

CERTIFICATION OF ENROLLMENT

**HOUSE BILL 1879**

68th Legislature  
2024 Regular Session

Passed by the House February 10, 2024  
Yeas 97 Nays 0

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**Speaker of the House of  
Representatives**

Passed by the Senate February 27,  
2024  
Yeas 49 Nays 0

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**President of the Senate**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **HOUSE BILL 1879** as passed by the House of Representatives and the Senate on the dates hereon set forth.

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**Chief Clerk**

FILED

**Secretary of State  
State of Washington**

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HOUSE BILL 1879

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Passed Legislature - 2024 Regular Session

State of Washington

68th Legislature

2024 Regular Session

**By** Representatives Lekanoff, Santos, Ryu, Tharinger, Ortiz-Self, Ramel, Cortes, Morgan, Reed, Ormsby, Timmons, Callan, Peterson, Chopp, Donaghy, Gregerson, Doglio, Fosse, Orwall, Bergquist, Stonier, Mena, Wylie, Reeves, Riccelli, Pollet, Shavers, and Davis

Prefiled 12/05/23. Read first time 01/08/24. Referred to Committee on Education.

1 AN ACT Relating to naming the curriculum used to inform students  
2 about tribal history, culture, and government after John McCoy  
3 (lulilaš); amending RCW 28A.320.170, 28A.300.444, and 28A.715.005;  
4 and adding new sections to chapter 28A.320 RCW.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.320  
7 RCW to read as follows:

8 (1) The legislature recognizes the tireless and visionary efforts  
9 of John McCoy to support student and educator learning about the  
10 history, culture, and government of federally recognized Indian  
11 tribes in the Pacific Northwest.

12 (2) In 2005, John McCoy, whose traditional name in Lushootseed is  
13 lulilaš, sponsored Substitute House Bill No. 1495. The enacted  
14 legislation began the statewide process of incorporating information  
15 about tribal history, culture, and government into social studies  
16 courses in which Washington or United States history is taught. The  
17 resulting instructional materials have become known as the since time  
18 immemorial curriculum.

19 (3) The legislature, therefore, intends to honor the efforts of  
20 John McCoy by naming the curriculum used to support his vision as the  
21 John McCoy (lulilaš) since time immemorial curriculum.

1       **Sec. 2.** RCW 28A.320.170 and 2015 c 198 s 2 are each amended to  
2 read as follows:

3       (1)(a) Beginning July 24, 2015, when a school district board of  
4 directors reviews or adopts its social studies curriculum, it shall  
5 incorporate curricula about the history, culture, and government of  
6 the nearest federally recognized Indian tribe or tribes, so that  
7 students learn about the unique heritage and experience of their  
8 closest neighbors.

9       (b) School districts shall meet the requirements of this section  
10 by using the John McCoy (lulilaš) since time immemorial curriculum  
11 developed and made available free of charge by the office of the  
12 superintendent of public instruction and may modify that curriculum  
13 in order to incorporate elements that have a regionally specific  
14 focus or to incorporate the curriculum into existing curricular  
15 materials.

16       (2) As they conduct regularly scheduled reviews and revisions of  
17 their social studies and history curricula, school districts shall  
18 collaborate with any federally recognized Indian tribe within their  
19 district, and with neighboring Indian tribes, to incorporate expanded  
20 and improved curricular materials about Indian tribes, and to create  
21 programs of classroom and community cultural exchanges.

22       (3) School districts shall collaborate with the office of the  
23 superintendent of public instruction on curricular areas regarding  
24 tribal government and history that are statewide in nature, such as  
25 the concept of tribal sovereignty and the history of federal policy  
26 towards federally recognized Indian tribes. The program of Indian  
27 education within the office of the superintendent of public  
28 instruction shall help local school districts identify federally  
29 recognized Indian tribes whose reservations are in whole or in part  
30 within the boundaries of the district and/or those that are nearest  
31 to the school district.

32       **Sec. 3.** RCW 28A.300.444 and 2020 c 292 s 2 are each amended to  
33 read as follows:

34       (1) The office of the superintendent of public instruction shall  
35 provide state leadership for the integration of environmental and  
36 sustainability content with curriculum, instruction, and assessment.

37       (2)(a) Subject to funds appropriated for this specific purpose,  
38 the office of the superintendent of public instruction shall contract  
39 on a competitive basis with a Washington state-based qualified

1 501(c)(3) nonprofit community-based organization to integrate the  
2 state learning standards in English language arts, mathematics, and  
3 science with outdoor field studies and project-based and work-based  
4 learning opportunities aligned with the environmental, natural  
5 resources, and agricultural sectors.

6 (b) The selected Washington state nonprofit organization must  
7 work collaboratively with the office of the superintendent of public  
8 instruction and educational service districts to:

9 (i) Build systemic programming that connects administrators,  
10 school boards, and communities to support teacher practice and  
11 student opportunities for the strengthened delivery of environmental  
12 and sustainability education;

13 (ii) Support K-12 educators to teach students integrated,  
14 equitable, locally relevant, real-world environmental science and  
15 engineering outdoors, aligned to Washington science and environmental  
16 and sustainability education standards, and provide opportunities to  
17 engage students in renewable natural resource career awareness; and

18 (iii) Deliver learning materials, opportunities, and resources  
19 including, but not limited to:

20 (A) Providing opportunities outside the classroom to connect  
21 transdisciplinary content, concepts, and skills in the context of the  
22 local community;

23 (B) Encouraging application of critical and creative thinking  
24 skills to identify and analyze issues, seek answers, and engineer  
25 solutions;

26 (C) Creating community-connected, local opportunities to engage  
27 students in stewardship projects that enhance their interest in  
28 sustaining the ecosystem and respecting natural resources;

29 (D) Providing work-based learning opportunities for careers in  
30 the environmental science and engineering, natural resources,  
31 sustainability, renewable energy, agriculture, and outdoor recreation  
32 sectors and build skills for completion of industry recognized  
33 certifications; and

34 (E) Providing models for integrating the John McCoy (lulilaš)  
35 since time immemorial curriculum in teaching materials so that  
36 students learn the unique heritage, history, culture, and government  
37 of the nearest federally recognized Indian tribe or tribes.

38 (c) Priority focus must be given to schools that have been  
39 identified for improvement through the Washington school improvement  
40 framework and communities historically underserved by science

1 education. These communities can include, but are not limited to,  
2 tribal nations including tribal compact schools, migrant students,  
3 schools with high free and reduced-price lunch populations, rural and  
4 remote schools, students in alternative learning environments,  
5 students of color, English language learner students, and students  
6 receiving special education services.

7 (3) For the purposes of this section, a "qualified 501(c)(3)  
8 nonprofit community-based organization" means a nonprofit  
9 organization physically located in Washington state (~~that~~):

10 (a) (~~Has~~) That has multiple years of experience collaborating  
11 with school districts across the state to provide high quality  
12 professional development to kindergarten through twelfth grade  
13 educators to teach students real-world environmental science and  
14 engineering outside the classroom;

15 (b) Whose materials and instructional practices align with  
16 Washington's environmental and sustainability learning standards and  
17 the Washington state learning standards, including the common core  
18 standards for mathematics and English language arts;

19 (c) Whose materials and instructional practices emphasize the  
20 next generation science standards to support local, relevant, and  
21 field-based learning experiences; and

22 (d) (~~Delivers~~) That delivers project-based learning materials  
23 and resources that incorporate career connections to local businesses  
24 and community-based organizations, contain professional development  
25 support for classroom teachers, have measurable assessment  
26 objectives, and have demonstrated community support.

27 **Sec. 4.** RCW 28A.715.005 and 2013 c 242 s 1 are each amended to  
28 read as follows:

29 (1) The legislature finds that:

30 (a) American Indian and Alaska Native students make up 2.5  
31 percent of the total student population in the state and twenty-five  
32 percent or more of the student population in fifty-seven schools  
33 across the state.

34 (b) American Indian students in Washington have the highest  
35 annual dropout rate at 9.5 percent, compared to 4.6 percent of all  
36 students in each of grades nine through twelve. Of the students  
37 expected to graduate in 2010 because they entered the ninth grade in  
38 2006, the American Indian on-time graduation rate was only fifty-  
39 eight percent, compared to 76.5 percent of all students.

1 (c) The teaching of American Indian language, culture, and  
2 history (~~(are—[is])~~) is important to American Indian people and  
3 critical to the educational attainment and achievement of American  
4 Indian children.

5 (d) The state-tribal education compacts authorized under this  
6 chapter reaffirm the state's important commitment to government-to-  
7 government relationships with the tribes that has been recognized by  
8 proclamation, and in the centennial accord and the millennium  
9 agreement. These state-tribal education compacts build upon the  
10 efforts highlighted by the office of the superintendent of public  
11 instruction in its 2012 Centennial Accord Agency Highlights,  
12 including: The John McCoy (lulilaš) Since Time Immemorial (STI):  
13 Tribal Sovereignty in Washington State Curriculum Project that imbeds  
14 the history surrounding sovereignty and intergovernmental  
15 responsibilities into this state's classrooms; the agency's regular  
16 meetings with the superintendents of the seven current tribal  
17 schools, as well as the federal bureau of Indian education  
18 representatives at the regional and national level on issues relating  
19 to student academic achievement, accessing of funding for tribal  
20 schools, and connecting tribal schools to the K-20 network; and the  
21 recent establishment, in statute, of the office of native education  
22 within the office of the superintendent of public instruction.

23 (e) School funding should honor tribal sovereignty and reflect  
24 the government-to-government relationship between the state and the  
25 tribes, however the current structure that requires negotiation of an  
26 interlocal agreement between a school district and a tribal school  
27 ignores tribal sovereignty and results in a siphoning of funds for  
28 administration that could be better used for teaching and learning.

29 (2) The legislature further finds that:

30 (a) There is a preparation gap among entering kindergartners with  
31 many children, especially those from low-income homes, arriving at  
32 kindergarten without the knowledge, skills, and good health necessary  
33 to succeed in school;

34 (b) Upon entry into the K-12 school system, the educational  
35 opportunity gap becomes more evident, with children of color and from  
36 low-income homes having lower scores on math, reading, and writing  
37 standardized tests, as well as lower graduation rates and higher  
38 rates of dropping out of school; and

39 (c) Comprehensive, culturally competent early learning and  
40 greater collaboration between the early learning and K-12 school

1 systems will ensure appropriate connections and smoother transitions  
2 for children, and help eliminate or bridge gaps that might otherwise  
3 develop.

4 (3) In light of these findings, it is the intent and purpose of  
5 the legislature to authorize the superintendent of public instruction  
6 to enter into state-tribal education compacts.

7 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.320  
8 RCW to read as follows:

9 This act shall be known and cited as the John McCoy (lulilaš)  
10 memorial tribal history, culture, and government act.

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