



Washington State
School Directors' Association

Government-to-Government Relations and Tribal History Curriculum

A Progress Report on SHB 1495

(Chapter 205, Laws of 2005)

DRAFT

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School Directors' Association

April 2011

Deborah Heart, President
Dr. Jonelle Adams, Executive Director

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

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With thanks to:

The Tribal Leaders Congress on Education
The Office of Superintendent of Public Instruction
The OSPI Center for the Improvement of Student Learning
The OSPI Office of Indian Education

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*The Washington State School Directors' Association
provides leadership, advocacy and services to support
public school directors' efforts to improve student learning*

Government-to-Government Relations and Tribal History Curriculum: A Progress Report on SHB 1495

Overview

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 Chapters 28A.345 and 28A.320 RCW.

In approving SHB 1495, the Legislature declared 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 legislation also declared 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 leaders and school leaders implement strategies to close the achievement gap.”

Under the law, the Washington State School Directors’ Association is given a leadership role in strengthening government-to-government relationships between local school districts and neighboring Tribal nations. WSSDA is a state government association comprised of all 1,477 school board directors from the 295 school districts in the state of Washington. The association’s mission is to “provide leadership, advocacy and services to support public school directors’ efforts to improve student learning.”

The law encourages WSSDA to facilitate regional meetings 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 statute also encourages school districts to collaborate in developing curricula and to take part in cultural exchanges with the Tribes.

The law directs WSSDA to report every two years (through 2012) on activities taking place under the act, including 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. It also asks WSSDA to include information about any obstacles encountered and any strategies developed to overcome them.

WSSDA's initial report, provided in December in 2008, was accompanied by the extensive study *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*. WSSDA and the Tribal Leaders Congress on Education 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. Funding for the study was provided through a legislative appropriation of \$150,000 to GOIA.

No funding was provided for the development of a follow-up study or the preparation of the current report, nor has WSSDA received funding to implement other aspects of the act. WSSDA has, however, undertaken activities in the preceding two years to address the objectives of the law. These activities have been primarily directed toward the promotion of government-to-government relationships, including participation in meetings and exchanges with Tribal Nations and the Tribal Leaders Congress on Education, and the development of a "toolkit" for use by Washington School Boards in developing relations with neighboring Tribal Nations. The association also conducted a survey of school districts around the state to measure progress being made in the development of government-to-government relations, the establishment of Tribal history and culture curricula, and the closing of the academic achievement/opportunity gap for Native American students.

Each of these activities is discussed in detail in the following narrative of this report.

Survey of school districts

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 SHB 1495. Responses are provided as a table in the appendices of this report.

The following is a summary of the results of the survey:

- Responses were received from 105 School Districts around Washington. These Districts serve 382,050 students (37% of the state's total enrollment of 1,033,125).
- Of those responding, 38 Districts (36%) indicated they have established a relationship with a Tribal Nation, either formally or informally.
 - According to the survey, at least ten 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, Chinook, Colville, Cowlitz, Duwamish, Jamestown S'Klallam, Kalispel, Lower Elwha Klallam, Lummi, Muckleshoot, Nez Perce, Quinault, Quileute, Shoalwater Bay, Skokomish, Snohomish, Spokane, Squaxin Island, Suquamish, Tulalip and Yakama.
- Of those responding, 27 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, dedications, cultural/education exchanges, and student club meetings. Six respondents said they have regular meetings between the School Board and the Tribal Council.
- Of those responding, 27 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. Two respondents (Ferndale and Southside) noted they have Tribal members serving on their School Boards.
- Asked to give an overall rating of the relationship between their District and their Tribal neighbors, 59 of 70 respondents said “Good,” “Very Good” or “Excellent.” Ten respondents rated the relationship as “Fair” or “Poor.”
 - 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, 63 Districts (60%) 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, 68 Districts (65%) 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 Tribal nation.
- Of those responding, 64 Districts (61%) 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 90 responses were received, as follows: To a Great Extent – 14 (16%); To a Moderate Extent – 49 (54%); Somewhat – 21 (23%); Very Little – 4 (4%); Not at All – 2 (2%).
- Of those responding, 68 Districts (88%) 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, more family supports, resources for staff development, and examples of best practices.

Development of government-to-government relations

Meetings and Cultural Exchanges

During the past two years, WSSDA’s elected officers and association staff have participated in a number of meetings, conferences and cultural exchanges with Tribes and Tribal organizations to establish and strengthen the association’s relationships and collaboration is envisioned in the legislation.

Of particular note are two Cultural Education Exchanges which have taken place since the approval of SHB 1495. The inaugural exchange, held in September 2008 at the Tulalip Longhouse, was organized through a collaborative effort between the Tulalip, Swinomish, Nooksack, Lummi, Upper Skagit, Sauk-Suiattle, Samish and Stillaguamish Tribes, the Washington Education Association, and WSSDA.

The second exchange was held in March 2010 at the Skokomish House of shLanay and was organized by the Skokomish Tribe, WSSDA, WEA and the Office of Superintendent of Public Instruction.

Both events brought together educators and leaders from the Tribes, local school districts and the state organizations to hear expert presentations on topics such as *Biology of Culture*, *Bringing Community into the Classroom*, and *the History of Indian Education*. The exchanges also offered a forum to build relationships, network, explore personal cultural diversity, and share ideas for improving opportunities for all students.

WSSDA officers and the executive director have participated in a number of other events through the past two years, including meetings of the Tribal Leaders Congress on Education, the Governor’s Centennial Accord conferences and the Western Washington Native American Education Consortium conferences.

Promotion of government-to-government relations

During the past year, 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 Tribal Sovereignty curriculum *Since Time Immemorial: Tribal Sovereignty in Washington State*, developed by the Office of Superintendent of Public Instruction.

The new toolkit is available on the WSSDA website at 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 recent WSSDA Annual Conference in Spokane, and was included as part of a Conference workshop presentation on the new Tribal Sovereignty curriculum noted above.

At the end of November, letters were sent to all school board presidents and school district superintendents in the state 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.

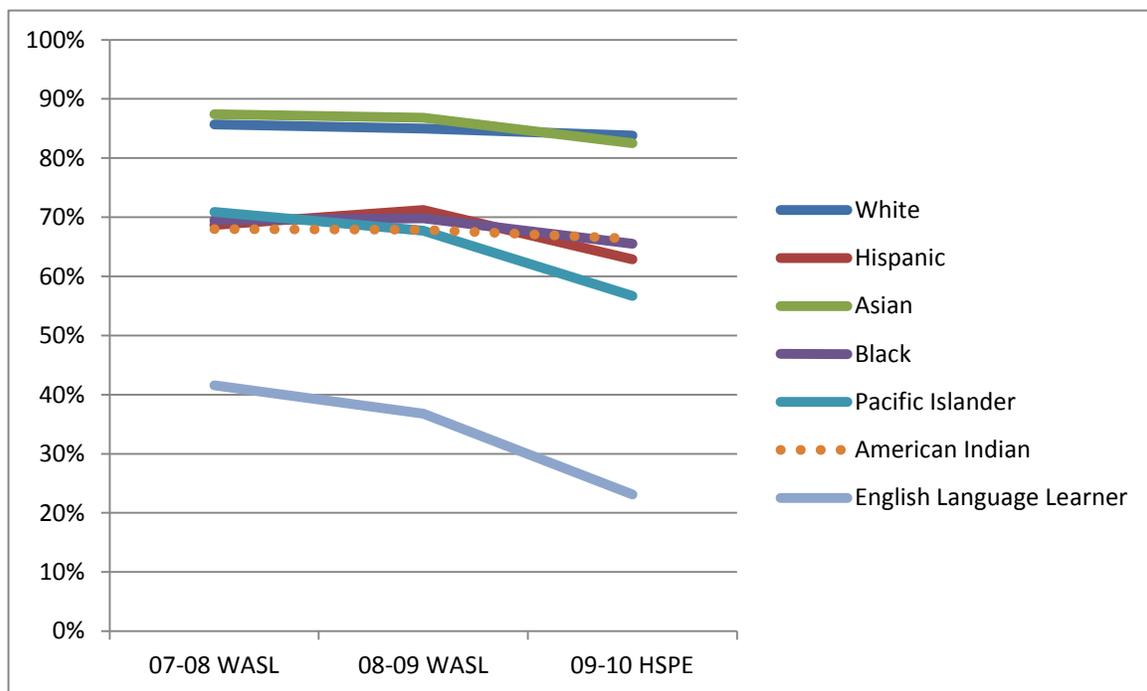
Achievement/opportunity gap

As noted in the overview section of this report, an in-depth study of the achievement/opportunity gap for Native American students was completed and provided to the Legislature in late 2008.

The report, *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*, identified the degree of the gap and other issues, particularly related to the collection and reporting data. The report remains available online from the Center for the Improvement of Student Learning at the Office of Superintendent of Public Instruction (www.k12.wa.us/CISL).

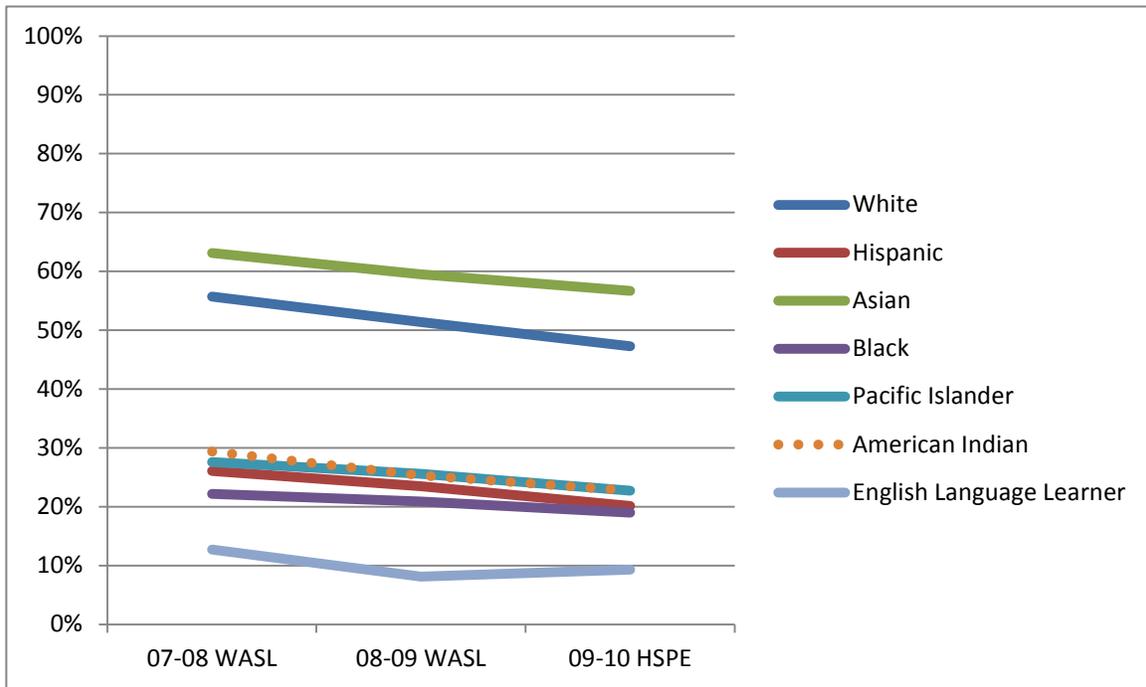
The following pages contain a series of graphs depicting the status of the achievement/opportunity gap among student groups (statewide) for the three most recent reporting cycles (data provided courtesy of OSPI’s Center for the Improvement of Student Learning). Readers of this report are also encouraged 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.

10th Grade Reading – Percent Meeting Standard

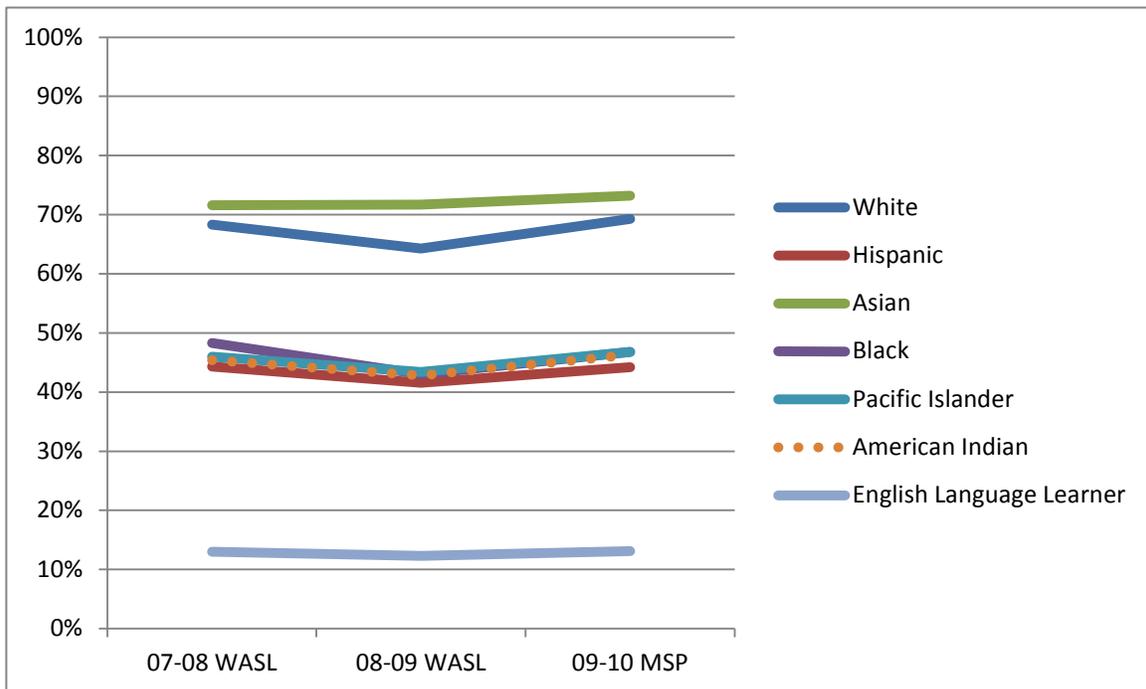


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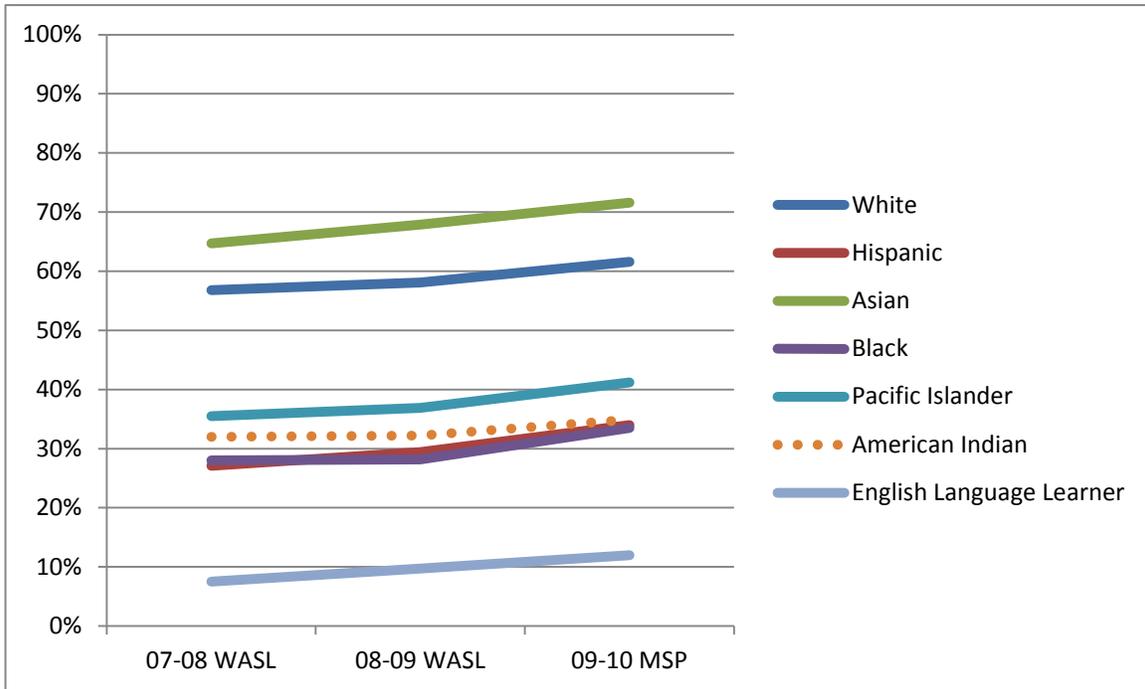
10th Grade Math – Percent Meeting Standard



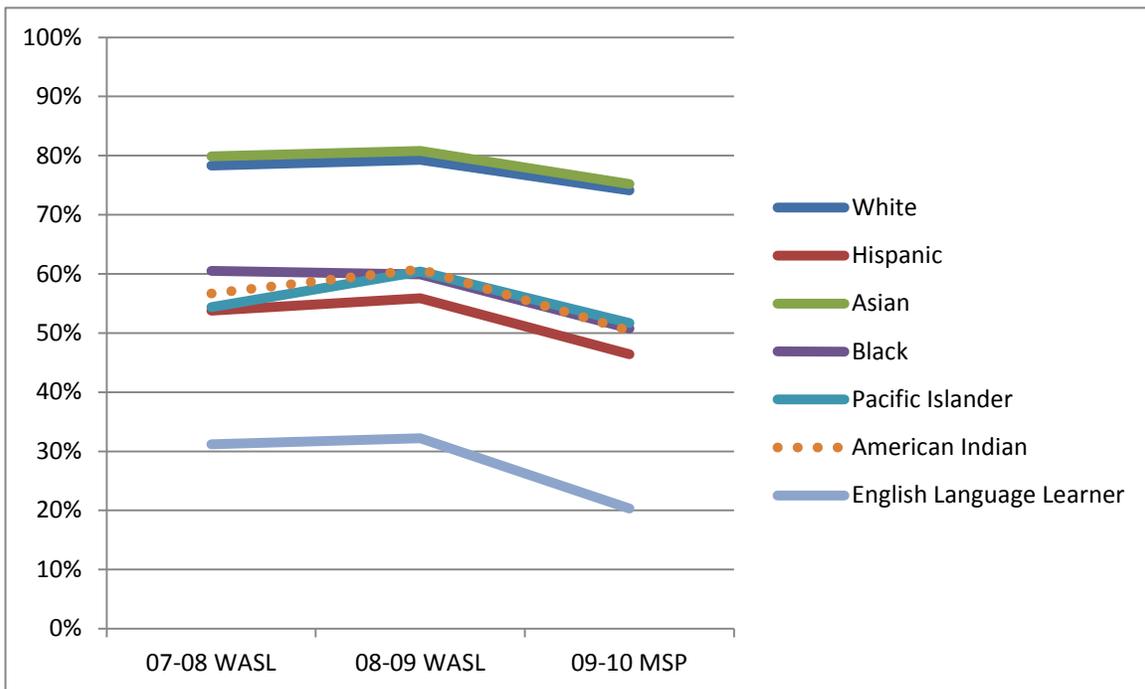
7th Grade Reading – Percent Meeting Standard



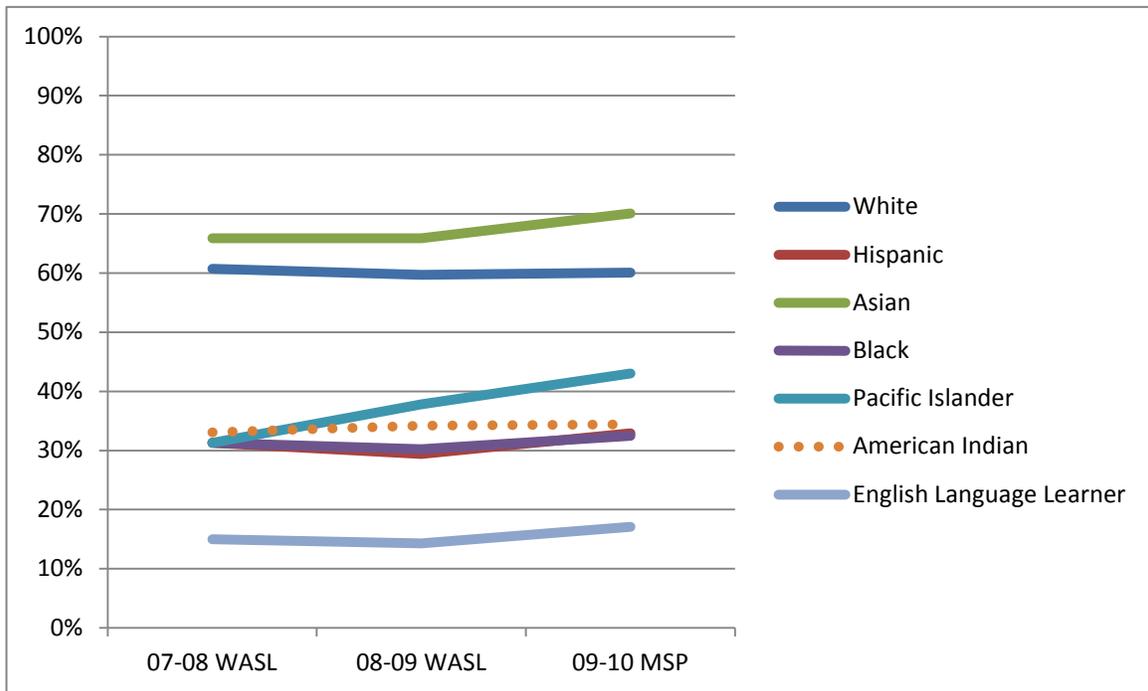
7th Grade Math – Percent Meeting Standard



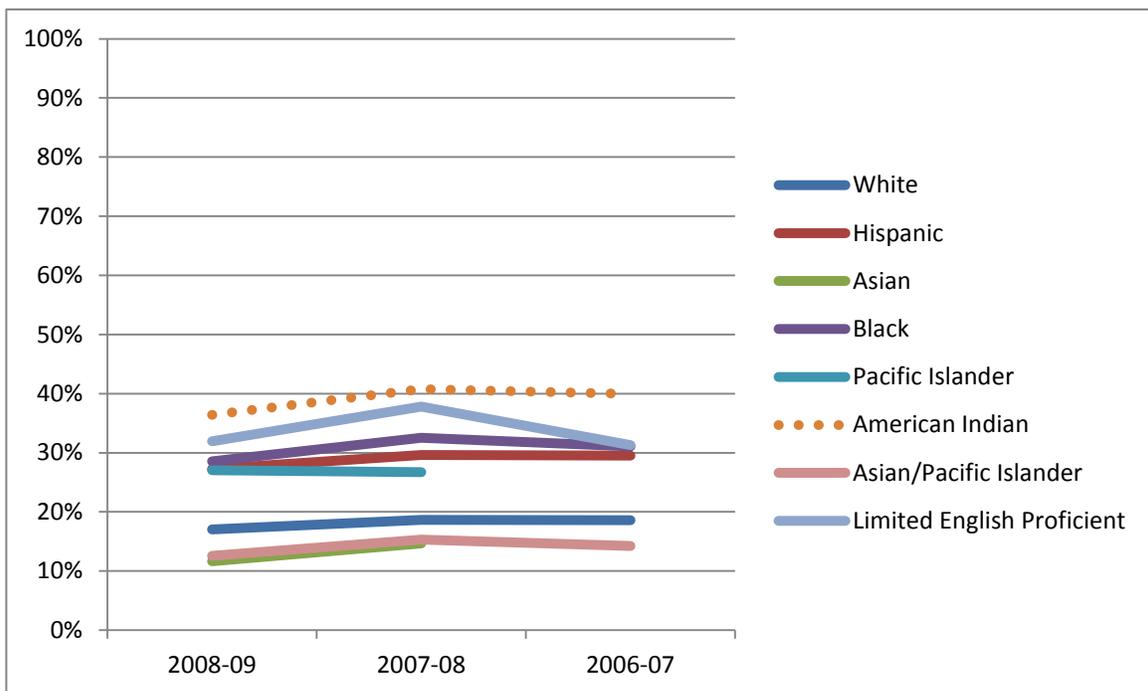
4th Grade Reading – Percent Meeting Standard



4th Grade Math – Percent Meeting Standard



Estimated Cohort Dropout Rate



Recommendations for future action

The 2008 report offered a number of recommendations intended to address both the improvement of educational achievement of Native Americans and the successful implementation of SHB 1495.

Of particular note were recommendations related to the funding and resource support needed to fulfill the measurement goals set forth in the act. WSSDA, as a very small state governmental association, is challenged to carry out the kinds of extensive research and reporting objectives envisioned by the law without adequate funding. With that in mind, we respectfully call your attention to the following recommendations, which include items from the previous report:

Recommendation 1: 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.

Recommendation 2: Improve data collection and reporting on academic achievement

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

Recommendation 3: Increase state support and collaboration to close the opportunity gap for Native American students

- 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 that will address increasing student success.
 - Fund a biennial report from the Washington State School Directors' Association and the Tribal Leaders Congress on Education on progress under RCW 28A.345.070 for 2012.



WSSDA remains committed to fostering effective government-to-government relations between its member school districts and neighboring Tribal nations. We look forward to continued collaboration with the Tribal Leaders Congress on Education, the Legislature, the Office of Superintendent of Public Instruction, the Governor's Office of Indian Affairs and others as we continue this journey to encourage the use of Tribal curricula and to promote academic achievement among Native American students.

WSSDA Online Survey: Tribal Relations and Curricula

Conducted February 2011

Responding Districts:

Aberdeen #5	Keller #3	Port Angeles #121
Adna #226	Kelso #458	Port Townsend #50
Asotin-Anatone #420	Kittitas #403La Center #101	Pullman #267
Bellevue #405	LaCrosse Joint #126	Puyallup #3
Bethel #403	Lakewood #306	Quillayute Valley #402
Blaine #503	Longview #122	Quincy #144-101
Brinnon #46	Lyle #406	Raymond #116
Burlington-Edison #100	Mansfield #207	Selah #119
Carbonado Historical #19	Mary Walker #207	Sequim #323
Cascade #228	Marysville #25	Shelton #309
Centralia #401	McCleary #65	Shoreline #412
Chehalis #302	Mercer Island #400	Skykomish #404
Cle Elum-Roslyn #404	Meridian #505	Soap Lake #156
Clover Park #400	Methow Valley #350	South Bend #118
Colfax #300	Monroe #103	South Kitsap #402
Cosmopolis #99	Montesano #66	South Whidbey #206
Curlew #50	Mount Adams #209	Southside #42
Cusick #59	Mukilteo #6	Summit Valley #202
East Valley #90	Naches Valley #JT3	Sunnyside #201
Edmonds #15	Napavine #14	Tahoma #409
Entiat #127	Nespelem #14	Tenino #402
Enumclaw #216	Newport #56-415	Toutle Lake #130
Ephrata #165	North Kitsap #400	Trout Lake #R-400
Evaline #36	North Mason #403	Tukwila #406
Everett #2	Northport #211	Tumwater #33
Ferndale #502	Oak Harbor #201	Vashon Island #402
Franklin Pierce #402	Ocosta #172	Waitsburg #401-100
Freeman #358	Okanogan #105	Walla Walla #140
Goldendale #404	Olympia #111	Warden #146-161
Granite Falls #332	Onion Creek #30	Washougal #112-6
Highline #401	Oroville #410	West Valley #363
Hockinson #98	Othello #147-163-55	White Pass #303
Hood Canal #404	Pasco #1	Winlock #232
Kahlotus #56	Pateros #122	Zillah #205
Kalama #402	Peninsula #401	

Total Responding Districts: 105 (36% of 295)

Respondent Type

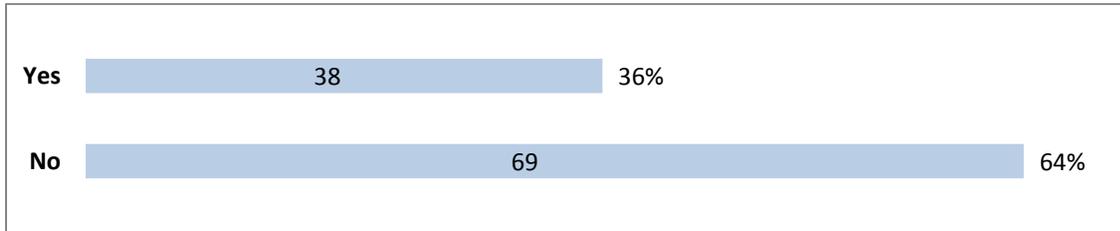
School Board President: 12 (11% of total respondents)

Superintendent 80 (74% of total respondents)

Other: 16 (15% of total respondents)

Survey Questions

1. Has your School District established a relationship with a Tribal Nation, formal or otherwise?



2. If you answered "Yes" to Question 1, please list the Tribe(s) involved and the nature of the relationship (including approval of a memorandum of understanding or other instrument, if applicable):

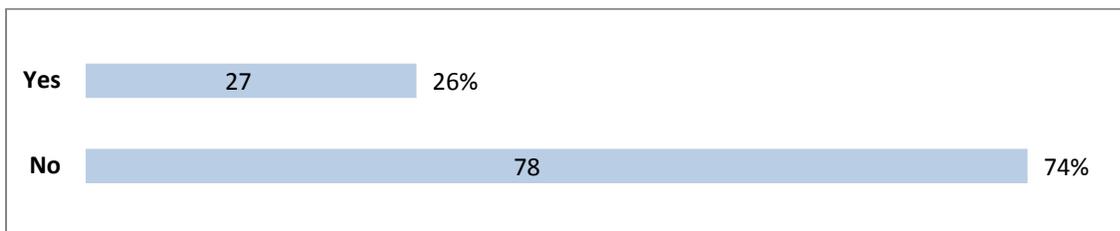
- Nez Perce.
- Shoalwater Tribe approval of a memorandum of understanding.
- Kalispel Tribe of Indians.
- Cowlitz Tribe. No memorandum of understanding at this point. They come out and put on a Potlatch demonstration for our students, perform ceremonial dancing with costumes at family literacy night, and tribal elders have come out at to provide tribal history and insights.
- Colville Confederated Tribe. Attendance Agreement. Indian/District Parent-Advisory Council.
- Chinook we have an Indian Ed program and a Chinook member comes in weekly and works with our Indian kids in a variety of cultural things.
- We have a relationship with the Kalispel Tribe. I don't know of any formal instrument i.e. MOU, etc.
- In October 2009 we submitted a Memorandum of Agreement (MOA) to the Tulalip Tribes, then revised at their request and resubmitted again in November 2009. We have been in sporadic communication since then, but do not yet have a formal MOA.
- Yakama Tribe. We work with their fish hatchery in obtaining salmon eggs to raise and then release.
- Tulalip Tribes.
- Squaxin Island -- MOU for data sharing, tribe provides tutors in schools. Skokomish -- MOU for data sharing, Virtual Academy, tribe provides tutors in schools. Tribes and Olympic College partner to provide early college in the high school, and work on joint projects sponsored by Shelton School District Native Education Work Group.
- Colville Confederated Tribes MOU—Head.
- Colville Tribes.
- My relationships are with individual tribal members.
- Informal relationship - Snohomish Tribal Chair, Mike Evans; Tulalip First Nations Snowboarding team, and Hereditary Chief Lummi Nation Bill James. Mike Evans, Snohomish guest speaker at

our Parent Advisory Committee meeting, presentation on the Blue Heron Canoe Journey, invited our students to participate during 2010; Tulalip First Nations Snowboarding team, guest PAC meeting, invited (Edmonds School District) ESD Native Students to meet with their snowboarding team 2011; Invitation to Lummi Hereditary Chief, Bill James to participate in a workshop demonstrating basket making, 2011. Many of our Native Students are interested in local Pow-wows and Edmonds Community College invites the ESD to be involved, attending pow-wow meetings, planning, volunteering and setting up an information table. This year, we hope to have the students sell the arts and crafts that they create during drop-in tutoring/cultural activity. We are working on creating a business plan, and making it a learning opportunity as well as a cultural activity.

- Informal with the Chehalis Tribe.
- We are in the process of putting together a memorandum of understanding with the Squaxin and Skokomish tribes. Our superintendent attends a monthly meeting with a Native Education Work Group and is a consortium of school district and tribal representatives.
- Cowlitz County and others in the area.
- Memorandum of Understanding signed in 1997-98 school year and updated March 2009. The agreement is reviewed annually.
- Spokane.
- No federally recognized tribe in our school district.
- We do not have a formal memorandum of understanding. Our Indian Education Coordinator, Judy Duff, attends monthly Cowlitz Tribal meetings and has frequent personal, e-mail, or telephone communication with them.
- Jamestown S'Klallam.
- Tulalip Tribes: a half dozen interlocal agreements on shared programs/funding; joint programs on 3rd grade cultural field trip; 4th grade history and culture; 5th grade storytelling; 8th grade native focus in WA state history. Working on a joint grant with Tulalip Foundation and Gates Foundation. Adopt Indian Education policies annually. Meet regularly in board to board and staff to staff meetings. Tulalip is giving us funding to protect academics from state funding cuts. We do not have a formal 1495 agreement; our working relationships are so entwined it is difficult to put it into a single document.
- Muckleshoot Tribe. They partner with the Enumclaw School District in offering a Native American Program and the Muckleshoots have recently opened a tribal school.
- We have had a formal compact with the Lummi Nation for many years. The Lummi Nation operates its own K-12 tribal school. As per the conditions of the compact, the Lummi School receives funds from Washington State that are passed through the Ferndale School District.
- Chinook Tribe.
- Cowlitz.
- School exchanges with Paschal Sherman Indian School in Omak (Colville tribe).
- Suquamish Tribe Port Gamble/S'Klallam.

- Port Gamble S'Klallam Suquamish. Have had a long standing relationship starting with Intertribal Council on Racism.
- We have passed a resolution supporting the Duwamish tribe and promising to teach their history in our schools.
- Yakama Nation, primary document is the Impact Aid Indian Policies and Procedures.
- We work with the Quinault Indian Nation. We have an MOU and work with supporting youth and families through their assigned advocates.
- Quileute Tribal Nation - We have a Memorandum of Understanding with the tribe.
- We meet monthly with them to keep the lines of communication open.
- Suquamish and Port Gamble S'Klallam Tribes have been very supportive of our school district and have awarded us with several grants that have helped us in providing academic and cultural support to our Native American families and students. The Puyallup and Tulalip Tribes have also been very supportive of our Indian Education Program and have awarded us grants. Our Indian Education program has worked with the Suquamish Tribe's education department and we have collaborated in assisting some of their tribal members that attend schools in South Kitsap.
- Several tribes represent our student population. We are in a consortium of districts that receive Title VII services from PSESD.
- I am a member and attend meetings for the Western WA Indian Education Consortium. I attended a training in the spring that was the tribal Government to Government Training through OSPI by local tribes at Squaxin Island Tribe. I attend other trainings and workshops in WA and outside WA at least 2-3 times year to bring information and begin these relationships. I have contacted Puyallup to present to 2 classrooms at our district or tribal history. I have attended storytelling events and we have local story tellers come into classrooms. I notify our families for Duwamish Tribe Longhouse and Muckleshoot Pow Wows and other tribal events. I talk to students and keep them updated on this information. I attend other events at local colleges and health board that share information pertinent to Native families.

3. Do you or other members of your Board/Superintendent leadership team attend Tribal Council meetings or participate in Tribal events?



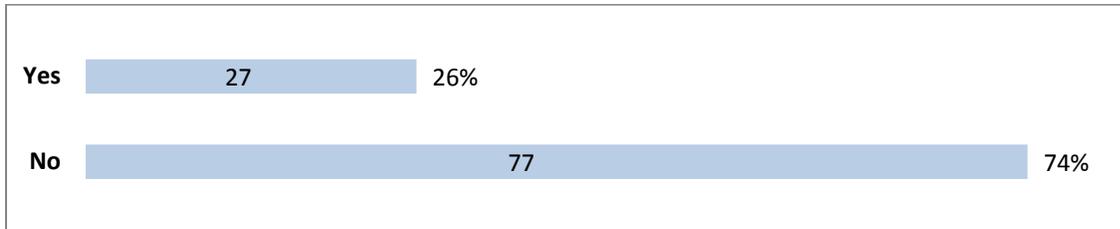
Additional comments regarding Question #3:

- No tribal councils in our area.
- Some attend powwows, meet with Tribal Chairman. Attend student activities. Assist with library organization at Tribal Headquarters. I have been invited to welcome dinners.
- Yes. Assemblies, Monthly PAC meetings. Conferences. Cultural events.

- Only observing events at the school or talking about kids and programs.
- We occasionally attend tribal events. We do not attend Tribal Council meetings.
- In prior history one of our school board members was married to a tribal member and participated as a family member.
- Occasionally through WSSDA.
- Several visits in the one and half years I've been in the district, and currently working on a partnership concept. Neither party has attended a council or board meeting of the opposite during my tenure. I'd prefer that not be the case, but it takes time. The primary relationship is with Marysville, and appropriately so.
- Button Blanket Ceremony for graduating seniors. Tribal education events (back to school night, etc.). Last year participated in Education/Cultural Exchange at Skok longhouse.
- Not to my knowledge.
- Supt. has attended some council meetings and participates or has participated on various committees.
- I do attend some events away from my school duties.
- Johnson-O'Malley/Title VII Indian Education Parent Committee meetings and events, annual Potlatch, Head start events, Graduation ceremonies, Senior Graduation celebration, tribal council meetings, State tribal Sovereignty Curriculum Pilot Program member, Port Angeles High School Native American Club events.
- Two Board members are very active with several local Tribes.
- No federally recognized tribe in our school district.
- Our Indian Education coordinator Judy Duff attends Tribal Council meetings and events. She is Chair of the Indian Child Welfare Association. The Board and Superintendent do not attend tribal events.
- At least yearly.
- Attend Tulalip parade, 3-4 board meetings per year, funerals, dedications, annual raising hands event sponsored by Tulalip Tribes.
- Our superintendent attends functions along with board members.
- Periodically tribal sponsored activities.
- As per the terms of our compact, we hold at least one joint school board/tribal council meeting per year. We have many informal meetings.
- Once yearly.
- Our annual tribal/SD meeting is tonight (2/17/11) plus attendance at the canoe journeys, other significant events (e.g., Chief Seattle Days).
- We have attended one or two but it has been a while.
- Not necessarily Tribal Council meetings but some local events.
- As a new superintendent, I have not yet attended a meeting.

- We have a joint back-to-school event every year for our kids (usually a big BBQ) and a chance to share cultures . . . I, as well as many other staff members, attend tribal events (drumming, Elder's Week, etc.).
- I attend and send notice to families about tribal events and Native events in our area such as Storytelling, Educational, Pow Wow gathering events. I know of teachers and counselors that attend.

4. Do Tribal officials or members attend School Board meetings or participate in the District's cultural events or related activities?

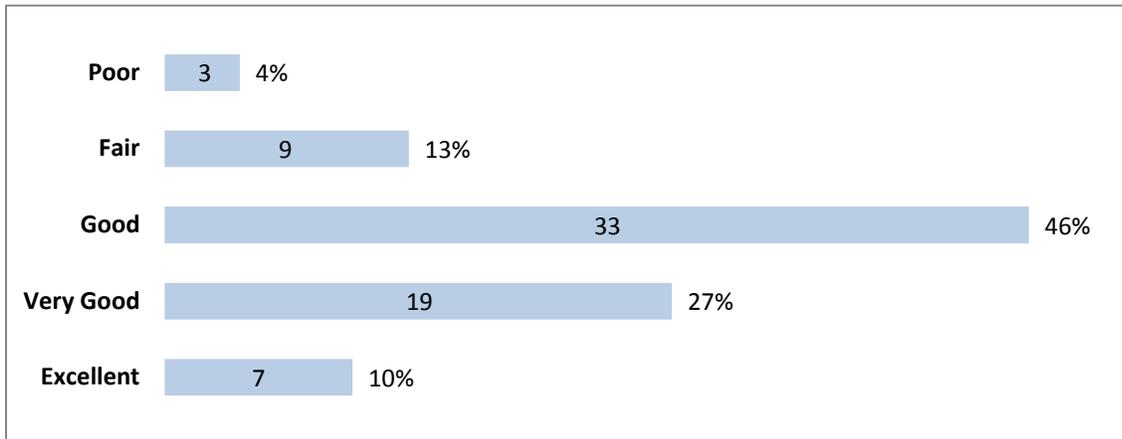


Additional comments regarding Question #4:

- We have an Indian Ed committee made up of tribal parents. Tribal parents support athletic events and host our Senior Dinner. Once every couple years some tribal members will come to speak to the elementary student but the last two years they have not responded to our invitations.
- This may be a repeat of what I put for question #3/4, as I mentioned Cowlitz Tribal members come to our school to provide cultural activities for our students.
- Tribal members participate in cultural events.
- Occasionally but certainly not regularly.
- We have local families that are tribal members who participate in many ways. One member attended last week in a professional role and shared information.
- We have members of the Tulalip Tribes in our school district boundaries, who attend our cultural events. In addition, tribal members present at our schools and the Tribes participated in our Indian Education Heritage Day and our Pow Wow.
- Not officially (and not that we are aware).
- Education directors participate in Native Education Work Group, present information to school board, participate in district key communicator group.
- Not to my knowledge.
- Cultural events or related activities.
- We have two members of the Squaxin Tribe on our district board.
- Superintendent Multi-ethnic Committee meetings and events, school board meetings, Elder luncheons, Port Angeles and Lincoln High School graduations, school assemblies, Port Angeles High School Martin Luther King Assembly, Senior Scholarship Night, Career and Technical Education events, Mutsu (Sister City) events.

- We have been involved with the Spokane tribe agencies at different times during the last six years.
- We are currently working on establishing a relationship with our school principals. This all takes time.
- No federally recognized tribe in our school district.
- Cowlitz Tribe members attend district and regional trainings. They have received training on a new grant. They set up and staff a table at Lower Columbia College college night.
- Tulalip Tribes is gradually feeling more comfortable coming to our board meetings or other events on the other side of the freeway. We make a point of going to meetings in their community as often as possible.
- Graduating tribal members are acknowledged close to graduation day. Native American Program does presentations at board meetings.
- Diversity events such as "Celebrating Differences" where tribal community invited to participate in our schools.
- A member of the Lummi Tribal Council has served on the Ferndale School District Board of Directors or many years. He currently heads up the Lummi Tribal School. We participate regularly in one another's cultural events.
- Not to our knowledge.
- Yes, inconsistently.
- Participate in school district committees such as the Equity Advisory Committee.
- Not to our knowledge.
- Not that I am aware of.
- Primarily attend cultural or other school related events. Sometimes (not often) Tribal members will attend School Board meetings.
- Not on a regular basis, but some.
- Not that I am aware of at this time.
- Tribal members attend school events at we do have families in this district. Most events are related to their children such as a summer program we had and families were invited to the celebration at end. We sometimes have family events where we disburse materials and families come. We are not real near a tribe. The closest is Muckleshoot and they participate in Auburn and Kent and sometimes Tacoma S.D. meetings.

5. Overall, how would you rate the relationship between your District and your Tribal neighbors?



6. If you answered the previous question, please explain why you chose a particular ranking.

- Limited contact as there is not a Tribal neighbor formally established within the boundaries of the Blaine School District.
- Our district participates in an athletic league that includes Chief Leschi and Muckleshoot. This has assisted our remote Caucasian community immensely.
- I chose fair because we do not have a personal relationship with any neighboring tribes. It certainly isn't poor and/or good.
- We have good relations with all of our parents and community members.
- The tribe is most generous with their time and funds but seem reluctant to let the district get very involved in tribal government or concerns with specific students.
- We have very little dealings with the local tribe, but when we do they are cordial.
- In talking with our teachers and principals they indicate that working with the Cowlitz Tribe has been very positive.
- We get along well. We understand each other. We respect each other. We are on a professional relationship.
- We sit down together and set up schedules that work for both sides and allow time for activities for the kids through the tribe
- I feel we have an excellent relationship.
- We have held memorials for tribal members here at the school. We have had tribal members present at our Veteran's Day assembly to share their cultural view of World War Two. The local tribal families are well blended into the community as professionals and active citizens.
- Tulalip Tribes has supported our Indian Education programs activities. At this time, we have not yet formalized our MOA.
- I have nothing that really confirms it is above or below the good level.
- N/A - The district does not have any students who are members of a tribal nation.

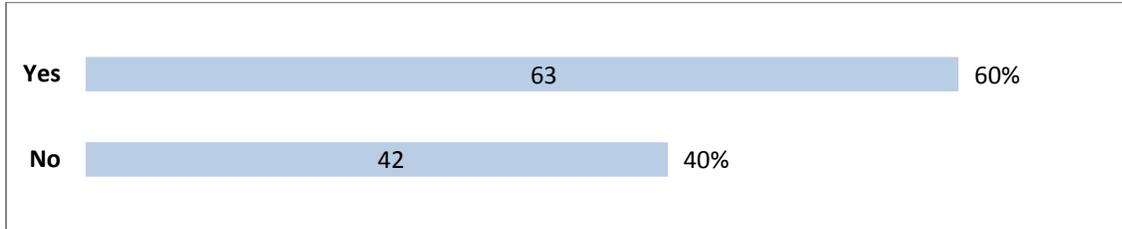
- Last summer, nine Washougal High School students participated in a joint research project with the City of Washougal, studying petroglyphs of the tribal nations east in the Columbia Gorge. They met with tribal leaders and that was a very positive interaction. We have never had any complaints or concerns brought to us by the regional tribal nations.
- All conversations have been positive and supportive. Out of 18,000 students, not more than 150 are self-identified as Native American. While I'd like the ties to be stronger, delivering services is difficult due to the dispersion.
- To my knowledge, there are no Tribal neighbors in close proximity to Othello.
- Frankly, I am unable to determine what Tribal neighbors are in our region. About 3 years ago we did attempt to have a representative of one of the Tribal nations come in to talk with students about environmental issues.
- Good relationships with tribes when we found antiquities during construction.
- Only 1.5% of our students are American Indian or Alaskan Natives.
- A number of our students participate in after school remedial programs with the Squaxin Nation.
- We have had a good working relationship with the tribes for over 5 years. In most areas we are making progress. We still have some work to do to get to the "excellent" level.
- We have little interaction but have cooperated to ensure tribal children placed in foster families have an appropriate educational plan, and have been invited to apply for grants through the Yakama Nation. We have applied but have not been successful to date.
- Progressive Feedback.
- One does not exist to my knowledge.
- We are located on the reservation and work very closely with several of their agencies - counseling, completing the SRTS Pathway Project, family night out events, Head Start, TANF, Community Center, 4H, etc.
- We are just starting to formalize our relationships with our tribal nation neighbors.
- We have few students and families that seem satisfied and supported but there may be more we could or need to do.
- Tribe has not determined curriculum they want to see presented.
- I am new to the district as an administrator and we currently do not have any students who are tribal members.
- Our interaction is limited.
- Members participate in the district Diversity committee; Kelso has a highly successful Indian Ed program; we assist with sponsorship of the annual POW WOW and partner with them to support our Indian Ed youth.
- While we have individual schools with relationships with individual Tribes, we do not have a formal relationship as a District.

- The relationship between our school district and the Lower Elwha Klallam Tribe has been on-going for many years and we continue to work daily on the success of our students and community. We try very hard to have a open and honest relationship so that all students and families are successful within our schools and community. Our work with our Klallam language within our school district has been a success.
- We have parents within our schools who are on the tribal council, so that has provided an opportunity for us to build a relationship.
- Trout Lake School has utilized recreation opportunities on tribal lands near Mt Adams and have had a cordial and positive relationship with those managing those lands.
- We have an excellent relationship because we work at it.
- Not applicable.
- We are in the process of encouraging classroom teachers to effectively use the OSPI curriculum on Tribal relations.
- Because of the efforts of a committed Indian Education Coordinator, we have a strong relationship with the Cowlitz Tribe. They appreciate the efforts of the district on behalf of their children.
- Jamestown is very supportive of education and education issues. The district has teachers at every level who utilize the Indian curriculum.
- No specific activities with any tribal members. Perhaps an area we could improve on.
- I could not answer #7 as I am new to the District.
- We have no neighboring tribes.
- We do not have ongoing dealings with our tribal neighbors - they are not good or bad - there really is no relationship at all.
- We do not seem to have an active tribal presence in our district. We remain open to developing any type of relationship that supports our students.
- Spokane Tribe and Coeur d'Alene tribe are generous with offering their casinos/resorts in providing low cost or donated space for education conferences and special events to schools/districts in the Spokane region.
- The relationships continue to build. The number of partnerships increases. We each call each other (not someone else) when there is a problem.
- We have a great relationship with the Muckleshoot Tribe and we work together on many student needs.
- Could be strengthened by attending Tribal Council meetings that are open to the public.
- We are continually working to improve relations. Having a member of the Tribe on the board helps that. However, we also continually work against past hurts and history that may only be healed with time. There are some things we just aren't able to fix.
- Have had no contact or conflict with Tribal neighbors. We do not have any tribal students in the school district.

- No issues brought forth.
- When we come in contact, which is rare, the interaction seems to go well.
- We have no relationship at all.
- We can communicate with and attend functions with our tribal neighbors, however they are more than an hours drive from our district. So the communication is via phone, or email.
- The tribal chief lives in our district.
- Positive school exchanges every other year.
- We collaborate on a regular basis, our tribal education departments develop joint goals.
- We have improved our relations tremendously over the years but there is still room for improvement.
- We were invited to the Tribe opening a new long house. We have invited them to a school board meeting and they did come. We also shared in an event at a large park.
- The Chehalis Federated Tribe has been supportive of regional school districts.
- We don't have tribal leaders very close to us.
- The Yakama nation is generally difficult to involve in district affairs or activities other than sports. We do have some parents that are very involved, but far less than a majority. Our working relationship with Tribal Law Enforcement is excellent and mutually beneficial. Overall though the relationship is only fair.
- We have an informal relationship with the Duwamish tribe.
- When I started last fall, I had a meeting with the Youth Advocate and Employment & Training Manager for the Quinault Indian Nation TANF Program. This was a very good meeting and they shared the relationship with the district was good.
- We speak regularly with the tribe, but we could strengthen our relationship by having more cultural sharing events with district teachers.
- We do have some communications with tribal entities.
- With some tribal members we seem to be able to work with others it seems to be a us vs them attitude.
- Our Indian Education Program has worked with the Suquamish tribal education department over the years and we have a good working relationship. Fostering a closer relationship is a goal for our program. Our school district designed a school based mentoring program (PALS Program) and shared our program manual as well as our mentor training with the Suquamish tribe. Their SAGE mentoring program was modeled from our program.
- There is not one single tribe on our area, but several. Our relationships exists only through the services of PSESD/Title VII.
- First, we are a bit distant from Muckleshoot, the closest tribe with organized programs and events and educational materials. Second, we are now beginning the process of having tribes come in and we are collecting local tribal histories and materials to share within the district. I do

have contact with families from local tribes but this is mostly based on issues, needs, ideas that pertain to their immediate family/children.

7. Are you aware of WSSDA's toolkit on establishing government-to-government relations with neighboring Tribal Nations?



8. What would be of greatest assistance to your Board/Superintendent leadership team in strengthening District-Tribe relationships?

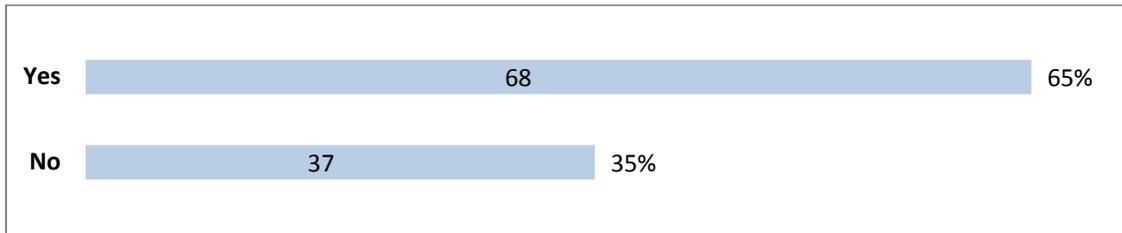
- Continue meeting the intent of the law.
- Opportunity to learn what other "second tier" (non residence) districts are doing to foster these relationships and expand upon curricular/program opportunities.
- Notification of when events occur through email.
- We are a pretty good drive from any reservation and typically have not had any Native American students enrolled.
- More willingness of their health services personnel to work cooperatively with our school counselors.
- We feel good the way it is.
- N/A. We're doing fine and don't need WSSDA or the state "helping" us.
- Ephrata SD does not border Tribal lands. However, we would pass information along to our history teachers.
- We are not currently having any issues or unresolved challenges.
- Formalizing and finalizing the MOA.
- Unsure.
- Increased awareness of tribal history.
- Understanding clearly what the benefits of doing so would be for our educational program.
- Uncertain.
- Unsure.
- Provide Government to Government training for school board members.
- Understanding the need to do so.
- Continued awareness of resources available.
- Identify tribal leaders with an interest in a relationship with our district and facilitate an initial meeting. The tribes listed in the toolkit are in counties some significant distance from our

District. There may be tribes or tribal representatives more closely situated and accessible in Idaho than in Washington (Nez Perce, Coeur d' Alene) .

- Unknown.
- Once a year, in the month of February, there is a Western Washington Native American Education Consortium Educators Conference, WWNAEC. This year the Conference is Feb 24 & 25, 2011 at the Emerald Queen Hotel and Casino. Notice was late but hopefully next year ESD Superintendents, Principals, Teachers, Native Students, and Native Parent Committee Members may attend.
- I am not sure.
- Having a tribal representative that has knowledge of the Tribe's position.
- Our board has excellent relationships since two are tribal members. The superintendent needs some time to become adjusted to his new assignment and the culture of the community.
- Regional meetings with schools and the tribe.
- Additional resources to assist with outreach to Indian tribes in the area.
- Resources of professional development for our Native American Academic Specialists within our schools. Additional dollars so we could have a Native American Academic Specialist in all our schools. Additional dollars to get additional Klallam language curriculum developed and printed at each grade level.
- Not sure - we really don't have any interaction or proximity to Tribal Nations.
- It would be good to know of cooperative projects that have been tried throughout the state of Washington.
- Not applicable.
- Identify tribes connected with the districts.
- An awareness of the day to day teaching priorities and current pressures on our classroom teachers. Some funding to pay for transportation of our students to attend events or money to bring Tribal representatives to our school.
- None needed.
- We would like to be welcomed to more of their events and we will encourage and invite tribal leaders to attend school events.
- Time.
- Cultural information.
- Provide funding for staff to do this.
- Fine at this time.
- Examples of how it has worked elsewhere. It doesn't (generally) work well to say let's sit down and write an agreement. It works better to pick one area, work together, make something good happen, and then begin to write down the small pieces. Eventually you have a strong working relationship and some items in writing. Historically (150 years) tribal leaders have not had good results in our keeping our end of the bargain.

- None, we already have a great program that others should adopt.
- Gaining better understanding from tribal Leaders as to their point of view of how best to partner in educating our Native American students.
- Identification of a tribe with historical roots in our community.
- We really don't know how WSSDA can help. We think our situation is unique. We are always open to suggestions.
- Not applicable to the district at this time.
- None needed.
- Not sure.
- It is not really needed in our case.
- Continued communications.
- Not Applicable.
- More time.
- Continued open dialogue with the tribes on areas of mutual interest and concern.
- Having a tribal neighbor in closer proximity.
- I guess I should invest some time in the toolkit.
- Yes.
- E-mail data to school principals so they can share with staff.
- At this time we have a new liaison that is working through some of our needs in this area.
- N/A.
- Understanding of needs and how to better work as a team to help students in our district achieve their goals and dreams.
- Cultural relevance training and understanding tribal beliefs, culture and experiences in working with tribal students.
- I believe the relationships should be equal among all nationalities and tribes.
- Discussions between our leadership team and Tribal officials.
- We are starting this process thanks to the new Tribal Sovereignty in WA State Curriculum available with great ideas. As this moves forward, we plan to have more invitations to Muckleshoot and Duwamish - though they are also just getting established.

9. Has your District incorporated curricula on Tribal History, Culture and Government in your schools?



10. If you answered "Yes" to Question 9, please describe the nature of the curricula and the extent to which it has been implemented in your District

- Imbedded in the Curriculum: 4th Grade 8th Grade 11th Grade Includes guest speakers from the tribe and field trips to tribal cultural sites and museums.
- We include the subject(s) in our Washington State History courses.
- Not formally, or as a separate unit of study.
- We have adopted two textbooks for the fourth and middle school grades that deal with Washington State. We have "Washington Adventure" for the fourth grade, and "Washington: In the Pacific Northwest" for the middle school. Both of these texts gives a nice history of the tribal communities in our area.
- The district has adopted "state standards" as approved curriculum and has specific strategies to teach all state standards.
- Use some parts from OSPI curricula but not the whole thing. Use more tribal specific materials.
- We cover Tribal History from their origins in Washington state to present day circumstances and their role in society today. We cover Native American culture such as religion, tribal class systems, role of elders down to children, art, architecture, their influence on the heritage of the white settlers, and government. We cover this unit fairly thorough and the students find it interesting. We teach this in 4th grade and WA State History.
- Native American History, Salish Language.
- Washington: A State of Contrast by Dale A. Lambert Washington In The Pacific Northwest by Michael Green and Laurie Carlson. These have been used primarily for our Washington State History classes.
- What is provided in our textbooks, discussed in class, guest speakers and student assemblies.
- There is some in the Washington State History course that is taught.
- At Ephrata High School in World Studies teachers discuss the culture of the Plains Native American Tribes and how expansion of Anglo-American settlers in the 1800's impacted native Americans. Further, they discuss the interaction between Tribal and White Anglo cultures during that time period. EHS does not tend to focus on culture of local tribes since we do not border tribal lands. They are using history textbooks for information.
- Our Washington State History begins in Unit II with Early Human History in our territory. We study the migration from Asia to the North American Continent. Then we look at dates of the

original inhabitants the Native Americans. Our study then begins with the specific types of Indians in our region - the Coastal Indians and the Plateau Indians. We study their tribal organization, methods of communication, clothing, diet, shelter, specific activities of the Coastal Indians such as, whaling, types of transportation, tools, recreation, the bartering system, ceremonies, specifically the Potlatch, burial rites, and the Shaman. We research and map the location of the forty plus tribes that populated the Washington territory. We study the historical events that the Native American influenced in the development and growth of this state. Areas that are studied are the Missionary Era and how the Indians were involved in the settlement of the fur trading industry and the Missionaries. We research and study the Walla Walla Council, Peace Treaties, the Yakama Wars, the Cascades Attack, Battle of Rosalia, the Battle of the Spokane Plains, the Nez Perce Retreat and the Great Leaders - Chief Joseph. We then travel to Dry Falls and look at the petroglyphs in the caves, visit Dry Falls Ranger information center which is a museum of artifacts from the early Native Americans and settlers. We then travel to Chief Joseph's burial site in Nespelem. We complete that trip with a stop at the Okanogan Museum where the students are exposed to maps and reenacted sites of the local Indian villages, artifacts, and village life. Our second trip we begin with the ancestors of our local area. We have pioneers from our area of Pateros meet us downtown Pateros and we look at Pateros prior to the Dam. We then travel up the Methow looking at old settlements, schools, and we finish the trip at the Twisp/Winthrop Museum. This museum has an abundance of Indian artifacts, village reenactments, and current Indian activities. Our final trip involves traveling to the Chelan museum. At this we have a tour which depicts handiwork of the Wapato Indians including beadwork, baskets, canoes, clothing, shoes, and other games. Lastly I invite local Native Americans to come in as speakers, and storytellers. We try each year to go to the Colville Indian Sunflower Festival.

- Our district participated in the pilot year for the curriculum. It is primarily being used in our 9th grade block classes at Monroe High school. Our Indian Education Liaison, 6-12 Literacy TOSA, and several teachers from Monroe and Snohomish schools attended the curriculum implementation training at Tulalip last August. (Note: Monroe, Sultan, and Snohomish SD are all part of a 3-district consortium for the Federal Indian Ed Formula Grant). Additionally, our IE students participated in the Summer Youth workshops that explored the concepts of the Tribal History, Culture and Government curriculum for several summers.
- Some of our teachers in grades 4-8-11 have developed materials to insert into the curriculum, however it is not consistent across the grades.
- The District has received a Federal Teaching American History grant and for the last three years teachers have been trained and University professors have assisted in the development of units of study on indigenous peoples and native Americans.
- In some classrooms, but not district wide. Much of it is incorporated into Washington state history, civics, and exploring cultures.
- Our curricula would be the basic information provided through our Washington State History classes.
- We provide some Tribal history and culture in our Northwest History classes at the elementary and middle school levels.
- Not as a stand alone component but as part of general history of Washington.

- Our 4th grade Washington State, 7th grade Washington State, and 8th grade US History classes incorporate tribal history and culture. In addition, our K-5 general social studies curricula incorporates Native culture and history.
- We have sent a small number of teachers to participate in the tribal sovereignty curriculum training. They are just beginning to consider how to integrate it into the curriculum. We will consider this as part of our Social Studies curriculum update (currently in progress).
- Grade one, internet and purchased materials on the Yakama Tribe Grade four, on Tribal Nations including the Yakamas, internet and purchased materials. Grade eight, in Washington State History, purchased textbook, internet, purchased materials.
- All of the above are covered.
- Instruction about Native American culture is incorporated as indicated in Grade Level Expectations. For example, at grade 2 in a history unit "students will learn about how the Palouse looks and will form an understanding of the native culture that once inhabited the area."
- An in depth study is done within our Pacific Northwest History course.
- We are a K-6 district. Our 4th graders have a extensive unit on Native Americans, Washington State tribes, contributions of Native Americans, tribal/treaty history, etc. We usually have one or more speakers come to the classroom.
- Part of Washington State History.
- We follow a rich and rigorous common curriculum aligned with state standards.
- Video clips and portions of OSPI Curriculum, Tribal Sovereignty in Washington State.
- Embedded in social studies curriculum.
- It is embedded in the Indian Ed program (for students identified for placement in the program) which sponsors multiple "culture" nights to inform, educate and celebrate Indian culture.
- Klallam language program has been offered at Port Angeles High School since 1999. Over 250+ students have completed the one or two year course. Our two year language program satisfies the two year alternate language State of Washington requirement at the college and/or university level. Klallam language is shared at Lincoln High School when requested by staff. 3rd and 7th grade Klallam curriculum was completed in 2009 and is being shared in our middle school and elementaries. We were on of the first 10 school district in the State to pilot the State Tribal Sovereignty Pilot Curriculum Program and our Klallam Language Teacher, Jamie Valadez helped write the curriculum.
- In Wa. State History our Text Books are specific towards the local Tribes. In other grade levels there are units involving specific local Tribes.
- Trout Lake School has some tribal history and cultural curriculum in the 3/4 class, 7-8 history program and 10th grade regional history program.
- It is integrated in our 8th grade U.S. History class.
- Our students have attended a Coeur d'Alene Native presentation in Idaho. Our teachers were surveyed by our Supt. as to how they were using and what they were teaching. This was done one-on-one with the Principals asking each teacher.

- No special curriculum but we do include Native American heritage in Washington State courses. Approximately 1% of School District's student population are Native Americans.
- Native American students participate in the curricula on Tribal History, Culture, and Government. Since Time Immemorial is used as well as informational texts and books purchased by the Indian Education coordinator.
- In 4th, 7th & 10th grades it is used.
- Again, being new, I do not know.
- Tribal History and government is covered in 4th and 7th grade Washington State History courses.
- It is part of our junior high curriculum and part of our US history curriculum. The extent that it is implemented is minimal. It is one of many topics discussed and does not get more coverage than a lesson or two.
- Native Americans in the Spokane region - as a social studies unit in 3rd grade, 7th grade.
- 3rd grade cultural field trip to reservation for all students. 4th grade history and culture unit (on line) nearing completion and used widely in reservation schools. 5th grade story telling unit spreading across the district as native storytellers are available. Native language classes at Tulalip Elementary. Native history materials used as a part of 8th grade WA history district-wide.
- Several teachers attended a retreat two years ago at Tulalip Longhouse to learn about the legislation and curricula. Some of them have integrated cultural elements into their art and music and history units.
- Our grade 9 curriculum includes the following guiding question with a focus on Native American history and culture. How do human actions and interactions affect the health of the Puget Sound?
- We are teaching Lummi language in our schools, but we haven't been very successful in attracting students to the course. We are using some of the cultural materials in other areas.
- In general terms.
- Tribal History and Culture units delivered at the 4th and 7th grade levels.
- Civics and history classes.
- It is embedded into our social studies/history curricula.
- There are some history and culture units/projects at the elementary level.
- The curriculum has been made by staff and is taught every three years as a cycle-due to students are in one class for three years. The students do research, read books, attend functions sponsored by the tribes. We have tribal members come to our school to teach our students about their culture.
- It has been integrated in Washington State and U.S. History.
- Expanded our current curricula to meet the requirements of the law.
- Filed-tested some of the units written by Shanna Brown.
- As part of the regular social studies curriculum; fully implemented.

- Covered in Washington State History.
- 2nd grade, 4th grade Tribal sovereignty curriculum at our middle schools Also, many grades integrate local tribal history and culture into the state standards.
- There is tribal sovereignty curricula being taught in 3 schools (pilot projects) and various levels of history and culture in elementary to high school.
- Field testing units created by Shanna Brown.
- I am not fully sure how we are implementing this although I do know that we do teach the history of the Duwamish.
- We have incorporated the curricula into our Washington State History curriculum. The 7th grade social studies CBA is focused on a compare and contrast of Coastal and Plains Indians. We set aside about 45 days to teach this curriculum at the 7th grade level.
- We teach tribal history in both Washington state history and in U.S. history.
- We have a native Yakama that teaches a culture course using multiple resources to support the curriculum. Focus is on the history of the Yakama Nation. Biggest issue at this time is the growing state credit requirements that preclude some students from participating.
- It is our feeling that our social studies/history curriculum addresses a vast amount of different cultures and races.
- Curriculum is integrated into the Washington State History units. We are continuing to refine and add to our WSH program.
- This is taught through social studies classes.
- We are now working on including the Tribal Sovereignty in WA state Curriculum and a set of cultural kits from various geographical areas and books on local Tribal information in our Literacy Frameworks. 3rd and 4th grade Social Studies have a unit of study on Native Americans and kits, books, other materials are available for check out to supplement the classroom unit, and GLAD materials are available with a section on NW Coastal Tribes; 7th grade studies NW tribal history and use their materials as well as material that are available from the Indian Edu. office. These materials are limited due to funds to purchase more and are for check out on a first come first served process The funding to buy books, etc. is limited so this is slow as well as time for teachers to learn and feel comfortable in teaching - funding for materials and Prof Dev would be greatly helpful.

11. If you answered "No" to Question 9, please describe the obstacles to implementation of Tribal History curricula in your District

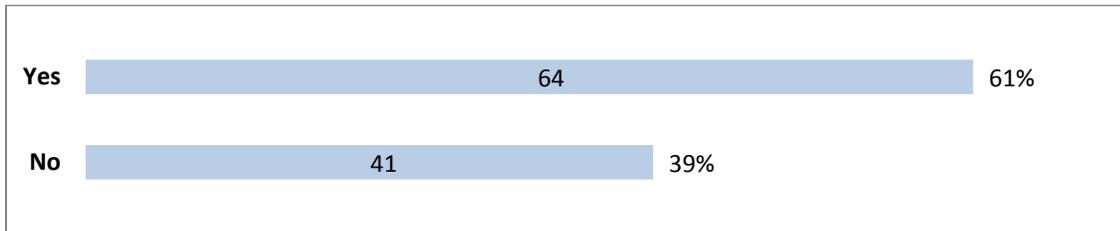
- Some tribal history is currently in the curricula. Additional additions to the curricula would require taking other content out of the curricula that is currently aligned with state standards.
- Time and resources. It is also less clear as to the extent that non-resident Tribal entities have an interest in partnering in this process and where the resources for this work would originate.
- Time, curricula, funding, training, and geographic proximity.
- Used grant \$ to purchase \$1,000 worth of books on Native American art, culture, famous figures, local tribes and folk tales.4th grade spend a couple weeks on a Native American unit

They discuss such issues as native views on property ownership, fishing rights and use of resources on tribal lands.

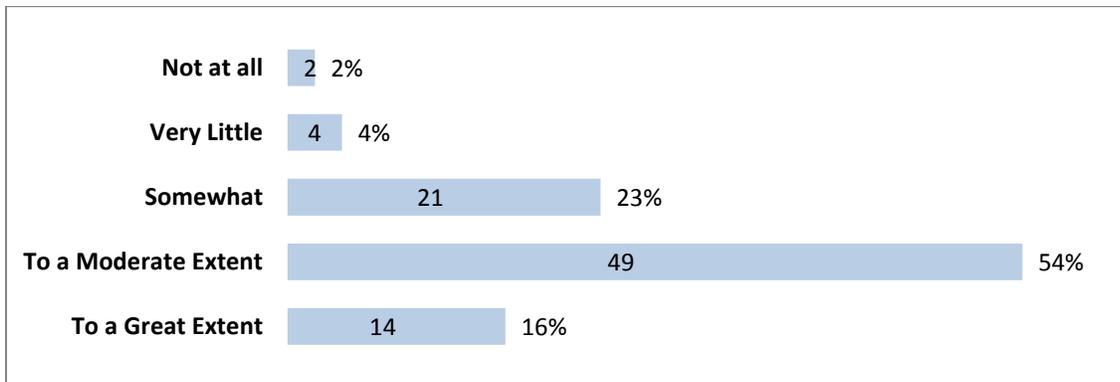
- We do not have a problem, as we do incorporate Tribal History in most grades.
- Time, money, cuts, unfunded mandates, loss of already spent funds this year, we don't need anymore "help" or any more "ideas" from the state - they are already "helping" enough.
- No obstacles, just a lack of effort on our part.
- N/A.
- Uncertain of the extent of this. We may have some aspects of this going.
- Lack of funding. Lack of need based on current priorities.
- Since this is not a key topic of our curricular work -yet- I'm saying "no". The partnership on which we are working with the Tulalips is designed to change this; substantially, I hope.
- Social Studies curriculum review has not come up for review since these materials have been available.
- N/A.
- We are a small K-6 district. We have many activities immersed in our regular curriculum (Nespelem Senior Home Fall Pow Wow, Race Across the Rez Drug/Alcohol Awareness Relay, Spring Root Digging Field Trip, Story Teller Visits), after school activities such as 4H Culture Club, etc. 90 to 100% of our students are Native American.
- There have been a few requests for curricula, it seems limited and from a European perspective, i.e. - Columbus discovering America. Our Indian Education program manager was not impressed with our ESD history books after briefly reviewing, there was very little on the history of the first people. Our Indian Education program manager recently purchased Native American curriculum at last year's WWNAEC conference, the obstacle is how to implement the curriculum into the ESD K-12.
- We currently do not have any tribal students enrolled in our school district.
- We incorporate Native American history - not necessarily specific to the local tribe.
- Time.
- The cycle of adopting social studies text books.
- Time to teach anything more than is already in the adopted curriculum. No tribal presence here.
- The Native American population is very small here.
- The obstacles for providing more Tribal History curricula to all students is classroom time and teacher training.
- Not aware of this curriculum.
- Unaware of any recent changes, I am new to district this year.
- No obstacles. We implement the district adopted curriculum that includes information on Tribal culture.
- We do not have a connection with a tribe.

- We are in the process of curricular alignment over the next two years in social studies.
- Has not been formalized.
- There are no obstacles. It simply hasn't been a high priority. The closest tribal government is 60 miles and one county away. The district had one native American student. He graduated in the fall after meeting all of the requirements in his IEP.
- No particular reason, beginning the conversation shortly.
- We need more training and time for teachers to incorporate into their curriculum.
- Time, money, personnel, State mandates.
- Where do we fit it in and what do we take away to do so?
- The Social Studies Curriculum Coordinator has attended trainings last summer as well as recent trainings on the Tribal Sovereignty curriculum. Several of our social studies teachers have also attended those trainings. We are in the process of making teachers aware of the curriculum and how easily it can be incorporated into lessons. I would say we are in the beginning stages of getting the awareness out that it is available.

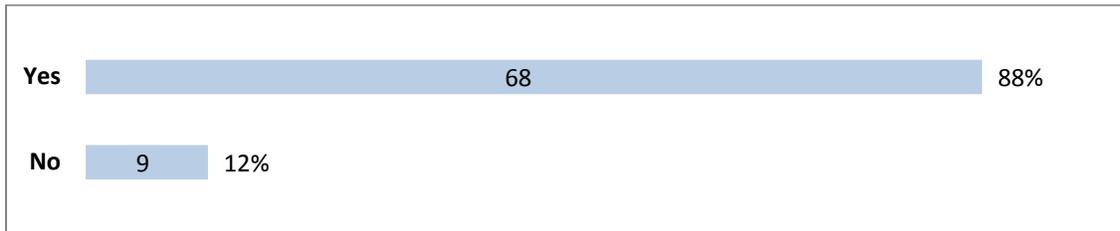
12. Are you aware of OSPI's online curriculum, *Since Time Immemorial: Tribal Sovereignty in Washington State*?



13. To what extent do you feel your District is meeting the needs of its Native American students?



14. Overall, do you feel your District making progress in reducing the achievement gap among its Native American students?



Additional comments regarding Question #14:

- The number of Native American students in our school district is low.
- N/A We have no Native American students in our district.
- We have less than 1/2 of 1% Native American students.
- We truly do not have any students that are identified Native American in our district, but we feel it is imperative that we provide education that speaks to the culture of the tribal communities. We wish that we had additional dollars to provide assemblies to assist us with this area.
- As stated above, we have had very few Native American students attend the school in past years. I must also confess that I was unaware of HB 1495. We cover WA State History annually, but we do not delve into local tribes government or individual culture.
- The district is helping all students improve, not just close the gap.
- Some years yes and some no. We only have about 35 Shoalwater students so it is hard to tell. There certainly is an achievement gap though. Our district provides all day kindergarten at our own expense and that seems to help quite a bit, especially with language and reading skills.
- We have VERY FEW Native American students and are unable to discern from such a small sample any achievement gap.
- Our graduation rate is close to 100% each year and our drop out rate is close to 0% each year.
- We will go to the report card and study student achievement for Native American Students.
- We have no native American students. One family does have 1/8 Native American blood. Consider themselves White in demographics
- On our 105 report we do not list any Native American Students. Most of our Native American students are multi-racial. Several live on reservation land. We have several students who do not choose to classify themselves as Native American.
- Our Indian Education Federal Formula grant focuses on attendance and graduation rate for Native students. Our IE liaison monitors attendance and grades and communicates with school counselors to see how the program can help support IE students.
- We have no Native American students.
- None of our students have qualified for ELL, and these students have met AYP standards.

- We have made it a goal to reduce the achievement gap in all groups, but haven't specifically specified Native American. We have made a concerted effort to recruit Native American students who have dropped out of school to return to our alternative program.
- Does not apply.
- This is difficult to answer as we do not identify our students with Native American backgrounds as living in a Native American culture; therefore, cultural bias of our educational program does not appear to be at issue.
- Since our American Indian population is so small it is impossible to know the size of the achievement gap.
- Our tribal tutors have had a big impact on this. At most grade levels, our Native American groups have met AYP targets in reading -- sometimes doing better than their white counterparts.
- Making progress.
- Yes, to the extent that staff are trained and able to take steps to identify and diagnose learning problems and implement interventions as appropriate for all students, including Native American students. The district has and continues to provide training and supports in strategies such as RTI, GLAD and PBIS. There are so few Native American students enrolled in the District that statistically relevant data are not available. Evidence of progress is more anecdotal and individual than systemic.
- Currently - no gap. We have very few who claim Native American ethnicity. We are a K-6 school so we do not have statistics on our students as they move to other districts.
- We do not live in an area with a Tribal Nation and have no Native American students.
- Currently, ESD is meeting the needs "somewhat, but the goal is to move towards moderate and to great extent. It is difficult when the need of our NA/AN students is so great and there is inadequate funding. We only have one staff serving the needs of our students.
- We are continually looking at any student or group reflected in our gap and finding ways to address the needs of every student.
- We do not have enough American Indian students to generate scores on exams, or to otherwise disaggregate the data.
- No basis to judge since we do not have any tribal students in our district at this time.
- Over the last few years we have seen continued improvement in state assessment results of our Native American students.
- While there is still much work to accomplish on a daily basis. We work on daily attendance, truancy outreach, daily communication is very important between home, school and community.
- The use of RTI and AVID has had the biggest effect in reducing the achievement gap.
- Poor attendance and achievement apathy are still impediments that are pervasive.
- Very, very small number of Native American students.
- We currently have no Native American students.

- All students are included in school improvement plans.
- In our district we have very few students who identify themselves as Native American. Of these students, we do not see any "gap" or trend that is abnormal to non-native students.
- Native American tenth grade students performed at the same level as their white peers in writing in 2010. They gained in reading in grades four and eight.
- Our graduation rate is very good.
- We are working hard on the achievement gap with all students. Our Native American population is very small.
- N/A
- Our Native American population is 3%. We monitor our student progress and provide support an interventions as necessary per data.
- We are making a very small amount of progress; not much considering the amount invested by district and by Tulalip Tribes.
- Yes. We have a very high graduation rate for our Native American population and high number also go on higher education after high school.
- Very small percentage of Native American students.
- Not for lack of trying. The numbers are discouraging. We are certainly paying attention to the achievement gap, an we are hoping that our recent collaborations will show positive changes.
- Not applicable.
- We have 10 students and believe that our test scores are above average for Native students.
- We don't have a significant population of Native American students.
- With our small population of Native American students, the data tends to fluctuate dramatically year to year. Our graduation rates for this subgroup continue to lag.
- We have very few native students in comparison with our neighboring districts.
- Population makes up 1.4% of enrollment - no achievement gap exists.
- We do not have any Native American students enrolled.
- It differs by school.
- Virtually no Native American students are enrolled in our district.
- We have very limited Native American students, so the number is too small to identify a gap.
- We have data to support this.
- We are doing better and are continuing to work on closing the gap.
- Not consistently throughout the District.
- We have very few of these children. We work hard to make all welcome in our schools including our Native American population. With so many kids from different cultures in our schools it is our mission to be inclusive.

- We are striving to close the achievement gap with multiple subgroups such as special education, Hispanic, low income, and Native American. Our Native American subgroup is an extremely small sample size equating to less than 1% of our entire district enrollment.
- But it has a way to go. Need more support for education from the parents.
- We are making progress, but still have work to do.
- We are working to close the gap for all of our students. It is the core of our mission at Northport.
- Yes - at the elementary level, not at secondary.
- When we can keep them in school.
- Our Native students are doing fairly well in most areas, although there is still work to do to bring our students up in some areas. Our on time graduation rate for our Native students is pretty close to our non-native population so we are doing a pretty good job of keeping our Native students in school. We have a small Native population so percentages can vary widely based on one or two students.
- Although the Red Road Project was not granted funding for this year, we found it to be excellent in supporting the academics of our Native population.
- This district is working very hard to serve all students and we are working on incorporating tribal curriculum as another way to help Native students. Funding, too, is an issues for more support.

15. What would be of greatest assistance to your District in reducing the achievement gap among its Native American students?

- Overall we are losing resources for remediation and intervention for all students at an alarming, record pace. Achievement gap issues are poised to once again become increasingly more prevalent for many students in virtually all public school systems.
- Knowledge of additional resources in a short concise list.
- n/a
- Additional financial resources.
- Funds for summer school support and transportation costs.
- As with all of our students, smaller class sizes and intensive extended day tutoring time with transportation seem to be provide the best results.
- Provide additional dollars to help reduce teacher-student ratios.
- All the things that is already proven to work but no one funds, but seems to continue to cut and take away.
- By following our District Improvement Plan to improve math achievement for all students. A presentation on this topic at the Educational Service District explaining related issues and strategies.
- Our Native American families' children are all high achieving.
- All of our currently known Native American Students are high achieving. We have a history of Native American students successfully attending post secondary training.

- Continuing attention to the needs of the Native students by continuing the IE grant.
- Culture and language options, school curricula, celebration opportunities, Native American intervention services similar to those I experienced in another district.
- Financial assistance to provide education during the non-traditional school day such as after school, evenings and summer school.
- Does not apply.
- We have only one student who identifies as 100% Native Alaskan Eskimo. There are about 3 students who identify themselves as being part Native American. All of these students appear to live in Euro-American culture and do not appear to have ties to their ancestral heritage.
- More funding.
- Unsure.
- We have a lot of ideas about what professional development we need to provide to our staff (certificated and classified) but we do not have the resources to compensate our staff to attend the trainings. Our limited professional development resources are consumed with SIP planning, district improvement trainings, etc. We need additional professional development funds for this purpose. Our tribal partners are willing and able to help us, when and if we can get our staff to the training.
- In School: more teachers to allow small group instruction specific to all out students low skill areas. Out of School: Family support to promote authentic literacy.
- Proven resources for the population.
- Job embedded staff development to build capacity in identifying and implementing appropriate interventions when learning difficulties arise is needed. These should include cultural competency training in regard to the numerous cultural and ethnic groups represented in the schools, including Native American cultures.
- Parent support.
- Curriculum for multi-grade classrooms.
- More funding, more staff and greater access to grant opportunities.
- Any ideas or suggestions are welcomed. However, our numbers are very low.
- Continued tribal support.
- Funding for materials and professional development.
- Additional resources to provide tutoring for at risk Native American students.
- Time and money.
- Have additional Native American Academic support tutors and educators in each building daily along with an after school academic program. An additional challenge is transportation before or after school for our students.
- Preschool for the tribal students-----There is larger involvement in the preschools among tribal students.

- More dollars.
- Support for school attendance and research based interventions.
- The state should not adopt common core standards are other attempts to nationalize what students should learn. Allow each school district to make decisions regarding what and how students should learn and the type of assessments that will best fit the priorities established by local school boards.
- Parent education.
- Have more students.
- None needed.
- It is essential to continue the tutoring with Native American students as well as attend to their social and emotional needs through programs such as Youth and Family Link.
- Less confusion in the whole testing process.
- We do not have an achievement gap among our Native American students.
- We have very few Native American students and so we address these students individual needs which range from gifted education to special education.
- Success stories and places to go visit. Have visited Neah Bay and Nooksack both of whom have had some success.
- Having a tribal school liaison available to assist district staff and tribal families.
- Help find ways to develop and retain high quality teachers who are skilled at working with Native children. Provide resources to address out-of-school factors that inhibit learning -- like physical health, substance abuse, poverty, and mental illness.
- N/A.
- N/A.
- Strong parental support from home for their student.
- No assistance needed.
- N/A.
- Assistance with meeting the social problems that children come to school with: poverty, abuse, violence, gangs, poor health, etc.
- n/a.
- Funding to support additional advisors to reach out to families, as well as funding to provide additional academic interventions.
- Not Applicable.
- Increased grant funding and staffing dedicated to Native American student achievement.
- Money.
- Funding for outreach to parents, interventions and extended day/yr opportunities.

- Like any achievement gap - understanding, commitment, resources.
- We need to continue to have extended time and multiple interventions that address the academic deficiencies for all students, including our Native American pupils.
- More literature.
- Parents and elders that support and value education.
- N/A. Our Native American student population is less than one half of one percent (.04%)
- More time to work with our under achieving students.
- Not sure.
- Improved attendance, parental assistance and equal treatment.
- Family support to attend school.
- Receiving better financial support from the state and Federal governments to help us provide services that we know have a positive impact on students. Without the funding to provide those services, it is very difficult assist struggling students. For several years our school district would not have been able to continue to offer additional academic and cultural programs to our Native American students without the financial support we've received from our local tribal grants.
- More funding for programs like Red Road that are supported through mentoring by and for Native Americans.
- More funding to work faster in getting more curriculum into classrooms, more funding to provide tutors with connections to tribal communities as they are better able to understand issues faced by Native American students, more funding for curriculum/books as we are limited in numbers of items.



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November 2010

Dear School Board President and School District Superintendent:

In 2005, the Washington State Legislature approved landmark legislation aimed at ensuring all students in our public schools have a deeper understanding of the history and culture of Native American Tribes in the Pacific Northwest.

Under this legislation (SHB 1495), the Washington State School Directors' Association has been given a leadership role in strengthening government-to-government relations between local school districts and neighboring Tribal nations. The intent is to get districts and Tribes working together to include Tribal history in the common school curriculum.

The law encourages WSSDA to facilitate regional meetings 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 our state, and to identify strategies to close the academic achievement gap (RCW 28A.345.070). The law also encourages school districts to collaborate in developing curricula and take part in cultural exchanges with Tribes (RCW 28A.320.170).

To give local school leaders a better understanding of the law and how to carry out its intent, WSSDA has prepared an online "toolkit" of resource materials, available at wssda.org/tribal. The toolkit includes background on SHB 1495, protocol for interacting with Tribal governments, a sample resolution and memorandum of understanding, and suggestions for other resources—including the new Tribal Sovereignty Curriculum developed by OSPI.

Thank you for your participation in this important project. As we continue this journey, we welcome your questions and suggestions for improvement.

Sincerely yours,

Deborah Heart
WSSDA President-elect and
Board of Directors' Liaison, Tribal History Project

DH/wdb

TRIBAL HISTORY AND CULTURE PROJECT

Toolkit Contents

This toolkit has been prepared by the Washington State School Directors' Association to assist school boards in developing government-to-government relations with Tribes for the purposes of establishing Tribal history curricula and strategies to close the achievement gap. Please keep in mind that the templates in this toolkit are provided as samples only and must be tailored to fit each district's unique circumstances and relationships with neighboring Tribal nations.

- Overview of Substitute House Bill 1495
- 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
- List of resources

TRIBAL HISTORY AND CULTURE PROJECT

Overview of SHB 1495

Substitute House Bill 1495 was approved by substantial majorities in the state House and Senate and signed into law by the governor in April 2005. The bill is titled “Encouraging tribal history to be included in the common school curriculum.”

Background

Washington's high school graduation requirements include a minimum of one-half credit of course work in Washington State history and government. Courses designed to meet this requirement are encouraged, but not required, to include information on the culture, history, and government of Washington Indian tribes.

In approving SHB 1495, the Legislature declared 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 legislation also declares 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 leaders and school leaders implement strategies to close the achievement gap.”

Summary of SHB 1495

SHB 1495 asks WSSDA, school districts, the State Board of Education and the Office of Superintendent of Public Instruction to take certain actions related to tribal history and the academic achievement gap. These are:

WSSDA

WSSDA is encouraged to convene regional meetings between local school boards and tribal councils to establish government-to-government relationships. The purpose of these meetings is to (1) develop and implement curricular materials to teach the history, culture, and government of Washington Indian tribes; and (2) identifying strategies to close the academic achievement gap.

WSSDA is also directed to report to the Legislature in every other year regarding the progress made in developing the curricula and the potential for the curricula to contribute to efforts to close the achievement gap.

School boards/districts

School boards and districts are encouraged to

- Incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes (including tribes whose traditional lands included parts of Washington, but who now reside in Oregon, Idaho, and British Columbia).
- Collaborate with OSPI on curriculum related to statewide tribal government and history subjects such as the concept of tribal sovereignty.
- Facilitate opportunities for classroom and community cultural exchanges.

OSPI

OSPI is encouraged to assist districts in determining the locations of the reservations and traditional lands and territories of Washington Indian tribes.

State Board of Education

The law directs the SBE to consider including information on tribal culture, history, and government in any course in Washington state history and government used to fulfill high school graduation requirements.

Revised Code of Washington

SHB 1495 has been codified as RCW 28A.345.070, RCW 28A.320.170 and RCW 28A.230.090.

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1495

Chapter 205, Laws of 2005

59th Legislature
2005 Regular Session

TRIBAL HISTORY--COMMON SCHOOLS

EFFECTIVE DATE: 7/24/05

Passed by the House April 20, 2005
Yeas 79 Nays 17

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 7, 2005
Yeas 35 Nays 9

BRAD OWEN

President of the Senate

Approved April 28, 2005.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1495** as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

Chief Clerk

FILED

April 28, 2005 - 1:05 p.m.

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 1495

AS AMENDED BY THE SENATE

Passed Legislature - 2005 Regular Session

State of Washington 59th Legislature 2005 Regular Session

By House Committee on Education (originally sponsored by Representatives McCoy, Roach, Simpson, P. Sullivan, McDermott, Santos, Appleton, Darneille, Williams, Hunt, Haigh, Chase, Sells, Conway, Kenney, Kagi, Moeller, Ormsby and Blake)

READ FIRST TIME 03/07/05.

1 AN ACT Relating to teaching Washington's tribal history, culture,
2 and government in the common schools; amending RCW 28A.230.090; adding
3 a new section to chapter 28A.345 RCW; adding a new section to chapter
4 28A.320 RCW; and creating a new section.

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

6 NEW SECTION. **Sec. 1.** It is the intent of the legislature to
7 promote the full success of the centennial accord, which was signed by
8 state and tribal government leaders in 1989. As those leaders declared
9 in the subsequent millennial accord in 1999, this will require
10 "educating the citizens of our state, particularly the youth who are
11 our future leaders, about tribal history, culture, treaty rights,
12 contemporary tribal and state government institutions and relations and
13 the contribution of Indian nations to the state of Washington." The
14 legislature recognizes that this goal has yet to be achieved in most of
15 our state's schools and districts. As a result, Indian students may
16 not find the school curriculum, especially Washington state history
17 curriculum, relevant to their lives or experiences. In addition, many
18 students may remain uninformed about the experiences, contributions,
19 and perspectives of their tribal neighbors, fellow citizens, and

1 classmates. The legislature further finds that the lack of accurate
2 and complete curricula may contribute to the persistent achievement gap
3 between Indian and other students. The legislature finds there is a
4 need to establish collaborative government-to-government relationships
5 between elected school boards and tribal councils to create local
6 and/or regional curricula about tribal history and culture, and to
7 promote dialogue and cultural exchanges that can help tribal leaders
8 and school leaders implement strategies to close the achievement gap.

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

11 (1) Beginning in 2006, and at least once annually through 2010, the
12 Washington state school directors' association is encouraged to convene
13 regional meetings and invite the tribal councils from the region for
14 the purpose of establishing government-to-government relationships and
15 dialogue between tribal councils and school district boards of
16 directors. Participants in these meetings should discuss issues of
17 mutual concern, and should work to:

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

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

23 (c) Encourage school boards to identify and adopt curriculum that
24 includes tribal experiences and perspectives, so that Indian students
25 are more engaged and learn more successfully, and so that all students
26 learn about the history, culture, government, and experiences of their
27 Indian peers and neighbors.

28 (2) By December 1, 2008, and every two years thereafter through
29 2012, the school directors' association shall report to the education
30 committees of the legislature regarding the progress made in the
31 development of effective government-to-government relations, the
32 narrowing of the achievement gap, and the identification and adoption
33 of curriculum regarding tribal history, culture, and government. The
34 report shall include information about any obstacles encountered, and
35 any strategies under development to overcome them.

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

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

5 (a) Any course in Washington state history and government used to
6 fulfill high school graduation requirements (~~is encouraged to~~
7 ~~include~~) shall consider including information on the culture, history,
8 and government of the American Indian peoples who were the first
9 inhabitants of the state.

10 (b) The certificate of academic achievement requirements under RCW
11 28A.655.061 or the certificate of individual achievement requirements
12 under RCW 28A.155.045 are required for graduation from a public high
13 school but are not the only requirements for graduation.

14 (c) Any decision on whether a student has met the state board's
15 high school graduation requirements for a high school and beyond plan
16 shall remain at the local level.

17 (2) In recognition of the statutory authority of the state board of
18 education to establish and enforce minimum high school graduation
19 requirements, the state board shall periodically reevaluate the
20 graduation requirements and shall report such findings to the
21 legislature in a timely manner as determined by the state board.

22 (3) Pursuant to any requirement for instruction in languages other
23 than English established by the state board of education or a local
24 school district, or both, for purposes of high school graduation,
25 students who receive instruction in American sign language or one or
26 more American Indian languages shall be considered to have satisfied
27 the state or local school district graduation requirement for
28 instruction in one or more languages other than English.

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

33 (a) The course was taken with high school students, if the academic
34 level of the course exceeds the requirements for seventh and eighth
35 grade classes, and the student has successfully passed by completing
36 the same course requirements and examinations as the high school
37 students enrolled in the class; or

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

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

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

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

14 (1) Each school district board of directors is encouraged to
15 incorporate curricula about the history, culture, and government of the
16 nearest federally recognized Indian tribe or tribes, so that students
17 learn about the unique heritage and experience of their closest
18 neighbors. School districts near Washington's borders are encouraged
19 to include federally recognized Indian tribes whose traditional lands
20 and territories included parts of Washington, but who now reside in
21 Oregon, Idaho, and British Columbia. School districts and tribes are
22 encouraged to work together to develop such curricula.

23 (2) As they conduct regularly scheduled reviews and revisions of
24 their social studies and history curricula, school districts are
25 encouraged to collaborate with any federally recognized Indian tribe
26 within their district, and with neighboring Indian tribes, to
27 incorporate expanded and improved curricular materials about Indian
28 tribes, and to create programs of classroom and community cultural
29 exchanges.

30 (3) School districts are encouraged to collaborate with the office
31 of the superintendent of public instruction on curricular areas
32 regarding tribal government and history that are statewide in nature,
33 such as the concept of tribal sovereignty and the history of federal
34 policy towards federally recognized Indian tribes. The program of
35 Indian education within the office of the superintendent of public
36 instruction is encouraged to help local school districts identify

1 federally recognized Indian tribes whose reservations are in whole or
2 in part within the boundaries of the district and/or those that are
3 nearest to the school district.

Passed by the House April 20, 2005.

Passed by the Senate April 7, 2005.

Approved by the Governor April 28, 2005.

Filed in Office of Secretary of State April 28, 2005.

TRIBAL HISTORY AND CULTURE PROJECT

Tribal Nations in the State of Washington

Washington has a rich Native American heritage that dates back thousands of years. There are 29 federally recognized Indian tribes whose reservations are located in Washington. The Governor's Office of Indian Affairs reports an additional seven tribes in Washington who are not federally recognized.

Federally Recognized Tribes

Tribe	County(ies)
▪ Chehalis Confederated Tribes	Grays Harbor/Thurston
▪ Colville Confederated Tribes	Okanogan/Ferry
▪ Cowlitz Indian Tribe	Cowlitz/Clark
▪ Hoh Tribe	Jefferson
▪ Jamestown S'Klallam Tribe	Clallam
▪ Kalispel Tribe	Pend Oreille
▪ Lower Elwha Klallam Tribe	Clallam
▪ Lummi Nation	Whatcom
▪ Makah Tribe	Clallam
▪ Muckleshoot Tribe	King
▪ Nisqually Tribe	Thurston
▪ Nooksack Tribe	Whatcom
▪ Port Gamble S'Klallam Tribe	Kitsap
▪ Puyallup Tribe	Pierce
▪ Quileute Tribe	Clallam
▪ Quinault Nation	Grays Harbor
▪ Samish Nation	Skagit
▪ Sauk-Suiattle Tribe	Skagit
▪ Shoalwater Bay Tribe	Pacific
▪ Skokomish Tribe	Mason
▪ Snoqualmie Tribe	King
▪ Spokane Tribe	Stevens
▪ Squaxin Island Tribe	Mason
▪ Stillaguamish Tribe	Snohomish
▪ Suquamish Tribe	Kitsap
▪ Swinomish Tribe	Skagit
▪ Tulalip Tribes	Snohomish
▪ Upper Skagit Tribe	Skagit
▪ Yakama Nation	Yakima/Klickitat

Non-Recognized Tribes

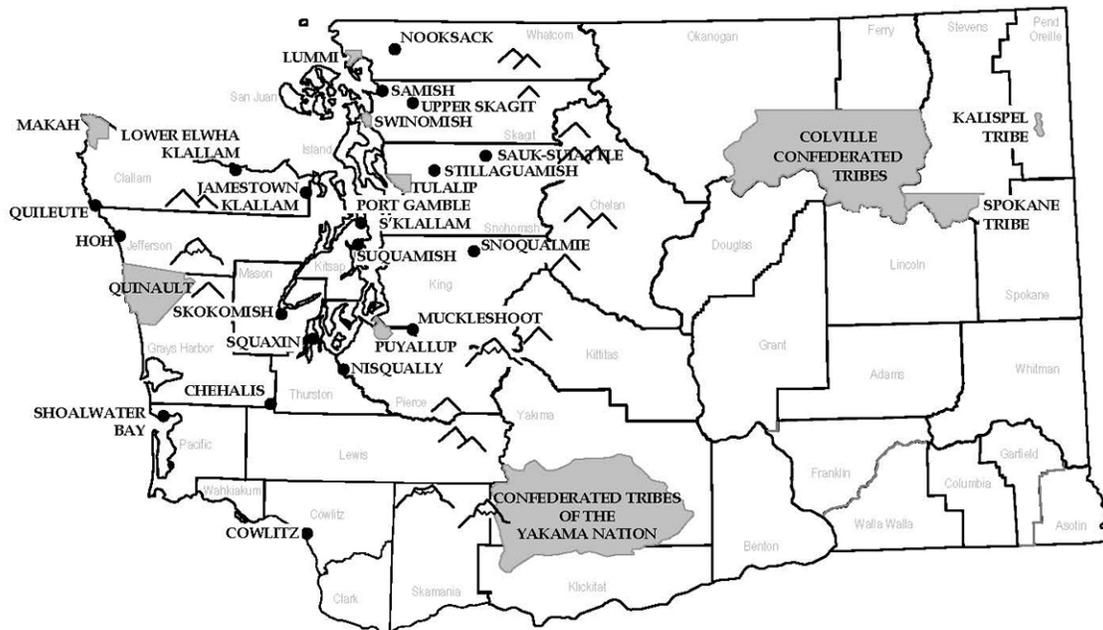
Tribe

- Chinook Tribe
- Duwamish Tribe
- Kikiallus Indian Nation
- Marietta Band of Nooksack Tribe
- Snohomish Tribe
- Snoqualmoo Tribe
- Steilacoom Tribe

County(ies)

- Pacific
- King
- King
- Whatcom
- Snohomish
- Island
- Pierce

FEDERALLY RECOGNIZED TRIBES OF WASHINGTON STATE



**School District and Nearest Federally Recognized Indian Tribes
(American Indian Enrollment from 2008-2009)
Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
113	Aberdeen School District		Quinault Tribe	158	4.57
113	Adna School District		Chehalis Confederated Tribes	6	0.99
101	Almira School District		Colville Confederated Tribes	0	0.00
189	Anacortes School District	Samish Tribe		59	2.07
189	Arlington School District	Stillaguamish Tribe		121	2.17
123	Asotin-Anatone School District		Confederated Tribes and Bands of the Yakama Nation	9	1.50
121	Auburn School District	Muckleshoot Tribe		646	4.33
121	Bainbridge Island School District		Suquamish Tribe	54	1.34
112	Battle Ground School District		Cowlitz Tribe	110	0.83
121	Bellevue School District		Snoqualmie Tribe	54	0.31
189	Bellingham School District		Lummi Tribe	265	2.49
101	Benge School District		Spokane Tribe	0	0.00
121	Bethel School District		Nisqually Tribe	586	3.25
105	Bickleton School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
189	Blaine School District		Lummi Tribe	36	1.63
113	Boistfort School District		Cowlitz Tribe	1	1.35
114	Bremerton School District		Suquamish Tribe	191	3.77
171	Brewster School District		Colville Confederated Tribes	14	1.59
171	Bridgeport School District		Colville Confederated Tribes	6	0.77
114	Brinnon School District		Skokomish Tribe	0	0.00
189	Burlington-Edison School District		Samish Tribe	52	1.29
189	Burlington-Edison School District		Swinomish Tribe	52	1.29
112	Camas School District		Cowlitz Tribe	56	0.98
114	Cape Flattery School District	Makah Tribe		319	70.11
121	Carbonado School District		Nisqually Tribe	0	0.00
171	Cascade School District		Sauk-Suiattle Tribe	9	0.72
171	Cashmere School District		Colville Confederated Tribes	17	1.13
112	Castle Rock School District		Cowlitz Tribe	30	2.18
112	Centerville School District		Confederated Tribes and Bands of the Yakama Nation	5	6.17
114	Central Kitsap School District		Suquamish Tribe	140	1.18
101	Central Valley School District		Spokane Tribe	170	1.36
113	Centralia School District		Chehalis Confederated Tribes	38	1.09

More than one Tribe near School District

Enrollment Data retrieved from OSPI: <http://www.k12.wa.us/DataAdmin/default.aspx>

**School District and Nearest Federally Recognized Indian Tribes
(American Indian Enrollment from 2008-2009)
Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
113	Chehalis School District		Chehalis Confederated Tribes	30	1.02
101	Cheney School District		Spokane Tribe	120	3.10
101	Chewelah School District		Colville Confederated Tribes	18	1.74
101	Chewelah School District		Kalispel Tribe	18	1.74
114	Chimacum School District		Port Gamble S'Kallam Tribe	33	2.92
123	Clarkston School District		Spokane Tribe	57	2.11
105	Cle Elum-Roslyn School District		Muckleshoot Tribe	16	1.69
121	Clover Park School District		Puyallup Tribe	194	1.58
101	Colfax School District		Spokane Tribe	7	1.04
123	College Place School District		Confederated Tribes and Bands of the Yakama Nation	12	1.61
101	Colton School District		Spokane Tribe	0	0.00
101	Columbia (Stevens) School District		Spokane Tribe	85	43.59
123	Columbia (Walla Walla) School District		Confederated Tribes and Bands of the Yakama Nation	3	0.32
101	Colville School District		Kalispel Tribe	71	3.49
189	Concrete School District		Sauk-Suiattle Tribe	18	2.44
189	Conway School District		Swinomish Tribe	5	1.13
113	Cosmopolis School District		Shoalwater Bay Tribe	4	2.26
171	Coulee-Hartline School District		Colville Confederated Tribes	3	2.11
189	Coupeville School District		Tulalip Tribe	11	0.99
114	Crescent School District		Lower Elwha Klallam Tribe	22	9.24
101	Creston School District		Colville Confederated Tribes	4	3.42
101	Curlew School District		Colville Confederated Tribes	5	2.15
101	Cusick School District	Kalispel Tribe		90	30.41
105	Damman School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
189	Darrington School District	Sauk-Suiattle Tribe		32	6.65
101	Davenport School District		Colville Confederated Tribes	7	1.22
123	Dayton School District		Confederated Tribes and Bands of the Yakama Nation	4	0.78
101	Deer Park School District		Spokane Tribe	71	2.79
121	Dieringer School District		Muckleshoot Tribe	9	0.70
123	Dixie School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
101	East Valley School District		Spokane Tribe	114	2.73

More than one Tribe near School District

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**School District and Nearest Federally Recognized Indian Tribes
(American Indian Enrollment from 2008-2009)
Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
	(Spokane)				
105	East Valley School District (Yakima)		Confederated Tribes and Bands of the Yakama Nation	67	2.41
171	Eastmont School District		Colville Confederated Tribes	62	1.13
105	Easton School District		Muckleshoot Tribe	3	3.37
121	Eatonville School District		Nisqually Tribe	54	2.64
189	Edmonds School District		Tulalip Tribe	303	1.46
105	Ellensburg School District		Confederated Tribes and Bands of the Yakama Nation	54	1.74
113	Elma School District		Chehalis Confederated Tribes	55	3.09
101	Endicott School District		Spokane Tribe	6	8.33
171	Entiat School District		Colville Confederated Tribes	7	1.92
121	Enumclaw School District		Muckleshoot Tribe	235	5.18
171	Ephrata School District		Colville Confederated Tribes	18	0.78
113	Evaline School District		Chehalis Confederated Tribes	0	0.00
189	Everett School District		Tulalip Tribe	262	1.37
112	Evergreen School District (Clark)		Cowlitz Tribe	299	1.15
101	Evergreen School District (Stevens)		Colville Confederated Tribes	1	16.67
121	Federal Way School District		Puyallup Tribe	279	1.24
189	Ferndale School District	Lummi Tribe		831	15.50
121	Fife School District		Puyallup Tribe	89	2.50
123	Finley School District		Confederated Tribes and Bands of the Yakama Nation	13	1.33
121	Franklin Pierce School District		Nisqually Tribe	184	2.36
101	Freeman School District		Spokane Tribe	31	3.18
101	Garfield School District		Spokane Tribe	1	1.02
112	Glenwood School District		Confederated Tribes and Bands of the Yakama Nation	15	25.42
105	Goldendale School District		Confederated Tribes and Bands of the Yakama Nation	69	6.45
171	Grand Coulee Dam School District		Colville Confederated Tribes	373	53.44
105	Grandview School District		Confederated Tribes and Bands of the Yakama Nation	13	0.37
105	Granger School District		Confederated Tribes and Bands of the Yakama Nation	94	6.34
189	Granite Falls School District		Sauk-Suiattle Tribe	53	2.31
113	Grapeview School District		Skokomish Tribe	3	1.52
101	Great Northern School District		Spokane Tribe	0	0.00

More than one Tribe near School District

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**School District and Nearest Federally Recognized Indian Tribes
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Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
112	Green Mountain School District		Cowlitz Tribe	0	0.00
113	Griffin School District		Squaxin Island Tribe	36	5.65
101	Harrington School District		Spokane Tribe	21	16.67
105	Highland School District		Confederated Tribes and Bands of the Yakama Nation	12	1.05
121	Highline School District		Muckleshoot Tribe	326	1.86
112	Hockinson School District		Cowlitz Tribe	6	0.29
113	Hood Canal School District	Skokomish Tribe		129	42.57
113	Hoquiam School District		Quinault Tribe	142	7.17
101	Inchelium School District		Colville Confederated Tribes	165	78.95
189	Index School District		Snoqualmie Tribe	0	0.00
121	Issaquah School District		Snoqualmie Tribe	124	0.74
123	Kahlotus School District		Confederated Tribes and Bands of the Yakama Nation	8	12.70
112	Kalama School District		Cowlitz Tribe	13	1.29
101	Keller School District	Colville Confederated Tribes		31	88.57
112	Kelso School District		Cowlitz Tribe	316	6.09
123	Kennewick School District		Confederated Tribes and Bands of the Yakama Nation	130	0.84
121	Kent School District		Muckleshoot Tribe	329	1.20
101	Kettle Falls School District		Colville Confederated Tribes	37	4.61
123	Kiona-Benton City School District		Confederated Tribes and Bands of the Yakama Nation	7	0.46
105	Kittitas School District		Confederated Tribes and Bands of the Yakama Nation	16	1.53
112	Klickitat School District		Confederated Tribes and Bands of the Yakama Nation	10	8.33
112	La Center School District		Cowlitz Tribe	19	1.23
189	LaConner School District	Swinomish Tribe		181	28.11
101	LaCrosse School District		Spokane Tribe	0	0.00
171	Lake Chelan School District		Colville Confederated Tribes	22	1.57
113	Lake Quinault Tribe School District		Quinault Tribe	64	28.44
189	Lake Stevens School District		Tulalip Tribe	88	1.14
121	Lake Washington School District		Snoqualmie Tribe	147	0.61
189	Lakewood School District	Tulalip Tribe		50	1.96
101	Lamont School District		Spokane Tribe	1	3.13
101	Liberty School District		Spokane Tribe	17	3.62

More than one Tribe near School District
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Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
101	Lind School District		Confederated Tribes and Bands of the Yakama Nation	6	2.83
112	Longview School District	Cowlitz Tribe		265	3.64
101	Loon Lake School District		Spokane Tribe	11	3.97
189	Lopez School District		Samish Tribe	5	2.23
112	Lyle School District		Confederated Tribes and Bands of the Yakama Nation	22	6.57
189	Lynden School District		Nooksack Tribe	38	1.34
105	Mabton School District		Confederated Tribes and Bands of the Yakama Nation	7	0.75
171	Mansfield School District		Colville Confederated Tribes	2	2.50
171	Manson School District		Colville Confederated Tribes	2	0.33
113	Mary M Knight School District		Skokomish Tribe	3	1.67
101	Mary Walker School District		Spokane Tribe	44	7.73
189	Marysville School District	Tulalip Tribe		1,034	8.67
113	McCleary School District		Chehalis Confederated Tribes	8	2.99
101	Mead School District		Spokane Tribe	111	1.19
101	Medical Lake School District		Spokane Tribe	12	0.56
121	Mercer Island School District		Snoqualmie Tribe	12	0.29
121	Mercer Island School District		Suquamish Tribe	12	.29
189	Meridian School District		Nooksack Tribe	32	1.71
171	Methow Valley School District		Colville Confederated Tribes	5	0.90
112	Mill A School District		Confederated Tribes and Bands of the Yakama Nation	3	5.26
189	Monroe School District		Snoqualmie Tribe	131	1.61
113	Montesano School District		Quinault Tribe	28	2.13
113	Morton School District		Confederated Tribes and Bands of the Yakama Nation	11	3.03
113	Morton School District		Nisqually Tribe	99	1.29
171	Moses Lake School District		Colville Confederated Tribes	34	5.35
113	Mossyrock School District		Cowlitz Tribe	596	62.67
105	Mount Adams School District	Confederated Tribes and Bands of the Yakama Nation		152	6.96
189	Mount Baker School District	Nooksack Tribe		0	0.00
112	Mount Pleasant School District		Confederated Tribes and Bands of the Yakama Nation	99	1.29
189	Mount Vernon School District		Swinomish Tribe	87	1.41

More than one Tribe near School District

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**School District and Nearest Federally Recognized Indian Tribes
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Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
189	Mukilteo School District		Tulalip Tribe	187	1.29
105	Naches Valley School District		Confederated Tribes and Bands of the Yakama Nation	21	1.39
113	Napavine School District		Chehalis Confederated Tribes	24	3.09
112	Naselle-Grays River Valley School District		Cowlitz Tribe	9	2.15
112	Naselle-Grays River Valley School District		Shoalwater Bay Tribe	9	2.15
171	Nespelem School District	Colville Confederated Tribes		146	98.65
101	Newport School District		Kalispel Tribe	17	1.47
101	Nine Mile Falls School District		Spokane Tribe	28	1.63
189	Nooksack School District		Nooksack Tribe	130	7.81
113	North Beach School District		Quinault Tribe	76	11.29
123	North Franklin School District		Confederated Tribes and Bands of the Yakama Nation	10	0.52
114	North Kitsap School District	Port Gamble S'Klallam Tribe		465	6.88
114	North Kitsap School District	Suquamish Tribe		465	6.88
114	North Mason School District		Skokomish Tribe	57	2.48
113	North River School District		Chehalis Confederated Tribes	1	1.75
113	North Thurston Public Schools		Nisqually Tribe	543	3.87
101	Northport School District		Colville Confederated Tribes	4	1.43
121	Northshore School District		Snoqualmie Tribe	186	0.94
121	Northshore School District		Tulalip Tribe	186	.94
189	Oak Harbor School District		Swinomish Tribe	84	1.48
101	Oakesdale School District		Spokane Tribe	0	0.00
113	Oakville School District	Chehalis Confederated Tribes		108	36.36
112	Ocean Beach School District		Shoalwater Bay Tribe	22	2.34
113	Ocosta School District	Shoalwater Bay Tribe		73	10.91
101	Odessa School District		Colville Confederated Tribes	2	0.90
171	Okanogan School District		Colville Confederated Tribes	155	14.31
113	Olympia School District		Nisqually Tribe	104	1.10
171	Olympia School District		Squaxin Island Tribe	600	34.21

More than one Tribe near School District

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**School District and Nearest Federally Recognized Indian Tribes
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Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
189	Omak School District		Colville Confederated Tribes	55	6.26
113	Onalaska School District		Chehalis Confederated Tribes	0	0.00
101	Onion Creek School District		Colville Confederated Tribes	5	1.05
189	Orcas Island School District		Lummi Tribe	0	0.00
101	Orchard Prairie School District		Spokane Tribe	1	0.57
101	Orient School District		Colville Confederated Tribes	1	0.50
171	Orondo School District		Colville Confederated Tribes	26	4.13
171	Oroville School District		Colville Confederated Tribes	47	2.07
121	Orting School District		Puyallup Tribe	10	0.28
123	Othello School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
171	Palisades School District		Colville Confederated Tribes	5	2.45
101	Palouse School District		Spokane Tribe	56	0.40
123	Pasco School District		Confederated Tribes and Bands of the Yakama Nation	5	1.77
171	Pateros School District		Colville Confederated Tribes	0	0.00
123	Paterson School District		Confederated Tribes and Bands of the Yakama Nation	10	3.24
113	Pe Ell School District		Chehalis Confederated Tribes	179	1.90
121	Peninsula School District		Puyallup Tribe	27	3.53
113	Pioneer School District		Squaxin Island Tribe	3	0.91
123	Pomeroy School District		Spokane Tribe	344	8.15
114	Port Angeles School District	Lower Elwha Klallam Tribe		48	3.19
114	Port Townsend School District		Jamestown S'Klallam Tribe	22	2.34
123	Prescott School District		Confederated Tribes and Bands of the Yakama Nation	4	1.66
123	Prosser School District		Confederated Tribes and Bands of the Yakama Nation	13	0.45
101	Pullman School District		Spokane Tribe	36	1.52
121	Puyallup School District	Puyallup Tribe		1,047	4.83
114	Queets-Clearwater School District		Hoh Tribe	25	83.33
114	Quilcene School District		Skokomish Tribe	10	4.22
114	Quillayute Valley School District	Hoh Tribe		299	10.68
114	Quillayute Valley School District	Quileute Tribe		299	10.68
171	Quincy School District		Colville Confederated Tribes	6	0.24
113	Rainier School District		Nisqually Tribe	43	2.38

More than one Tribe near School District

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**School District and Nearest Federally Recognized Indian Tribes
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ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
113	Raymond School District		Shoalwater Bay Tribe	26	4.74
101	Reardan-Edwall School District		Spokane Tribe	36	5.26
121	Renton School District		Muckleshoot Tribe	167	1.19
101	Republic School District		Colville Confederated Tribes	14	3.50
123	Richland School District		Confederated Tribes and Bands of the Yakama Nation	118	1.11
112	Ridgefield School District		Cowlitz Tribe	21	0.98
101	Ritzville School District		Colville Confederated Tribes	6	1.69
101	Ritzville School District		Spokane Tribe	6	1.69
101	Riverside School District		Kalispel Tribe	40	2.39
101	Riverside School District		Spokane Tribe	40	2.39
121	Riverview School District	Snoqualmie Tribe		55	1.72
113	Rochester School District		Chehalis Confederated Tribes	97	4.22
112	Roosevelt School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
101	Rosalia School District		Spokane Tribe	6	2.67
105	Royal School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
189	San Juan Island School District		Samish Tribe	9	0.98
113	Satsop School District		Chehalis Confederated Tribes	4	7.69
121	Seattle Public Schools		Snoqualmie Tribe	894	1.94
121	Seattle Public Schools		Suquamish Tribe	894	1.94
189	Sedro-Woolley School District	Upper Skagit Tribe		147	3.32
105	Selah School District		Confederated Tribes and Bands of the Yakama Nation	46	1.37
101	Selkirk School District		Kalispel Tribe	8	2.52
114	Sequim School District	Jamestown S'Klallam Tribe		133	4.46
189	Shaw Island School District		Lummi Tribe	0	0.00
189	Shaw Island School District		Samish Tribe	0	0.00
113	Shelton School District	Skokomish Tribe		374	8.77
113	Shelton School District	Squaxin Island Tribe		374	8.77
121	Shoreline School District		Snoqualmie Tribe	110	1.20
121	Shoreline School District		Tulalip Tribe	110	1.20
112	Skamania School District		Confederated Tribes and Bands of the Yakama Nation	1	1.41
121	Skykomish School District		Snoqualmie Tribe	6	9.09

More than one Tribe near School District

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ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
189	Snohomish School District		Tulalip Tribe	98	1.00
121	Snoqualmie Valley School District		Snoqualmie Tribe	51	0.86
171	Soap Lake School District		Colville Confederated Tribes	9	1.78
113	South Bend School District		Shoalwater Bay Tribe	68	12.27
114	South Kitsap School District		Suquamish Tribe	221	2.14
189	South Whidbey School District		Tulalip Tribe	32	1.68
113	Southside School District		Squaxin Island Tribe	10	4.29
101	Spokane School District		Spokane Tribe	1,166	3.93
101	Sprague School District		Spokane Tribe	3	3.57
101	St. John School District		Spokane Tribe	4	2.12
189	Stanwood-Camano School District		Stillaguamish Tribe	84	1.57
123	Star School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
123	Starbuck School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
171	Stehekin School District		Sauk-Suiattle Tribe	0	0.00
121	Steilacoom Hist. School District		Puyallup Tribe	60	1.10
101	Steptoe School District		Spokane Tribe	0	0.00
112	Stevenson-Carson School District		Confederated Tribes and Bands of the Yakama Nation	49	4.35
189	Sultan School District		Tulalip Tribe	42	1.97
101	Summit Valley School District		Colville Confederated Tribes	1	1.22
121	Sumner School District		Puyallup Tribe	199	2.40
105	Sunnyside School District		Confederated Tribes and Bands of the Yakama Nation	9	0.15
121	Tacoma School District		Puyallup Tribe	596	2.02
113	Taholah School District	Quinalt Tribe		176	87.56
121	Tahoma School District		Muckleshoot Tribe	70	0.95
101	Tekoa School District		Spokane Tribe	12	5.66
113	Tenino School District		Nisqually Tribe	15	1.14
105	Thorp School District		Confederated Tribes and Bands of the Yakama Nation	4	2.47
105	Thorp School District		Muckleshoot Tribe	4	2.47
113	Toledo School District		Cowlitz Tribe	22	2.29
171	Tonasket School District		Colville Confederated Tribes	28	2.60
105	Toppenish School District	Confederated Tribes and Bands of the		523	15.17

More than one Tribe near School District

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**School District and Nearest Federally Recognized Indian Tribes
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ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
		Yakama Nation			
123	Touchet School District		Confederated Tribes and Bands of the Yakama Nation	14	4.36
112	Toutle Lake School District		Cowlitz Tribe	16	2.56
112	Trout Lake School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
121	Tukwila School District		Muckleshoot Tribe	32	1.13
113	Tumwater School District		Nisqually Tribe	130	2.07
105	Union Gap School District		Confederated Tribes and Bands of the Yakama Nation	30	4.89
121	University Place School District		Puyallup Tribe	61	1.12
101	Valley School District		Colville Confederated Tribes	2	0.22
101	Valley School District		Spokane Tribe	2	.22
112	Vancouver School District		Cowlitz Tribe	336	1.49
121	Vashon Island School District		Muckleshoot Tribe		
121	Vashon Island School District		Puyallup Tribe	21	1.35
121	Vashon Island School District		Skokomish Tribe	21	1.35
112	Wahkiakum School District		Cowlitz Tribe	10	2.12
105	Wahluke School District		Confederated Tribes and Bands of the Yakama Nation	12	0.60
123	Waitsburg School District		Confederated Tribes of the Umatilla Indian Reserv.	4	1.16
123	Walla Walla School District		Confederated Tribes of the Umatilla Indian Reserv.	63	1.02
105	Wapato School District	Confederated Tribes and Bands of the Yakama Nation		865	25.64
171	Warden School District		Colville Confederated Tribes	9	0.92
171	Warden School District		Confederated Tribes and Bands of the Yakama Nation	9	0.92
112	Washougal School District		Confederated Tribes and Bands of the Yakama Nation	41	1.35
101	Washtucna School District		Confederated Tribes and Bands of the Yakama Nation	0	0.00
171	Waterville School District		Colville Confederated Tribes	3	1.00
101	Wellpinit School District	Spokane Tribe		462	72.07
171	Wenatchee School District		Colville Confederated Tribes	89	1.15
101	West Valley School District (Spokane)		Spokane Tribe	85	2.22
105	West Valley School District (Yakima)		Confederated Tribes and Bands of the Yakama Nation	94	1.90

More than one Tribe near School District

Enrollment Data retrieved from OSPI: <http://www.k12.wa.us/DataAdmin/default.aspx>

**School District and Nearest Federally Recognized Indian Tribes
(American Indian Enrollment from 2008-2009)
Updated: 5-26-2009**

ESD	School District	Within Tribe Boundaries	Nearest Tribe	Enrollment (#s)	Enrollment (%)
113	White Pass School District		Confederated Tribes and Bands of the Yakama Nation	13	2.97
121	White River School District		Muckleshoot Tribe	79	1.82
112	White Salmon Valley School District		Confederated Tribes and Bands of the Yakama Nation	12	0.98
101	Wilbur School District		Colville Confederated Tribes	38	15.51
113	Willapa Valley School District		Cowlitz Tribe	13	4.01
171	Wilson Creek School District		Colville Confederated Tribes	0	0.00
113	Winlock School District		Chehalis Confederated Tribes	8	1.08
113	Winlock School District		Cowlitz Tribe	8	1.08
113	Wishkah Valley School District		Quinault Tribe	0	0.00
112	Wishram School District		Confederated Tribes and Bands of the Yakama Nation	11	15.71
112	Woodland School District		Cowlitz Tribe	22	0.98
105	Yakima School District		Confederated Tribes and Bands of the Yakama Nation	408	2.80
113	Yelm School District	Nisqually Tribe		177	3.18
105	Zillah School District		Confederated Tribes and Bands of the Yakama Nation	64	4.75

TRIBAL HISTORY AND CULTURE PROJECT

Protocol Considerations

An essential ingredient for successful relations with other cultures is understanding and observing the protocols of those cultures. It is equally important to understand that each culture or nation will have its own characteristics that require a unique approach to protocol.

As school district leaders seek to establish government-to-government relations with neighboring Tribal nations, it is important that they do their homework on the Tribe's governing structure and protocols. In many instances, the rules will vary from Tribe to Tribe.

Sovereignty

Building relations with Tribal governments starts by comprehending and acknowledging Tribal sovereignty.

Under the U.S. Constitution, treaties and federal law, federally recognized Tribes are sovereign. While there are limits to Tribal sovereignty, the fundamental concept is that Tribes are recognized as legal and political entities who have authority to govern themselves.

Tribes have their own unique form of government, which may or may not seem familiar or easy to identify by someone looking in from the outside. Some Tribes have long-standing, well-established governments, while other Tribes are less formal with recently developing governmental structures. There is no "one size fits all" protocol for working with the Tribes in Washington state. As with any culture, there can be differences of opinion and expectations within the same Tribe.

Protocol and cultural considerations

When working with Native Americans, everything hinges on relationships and trust. Given the history of Tribal relations in America, it can be difficult to make progress quickly. The process of building relationships requires patience, tolerance and respect for cultural differences.

Each Tribe and Tribal interaction should be approached with care and respect, keeping in mind that once someone is offended, it can be difficult to repair relationships. It can be valuable to make a preliminary contact to introduce yourself and ask about customs and expectations.

The following are some general observations and suggestions regarding protocol with Tribal nations. Again, these are general in nature and should be verified with the expectations of your neighboring Tribe or Tribes.

- **Salutations and titles.** In meetings and correspondence, it is important that Tribal leaders and representatives be treated with respect and addressed with proper titles. Take the time to learn and use their official titles, such as Chairman, President, Secretary, Treasurer, or Representative. Remember that Tribal council members are elected officials of another government.

- **Prayers/Blessings.** It is often customary for Tribes to offer a prayer or blessing at the beginning or conclusion of a meeting. While the practice will vary from Tribe to Tribe, the blessing will be offered by an elder or spiritual leader, sometimes in song, and usually in the Tribe's language. As with all such observances, it is important to show respect for the blessing through appropriate behavior.
- **Time.** The concept of time can be an important cultural difference—although this can vary widely among and within Tribes. In some circumstances, you may find that meetings or events start only when everyone has arrived and don't finish until everyone has had a chance to participate. Again, be sure you understand the protocol and customs of your Tribal neighbors.
- **Silence.** Some Indian cultures emphasize a demeanor that is quiet and reserved, which means Tribal representatives may speak very little at meetings. Do not interpret silence or detachment as a negative response; always assume that Indian participants are listening, even if they are not outwardly participating in the conversation.
- **Language.** Be respectful of Tribal languages and the fact that English may be a second language for some members, especially elders. Also, be aware that differences in language and speaking abilities can lead to communication problems, misunderstandings and differing expectations.
- **Anger/Frustration.** As you seek to establish relationships and collaborate with Tribal nations, do not be surprised by an occasional expression of anger or resentment from participants over the historical mistreatment of Native Americans. It is important to be sensitive to their concerns, to listen without being defensive, and to demonstrate a sincere interest in establishing a positive relationship.
- **Gifts.** Many Tribes have a longstanding custom of giving or exchanging gifts as a means of encouraging and confirming relationships, especially at ceremonial and cultural events. Protocols will vary from Tribe to Tribe, so check first to determine the appropriate occasions and customs for gift exchanges.

Understanding protocol and culture will go a long way toward establishing and strengthening government-to-government relationships with neighboring Tribal nations. It is worth the time and effort to learn about these customs as you work to collaborate on implementing Tribal curricula and closing the achievement gap for Native American students.

TRIBAL HISTORY AND CULTURE PROJECT

Sample Letter to Tribal Leaders

The following is a sample letter from a school board to a Tribal government regarding government-to-government relationships under SHB 1495. This text should be treated as a starting point for customizing a letter to Tribes in your region. Before sending a letter, be sure it represents the appropriate protocol.

The Honorable _____

Chair

_____ Tribal Council

Address

City, State ZIP

Dear Chairman/Chairwoman _____:

School districts throughout Washington state have been encouraged by the Legislature to establish curricula on Tribal history, government and culture in their schools in partnership with neighboring Tribal nations. This landmark law (SHB 1495) is in keeping with the historic Centennial and Millennium Accords in which the state of Washington and Tribal nations pledge to work cooperatively to in a number of areas, including education.

SHB 1495 encourages school boards to work collaboratively with neighboring Tribal councils “to identify and adopt curriculum that includes Tribal experiences and perspectives, so that Indian students are more engaged and learn more successfully, and so that all students learn about the history, culture, government, and experiences of their Indian peers and neighbors.”

The Board of Directors of the _____ School District is committed to the principles of SHB 1495 and its goal of ensuring that all students have a deeper understanding of Tribal history and culture. Our board is also committed to closing the academic achievement gap for all students.

The _____ School District Board of Directors is eager to begin a dialogue with the _____ Tribal Council about developing curricula and identifying strategies to close the achievement gap. We respectfully request a meeting to explore how we can work collaboratively to address this important issues.

Sincerely yours,

President, _____ School District Board of Directors

TRIBAL HISTORY AND CULTURE PROJECT

Sample resolution

WHEREAS, the Centennial and Millennium Accords between the state of Washington and Tribal Leaders affirms the importance of 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 contributions of Indian nations to the state of Washington; and

WHEREAS, Washington's Legislature has determined there is a need for accurate, complete and relevant curricula regarding the history, culture and government of Tribal nations in Washington; and

WHEREAS, the Legislature has declared that Indian students will be more engaged by such curricula, and that all students will be enriched by learning about the experiences, contributions and perspectives of their Tribal neighbors, fellow citizens and classmates; and

WHEREAS, the Legislature has further declared that enhanced curricula may assist in eliminating the academic achievement gap between Indian and other students; and

WHEREAS, SHB 1495 encourages school boards and Tribal councils to establish collaborative government-to-government relationships to create local and regional curricula about Tribal history and culture, and to identify strategies to close the achievement gap; and

WHEREAS, the Board of Directors of the _____ School District is committed to closing the academic achievement gap for all students; and

WHEREAS, the _____ School District Board of Directors is dedicated to ensuring all students have a deeper understanding of Tribal history, culture and government in the community, the region and the state; and

NOW, THEREFORE, BE IT RESOLVED that the _____ School District Board of Directors pledges to work collaboratively with the _____ Tribal Council to establish curriculum that includes tribal experiences and perspectives, so that all students learn about the history, culture, government, and experiences of their Indian peers and neighbors

Signed, this _____ *day of* _____, 201__.

President

Attest: _____

Directors

TRIBAL HISTORY AND CULTURE PROJECT

Sample Memorandum of Agreement (MOA)

A Memorandum of Agreement is a document that describes how two or more parties will work together to accomplish an agreed-upon goal or objective. The purpose of a MOA is to set forth a clear understanding of the parameters of the project and the responsibilities of each of the participating parties.

This sample can be used as a starting point for crafting a Memorandum of Agreement between a School District and a Tribe regarding the establishment of a government-to-government relationship and the development of Tribal history and culture curricula. Because the MOA is a legally binding document, districts are encouraged to have their legal counsel review the final document before it is signed.

Memorandum of Agreement (MOA)

between

The _____ School District Board of Directors

and

The _____ Nation Tribal Council

This historic MEMORANDUM OF AGREEMENT between the _____ School District, represented by its Board of Directors, and the Tribal Nation of _____, represented by the _____ Tribal Council and its member organizations, recognizes the importance of establishing a government-to-government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together for the improvement of student learning.

This agreement recognizes the importance of developing curricula that relates the history, culture and government of Pacific Northwest Indian Tribes, especially that of the _____ Tribal nation, for all students in the district. It also recognizes that improvements are needed in the education of Indian youth to strengthen their academic achievement and enhance life opportunities, and that the education of Indian children can be advanced by providing curricula that includes Tribal experiences and perspectives.

I. INTENT

THIS AGREEMENT is hereby made and entered into by the _____ School District Board of Directors, hereinafter referred to as the District, and the _____ Tribal Council, hereinafter referred to as the Tribe, who will

collaborate to establish curricula on Tribal history, culture and government in the District.

II. SCOPE OF AGREEMENT

THIS AGREEMENT is intended to establish Tribal curricula for use in schools under the oversight of the _____ School District Board of Directors.

III. DATE AND TERM

THIS AGREEMENT will become effective upon signing by all parties and will commence at the start of the 201__-201__ school year. The Agreement shall be reviewed annually by the parties to determine its continuation and/or need for modification.

PARTIES' MUTUAL RESPONSIBILITIES

- Work cooperatively to ensure appropriate, efficient communication in support of the objectives of this agreement.
- Ensure consistent attendance by District/Tribal representatives at all meetings and functions related to accomplishing the objectives of this agreement.
- Regularly share information about students' successes and barriers to success with the intent to improve programs and ensure high school completion by students served by these programs.
- Schedule annually a joint meeting of the District Board of Directors and Tribal Council to confer on the academic progress of Indian students and review the status of programs related to Tribal curricula.
- Work jointly to create a program of classroom and community cultural exchanges and celebrations.

SCHOOL DISTRICT'S RESPONSIBILITIES

- Convene an Instructional Review Committee (IRC) for the purpose of recommending curricula that incorporates Tribal history, culture and government for use in the District's schools.
- Ensure the IRC includes appropriate representation from the Tribe.
- Ensure the IRC considers curricula that incorporates information specifically related to the history, culture and government of the Tribe.
- Provide use of facilities and staff support necessary for the implementation of curricula on Tribal history, culture and government.

- Explore potential sources of funding or other resources for development and implementation of Tribal curricula.
- Use due diligence in reviewing the recommendations of the IRC and identifying the appropriate curricula.
- Identify the appropriate curricula and establish, in consultation with the Tribe, an implementation strategy.
- Provide staff training and instructional materials related to the identified curricula.
- Regularly monitor progress on implementation of the identified curricula.
- Provide information to parents, students and the community regarding the implementation of the Tribal curricula.

TRIBAL COUNCIL'S RESPONSIBILITIES

- Identify appropriate representatives of the Tribe to serve on the Instructional Review Committee convened by the District to recommend curricula on Tribal history, culture and government.
- Provide information regarding the Tribe's culture, history and government that may be useful in enhancing the District's Tribal curricula.
- Facilitate participation by Tribal elders in sharing perspectives and history that may be useful in enhancing the District's Tribal curricula.
- Assist in identifying and accessing potential sources of funding or other resources to support the development and implementation of Tribal curricula.
- Encourage community and family supports that will assist students in benefitting from the Tribal curricula.
- Assist in promoting Tribal member awareness of and support for the Tribal curricula project.
- Encourage Tribal member participation in cultural exchanges organized under this agreement.

Signed, this _____ day of _____, 201__ by:

FOR THE _____ SCHOOL DISTRICT BOARD OF DIRECTORS:

Chair/President

School Director

School Director

School Director

School Director

FOR THE _____ TRIBAL COUNCIL:

Chair/President

Council Member

Council Member

Council Member

Council Member

ATTEST:

Superintendent/Board Secretary

TRIBAL HISTORY AND CULTURE PROJECT

Sample Policy/Procedure

Use this sample as a starting point for crafting a district policy and procedure related to incorporating curricula on Tribal history, culture and government in your schools.

Sample Policy

Consistent with the Centennial Accord between the federally recognized Indian Tribes and the State of Washington and Washington laws concerning Tribal history and culture, the _____ School District believes it is important to educate all children about the history, culture, treaty rights and the contributions of Tribal Nations in the state.

Therefore, the district will identify, incorporate and adopt curriculum that includes Tribal experiences and perspectives, so that Indian students are more engaged and learn more successfully. The Tribal curriculum will also help all students learn about the history, culture, government, and experiences of their Indian peers and neighbors.

Further, as the district conducts reviews and revisions to its social studies and history curricula, it will collaborate with the federally recognized Tribes within the district to incorporate expanded and improved curricular materials about Indian Tribes. The district will also encourage district staff to create programs for classroom and community cultural exchanges.

To achieve these goals, the district will utilize its district improvement team to advise the district on Tribal history curriculum development and implementation and cultural exchanges. The Superintendent will develop procedures to implement this policy.

Sample Procedure

Tribal Input

The district will seek input from Tribal officials and the parents of Indian children regarding:

- The participation of Indian children in the district's education program;
- Increasing participation of American Indian Families in district programs and activities;
- Development of curriculum that includes Tribal experience and perspectives; and
- Best practices and successful strategies as it relates to educating all students about Indian history, culture and government.

Washington State History

The district's Washington state history and government curriculum for grades 7-12 will include supplemental information on the culture, history, and government of the American Indian people.

Continuous Improvement Team

The district's improvement team will include parents of Indian students and at least two Indian educators/community members. The team shall assess the efficacy of the district's efforts to obtain meaningful input from Tribal officials and parents of Indian children, and the responsiveness of the district in supplementing its curriculum following input. The team shall report its findings and recommendations to the board at a public hearing at least once each year.

Continuous Improvement Plan

The district will utilize its continuous improvement plan to regularly assess and make recommendations to improve Indian education and curriculum.

Information Sessions

The district will conduct planning and information sessions during the school year. All parents of Indian students and representatives of the Tribal council shall be invited to attend these meetings. At these sessions, the district may:

- Review the plan for incorporating Indian education curriculum;
- Discuss the achievement of Indian students and the strategies used to improve achievement;
- Explain how the district's social studies and history curricula incorporates Indian Tribes; and
- Discuss programs and community cultural exchanges that promote the culture of Indian students.

TRIBAL HISTORY AND CULTURE PROJECT

Resources

The following organizations and individuals may be of assistance as you work to develop government-to-government relations and Tribal history curricula.

Washington State School Directors' Association

Dr. Jonelle Adams, Executive Director
221 College St. NE
Olympia, WA 98516
Phone: 360.493.9231
Web: www.wssda.org

Officially designated organization for assisting school boards in developing government-to-government relations with Tribes for the purpose of establishing Tribal curricula. Coordinates regional meetings between neighboring school boards/Tribal councils, provides assistance in policy development. Provides materials for school boards on closing the achievement gap and using data to guide policy decisions on student learning.

Office of Indian Education, OSPI

Denny Hurtado, Program Supervisor
Office of Superintendent of Public Instruction
Old Capitol Building • PO Box 47200
Olympia, WA 98504-7200
Phone: 360.725.6160
Web: www.k12.wa.us (general info) www.indian-ed.org (Tribal Sovereignty Curriculum)

OSPI's Indian Education Office provides technical assistance and information to school districts, students and parents. The goal of the office is to assure that Native American students meet state academic standards. The Office recently coordinated the development of the *Since Time Immemorial: Tribal Sovereignty in Washington State* curriculum for use by Washington school districts. The curriculum and related resources are available at www.indian-ed.org.

Governor's Office of Indian Affairs

Craig Bill, Director
210 - 11th Avenue SW, Suite 415 • PO Box 40909
Olympia, WA 98504-0909
Phone: 360.902.8827
Web: www.goia.wa.gov

Provides a directory of Tribal nations and councils, background information on State/Tribal relations and agreements, government-to-government training, and other resources.

Washington State Achievement Gap Oversight and Accountability Committee

Facilitator: Erin Jones
Assistant Superintendent/Student Achievement
Office of Superintendent of Public Instruction
Old Capitol Building • PO Box 47200
Olympia, WA 98504-7200
Phone: 360.725.6503
Web: www.k12.wa.us/AchievementGap/

The committee was created during the 2009 Legislature to continue to address the achievement gap in Washington state. The committee's charge is to synthesize the findings and recommendations from five 2008 Achievement Gap Studies into an implementation plan. Among the studies is *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*.

Clearinghouse on Native Teaching and Learning, WSU

Dr. Susan Banks-Joseph
Clearinghouse Co-Director
PO Box 642132
Washington State University
Pullman WA 99164-2132
509.335.7064
Web: www.education.wsu.edu/nativeclearinghouse/

The Clearinghouse on Native Teaching and Learning's mission is to identify effective curriculum resources, create high-quality professional development materials and disseminate useful information and products to improve preK-12 teaching and learning for American Indians and Alaska Natives.