

## WASHINGTON STATE RESOURCES ON NATIVE EDUCATION

### The Centennial Accord (1989)

On the occasion of the Washington State Centennial, twenty-six federally recognized tribes in Washington state and the Governor Booth Gardner joined in executing a new framework intended to improve government-to-government relationships through mutual recognition of separate sovereignty. The [Centennial Accord](#) was re-affirmed by the signing of a [Millennial Agreement](#) in 1999 which, among other principles, committed to the development of a consultation process for furthering and strengthening the government-to-government relationships of the parties.

### Tribal History and Culture

RCW 28A.320.170                      Curricula – Tribal History and Culture

[SHB 1495](#) (2005)                      Representative John McCoy

Encourages school district directors to work with the state Superintendent of Public Instruction and with federally recognized tribes within each district's boundaries to incorporate tribal history, culture, and government into social studies and history curricula.

[SSB 5433](#) (2015)                      Senator Steve Litzow

Requires school district directors to work with the state Superintendent of Public Instruction and with federally recognized tribes within each district's boundaries to incorporate tribal history, culture, and government into social studies curricula or use the state provided *Since Time Immemorial* curriculum.

### Studies Commissioned by the Washington State Legislature (2008)

“SEC. 118 (2) \$150,000 of the general fund--state appropriation for fiscal year 2009 is provided solely for the office to engage a contractor to conduct a detailed analysis of the achievement gap for Native students; analyze the progress in developing effective government-to- government relations and identification and adoption of curriculum regarding tribal history, culture, and government as provided under RCW 28A.345.070; recommend a comprehensive plan for closing the achievement gap pursuant to goals under the federal no child left behind act for all groups of students to meet academic standards by 2014; and identify performance measures to monitor adequate yearly progress. The contractor shall conduct the analysis starting with the call to action paper by the multi-ethnic think tank and as guided by the tribal leader congress on education, the Washington state school directors association, and other appropriate groups. The contractor shall submit a study update by September 15, 2008, and submit a final report by December 30, 2008, to the governor, the superintendent of public instruction, the state board of education, the P-20 council, the basic education finance task force, and the education committees of the legislature.”

*ESHB 2687, Chapter 329, Laws of 2008, Operating Budget –  
Supplemental Appropriations*

Center for the Improvement of Student Learning Advisory Committee to Address the Achievement Gaps for African American Students

[A Plan to Close the Achievement Gap for African American Students](#)

Commission on Asian Pacific American Affairs

[Asian Americans in Washington State: Closing Their Hidden Achievement Gaps](#)

Commission on Asian Pacific American Affairs

[Growing Presence, Emerging Voices: Pacific Islanders and Academic Achievement in Washington](#)

Commission on Hispanic Affairs

[Understanding Opportunities to Learn for Latino Students in Washington](#)

Governor's Office on Indian Affairs

[From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State](#)

Educational Opportunity (Achievement) Gap Oversight and Accountability Committee

RCW 28A.300.136 K12 Education – Achievement Gap

[2SSB 5973](#) (2009) Senator Claudia Kauffman

“(1) An [educational opportunity gap oversight and accountability committee](#) is created to synthesize the findings and recommendations from the 2008 achievement gap studies into an implementation plan, and to recommend policies and strategies to the superintendent of public instruction, the professional educator standards board, and the state board of education to close the achievement gap.

(2) The committee shall recommend specific policies and strategies in at least the following areas:

- (a) Supporting and facilitating parent and community involvement and outreach;
- (b) Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction;
- (c) Expanding pathways and strategies to prepare and recruit diverse teachers and administrators;
- (d) Recommending current programs and resources that should be redirected to narrow the gap;
- (e) Identifying data elements and systems needed to monitor progress in closing the gap;
- (f) Making closing the achievement gap part of the school and school district improvement process; and
- (g) Exploring innovative school models that have shown success in closing the achievement gap.”

[2013 EOGOAC Annual Report: Closing Opportunity Gaps in Washington's Public Education System](#)

[4SHB 1541](#) (2016) Representative Sharon Tomiko Santos

*Title: Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee*

1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.
2. Enhance the cultural competence of current and future educators.
3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.
4. Create new English Language Learner Accountability Benchmarks.
5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.
6. Invest in the recruitment and retention of educators of color.

2017 Race and Ethnicity Student Data: Guidance for Washington’s Public Education System

Pursuant to 4SHB 1541, the state Superintendent convened a task force to develop a [resource](#) for schools and districts for collecting student race and ethnicity data in a transparent manner, ensuring parents/guardians and eligible students know and can practice their right to self-identify. The guidance included the following statement about collecting data about American Indian/Alaska Native students:

“The American Indian/Alaska Native (AIAN) race and ethnicity category is disaggregated into two subgroups: Federally Recognized Tribes and Non-Federally Recognized Tribes. . . . Students belonging to tribes outside of Washington are able to select their race and ethnicity on the survey by checking a fill-in box and writing in their tribe.”

**AMERICAN INDIAN/ALASKA NATIVE** (may check categories and use write-in)

**Washington State Federally Recognized Tribes**

<input type="checkbox"/> Confederated Tribes of the Chehalis Reservation	<input type="checkbox"/> Nisqually Indian Tribe	<input type="checkbox"/> Spokane Tribe of the Spokane Reservation
<input type="checkbox"/> Confederated Tribes of the Colville Reservation	<input type="checkbox"/> Nooksack Indian Tribe of Washington	<input type="checkbox"/> Squaxin Island Tribe of the Squaxin Island Reservation
<input type="checkbox"/> Confederated Tribes and Bands of the Yakama Nation	<input type="checkbox"/> Port Gamble S’Klallam Tribe	<input type="checkbox"/> Stillaguamish Tribe of Indians of Washington
<input type="checkbox"/> Cowlitz Indian Tribe	<input type="checkbox"/> Puyallup Tribe of the Puyallup Reservation	<input type="checkbox"/> Suquamish Indian Tribe of the Port Madison Reservation
<input type="checkbox"/> Hoh Indian Tribe	<input type="checkbox"/> Quileute Tribe of the Quileute Reservation	<input type="checkbox"/> Swinomish Indian Tribal Community
<input type="checkbox"/> Jamestown S’Klallam Tribe	<input type="checkbox"/> Quinault Indian Nation	<input type="checkbox"/> Tulalip Tribes of Washington
<input type="checkbox"/> Kalispel Indian Community of the Kalispel Reservation	<input type="checkbox"/> Samish Indian Nation	<input type="checkbox"/> Upper Skagit Indian Tribe of Washington
<input type="checkbox"/> Lower Elwha Tribal Community	<input type="checkbox"/> Sauk-Suiattle Indian Tribe of Washington	
<input type="checkbox"/> Lummi Tribe of the Lummi Reservation	<input type="checkbox"/> Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation	
<input type="checkbox"/> Makah Indian Tribe of the Makah Indian Reservation	<input type="checkbox"/> Skokomish Indian Tribe	
<input type="checkbox"/> Muckleshoot Indian Tribe	<input type="checkbox"/> Snoqualmie Indian Tribe	

**Washington State Non-Federally Recognized Tribes**

<input type="checkbox"/> Chinook Tribe
<input type="checkbox"/> Duwamish Tribe
<input type="checkbox"/> Kikiallus Indian Nation
<input type="checkbox"/> Marietta Band of Nooksack Tribe
<input type="checkbox"/> Snohomish Tribe
<input type="checkbox"/> Snoqualmoo Tribe
<input type="checkbox"/> Stellacoom Tribe

**Alaska Native**  
Write in: \_\_\_\_\_

**American Indian**  
Write in: \_\_\_\_\_

## State Tribal Education Compact Schools

- RCW 28A.715                      State Tribal Education Compacts Authority  
[E2SHB 1134](#) (2013)            Representative John McCoy  
   Authorizes the Superintendent to enter into Education Compacts with Tribes to deliver Basic Education
- [SSB 6474](#) (2018)              Senator John McCoy  
   Establishes a pilot program of Tribal Compact Schools to modify attendance and assessment requirements to accommodate tribal agricultural, cultural, and fisheries practices and programs

## Professional Development and Accountability

- RCW 28A.410                      Teacher and Administrator Certificate Renewal Requirements  
[ESHB 1426](#) (2021)            Representative Sharon Tomiko Santos  
   Beginning in 2023, fifteen percent of continuing education for renewal of a teacher certificate must focus on equity-based school practices. Five percent of continuing education for renewal of a school administrator must focus on government-to-government relationships with federally recognized tribes, which must be provided by one or more subject matter experts approved by the Governor's Office on Indian Affairs in collaboration with the Tribal Leaders Congress on Education and the Office of Native Education in the state Superintendent's office.

## School Climate and Culture

- RCW 28A.320                      Prohibiting the inappropriate use of Native American names, symbols, or images as public school mascots, logos, or team names
- [SHB 1356](#) (2021)              Representative Deborah Lekanoff  
   Effective January 1, 2022, public schools may not use Native American names, symbols, or images as school mascots, logos, or team names, except if a common school which is located in a county which includes tribal reservation lands or tribal trust lands have consulted with and secured the approval of such use by the tribe or tribes with jurisdictional authority over the tribal territory.