

CERTIFICATION OF ENROLLMENT

HOUSE BILL 1879

Chapter 200, Laws of 2024

68th Legislature
2024 Regular Session

JOHN MCCOY (LULILAŠ)—PUBLIC SCHOOL TRIBAL HISTORY, CULTURE, AND
GOVERNMENT CURRICULUM

EFFECTIVE DATE: June 6, 2024

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

LAURIE JINKINS

**Speaker of the House of
Representatives**

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

DENNY HECK

President of the Senate

Approved March 19, 2024 2:49 PM

JAY INSLEE

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.

BERNARD DEAN

Chief Clerk

FILED

March 21, 2024

**Secretary of State
State of Washington**

HOUSE BILL 1879

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.

Passed by the House February 10, 2024.

Passed by the Senate February 27, 2024.

Approved by the Governor March 19, 2024.

Filed in Office of Secretary of State March 21, 2024.

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