

SHB 1495 - S COMM AMD

By Committee on Early Learning, K-12 & Higher Education

ADOPTED AS AMENDED 04/07/2005

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** It is the intent of the legislature to  
4 promote the full success of the centennial accord, which was signed by  
5 state and tribal government leaders in 1989. As those leaders declared  
6 in the subsequent millennial accord in 1999, this will require  
7 "educating the citizens of our state, particularly the youth who are  
8 our future leaders, about tribal history, culture, treaty rights,  
9 contemporary tribal and state government institutions and relations and  
10 the contribution of Indian nations to the state of Washington." The  
11 legislature recognizes that this goal has yet to be achieved in most of  
12 our state's schools and districts. As a result, Indian students may  
13 not find the school curriculum, especially Washington state history  
14 curriculum, relevant to their lives or experiences. In addition, many  
15 students may remain uninformed about the experiences, contributions,  
16 and perspectives of their tribal neighbors, fellow citizens, and  
17 classmates. The legislature further finds that the lack of accurate  
18 and complete curricula may contribute to the persistent achievement gap  
19 between Indian and other students. The legislature finds there is a  
20 need to establish collaborative government-to-government relationships  
21 between elected school boards and tribal councils to create local  
22 and/or regional curricula about tribal history and culture, and to  
23 promote dialogue and cultural exchanges that can help tribal leaders  
24 and school leaders implement strategies to close the achievement gap.

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

27 (1) Beginning in 2006, and at least once annually through 2010, the  
28 Washington state school directors' association is encouraged to convene  
29 regional meetings and invite the tribal councils from the region for

1 the purpose of establishing government-to-government relationships and  
2 dialogue between tribal councils and school district boards of  
3 directors. Participants in these meetings should discuss issues of  
4 mutual concern, and should work to:

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

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

10 (c) Encourage school boards to identify and adopt curriculum that  
11 includes tribal experiences and perspectives, so that Indian students  
12 are more engaged and learn more successfully, and so that all students  
13 learn about the history, culture, government, and experiences of their  
14 Indian peers and neighbors.

15 (2) By December 1, 2008, and every two years thereafter through  
16 2012, the school directors' association shall report to the education  
17 committees of the legislature regarding the progress made in the  
18 development of effective government-to-government relations, the  
19 narrowing of the achievement gap, and the identification and adoption  
20 of curriculum regarding tribal history, culture, and government. The  
21 report shall include information about any obstacles encountered, and  
22 any strategies under development to overcome them.

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

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

27 (a) Any course in Washington state history and government used to  
28 fulfill high school graduation requirements (~~(is encouraged to~~  
29 ~~include)~~) shall consider including information on the culture, history,  
30 and government of the American Indian peoples who were the first  
31 inhabitants of the state.

32 (b) The certificate of academic achievement requirements under RCW  
33 28A.655.061 or the certificate of individual achievement requirements  
34 under RCW 28A.155.045 are required for graduation from a public high  
35 school but are not the only requirements for graduation.

36 (c) Any decision on whether a student has met the state board's

1 high school graduation requirements for a high school and beyond plan  
2 shall remain at the local level.

3 (2) In recognition of the statutory authority of the state board of  
4 education to establish and enforce minimum high school graduation  
5 requirements, the state board shall periodically reevaluate the  
6 graduation requirements and shall report such findings to the  
7 legislature in a timely manner as determined by the state board.

8 (3) Pursuant to any requirement for instruction in languages other  
9 than English established by the state board of education or a local  
10 school district, or both, for purposes of high school graduation,  
11 students who receive instruction in American sign language or one or  
12 more American Indian languages shall be considered to have satisfied  
13 the state or local school district graduation requirement for  
14 instruction in one or more languages other than English.

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

19 (a) The course was taken with high school students, if the academic  
20 level of the course exceeds the requirements for seventh and eighth  
21 grade classes, and the student has successfully passed by completing  
22 the same course requirements and examinations as the high school  
23 students enrolled in the class; or

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

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

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

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

37 (1) Each school district board of directors is encouraged to

1 incorporate curricula about the history, culture, and government of the  
2 nearest federally recognized Indian tribe or tribes, so that students  
3 learn about the unique heritage and experience of their closest  
4 neighbors. School districts near Washington's borders are encouraged  
5 to include federally recognized Indian tribes whose traditional lands  
6 and territories included parts of Washington, but who now reside in  
7 Oregon, Idaho, and British Columbia. School districts and tribes are  
8 encouraged to work together to develop such curricula.

9 (2) As they conduct regularly scheduled reviews and revisions of  
10 their social studies and history curricula, school districts are  
11 encouraged to collaborate with any federally recognized Indian tribe  
12 within their district, and with neighboring Indian tribes, to  
13 incorporate expanded and improved curricular materials about Indian  
14 tribes, and to create programs of classroom and community cultural  
15 exchanges.

16 (3) School districts are encouraged to collaborate with the office  
17 of the superintendent of public instruction on curricular areas  
18 regarding tribal government and history that are statewide in nature,  
19 such as the concept of tribal sovereignty and the history of federal  
20 policy towards federally recognized Indian tribes. The program of  
21 Indian education within the office of the superintendent of public  
22 instruction is encouraged to help local school districts identify  
23 federally recognized Indian tribes whose reservations are in whole or  
24 in part within the boundaries of the district and/or those that are  
25 nearest to the school district."

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26 On page 1, line 2 of the title, after "schools;" strike the  
27 remainder of the title and insert "amending RCW 28A.230.090; adding a  
28 new section to chapter 28A.345 RCW; adding a new section to chapter  
29 28A.320 RCW; and creating a new section."

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