' association is encouraged to  
13 schedule regional meetings and invite the respective tribal councils  
14 from the region for the purpose of establishing government-to-  
15 government relationships and dialogue between tribal councils and  
16 school district boards of directors. Such meetings should be for the  
17 primary purposes of:

18 (a) Facilitating the development and implementation of local and/or  
19 regional curricular materials to teach the information regarding the  
20 history, culture, and government of Washington's Indian tribes; and

21 (b) Promoting collaboration in strategies to close the achievement  
22 gap.

23 (2) By December 1, 2007, and every two years thereafter through  
24 2011, the school directors' association shall report to the education  
25 committees of the legislature regarding the progress made in the  
26 development and implementation of tribal history, culture, and  
27 government curricular materials, including any obstacles encountered,  
28 and the potential for the curricula to contribute to efforts to close  
29 the achievement gap. The report also is encouraged to include feedback  
30 from students, teachers, and parents.

31 **Sec. 3.** RCW 28A.230.090 and 2004 c 19 s 103 are each amended to  
32 read as follows:

33 (1) The state board of education shall establish high school  
34 graduation requirements or equivalencies for students.

35 (a) Any course in Washington state history and government used to

1 fulfill high school graduation requirements (~~(is encouraged to)~~) shall  
2 include information on the culture, history, and government of the  
3 American Indian peoples who were the first inhabitants of the state.

4 (b) The certificate of academic achievement requirements under RCW  
5 28A.655.061 or the certificate of individual achievement requirements  
6 under RCW 28A.155.045 are required for graduation from a public high  
7 school but are not the only requirements for graduation.

8 (c) Any decision on whether a student has met the state board's  
9 high school graduation requirements for a high school and beyond plan  
10 shall remain at the local level.

11 (2) In recognition of the statutory authority of the state board of  
12 education to establish and enforce minimum high school graduation  
13 requirements, the state board shall periodically reevaluate the  
14 graduation requirements and shall report such findings to the  
15 legislature in a timely manner as determined by the state board.

16 (3) Pursuant to any requirement for instruction in languages other  
17 than English established by the state board of education or a local  
18 school district, or both, for purposes of high school graduation,  
19 students who receive instruction in American sign language or one or  
20 more American Indian languages shall be considered to have satisfied  
21 the state or local school district graduation requirement for  
22 instruction in one or more languages other than English.

23 (4) If requested by the student and his or her family, a student  
24 who has completed high school courses before attending high school  
25 shall be given high school credit which shall be applied to fulfilling  
26 high school graduation requirements if:

27 (a) The course was taken with high school students, if the academic  
28 level of the course exceeds the requirements for seventh and eighth  
29 grade classes, and the student has successfully passed by completing  
30 the same course requirements and examinations as the high school  
31 students enrolled in the class; or

32 (b) The academic level of the course exceeds the requirements for  
33 seventh and eighth grade classes and the course would qualify for high  
34 school credit, because the course is similar or equivalent to a course  
35 offered at a high school in the district as determined by the school  
36 district board of directors.

37 (5) Students who have taken and successfully completed high school

1 courses under the circumstances in subsection (4) of this section shall  
2 not be required to take an additional competency examination or perform  
3 any other additional assignment to receive credit.

4 (6) At the college or university level, five quarter or three  
5 semester hours equals one high school credit.

6 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.320  
7 RCW to read as follows:

8 (1) Each school district board of directors is encouraged to  
9 incorporate into its history and social studies curricula for each  
10 grade in which the district offers instruction on Washington state or  
11 United States history, information about the history, culture, and  
12 government of one or more federally recognized Indian tribes whose  
13 reservation lands or traditional lands and territories are within the  
14 state of Washington. A school district is encouraged to include in its  
15 curriculum information about the history, culture, and government of  
16 any tribe whose reservation lands, in whole or in part, are within the  
17 boundaries of the school district.

18 (2) The program of Indian education within the office of the  
19 superintendent of public instruction is encouraged to assist school  
20 districts in determining the location of tribal reservations and  
21 traditional lands and territories.

22 (3) A school district is encouraged to make a good faith effort to  
23 collaborate with all Indian tribes whose reservation in whole or in  
24 part lies within the boundaries of the school district in order to  
25 develop and use the curricular materials for teaching about the  
26 history, culture, and government of the tribe or tribes. Schools also  
27 are encouraged to facilitate opportunities for cultural exchanges with  
28 the tribes.

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