

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1495

59th Legislature
2005 Regular Session

Passed by the House April 20, 2005
Yeas 79 Nays 17

Speaker of the House of Representatives

Passed by the Senate April 7, 2005
Yeas 35 Nays 9

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1495** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 1495

AS AMENDED BY THE SENATE

Passed Legislature - 2005 Regular Session

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 convene
13 regional meetings and invite the tribal councils from the region for
14 the purpose of establishing government-to-government relationships and
15 dialogue between tribal councils and school district boards of
16 directors. Participants in these meetings should discuss issues of
17 mutual concern, and should work to:

18 (a) Identify the extent and nature of the achievement gap and
19 strategies necessary to close it;

20 (b) Increase mutual awareness and understanding of the importance
21 of accurate, high-quality curriculum materials about the history,
22 culture, and government of local tribes; and

23 (c) Encourage school boards to identify and adopt curriculum that
24 includes tribal experiences and perspectives, so that Indian students
25 are more engaged and learn more successfully, and so that all students
26 learn about the history, culture, government, and experiences of their
27 Indian peers and neighbors.

28 (2) By December 1, 2008, and every two years thereafter through
29 2012, the school directors' association shall report to the education
30 committees of the legislature regarding the progress made in the
31 development of effective government-to-government relations, the
32 narrowing of the achievement gap, and the identification and adoption
33 of curriculum regarding tribal history, culture, and government. The
34 report shall include information about any obstacles encountered, and
35 any strategies under development to overcome them.

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

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

5 (a) Any course in Washington state history and government used to
6 fulfill high school graduation requirements (~~is encouraged to~~
7 ~~include~~) shall consider including information on the culture, history,
8 and government of the American Indian peoples who were the first
9 inhabitants of the state.

10 (b) The certificate of academic achievement requirements under RCW
11 28A.655.061 or the certificate of individual achievement requirements
12 under RCW 28A.155.045 are required for graduation from a public high
13 school but are not the only requirements for graduation.

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

17 (2) In recognition of the statutory authority of the state board of
18 education to establish and enforce minimum high school graduation
19 requirements, the state board shall periodically reevaluate the
20 graduation requirements and shall report such findings to the
21 legislature in a timely manner as determined by the state board.

22 (3) Pursuant to any requirement for instruction in languages other
23 than English established by the state board of education or a local
24 school district, or both, for purposes of high school graduation,
25 students who receive instruction in American sign language or one or
26 more American Indian languages shall be considered to have satisfied
27 the state or local school district graduation requirement for
28 instruction in one or more languages other than English.

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

33 (a) The course was taken with high school students, if the academic
34 level of the course exceeds the requirements for seventh and eighth
35 grade classes, and the student has successfully passed by completing
36 the same course requirements and examinations as the high school
37 students enrolled in the class; or

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

6 (5) Students who have taken and successfully completed high school
7 courses under the circumstances in subsection (4) of this section shall
8 not be required to take an additional competency examination or perform
9 any other additional assignment to receive credit.

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

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

14 (1) Each school district board of directors is encouraged to
15 incorporate curricula about the history, culture, and government of the
16 nearest federally recognized Indian tribe or tribes, so that students
17 learn about the unique heritage and experience of their closest
18 neighbors. School districts near Washington's borders are encouraged
19 to include federally recognized Indian tribes whose traditional lands
20 and territories included parts of Washington, but who now reside in
21 Oregon, Idaho, and British Columbia. School districts and tribes are
22 encouraged to work together to develop such curricula.

23 (2) As they conduct regularly scheduled reviews and revisions of
24 their social studies and history curricula, school districts are
25 encouraged to collaborate with any federally recognized Indian tribe
26 within their district, and with neighboring Indian tribes, to
27 incorporate expanded and improved curricular materials about Indian
28 tribes, and to create programs of classroom and community cultural
29 exchanges.

30 (3) School districts are encouraged to collaborate with the office
31 of the superintendent of public instruction on curricular areas
32 regarding tribal government and history that are statewide in nature,
33 such as the concept of tribal sovereignty and the history of federal
34 policy towards federally recognized Indian tribes. The program of
35 Indian education within the office of the superintendent of public
36 instruction is encouraged to help local school districts identify

1 federally recognized Indian tribes whose reservations are in whole or
2 in part within the boundaries of the district and/or those that are
3 nearest to the school district.

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