

# Teaching Washington State Tribal History, Culture, Government and Language:

## A Progress Report on SHB 1495

*(Chapter 205, Laws of 2005)*

Washington State  
School Directors' Association and  
Washington State  
Tribal Leaders' Congress on Education

April 2012



# Teaching Washington State Tribal History, Culture, Government and Language:

## A Progress Report on RCW 28A.345 and 28A.320 (HB 1495)

Submitted to the  
Senate Early Learning & K-12 Education Committee  
and the House Education Committee  
April 2012

Washington State School Directors' Association

Mary Fertakis, President  
Dr. Jonelle Adams, Executive Director

Tribal Leaders' Congress on Education

Leonard Forsman, Chairman Suquamish Tribe  
Bernie Thomas, Councilman Lummi Nation

*With thanks to:*

Washington State Board of Education  
The Office of Superintendent of Public Instruction  
Washington Education Association  
Governor's Office of Indian Affairs



## **Teaching Washington State Tribal History, Culture, Government and Language:**

### **A Progress Report on RCW 28A.345 and 28A.320 (HB 1495)**

#### **OVERVIEW**

##### **BACKGROUND**

In 2005, the Washington State Legislature approved Substitute House Bill 1495 (an Act relating to teaching Washington’s tribal history, culture and government in the common schools). The act was signed by Gov. Chris Gregoire and is codified in RCW 28A.345 and 28A.320.

In approving RCW 28A.345 and 28A.320 (HB 1495), the Legislature recognized that the goal of the 1999 Millennial Accord “educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington” has not been achieved. They found that most schools and districts in Washington are not educating students about tribal history, culture, treaty rights, and the contribution of Indian nations to the state of Washington—and that “the lack of accurate and complete curricula may contribute to the persistent achievement gap between Indian and other students.” The legislature also found that “there is a need to establish collaborative government-to-government relationships between elected school boards and tribal councils to create local and/or regional curricula about tribal history and culture and to promote dialogue and cultural exchanges that can help tribal and school leaders implement strategies to close the achievement gap.”

Under the law, the Washington State School Directors’ Association (WSSDA) is encouraged to facilitate regional meetings beginning in 2006 and at least once annually through 2010 between school boards and Tribal councils to explore ways to develop and use curricular materials to teach the history, culture and government of Tribal nations in Washington state, and to identify strategies to close the academic achievement gap. The law directs WSSDA to report every two years beginning in 2008, and every two years thereafter through 2012 to report to the education committees of the legislature regarding the progress made in the development of effective government-to-government relations, the narrowing of the achievement gap, and the identification and adoption of curriculum regarding tribal history, culture and government. The report is required to include information about any obstacles encountered and any strategies developed to overcome them.



The law also included responsibilities for the State Board of Education (SBE), school districts and the Office of Superintendent of Public Instruction (OSPI.) The SBE was to consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state in any course in Washington state history and government used to fulfill high school graduation requirements.

Each school district board of directors was encouraged to incorporate curricula about the history, culture, and government of the nearest federally recognized Indian Tribe or Tribes. School districts were encouraged to collaborate with any federally recognized Indian Tribe within their district as they conduct regularly scheduled review and revisions of their social studies and history curricula to incorporate expanded and improved curricular materials about Indian Tribes, and to create programs of classroom and community cultural exchanges. School districts were also encouraged to collaborate with the OSPI on curricular areas regarding tribal government and history that are statewide in nature.

The Indian Education Office within OSPI was encouraged to help local school districts identify federally recognized Indian Tribes whose reservations encompass their boundaries or are nearest to their school district.

In order to implement the requirements and recommendations of RCW 28A.345 and 28A.320 (HB 1495), The Tribal Leader Congress on Education (TLC), WSSDA, OSPI and the SBE signed a Memorandum of Agreement (MOA) in 2006 in which each party agreed to take on certain responsibilities. This agreement will be discussed further in the section on government-to-government relationships.

#### 2008 PROGRESS REPORT– *FROM WHERE THE SUN RISES*

WSSDA's initial report, provided in December 2008, was an extensive report entitled: *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*. WSSDA and the TLC were charged with guiding the development of this study, which was prepared by Washington State University under an interagency agreement with the Governor's Office of Indian Affairs (GOIA). Funding for the study was provided through a legislative appropriation of \$150,000 to GOIA. Researchers were directed to (1) analyze the progress in developing effective government to government relationships, (2) analyze the achievement gap for Native American students, (3) analyze the progress towards the identification and adoption of curriculum regarding tribal history, culture and government, (4) recommend a comprehensive plan for promoting educational success and closing the achievement gap, and (5) identify performance measures to monitor adequate yearly progress.



## Findings

What follows are the findings taken from the 2008 Progress Report, *From Where the Sun Rises*, for each of the three areas WSSDA was directed to include in their report: progress in the (1) development of effective government to government relationships, (2) narrowing of the achievement gap, and (3) identification and adoption of curriculum regarding tribal history, culture and government. WSSDA was also directed to include information about any obstacles encountered and strategies to overcome them.

### *Developing Effective Government-to-Government Relationships*

In terms of government-to-government relationships, the report concluded, “While some progress has been made toward meeting the provisions of RCW 28A.345 and 28A.320 (HB 1495), it appears that the majority of school districts have not taken steps to initiate a process of relationship building with their neighboring tribes. Many of the school district leaders appeared to not be aware of the applicability of RCW 28A.345 and 28A.320 (HB 1495) to their district and/or had little idea of how to start building a relationship.” (p. 131)

### *Narrowing of the Achievement Gap*

Based on the available data, the 2008 report asked the question: Is there an achievement gap or a data gap for Native Americans in the State of Washington? (Section 4) They looked at two data bases to examine the gap.

- National Assessment of Educational Progress (NAEP) Dataset

The 2008 report asserts that there is a fair amount of data missing within the NAEP data set. Within the available data, they find that on 4<sup>th</sup> grade Math assessment, Native Americans are receiving the 3<sup>rd</sup> highest scores with Asians and Whites scoring first and second respectively. In 4<sup>th</sup> grade reading, Native American males are scoring lowest of all groups and Native American females scoring third, but well behind the white females. In 8<sup>th</sup> grade there is only data for Native American males, who are receiving the 4<sup>th</sup> highest scores, coming in just ahead of Hispanic males.

- OSPI Dataset

There were also huge holes in the data from Washington State. 90.7% of districts with Native American students did not report data on those students for Annual Yearly



Progress (AYP) (p. 57). Of the data received, findings show that Native American students are scoring below the White students in all subjects in all grades. The 2008 progress report did, however, come to the following conclusions based on the limited data they were provided:

- The higher the percentage of Native American students found in a district, the lower the scores on the WASL/HSPE.
- The higher the percentage of free or reduced price meals, the lower the scores on the WASL/HSPE.
- School personnel are essential and critical for performance on the WASL/HSPE among Native Americans across all four subjects.
- The higher the percentage of teachers with at least a master's degree was positively correlated with higher WASL/HSPE scores

*Identification and adoption of curriculum regarding tribal history, culture and government*

The 2008 progress report was conducted three years after the passage of RCW 28A.345 and 28A.320 (HB 1495). The researchers found that there was a substantial amount of curricular resources but that most of these had not been implemented. They recognized a need to develop curriculum guides to accompany the material and activities to meet educator requirements. They concluded, "There is a need to provide professional development so that educators will be prepared to partner with Tribes in implementing the curriculum. One of the primary barriers to curriculum development and adoption appeared to be lack of funding for the implementation of HB 1495." (p. 131)

*Barriers to Native Student success (pp. 40-45)*

The 2008 progress report identified the following barriers to Native American student success:

- Lack of stability and continuity
- Disconnection across several areas in education
  - Education and culture
  - Parents and teachers
  - Education policies that force children to assimilate or leave school
  - Culture and assessment
  - Teachers and students
- Poverty
- Absenteeism
- Mobility and transitions
- Family issues
- Stereotypes, discrimination and racism



## Recommendations

Upon review of *From Where the Sun Rises*, WSSDA and TLC made the following recommendations in order to close the achievement gap for Native American students and to implement the intent of RCW 28A.345 and 28A.320 (HB 1495), (Letter to the Governor and legislature, December 30, 2008):

### *Shift the paradigm through relationship building:*

- Fund efforts to develop relationships between public school districts and tribes as well as help urban Indian education programs to integrate Native teaching and learning that benefits Native and non-Native children.
  - Fund an intergovernmental specialist position to help tribes and districts build relationships.
  - Fund regional Cultural Education Exchanges statewide on an annual basis.
  - Fund other activities and resources to assist in relationship building.

### *Provide resources for pre- and in-service educators and stakeholders:*

- Require all universities/colleges in the state of Washington that are responsible for administrator/teacher/related service provide professional training to systemically address Indian education.
  - Require the sovereignty curriculum developed by OSPI be used in ALL Washington State teacher certification programs.
- Provide opportunities for public school faculty and staff to learn from the experiences of tribal schools in the areas of programming, instruction, curriculum, parental involvement and relationship building.
  - Encourage the use of tribal language and culture programs as the purveyors of clock hours for training by including these programs in all legislation pertaining to teacher professional development. (RCW28A.415.020)

### *Improve data collection and reporting*



- Fund the development of a data base that reports on indicators pertaining to Native students including non-cognitive factors that influence academic achievement.
- Ensure full reporting of ALL Indian students in Washington State so that an accurate baseline of Native student achievement can be established.

*Increase state support and collaboration*

- Require and fund expanded service delivery and maintenance of existing state programs that can address issues addressed in this report:
  - Fund local tribal curriculum development and implementation
  - Fund a biennial report from WSSDA and TLC on progress under RCW 28A.345.070.

*2011 PROGRESS REPORT – Teaching Washington State Tribal History, Culture, Government and Language*

No funding was provided for the development of a follow-up study or the preparation of the current report, nor has funding been appropriated to implement other aspects of the act. However, this report will attempt to provide an update to the 2008 progress report by comparing their findings to what we see today in terms of progress in the development of effective government to government relations, the narrowing of the achievement (opportunity) gap, and the identification and adoption of curriculum regarding tribal history, culture and government.

**DEVELOPMENT OF EFFECTIVE GOVERNMENT TO GOVERNMENT RELATIONS**

Update on the Recommendations in *From Where the Sun Rises*

Recommendations in *From Where the Sun Rises* in the area of developing government-to-government relations were all regarding funding:

- Fund an intergovernmental specialist position to help tribes and districts build relationships.

Although no intergovernmental specialist position was funded, during the 2010-11 session, the legislature assured the continuation of the Office of Native Education by placing the office in statute with the passage of SHB 1829.



- Fund regional Cultural Education Exchanges statewide on an annual basis

Since 2008, three Cultural Education Exchanges (CEE) have been held. These are training opportunities that have sustained a relationship between the WEA, WSSDA, and Washington State tribes. It is the only training that is designed for all levels of school districts – school board directors, administration, teachers and para professionals. It is also attended by many tribal education departments from across the state.

CEE's are in a different location every year based on the host tribe. Prior to 2008, two CEE's were held, first in Suquamish and the second in Spokane. In September 2008, a CEE was held at the Tulalip Longhouse, it was organized through a collaborative effort between the Tulalip, Swinomish, Nooksack, Lummi, Upper Skagit, Sauk-Suiattle, Samish and Stillaguamish Tribes, WEA and WSSDA. In March 2010 a CEE was held at the Skokomish House of shLanay and was organized by the Skokomish Tribe, WSSDA, WEA and the Office of Superintendent of Public Instruction. Each has been highly attended with between 100 – 200 attendees for the full-day training. Another CEE was held in August 2011 at the Lower Elwha Heritage Center in Port Angeles and was organized by the Lower Elwha Klallam Tribe, WSSDA and WEA.

Each CEE has an agenda that is created by the host tribe and representatives from WEA, WSSDA, and the tribal education department. Sessions have included Tribal Sovereignty, History of Indian Education, Culture as Biology, Tribal Curriculum from HB 1495, as well as the history and culture of the host tribe. Beginning in 2008, tribes were able to offer five free clock hours to educators, boosting attendance.

What make the CEE special are the relationships which are built through the sharing of local culture. Important to the success of each one is the opportunity for people that work in public schools to be invited into the culture of the tribal children that they serve. It gives greater, more personal meaning to the concepts of closing the achievement/opportunity gap, the differences in community support, and success. Through the help of NEA, WEA, WSSDA, OSPI, and Washington State Tribes, the CEE will continue indefinitely.

- Fund other activities and resources to assist in relationship building

The legislature has not specifically appropriated funding for other activities and resources to assist in relationship building over the past three years, but there have been activities taking place. GOIA offered Government-to-Government Training to both the University of Washington and to the White River School District.

The TLC and the OSPI have held two Education Summits, in 2010 and 2011. They intend to continue meetings on a bi-annual basis. The next Summit is scheduled for later this year. The



first summit was funded by the Muckleshoot Tribe; the second was funded jointly by OSPI and the TLC.

The TLC has completed a Protocol for Co-Governance in Language, Culture and Oral Tribal Traditions education as required in 28A.415.045 RCW. Soon negotiations will begin with OSPI and SBE to finalize language for the protocol. A copy of the document is provided in the appendix.

The Confederated Tribes of the Umatilla Indian Reservation (CTUIR) has a Memorandum of Agreement (MOA) with the local school district in Oregon. That MOA describes the process for communication, coordination, and requires regular meetings to address matters important to the tribal government. There is no similar MOA with any of the Washington school districts located in the CTUIR's ceded lands.

The Muckleshoot Tribe has an interlocal agreement with both the Enumclaw and the Auburn school districts. The Tribe stresses the importance of culture and provides needed services to the districts.

The Swinomish Tribe has MOAs with the local district regarding preschool, para pro's placed at the school district to serve Native American students, and mental health counselors working at the school to serve students in need.

The Suquamish Tribe has had an extensive MOU with the North Kitsap School District for 3 years. It includes provisions for use of resources and shared information. The Tribe receives one FTE for their high school students. This year they have placed two Tribal Education Department staff, including a certificated teacher, at each level. These staff will be providing outreach services to our children and students. They are also discussing the creation of a new course at the high school level about WA State history with an emphasis on local Tribal history and treaty rights.

The Elwha Klallam Tribe has maintained an interlocal Agreement with the Port Angeles School District since 1998. The agreement is reviewed for amendments annually. In 1995, a Superintendent's Multi-ethnic committee was formed to meet monthly. Its mission was developed based on the Multi Ethnic Think Tank (METT) standards. Since 1996, the Elwha Klallam Tribe has hosted an annual school district potlatch with at least 400 in attendance from Crescent and Port Angeles school districts. This includes employees and their families and the tribal community. This cultural event showcases students sharing their traditional songs and language through speeches and artwork as well as by providing a traditional



dinner. Within the Port Angeles School District, the Elwha Klallam tribal educational department provides for two AmeriCorps positions (one in our elementary schools and the other in our middle school), a Johnson O'Malley (JOM) coordinator position, a middle school after school program position and a high school academic support position. The Port Angeles School District has provided one certified teacher to teach Klallam language at the high school since 1998. This position was created in partnership with the Elwha Klallam Tribes, Klallam language program as a match for the Administration for Native Americans (ANA) Grant. The same teacher has taught Native American studies since 1995. The school district under Title VII has funded three Interventionists that work at Dry Creek Elementary, Stevens Middle School, Lincoln and Port Angeles High Schools. Each year the Elwha Klallam Tribe hosts a graduation ceremony for seniors and their families. The Elwha Klallam Tribal Education Department and Port Angeles School District collaborate by having a JOM/Title VII Indian Education Parent committee that meets monthly during the school year. At Port Angeles High School, there are Native American advisories that provide academic support for students who follow students through their high school four years. Other partners include a grant funded through Nature Bridge to provide a science/cultural summer camp for middle and high school students. The high school students earn science credit. There is an after school program located at the tribal center which started in 2003. It provides homework support, reading, recreation and Klallam language. There is also an after school program at Stevens Middle School which started in 2008. It provides homework support, Klallam language and science outreach from a Nature Bridge grant. A yearly meeting is held between the Elwha Klallam Tribe and the Port Angeles School District Board of Directors. At Port Angeles High School, there is a Native American Club with an average of thirty participates. Each year, club members do fundraising to attend a conference, "Standing Tall" hosted by the Quinault Tribe. They participate in the planning and activities of the annual Martin Luther King Assembly. Many scholarships are provided to Port Angeles School District Native American students from over ten many organizations annually with the number of donors increasing yearly.

In Oregon there is a state statutory duty to consult with Tribes on matters that may affect tribal interests. Oregon has further required its state agencies to identify how their work may affect tribal interests and to work with tribes on a government-to-government basis to address those matters. The state has set up a process through the Commission on Indian Affairs to meet quarterly with tribes to discuss these matters. In Washington, there is no correlating statutory requirement. Instead, Washington has its Centennial Accord and Interstate Accord, which including out of state tribes. The Confederated Tribes of the Umatilla Indian



Reservation participates in state tribal interaction, under the Centennial Accord, including the annual Accord meeting.

WSSDA officers and the executive director have participated in a number of events over the past two years, including meetings of the TLC, the Governor's Centennial Accord conferences and the Western Washington Native American Education Consortium conferences.

### WSSDA Survey

There are currently 33 school districts within the state that have federally recognized tribes within their school district boundaries.

In February 2011, WSSDA sent an invitation to school board presidents and district superintendents asking for a district response to an online survey regarding progress being made under RCW 28A.345 and 28A.320 (HB 1495). This survey has provided us with an update on local government to government relationships from that provided in the 2008 report. The October 2006 survey found that 212 surveys were distributed to school districts with 61 (29%) surveys being completed. With 61 surveys completed, 21 (2.9%) of the school board presidents knew tribal leaders in their community and interacted with their local tribe. The overarching themes within the first survey included:

- The need for communication,
- the need for sharing best practices in building relationships and implementing RCW 28A.345 and 28A.320 (HB 1495) between school districts and tribes and
- the need to address the achievement gap. The barriers raised were the lack of both funding and available curriculum associated with RCW 28A.345 and 28A.320 (HB 1495).

Responses are provided as a table in the appendices of this report. What follows is a summary of the results of the 2011 survey:



Responses were received from 168 (57%) school districts around the state of Washington. There are currently 295 school districts.

Of those responding, 61 (36%) districts indicated they have established a relationship with a tribal nation, either formally or informally. This is an increase from 33% in 2006.

- According to the survey, at least 19 (11%) districts have entered into formal agreements (usually a Memorandum of Understanding or Agreement) with tribes, while others indicate they have ongoing relationships through classroom projects, cultural exchanges and other activities.
- Responding districts indicated they have some form of relationship with the following Tribes:
  - ***Chehalis*** (Adna, Centralia, Chehalis, Evaline, McCleary, Napavine and Winlock School Districts)
  - ***Colville*** (Brewster, Bridgeport, Cashmere, Curlew, Entiat, Ephrata, Inchelium, Keller, Kettle Falls, Mansfield, Methow Valley, Moses Lake, Nespelem, Northport, Okanogan, Omak, Onion Creek, Orient, Oroville, Pateros, Quincy, Republic, Soap Lake, Summit Valley, Warden, Wenatchee and Wilbur School Districts)
  - ***Cowlitz*** (Castle Rock, Evergreen, Hockinson, Kalama, Kelso, La Center, Longview, Toutle Lake and Winlock School Districts)
  - ***Hoh*** (Queets-Clearwater and Quillayute Valley School Districts)
  - ***Jamestown S'Klallam*** (Sequim and Port Townsend School Districts)
  - ***Kalispel*** (Cusick, Newport, Riverside and Selkirk School Districts),
  - ***Lower Elwha Klallam*** (Port Angeles School District)
  - ***Lummi*** (Bellingham, Blaine and Ferndale School Districts)
  - ***Muckleshoot*** (Enumclaw, Auburn, Cle Elum-Roslyn, Enumclaw, Highline, Kent, Renton, Tahoma, Tukwila, Vashon Island and White River School Districts)
  - ***Nisqually*** (Bethel, Carbonado, Eatonville, Franklin Pierce, North Thurston, Olympia, Tenino and Tumwater School Districts)



- **Nooksack** (Meridian School District)
- **Port Gamble S’Klallam** (Chimacum and North Kitsap School Districts)
- **Puyallup** (Clover Park, Federal Way, Fife, Orting, Peninsula, Puyallup, Steilacoom Historical, Sumner, Tacoma, University Place and Vashon Island School Districts)
- **Quinault** (Aberdeen, Montesano and Tahaloah School Districts)
- **Quileute** (Quillayute Valley School District)
- **Samish** (Anacortes and Burlington-Edison School Districts)
- **Sauk Suiattle** (Cascade, Darrington and Granite Falls School Districts)
- **Shoalwater Bay** (Cosmopolis, Ocosta, Raymond and South Bend School Districts),
- **Skokomish** (Brinnon, Grapeview, Hood Canal, North Mason, Shelton and Vashon Island School Districts)
- **Snoqualmie** (Bellevue, Issaquah, Lake Washington, Mercer Island, Monroe, Riverview, Seattle, Shoreline, Skykomish and Snoqualmie Valley School Districts),
- **Spokane** (Central Valley, Clarkston, Colfax, Columbia (Stevens), Deer Park, East Valley, Freeman, LaCrosse, Loon Lake, Mary Walker, Mead, Nine Mile Falls, Orchard Prairie, Pullman, Reardan-Edwall, Riverside, Spokane, Wellpinit and West Valley (Spokane) School Districts)
- **Squaxin Island** (Olympia, Shelton and Southside School Districts)
- **Suquamish** (Central Kitsap, North Kitsap, Mercer Island, North Kitsap, Seattle and South Kitsap School Districts), **Swinomish** (Burlington-Edison and Oak Harbor School Districts)
- **Tulalip** (Edmonds, Everett, Lake Stevens, Lakewood, Marysville, Mukilteo, Shoreline and South Whidbey School Districts)



- *Upper Skagit* (Sedro-Woolley School District) and
- *Yakama* (Asotin-Anatone, East Valley (Yakima), Goldendale, Grandview, Kahlotus, Kittitas, Lyle, Mount Adams, Naches Valley, Othello, Pasco, Prosser, Selah, Sunnyside, Trout Lake, Waitsburg, Walla Walla, Warden, Washougal, White Pass, Yakima and Zillah School Districts).
- **Non-responding districts with some form of relationship with the following tribes**
  - *Chehalis* (Elma, North River, Oakville, Onalaska, Rochester and Satsop School Districts)
  - *Colville* (Almira, Chewelah, Coulee-Hartline, Creston, Davenport, Eastmont, Evergreen (Stevens), Grand Coulee, Lake Chelan, Manson, Orondo, Palisades, Pe Ell, Ritzville, Tonasket, Valley, Waterville and Wilson Creek School Districts),
  - *Cowlitz* (Battleground, Boistfort, Camas, Green Mountain, Mossyrock, Naselle-Grays River Valley, Odessa, Ridgefield, Toledo, Vancouver, Wahkiakum, Willapa Valley and Woodland School Districts)
  - *Kalispel* (Chewelah and Colville School District)
  - *Lower Elwha Klallam Tribe* (Crescent School District)
  - **Lummi** (Orcas Island and Shaw Island School Districts)
  - *Makah* (Cape Flattery School District)
  - *Muckleshoot* (Dieringer, Easton and Thorp School Districts)
  - *Nisqually* (Morton, Rainier and Yelm School Districts)
  - *Nooksack* (Lynden, Mount Baker and Nooksack Valley School Districts)
  - *Quinault* (Hoquiam, Lake Quinault, North Beach and Wishkah Valley School Districts)



- ***Samish*** (Lopez Island, San Juan and Shaw Island School Districts)
- ***Sauk-Suiattle*** (Concrete and Stehekin School Districts)
- ***Shoalwater Bay*** (Naselle-Grays River Valley and Ocean Beach School Districts),
- ***Skokomish*** (Mary M. Knight and Quilcene School Districts)
- ***Snoqualmie*** (Index School District)
- ***Spokane*** (Benge, Cheney, Colton, Endicott, Garfield, Great Northern, Harrington, Lamont, Liberty, Medical Lake, Oakesdale, Palouse, Pomeroy, Ritzville, Rosalia, Sprague, St. John, Steptoe, Tekoa, Valley School Districts)
- ***Stillaguamish*** (Arlington and Stanwood/Camano School Districts)
- ***Suquamish*** (Bainbridge Island and Bremerton School Districts)
- ***Squaxin Island*** (Griffin and Pioneer School Districts)
- ***Swinomish*** (Conway, La Conner and Mount Vernon School Districts)
- ***Tulalip*** (Coupeville, Snohomish and Sultan School Districts) and
- ***Yakama*** (Bickleton, Centerville, College Park, Columbia (Walla Walla), Damman, Dayton, Dixie, Ellensburg, Finley, Glenwood, Granger, Highland, Kennewick, Kiona-Benton City, Klickitat, Lind, Mabton, Mill A, Morton, Mount Pleasant, North Franklin, Paterson, Prescott, Richland, Roosevelt, Royal, Skamania, Star, Starbuck, Stevenson-Carson, Thorp, Toppenish, Touchet, Union Gap, Wapato, Washtucna, West Valley (Yakima), White Salmon and Wishram School Districts),
- Of those responding, 43 districts (26%) indicated that members of their board/superintendent leadership team attend tribal council meetings or participate in tribal events.

Respondents cited a variety of tribal events or meetings they attend, including potlatches, graduation ceremonies, JOM parent committee meetings, dedications, cultural/education



exchanges, and student club meetings. 10 respondents (6%) said they have regular meetings between the school board and the tribal council.

- Of those responding, 44 districts (26%) indicated that tribal officials or representatives attend school board meetings or participate in district cultural events or related activities.

Respondents cited a variety of district/school events or meetings where there is participation by tribal officials, representatives or members, including board and committee meetings, cultural exchanges, graduation ceremonies and assemblies.

- Asked to give an overall rating of the relationship between their district and their tribal neighbors, 95 of 168 or 57% respondents said “Good,” Very Good” or “Excellent.” 24 respondents (14%) rated the relationship as “Fair” or “Poor.” 51 respondents (30%) didn’t answer this question.

In general, the choice of a favorable or unfavorable rating correlated to the degree to which the district and tribe had established a relationship and were engaged in mutual activities. Some respondents indicated their district did not have a nearby tribal nation or that they had few or no Native American students in their schools.

- Of those responding, 93 districts (55%) said they were aware of WSSDA’s toolkit for establishing and strengthening government-to-government relationships between school districts and tribal nations.
- Participants were asked, “What would be of greatest assistance to your board/superintendent leadership team in strengthening district-tribe relationships?” Responses included:
  - Greater awareness of resources,
  - Training on cultural awareness, facilitated meetings,
  - Better information on which tribes are geographically close to districts,
  - Examples of best practices, and
  - Funding/resources to develop relationships and curricula.
- Of those responding, 102 districts (61%) indicated they have incorporated curricula on tribal history, culture and government in their schools.
  - There was significant variance in the degree to which districts have incorporated tribal curricula. Many have adopted tribe-specific curricula at various grade levels, while others indicated they have incorporated the subject in Washington State history courses.
  - Asked to list obstacles to use of tribal curricula, respondents most often cited lack of time and resources/funding, lack of relevant materials and lack of support for training. Some respondents indicated their district did not have a nearby tribe.



- Of those responding, 91 districts (54%) said they were aware of OSPI's online curriculum, *Since Time Immemorial: Tribal Sovereignty in Washington State*.
- Participants were asked, “To what extent do you feel your district is meeting the needs of its Native American students?” A total of 145 respondents (86%) provided a rating:
  - To a Great Extent – 22 (15%)
  - To a Moderate Extent – 68 (47%)
  - Somewhat – 48 (33%)
  - Very little – 5 (3%)
  - Not at All – 2 (1%)
- Of those responding, 122 districts (73%) felt they were making progress in reducing the achievement gap among Native American students.

In follow-up comments, several respondents indicated they have few or no Native American students in their districts. Others emphasized that they are working to improve achievement for all student groups.

- The closing question to the survey asked participants, “What would be of greatest assistance to your district in reducing the achievement gap among its Native American students?” Responses included:
  - Increased funding/financial aid
  - Resources for remediation and intervention
  - More teachers/smaller class sizes
  - Summer school support
  - Extended day tutoring with transportation provided
  - Continue Title VII Indian Education grants through the US Dept. of Education
  - Culture and language options
  - Retain high quality teachers
  - Meet their social needs (poverty, abuse, violence, gangs and health care)
    - All day kindergarten
    - Less testing
    - More family supports
    - Resources for staff development
    - Examples of best practices.

Update on the MOU for the implementation of RCW 28A.345 AND 28A.320 (HB 1495)



In the MOU, WSSDA, tribes, SBE and OSPI formally agreed to responsibilities regarding the implementation of RCW 28A.345 and 28A.320 (HB 1495). Some of these were included in the bill, while others were responsibilities each party felt would facilitate reaching the intentions of the bill. What follows are the agreements by party and a brief update on how they are being completed.

*Washington State School Directors Association*

- Submit by December 1, 2008, in collaboration with the TLC, a biennial report which will include the progress made in the development of effective government-to-government relations, the narrowing of the achievement gap, and the identification and adoption of curriculum regarding tribal history, culture and government to the education committees of the legislature.

Update: The first report was delivered to the legislature in January 2009: *“From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State.”* \$150,000.00 was provided by Washington State to GOIA who contracted through Washington State University for the research. In 2010, no money was provided for the report. The current report is compiled with the generous help of WSSDA, The Tulalip Tribes, WEA and others. It will be delivered to the legislature during the 2011-12 interim.

- Provide time at regional WSSDA/tribal meetings and WSSDA’s annual conference to discuss the intent and substantive provisions of RCW 28A.345 and 28A.320 (HB 1495).

WSSDA hosts spring and fall regional meetings for school board directors and superintendent across the state to meet and discuss current educational issues and challenges. HB1495 has been discussed and resources shared at these meetings. Over the past three years, tribal speakers have been invited to WSSDA annual conference to share and educate school board directors on how to develop and use curricular materials to teach the history, culture and government of Tribal nations in Washington State and to identify strategies to close the academic achievement gap.

- Provide time at regional WSSDA/tribal meetings and WSSDA’s annual conference meetings for state-tribal government-to-government training.

Annually, the WSSDA Board of Directors elects one board member to serve as the WSSDA tribal liaison (state/federal) between their association and tribal organizations. WSSDA hosts spring and fall regional meetings for school board directors and superintendent across the state to meet and discuss current educational issues and challenges. The “toolkit” was shared



with regional meetings across the state. At the 2011 WSSDA annual conference, tribal leaders provided a session on tribal history, laws and treaty rights.

- Develop guidelines and resources for local school boards to assist in implementing RCW 28A.345 and 28A.320 (HB 1495); such as guidelines for creating and successfully implementing government-to-government relationships, agreements promoting board liaison positions to enhance school board-tribal relationships, and other resources aimed at fostering cooperative relationships with tribes on education.

Update: In 2010, WSSDA developed a new “toolkit” of resource materials to assist school boards and districts in establishing government-to-government relationships for the purposes of collaborating on tribal history curricula. Materials in the toolkit include:

- Overview of Chapters 28A.345 and 28A.320 RCW
- Complete text of Substitute House Bill 1495
- List of tribal nations in the state of Washington
- List of Washington school districts and nearest federally-recognized tribes
- Protocol considerations
- Sample school board letter to tribal leaders
- Sample school board resolution regarding tribal history curricula
- Sample Memorandum of Agreement
- Sample policy/procedure regarding curriculum development/instructional materials

Also included in the toolkit is a list of additional resources—including the new web-based Tribal Sovereignty Curriculum *Since Time Immemorial: Tribal Sovereignty in Washington State*, developed by the OSPI Office of Native Education (ONE). The curriculum can be found at: [www.indian-ed.org](http://www.indian-ed.org)

The new toolkit is available on the WSSDA website at [www.wssda.org/tribal](http://www.wssda.org/tribal). (A copy of the toolkit is included in the appendices of this report.) Many of these documents are provided in Word format so that they can be downloaded and tailored to fit each district’s unique circumstances and relationships with neighboring tribal nations.

The toolkit was made available during the 2010 WSSDA Annual Conference in Spokane, and was included as part of a conference workshop presentation on the new Tribal Sovereignty Curriculum noted above.



In November 2010, letters were sent to all school board presidents and school district superintendents advising them of the availability of the new toolkit. Since that time, the toolkit web page has been accessed by website visitors more than 300 times.

- Encourage school board directors to meet with Tribal leaders to identify the extent and nature of the achievement gap and strategies necessary to close it.

Update: Since the 2008 progress report, which included information on 3 Cultural Education Exchanges, WSSDA has partnered with tribes and the WEA to offer 2 additional exchanges: Squaxin Island Tribe and Lower Elwha Klallam Tribe.

- Increase school board's awareness and understanding of the importance of accurate high quality curricular materials about the history, culture and government of local Tribes

Update: Over the past three years, WSSDA's elected officers and staff has participated in a number of meetings, conferences and cultural exchanges with tribes and tribal organizations to establish and strengthen the association's relationships and to collaborate in order to continue to work on state and federal legislation. In particular, they participated in and supported two Cultural Education Exchanges as described above.

- Actively encourage school boards to identify and adopt curriculum that includes tribal experiences and perspectives.

Update: See above information on Cultural Education Exchanges

#### *Tribal Leaders' Congress on Education*

- Encourage individual TLC tribes to agree to host at least one local school board meeting yearly.

Update:

- Chehalis and Port Gamble S'Klallam hold one school board meeting on the reservation per year. A Chehalis Tribal Council member sits on the Oakville School Board.
- The Samish Tribe has met regularly with the Anacortes School District to plan curriculum. The superintendent and the general manager of the Tribe attended many of the meetings.
- Port Gamble S'Klallam, Suquamish and Tulalip Tribes meet at least once a year with their respective districts to discuss specific issues/requests.
- School board directors attend at least one Tulalip Board meeting per year.
- The Superintendent of Sedro Woolley School District has attended three Upper Skagit Tribal Council meetings in 2010/2011. The Tribe has designated Tribal staff to work with the various elementary, middle and high school staff during the year.
- For the past 14 years, the Lower Elwha Klallam Tribe has hosted an annual potlatch for the Port Angeles and Crescent School Districts.



- Three Makah Tribal members sit on the Cape Flattery School Board and the Tribe hosts school board meetings every other month at the Neah Bay High School.
  - The Swinomish Senate and the La Conner School Board meet together from 1 to 4 times per year. A Swinomish Tribal member sits on the La Conner School Board. Meetings are hosted both at the Tribe and the school district.
- Encourage and support tribes in providing authentic training opportunities to local school district staff on tribal history and culture.

Update:

- This year the Samish Tribe sent a staff member - one a month - to every 3<sup>rd</sup> grade class in the Anacortes School District – This totaled 8 classrooms. They taught Native American history and culture to the children and teachers/aides. The year culminated in a field trip to Samish's Fidalgo Bay Resort where the 300+ children and 50+ teachers and parents got to experience Samish culture, learn about protecting the Bay, carving, beading, song and dance, and touching canoes, etc. They will continue this next year.
- Port Gamble and Suquamish jointly conduct new teacher orientations, trainings for the implementation of the S'Klallam language course and sovereignty trainings for all school staff with the North Kitsap School District.
- Squaxin Island and Skokomish have conducted cultural competency and curriculum trainings with the district.
- The Confederated Tribes of the Umatilla Indian Reservation report that they have limited staff capacity to respond to requests for training, although their Tamastlikt Cultural Institute Museum provides an excellent opportunity for providing education about the current and past history of the Walla Walla, Umatilla, and Cayuse people. They host school visits and provide educational resources for teachers.
- The Upper Skagit Tribe sponsors cultural and Treaty Entitlement training for the Sedro Woolley School District every year and tribal education department staff regularly go into the classrooms every week during the school year. They offer tribal cultural immersion training annually for the employees of the district to address the needs of new staff each year. The Tribe hosts an annual Back to School Bash in August and invites the district superintendent, principals and teachers to introduce themselves and meet tribal students and their families in the Tribal Multi-purpose Cultural facility on the reservation. The Tribe will be participating in a Tribal Cultural Orientation Training that will be hosted by the 8 Tribes on the Northwest Coast of Washington and the Department of Social and Health Services and will share information about the Upper Skagit Tribes and their traditional territory and culture. Finally, each spring they host an opportunity for the local preschool, ECEAP and Head Start Programs to come to the reservation and participate in a trout fishing derby. The Tribe sponsors the trout, lunch and natural resource education to teach about the importance of the water and the salmon as resources to the tribe and all citizens of Washington.
- The Muckleshoot Tribe invited teachers from Enumclaw and their Tribal school to a program which is normally held only for Auburn teachers in 2010. An elder gave a brief history of Muckleshoot and described what works best for Tribal students. He



taught them culturally appropriate pedagogy – how to use it and why. The teachers reporting enjoying the program very much.

- Beginning in 2008, collaborate with the WSSDA in preparing and submitting a biennial report which will include the progress made in the development of effective government to government relations, the narrowing of the achievement gap, and the identification and adoption of tribally approved curriculum regarding tribal history, culture and government.

Update: TLC members worked with the Washington State legislature to ensure funding would be provided for the first report in 2008. They also collaborated with GOIA to create a Request for Proposals (RFP) for the contactors and helped select the contractor. They collaborated with the contractor on the report.

TLC members continued to lobby for funding for the 2010. However this time they were unsuccessful.

This report is collaboration among the Tribes and WSSDA.

- Provide information to the OSPI identifying which school districts are on or near the reservations or ceded areas of each Tribe.

Update: Completed in collaboration with the Office of Native Education in 2008. The Confederated Tribes of the Umatilla Indian Reservation have reviewed the list and have found 13 school districts within their ceded territories which are not accurately described on the chart provided in the 2008 report.

#### *Washington State Board of Education*

- Initiate the process to formally consider the inclusion of tribal history, culture and government as a graduation requirement by December 1, 2006.
- On or before December 1, 2006, begin meetings and active consultation with the TLC and WSSDA on the inclusion of tribal history, culture and government as a graduation requirement.
- Reach a decision on including tribal history, culture and government as a graduation requirement by December 1, 2007.

Update: The SBE passed a resolution regarding their decision on recommending tribal history as a graduation requirement. In the resolution, the SBE agreed to join with TLC to advocate for funding for the implementation of the Tribal Sovereignty Curriculum, encourage OSPI to build upon the current social studies EALRs and GLEs to include tribal sovereignty and take positive steps to ensure that schools are assessing students' opportunities to learn Tribal sovereignty, and work with the Professional Educators' Standards Board and the Higher Education Coordinating Board to encourage teacher education preparation programs to introduce pre-service teachers to the Tribal Sovereignty Curriculum. See appendix.



*Office of the Superintendent of Public Instruction*

- Collaborate with school districts and tribes on curricular areas and projects that are statewide in nature and contribute to the overall accomplishment of the intent of RCW 28A.345 and 28A.320 (HB 1495).

Update: In 2008, the Tribal Sovereignty Curriculum “*Since Time Immemorial: Tribal Sovereignty in Washington State*” had been developed to help infuse the curriculum into the classroom lessons. At this time, three districts and one tribal school are participating in a pilot program. For the past five years, the Office of Native Education (ONE) has continued developing the curriculum and classroom based assessments. They have also continued their outreach, bringing the curriculum to more schools. In total, ONE has made 45 presentations on the curriculum. In 2009, an additional 18 schools piloted the curriculum. In 2009, four in-service training workshops were held in Spokane, Yakima, Everett and Olympia. In 2010, six in-service training workshops were held in Squaxin Island, Suquamish, Muckleshoot, Tulalip, Northern Quest, and Heritage University. Each of these workshops provided in depth training on the curriculum to teachers, school administrators, librarian, para professional, Tribal staff members, school board directors, community members, etc. In 2011, a Gates grant was received; it has supported teacher training, 4 pilot schools and the alignment of the curriculum with the newly adopted Common Core Standards.

- Help local districts identify federally recognized Indian Tribes whose reservations are in whole or in part within the boundaries of the district and/or those that are nearest to the school district.

Update: Completed a state map of school district within tribal boundaries

- Report annually to the Tribes, TLC, WSSDA, and the SBE on how OSPI is assisting school districts to close the Native American student achievement gap.

Update: The TLC and Superintendent Dorn have met twice – 2009 and 2010 to discuss issues in education and receive an update on Indian education

- Provide accurate data on Native American student achievement and completion rate statistics to the Tribes, TLC, WSSDA, SBE, including information on the reasons Native students are dropping out and ways to overcome barriers.

Update: While OSPI has been collecting and providing accurate data on Native American students for any years, each school district with their local tribe need to review the data annually and set goals and outcomes on ways to assure that all Native American students within their school districts are successful in their educational and future endeavors.

One example is Port Angeles School District with the Elwha Klallam Tribe. Through continual communication, strategic and meetings about all Native American students within the school district, graduation rates, scholarship opportunities, daily attendance and other resources continues to increase student outcomes. While the WASL/HSPE testing is changing annually, it is challenging to assess the data accurately as the only measurement of



student success. The data from 1997 through 2010 does show that Port Angeles Native American students score higher than state Native American students. In 2008-09, the annual dropout rate for Port Angeles Native American students was 21.1%, while in 2009-10, the annual dropout rate decreased to 7.5%.

- Seek funding and other resources in participation with TLC, WSSDA, and others to develop curriculum resources and develop a clearing house of existing authentic resources.

Update: Received a Gates grant in 2011 worth \$75,000 to help with the implementation of “*Since Time Immemorial: Tribal Sovereignty in Washington State.*” See appendix.

To date there have been contributions totaling \$189,500 from the Washington Indian Gaming Association, the Muckleshoot Indian Tribe, the Suquamish Indian Tribe, The Tulalip Tribes, the Swinomish Indian Tribe, Puyallup Indian Tribe, the Nisqually Indian Tribe, the Chehalis Tribe, OSPI/Title V, OSPI/General Fund, the Squaxin Island Tribe, and the Jamestown S’Klallam Tribe.

## NARROWING OF THE ACHIEVEMENT/OPPORTUNITY GAP

### Update on the recommendations in *From Where the Sun Rises*

The recommendations regarding closing the opportunity/achievement gap were of two types: improving data collection and providing funding for development and implementation of tribal curriculum.

- Fund the development of a data base that reports on indicators pertaining to Native students including non-cognitive factors that influence academic achievement.

Update: In *From Where the Sunrises*, the researchers recommend adding non-academic indicators to those collected on Native American students: family demographic variables, students’ attitudes and affiliation with and about the school, rating of school environment, truancy indicators, boundaries and expectations, safety issues in the school, acknowledgement of scholarly achievement, students’ use of resources, students’ use of programs in schools, time spent on school related activities and preparedness for class, participation in work activities, importance of values and life goals, others’ influence and desires for students after high school, utilization of resources about college, planning and future educational goals, family resources (economic), parental monitoring and communication, and students’ behaviors and attitudes towards assignments and tests.

OSPI has been developing a new database, the Comprehensive Education Data and Research System - CEDARS, for the past two years. Although the database includes information on



Native American students and was not finalized until after 2008, the recommendations for the type and quality of data found in “*From Where the Sun Rises*” were not included. The new CEDARS database does not require the non-cognitive factors that influence Native student achievement recommended in the 2008 progress report.

- Ensure full reporting of ALL Indian students in Washington State so that an accurate baseline of Native student achievement can be established.

The CEDARS database includes categories by ethnicity. We have contacted OSPI to ask for an update regarding the missing Native American data. To date, there has been no information forthcoming from the agency.

- Fund local Tribal curriculum development and implementation

Update: No money has been appropriated for Native American history curriculum development. However, the Office of Native Education has been allowed to use staff and director time to work on the development and implementation of *Since Time Immemorial: Tribal Sovereignty in Washington State*, which many Tribes are customizing to their particular histories.

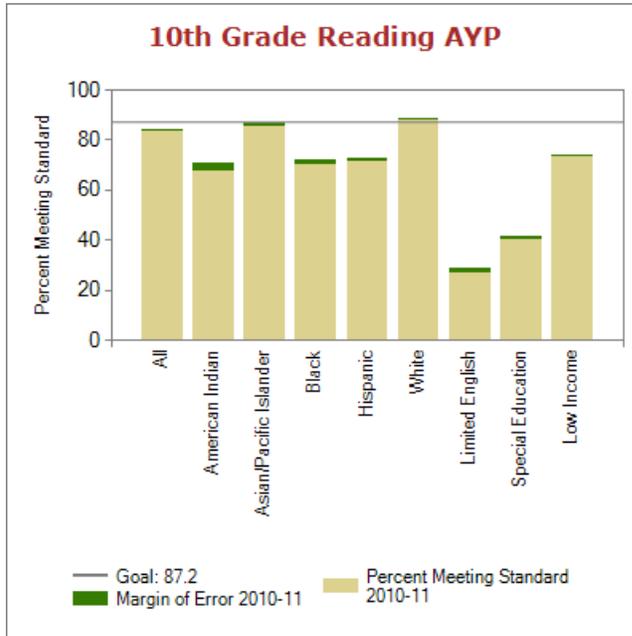
However, there has been \$264,500 contributed to OSPI for the development of the Tribal Sovereignty Curriculum. The Gates Foundation, the Washington Indian Gaming Association, the Muckleshoot Indian Tribe, the Suquamish Indian Tribe, The Tulalip Tribes, the Swinomish Indian Tribe, Puyallup Indian Tribe, the Nisqually Indian Tribe, the Chehalis Tribe, OSPI/Title V, OSPI/General Fund, the Squaxin Island Tribe, and the Jamestown S’Klallam Tribe have contributed. See appendix for more information regarding the Gates grant.

#### The Achievement/Opportunity Gap: 2008 - 2010

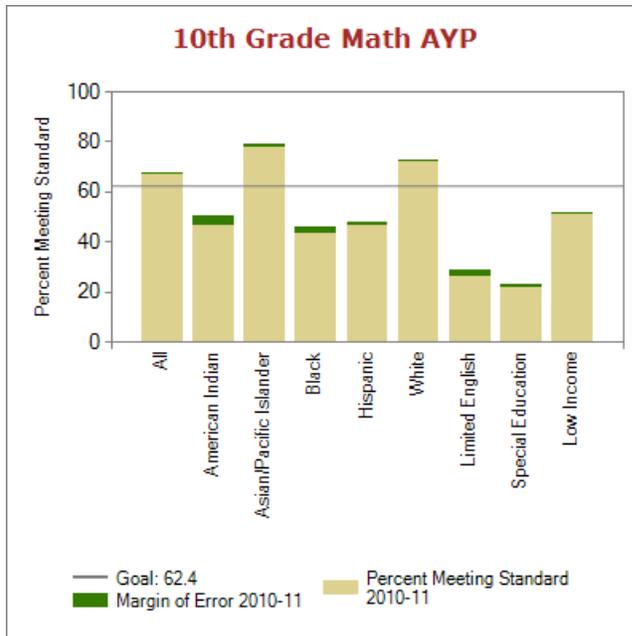
Although we still do not have all the numbers for Native American students, we will look at the achievement/opportunity gap for those we do. The following pages contain a series of graphs depicting the status of the achievement/opportunity gap among student groups (statewide) for the three most recent reporting cycles (data provided courtesy of OSPI’s Center for the Improvement of Student Learning). Readers of this report are also encouraged to review the reports of the state’s Achievement Gap Oversight and Accountability Committee, available on the OSPI website at [www.k12.wa.us/AchievementGap](http://www.k12.wa.us/AchievementGap).



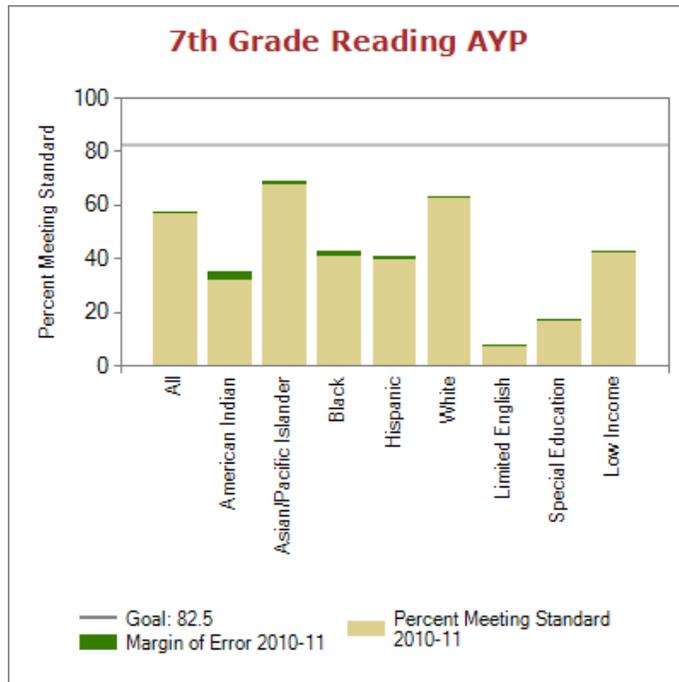
### 10th Grade Reading – Percent Meeting Standard



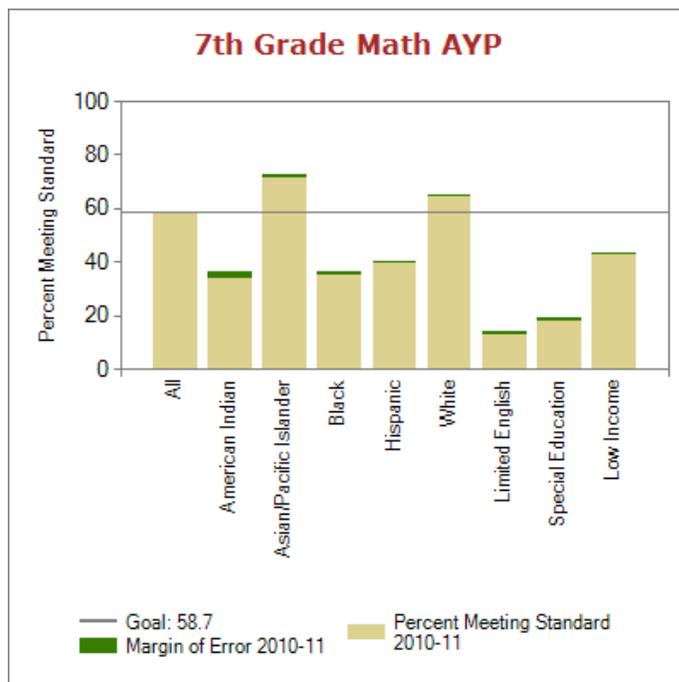
### 10th Grade Math – Percent Meeting Standard



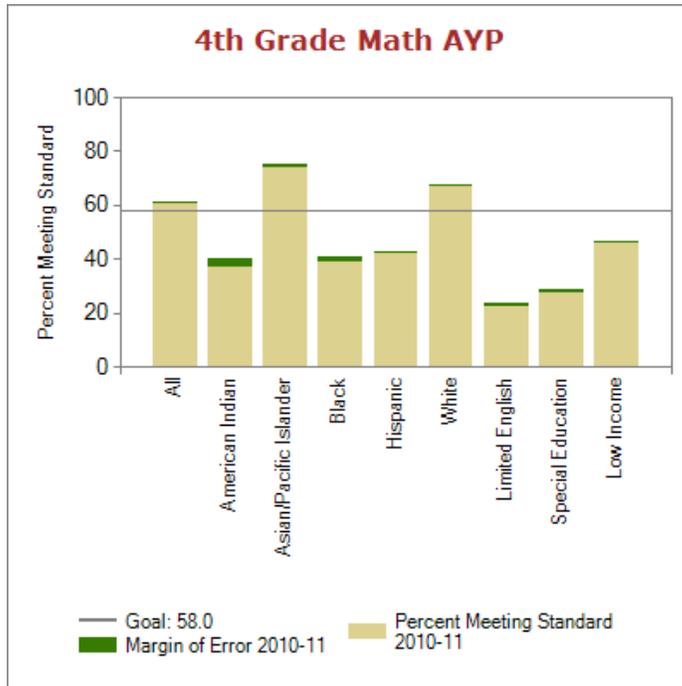
### 7th Grade Reading – Percent Meeting Standard



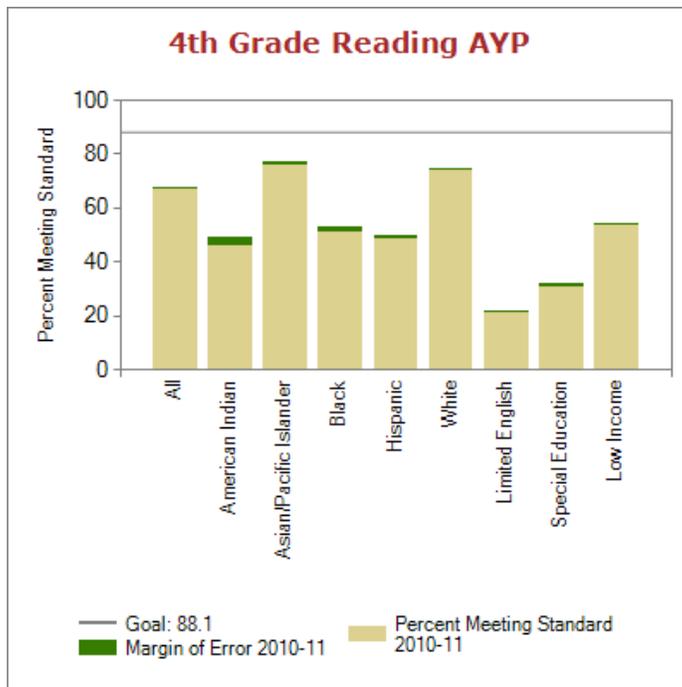
### 7th Grade Math – Percent Meeting Standard



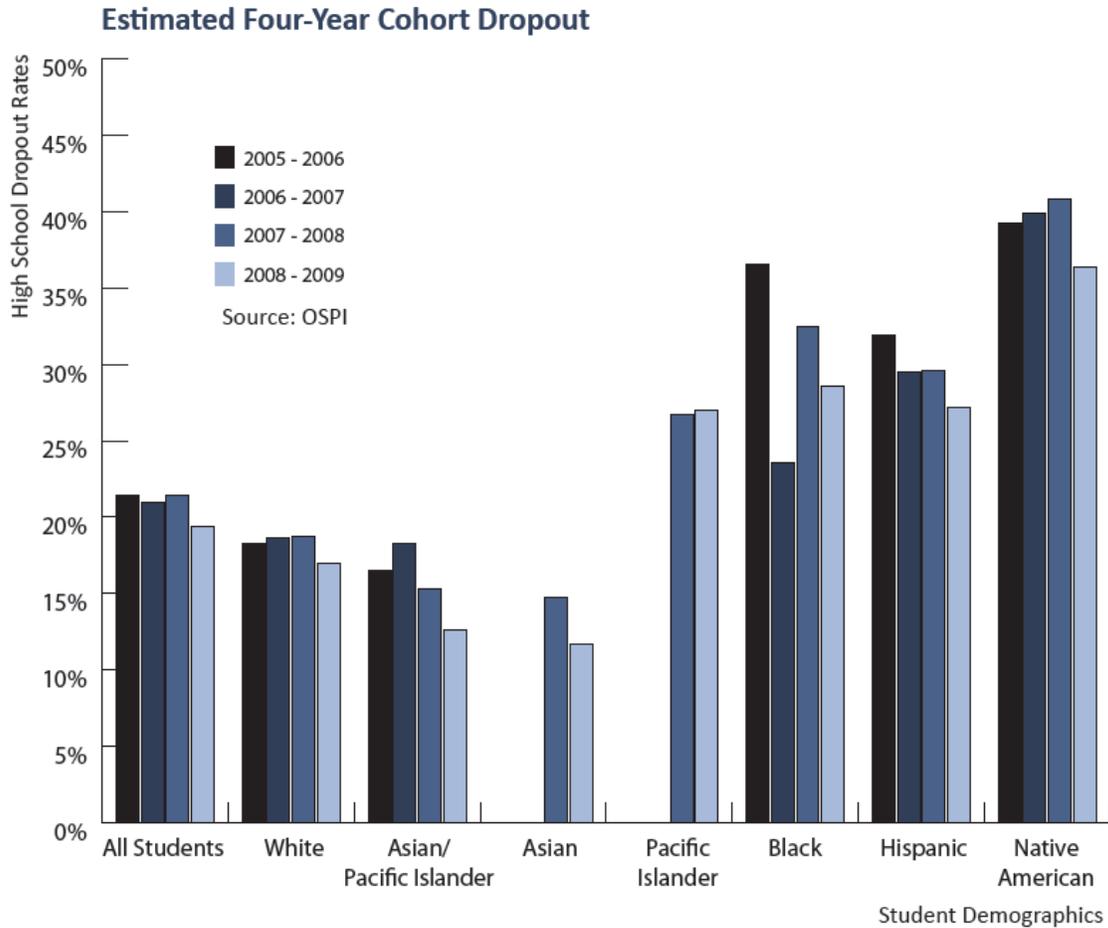
### 4<sup>th</sup> Grade Math – Percent Meeting Standard



### 4<sup>th</sup> Grade Reading – Percent Meeting Standard



## Estimated Cohort Dropout Rate



As is evident from the graphs above, little has changed for Native American students over the past 3 years. That leaves us with the questions: Is there a difference being made? Does it make a difference if the district is implementing local tribal history and/or the Tribal Sovereignty Curriculum? There must be funding allocated by the legislature for this type of an extensive research project if we want to understand the impact of HB 1495 on Native American students in public schools.



## IDENTIFICATION AND ADOPTION OF CURRICULUM REGARDING TRIBAL HISTORY, CULTURE AND GOVERNMENT

### Update on the recommendations in *From Where the Sun Rises*

The recommendations from the first progress report were:

- Require the Tribal Sovereignty Curriculum developed by OSPI to be used in ALL Washington State teacher certification programs.

For the past two years, OSPI and several stakeholders have collaborated with the University of Washington to develop a 15-credit Graduate Certificate in Educating Indian Children and Youth. Tribes and Tribal communities told us that the majority of teachers are not culturally responsive to our communities, students and families, the graduate Certificate was created with the purpose of preparing teachers and administrators to meet the needs of our tribal communities. The Graduate Certificate will educate around Indian/Native/Tribal related issues, history, values and perspectives to benefit Indian/Native/Tribal students and educators, as well as non-Native people/educator. We are working closely with several departments within the UW system, including the Tacoma campus and the Bothell campus. Their goal is to implement the certificate program in fall of 2013.

- Encourage the use of Tribal language and culture programs as the purveyors of clock hours for training by including these programs in all legislation pertaining to teacher professional development. (28A.415.020 RCW).

WEA to provide the data for this item.

### Tribal Sovereignty Curriculum

*Since Time Immemorial: Tribal Sovereignty in Washington State* (STI) - OSPI, private and public agencies, and several of the 29 federally-recognized tribes in Washington State have partnered and funded this ground-breaking curriculum initiative. All 29 tribes have endorsed its importance and use. This curriculum is available on the internet at [www.Indian-Ed.org](http://www.Indian-Ed.org). This site houses resources, materials, lessons, and entire units to support the teaching of tribal sovereignty, tribal history and current tribal issues within the context of OSPI recommended units for Washington and US history at the elementary and middle school levels and US history and Contemporary World Issues at the high school level. There are 27 units in all. The curriculum provides ease for teachers in integrating tribal perspectives into their already existing lesson plans. Each unit is



aligned with state standards and builds toward the successful completion of a Content-Based Assessment, or CBA.

Since signing the MOA on the implementation of HB 1495, OSPI, Tribes and private funders have contributed over \$264,500 to support the development and implementation of the STI Curriculum. See appendix for a list of contributors.

### Local Tribal Curriculum

The Samish Tribe sent a staff member (one a month) to every 3<sup>rd</sup> grade class in the Anacortes School District. They taught Native American history and culture to the children, teachers and para-pros. The culmination was a field trip to Samish's Fidalgo Bay Resort where 300+ children and 50+ teachers and parents experienced Samish culture, learning about protecting the Bay, touching canoes, carving, beading, songs and dance, etc.

The Port Gamble S' Klallam Tribe is currently working on implementing the Healing of the Canoe curriculum.

The Port Angeles School District has provided a teacher to teach Klallam language at Port Angeles High School since 1998. The class is a semester class on Native American studies which covers three units. The first triad covers materials on the Jamestown, Port Gamble and Elwha tribes. The second triad covers materials on the Makah, Quinault, Quileute and Hoh Tribes (West Coast tribes), Puget Sound tribes, and Port Elliott tribes. The third triad covers materials on the Klamath (mouth of the Columbia), Yakama, Nez Perce, Umatilla Tribes and Chief Joseph. Cultural outreach is also provided in five elementary schools in the school district in 3<sup>rd</sup> grade. Unit on local tribal history is taught and three units are taught during the after school program at Stevens Middle School.

The Swinomish Tribe has a full time Lushootseed instructor at the college and preschool levels. They have also been working closely with the LaConner School District to write grants to implement Swinomish Tribal history and government. Recently they received a grant to train teachers and develop curriculum specific to Swinomish.

The Nixyaawii Community School (an Oregon charter school on the Umatilla Reservation) was working with an associate professor at Whitman College to develop a CTUIR history curriculum last year. The curriculum development is based on the book described below.

<http://facultynewsbriefs.whitman.edu/post/1603370621>

In 2006, the CTUIR/Tamastlikt Cultural Center published a tribal history book: *Wiyaxayxt /*



*Wiyaakaa'awn / As Days Go By, Our History, Our Land, Our People - The Cayuse, Umatilla and Walla Walla. Edited by Jennifer Carson.* The book was developed and written by tribal members or experts closely affiliated with the tribe.

<http://www.washington.edu/uwpress/search/books/KARWIY.html>

## RECOMMENDATIONS FOR FUTURE ACTION

The legislature made it clear in RCW 28A.345 AND 28A.320 (HB 1495) that it was their intent to promote the full success of the Centennial Accord, which was signed by State and Tribal government leaders in 1989. In the subsequent Millennial Accord in 1999, leaders declared that this will require “educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the State of Washington.” RCW 28A.345 AND 28A.320 (HB 1495) stated, “The legislature recognizes that this goal has yet to be achieved in most of our state’s schools and districts. As a result, Indian students may not find the school curriculum, especially Washington State history curriculum, relevant to their lives or experiences. In addition, many students may remain uninformed about the experiences, contributions, and perspectives of their tribal neighbors, fellow citizens, and classmates. The legislature further finds that the lack of accurate and complete curricula may contribute to the persistent achievement gap between Indian and other students. The legislature finds there is a need to establish collaborative government-to-government relations between elected school boards and tribal councils to create local and/or regional curricula about tribal history and culture and to promote dialogue and cultural exchanges that can help tribal leaders and school leaders implement strategies to close the achievement gap.”

The findings of “*From Where the Sun Rises*”, 2008, were not much different. WSSDA and TLC offered several recommendations based on these findings:

*Shift the paradigm through relationship building:*

- **Fund** efforts to develop relationships between public school districts and tribes as well as help urban Indian education programs to integrate Native teaching and learning the benefits Native and non-Native children.
- **Fund** an intergovernmental specialist position to help tribes and districts build relationships
- **Fund** regional Cultural Education Exchanges statewide on an annual basis
- **Fund** other activities and resources to assist in relationship building.



*Provide resources for pre- and in-service educators and stakeholders:*

- Require all universities/colleges in the state of Washington that are responsible for administrator/teacher/related service provide professional training to systemically address Indian education.
- Require the Tribal Sovereignty Curriculum developed by OSPI to be used in ALL Washington State teacher certification programs.
- Provide opportunities for public school faculty and staff to learn from the experiences of tribal schools in the areas of programming, instruction, curriculum, parental involvement and relationship building.
- Encourage the use of tribal language and culture programs as the purveyors of clock hours for training by including these programs in all legislation pertaining to teacher professional development. (28A.415.020 RCW)

*Improve data collection and reporting*

- **Fund** the development of a data base that reports on indicators pertaining to Native students including non-cognitive factors that influence academic achievement.
- Ensure full reporting of ALL Indian students in Washington State so that an accurate baseline of Native student achievement can be established.

*Increase state support and collaboration*

- Require and **fund** expanded service delivery and maintenance of existing state programs that can address issues addressed in this report:
  - **Fund** local Tribal curriculum development and implementation
  - **Fund** a biennial report from WSSDA and TLC on progress under RCW 28A.345.070.

Of particular note is the number of recommendations including funding. None of these were acted on by the legislature. Yet despite the lack of funding, progress has been made:

- More tribes and districts are developing agreements in education while others are deepening their work together.



- The legislature placed the Office of Native Education in statute in 2011.
- Cultural Education Exchanges have continued with the generous support of tribes, WSSDA and WEA.
- Local tribal history and language curriculum is being developed and implemented.
- Although a year late, this report has been completed and delivered to the legislature.

The one area where State work paralleled our recommendations was in the development of a database. Although the database includes information on Native American students and was not finalized until after 2008, the recommendations for the type and quality of data found in “*From Where the Sun Rises*” were not included. The new CEDARS database does not require the non-cognitive factors that influence Native student achievement recommended in the report.

WSSDA and TLC reiterate the recommendations as given above. To those we add the following:

- Research more deeply the connection between curriculum implementation and student achievement
- Relationships are the key – We need to use the models that are out there. Elwha Klallam Tribe and Port Angeles School District are a wonderful example – Annual potlatch and the Superintendent’s Multi-ethnic Committee.
- All middle or high schools in the State of Washington should implement *Since Time Immemorial: Tribal Sovereignty In Washington State* online curriculum
- Principals should also receive training on the Tribal Sovereignty Curriculum to become school leaders and train their staff on its implementation
- School boards should adopt policies which include the implementation of tribal curriculum