WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING.•ROOM 253.*•P.O. Box 47206.•600 S.E. WASHINGTON.•OLYMPIA, WA 98504-7206*

MEMORANDUM OF AGREEMENT WITH TRIBAL LEADER CONGRESS ON EDUCATION

SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS

The Board was asked formally through a Memorandum of Agreement[1] with the Tribal Leader Congress on Education (TLC) to reach a decision on including Tribal history, culture, and government as a graduation requirement by December 1, 2007. In November 2007, the Board extended the deadline to December 2008 in order to allow sufficient time for the Board to develop a comprehensive graduation requirements policy framework.

BACKGROUND

The inclusion of Native American tribal culture, history, and government in the education of K-12 students has been the focus of several initiatives undertaken by the legislature, the Office of Superintendent of Public Instruction (OSPI), and the State Board of Education (SBE) in the last five years.

Legislative and SBE action: In 2005, the legislature introduced SHB 1495[2] on tribal culture, history, and government that amended a statute[3] pertaining to the SBE's authority. The new language (*in italics*) read:

(a) Any course in Washington state history and government used to fulfill high school graduation requirements ***shall consider including*** information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

That language is now incorporated in the SBE's high school graduation requirement rules.[4]

OSPI social studies standards: Washington has four learning goals that serve as the foundation for the Essential Academic Learning Requirements (EALRs)—what all students should know and be able to do. The EALRs (also known as standards) focus on big concepts and ideas. Grade Level Expectations (GLEs) provide details on what students should know and be able to do at each grade level. Together, the EALRs and GLEs define what students should learn in designated grades.

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[1] See Appendix A
[2] The language formerly read: Any course in Washington state history and government used to fulfill high school graduation requirements is encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.
[3] RCW 28A.230.090
[4] WAC 180-51-061

Goal Two of the Washington State Learning Goals identifies the subjects students will study:

> Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; **civics and history, including different cultures and participation in representative government**; geography; arts; and health and fitness.

Civics and history are part of the social studies standards (EALRs), revised in 2008 by OSPI. The new social studies standards focus on big concepts and ideas that apply universally; that said Tribes are referenced explicitly, in large part due to their unique status as sovereign entities. See Appendix B for specific social studies EALRs and GLEs that reference Native American tribal issues.

OSPI sovereignty curriculum: OSPI has invested in the development of a sovereignty curriculum that would help students understand sovereignty—the right to rule and govern your own people and territory—from the perspective of native peoples. A 15-member sovereignty curriculum advisory committee has guided the initiative from the beginning (see Appendix C for a list of sovereignty committee members). The curriculum is aligned with state social studies standards and grade level expectations (GLEs) and is designed to be infused into existing content and delivered at all three levels of school: social studies (elementary), Washington State History (middle), and US History (high). Units of the curriculum will be pilot-tested by teachers in ten schools in fall 2008.[5] Once completed, the curriculum will be made available to districts and teachers who will be encouraged to use it; it will not be a mandatory requirement.

SBE Memorandum of Agreement: A Memorandum of Agreement (MOA) with the Tribal Leader Congress on Education (TLC) and SBE, OSPI, and the Washington State School Directors Association (WSSDA), was signed in 2006. The SBE agreed to:

- initiate the process to formally consider the inclusion of Tribal history, culture, and government as a graduation requirement by December 1, 2006;
- begin meetings and active consultation with the TLC on Education and the WSSDA on the inclusion of Tribal history, culture, and government as a graduation requirement; and
- reach a decision to include Tribal history, culture, and government as a graduation requirement by December 1, 2007.

Board members met with Tribal representatives in 2006 to initiate discussion. When the Board decided to review and revise high school graduation requirements, a decision on whether to include Tribal history, culture, and government was folded into that comprehensive review. In November, 2007, the Board extended the deadline for reaching a decision on including Tribal history, culture, and government as a graduation requirement to December 2008. The Meaningful High School Diploma (MHSD) work was in process, and additional time was needed to develop the graduation requirements policy framework.

The Board has actively consulted with members of the TLC on several occasions. Dr. Bernal Baca attended the August 2007 TLC meeting. The Honorable Karen Condon, Councilwoman of the Confederated Tribes of the Colville Reservation, spoke to the Board at its November 2007 meeting. At that time, Councilwoman Condon signaled that the TLC would soon formally submit a resolution to the SBE calling for .5 credit of local Tribal History to be required for graduation.

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[5] The ten schools piloting sovereignty curriculum units in fall 2008 are: Hood Canal Elementary—Skokomish Tribe, Lincoln Elementary/Olympia S.D, Fife High School – Puyallup Tribe, Heritage High School/Marysville S.D. – Tulalip Tribes, Kingston Middle School/North Kitsap S.D. – Pt. Gamble S'Klallam Tribe, Neah Bay High School/Cape Flattery S.D. – Makah Tribe, Enumclaw H.S. & Thunder Mt. M.S./Enumclaw S.D. – Muckleshoot Tribe, Ridgeline Middle School/Yelm S.D. – Nisqually Tribe, Port Angeles High School – Lower Elwha Klallam Tribe, Suquamish High School ("XeZusede")/Suquamish Tribe

(The resolution was submitted to the SBE in December 2007).[6] In addition, staff met with Tribal representatives in October 2007.[7]

Chair Mary Jean Ryan and Tribal Board Lead Bernal Baca initiated a meeting with TLC representatives in spring 2008, followed by a second meeting in June, attended by Chair Ryan and MHSD Board Lead Eric Liu. (Tribal Board Lead Bernal Baca was unable to be present for the meeting). Attending the June 2008 meeting were Leonard Forsman, Suquamish Tribal Chair and member of the TLC; Michael Felts, Suquamish Tribal Foundation CEO; and Suzi Wright, Policy Analyst for the Tulalip Tribes. SBE staff member Kathe Taylor was also present.

At its September 24-25, 2008 meeting, the Board heard a report on the social studies standards pertaining to tribal history, culture, and government and on the development of the sovereignty curriculum. After discussing possible responses to the Memorandum of Agreement, the Board asked Tribal Lead Bernal Baca and members Linda Lamb and Steve Dal Porto to bring a draft response to the November 2008 meeting. The Tribal MOA committee is putting forward two draft versions of a resolution for the Board to consider.

EXPECTED ACTION

The Board will adopt a resolution.

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[6] See Appendix C

[7] Attending were Suzi Wright (Policy Analyst for the Tulalip Tribes); Keri Acker-Peltier (Director of Education, Suquamish Tribe, and MHSD Advisory Committee member; Rob Purser (Suquamish Educational Liaison); and Darlene Peters (Educational Specialist, Suquamish).

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Tribal History and Government DRAFT Resolution – GREEN Version
November 5, 2008

A Response to the Memorandum of Agreement with the Tribal Leader Congress on Education

WHEREAS, the State Board of Education (SBE) entered into a Memorandum of Agreement with the Tribal Leaders Congress on Education to reach a decision on including Tribal history, culture, and government as a graduation requirement; and,

WHEREAS, the State Board of Education has reviewed the state law that encourages the inclusion of information on the culture, history, and government of the American Indian peoples; and,

WHEREAS, the State Board of Education has reviewed the state's social studies education standards (essential academic learning requirements and grade level expectations) that specify that students should understand tribal treaties, treaty-making, government, territories, sovereignty, and growth prior to, and after, encounter; and,

WHEREAS, the State Board of Education rule (180-51-061) requires minimum graduation social studies credit requirements to align with grade level expectations at grade ten or above and stipulates that any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state; and,

WHEREAS, the State Board of Education has reviewed the sovereignty curriculum being developed by the Office of State Superintendent of Public Instruction (OSPI) that teachers can incorporate voluntarily into the social studies curriculum; and,

WHEREAS, the State Board of Education recognizes that school districts, with the assistance of the Washington State School Directors' Association, are engaged in the development of effective government to government relations to identify and adopt curriculum regarding Tribal history, culture and government; and

WHEREAS, the State Board of Education has consulted extensively with representatives of the Tribal Leader Congress on Education to determine ways the SBE can most effectively support the teaching and learning of tribal history and government;

THEREFORE, BE IT RESOLVED, That the State Board of Education supports the Tribes in their advocacy that the legislature provide funding to support curriculum and instruction of the sovereignty curriculum developed by OSPI that would include funding for materials, teacher professional development around the curriculum, and evaluation; and,

BE IT FURTHER RESOLVED That the State Board of Education encourages OSPI to build upon the current social studies essential academic learning requirements and grade level expectations to include tribal sovereignty, and take positive steps to ensure that schools are assessing students' opportunities to learn tribal sovereignty; and,

BE IT FURTHER RESOLVED That the State Board of Education commits to work with the Professional Educator Standards Board and the Higher Education Coordinating Board to encourage teacher education preparation programs to introduce pre-service teachers to the sovereignty curriculum.

Adopted: (date)

Attest:

_____
Mary Jean Ryan, Chair

WASHINGTON STATE BOARD OF EDUCATION

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Tribal History and Government DRAFT Resolution – PURPLE VERSION
November 5, 2008

A Response to the Memorandum of Agreement with the Tribal Leader Congress on Education

WHEREAS, the State Board of Education (SBE) entered into a Memorandum of Agreement with the Tribal Leaders Congress on Education (TLC) for the purpose of enhancing the government-to-government relationship between the participating tribes and the State Board of Education on issues related to education; and,

WHEREAS, the State Board of Education has consulted with representatives of the Tribal Leaders Congress on Education to determine ways the State Board of Education can most effectively support the teaching and learning of tribal history and government; and,

WHEREAS, the State Board of Education has reviewed the state law that encourages the inclusion of information on the culture, history and government of the American Indian peoples; and,

WHEREAS, the State Board of Education has reviewed the state's social studies education standards (essential academic learning requirements and grade level expectations) that specify that students should understand tribal treaties, treaty-making, government, territories, sovereignty, and growth prior to, and after, encounter; and,

WHEREAS, the State Board of Education has reviewed the sovereignty curriculum being developed by the Office of State Superintendent of Public Instruction (OSPI) and members of the Tribal Leaders Congress on Education; and,

THEREFORE, BE IT RESOLVED, That the State Board of Education will join with the Tribal Leaders Congress on Education in advocating that the legislature provide funding to support the broad implementation of the sovereignty curriculum that would include, for districts interested in implementing the curriculum, funding for materials, professional development on the curriculum, and evaluation; and,

BE IT FURTHER RESOLVED That the State Board of Education encourages the Office of Superintendent of Public Instruction to build upon the current social studies essential academic learning requirements and grade level expectations to include tribal sovereignty, and take positive steps to ensure that schools are assessing students' opportunities to learn tribal sovereignty; and,

BE IT FURTHER RESOLVED That the State Board of Education commits to work with the Professional Educator Standards Board and the Higher Education Coordinating Board to encourage teacher education preparation programs to introduce pre-service teachers to the sovereignty curriculum.

Adopted: (date)

Attest: _____

Mary Jean Ryan, Chair

THE NORTHWEST TRIBES

Washington State School Directors' Association

Memorandum of Agreement Between The Tribal Leader Congress on Education, Washington State School Directors Association, the State Board of Education, and the Office of the Superintendent of Public Instruction

It is the intent of the legislature to promote the full success of the centennial accord, which was signed by state and tribal government leaders in 1989. As those leaders declared in the subsequent millennial accord in 1999, this will require "educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and contribution of Indian nations to the state of Washington." HB 1495 Sec. 1.

The Parties are entering into this Memorandum of Agreement for the purpose of enhancing the government-to-government relationship between the participating tribes and the state agency parties on issues related to education in the areas of tribal history and culture, and to help further the legislature's stated intent in enacting HB1495.

The Tribal Leader Congress on Education, by authority vested through their respective Tribal Governments as sovereign nations, the Washington State School Directors' Association, the Washington State Board of Education and the Washington State Office of the Superintendent of Public Instruction agree in the spirit of mutual interest and good faith effort to the following duties and responsibilities.

<u>The Washington State School Directors' Association agrees to:</u>

- Submit by Dec. 1, 2008, in collaboration with the Tribal Leader Congress on Education, a biennial report which will include the progress made in the development of effective government to government relations, the narrowing of the achievement gap, and the identification and adoption of curriculum regarding Tribal history, culture and government to the education committees of the legislature.
- Provide time at regional WSSDA/tribal meetings and WSSDA's annual conference to discuss the intent and substantive provisions of HB 1495.

- Provide time at regional WSSDA/tribal meetings and WSSDA's annual conference meetings for state-tribal government-to-government training.
- Develop guidelines and resources for local school boards to assist in implementing HB 1495; such as guidelines for creating and successfully implementing government-to-government relationships, agreements promoting board liaison positions to enhance school board-Tribal relationships, and other resources aimed at fostering cooperative relationships with Tribes on education.
- Encourage school board members to meet with Tribal leaders to identify the extent and nature of the achievement gap and strategies necessary to close it.
- Increase school board's awareness and understanding of the importance of accurate high quality curricular materials about the history, culture and government of local Tribes
- Actively encourage school boards to identify and adopt curriculum that includes Tribal experiences and perspectives.

The Tribal Leader Congress on Education agrees to:

- Encourage individual TLC tribes to agree to host at least one local school board meeting yearly.
- Encourage and support Tribes in providing authentic training opportunities to local school district staff on tribal history and culture.
- Beginning in 2008, collaborate with the Washington State School Director's Association in preparing and submitting a biennial report which will include the progress made in the development of effective government to government relations, the narrowing of the achievement gap, and the identification and adoption of Tribally approved curriculum regarding Tribal history, culture and government.
- Provide information to the Office of Superintendent of Public Instruction identifying which school districts are on or near the reservations or ceded areas of each tribe.

The Washington State Board of Education agrees to: (This section will be negotiated upon completion of the reorganization of the Washington State Board of Education.)

- Initiate the process to formally consider the inclusion of Tribal history, culture and government as a graduation requirement by Dec. 1, 2006.
- On or before December 1, 2006, begin meetings and active consultation with the Tribal Leader Congress on Education and the Washington State School Directors Association on the inclusion of Tribal history, culture and government as a graduation requirement.
- Reach a decision on including Tribal history, culture and government as a graduation requirement by Dec. 1, 2007.

The Washington State Office of the Superintendent Public Instruction agrees to:

- Collaborate with school districts and Tribes on curricular areas and projects that are statewide in nature and contribute to the overall accomplishment of the intent of HB 1495.
- Help local districts identify federally recognized Indian Tribes whose reservations are in whole or in part within the boundaries of the district and/or those that are nearest to the school district.
- Report annually to the Tribes, TLC, the WSSDA, and the State Board of Education on how OSPI is assisting school districts to close the Native American student achievement gap.
- Provide accurate data on Native American student achievement and completion rate statistics to the Tribes, TLC, the WSSDA, the State Board of Education, including information on the reasons Native students are dropping out and ways to overcome barriers.
- Seek funding and other resources in participation with TLC, WSSDA, and others to develop curriculum resources and develop a Clearing House of existing authentic resources.

DEFINITIONS

Sovereign Nation – American Indian Tribes are recognized in federal law as possessing sovereignty over their members and their territory. Sovereignty means that tribes have the power to make and enforce laws, and to establish courts and other forums for resolution of disputes. The sovereignty that American Indian Tribes possess is inherent which means that it comes from within the tribe itself and existed before the establishment of the United States government. Tribal sovereignty is further defined by the unique relationship of the tribes to the United States. In addition to inherent sovereignty, tribal governments may also exercise authority delegated to them by Congress.

Collaboration – Any cooperative effort between and among governmental entities (as well as with private partners) through which partners work together to achieve common goals. Collaboration can range from very informal, ad hoc activities, to more planned organized and formalized ways of working together. Such collaboration should occur when any proposed policies, programs or actions are identified as having a direct effect on an Indian Tribe.

Government-to-Government – Federally Recognized Indian Tribes have a special *government-to- government* relationship with the U.S. government. *Government to government* is also used to describe the relationship and protocols between tribes and other governments such as states. Key Concepts:

- States/Tribes work directly with each other in a government-to-government fashion, rather than as subdivisions of other governments.

- Take appropriate steps to remove legal and procedural impediments to working directly and effectively with each other's governments and programs.
- Encourage cooperation between tribes, the state and local governments to resolve problems of mutual concern.
- Incorporate these Principles into planning and management activities, including budget, program development and implementation, legislative initiatives, and ongoing policy and regulation development processes.
- Coordinate and provide mutual assistance as the governments assume new regulatory and program management responsibilities.

Achievement Gap – The achievement gap is a race and poverty gap in education achievement.

Federally Recognized Indian Tribe – "Federally Recognized" means these tribes and groups have a special, legal relationship with the U.S. government. There are more than 550 federally recognized tribes in the United States, including 223 village groups in Alaska.

Guidelines – Documents published by various compliance agencies (tribal or non-tribal) for the purpose of clarifying provisions of a law or regulation and indicating how an agency will interpret its law or regulation.

Oral Histories – The practice or tradition of passing cultural or familial information to further generations by storytelling, word of mouth or songs. Oral histories shall be respected as Tribal intellectual and cultural property.

Tribal Intellectual and Cultural Property Rights - Cultural property includes not only land and other tangible property, but ideas, traditions, and other "intangibles". Tribes do not generally make this distinction, as all things, including knowledge, are gifts of the Creator and have real existence, power and life. Respect for tribal intellectual and cultural property rights is fundamental for the cultural survival and cultural sustainability of Tribes. Unlike individually-based intellectual property rights, cultural property belongs to the cultural group, rather than to an individual. As an individual has the right to control use or sale of his/her property, the cultural group has the right to control the use or sale of its property. Although individual tribal members may have exclusive rights to tell certain stories, sing certain songs or dance certain dances, and under customary law they may have the right to transfer these rights to others, the cultural property still remains under the customary laws of the Tribe as a collective right. This cultural property belongs to an Indian Tribe as a whole and not an individual, which has the ultimate authority to regulate conditions of access, transfer and use. Tribal intellectual and cultural property is entitled to protection in perpetuity and its protected status is not lost when it enters the public domain.

The State agency parties further agree to respect Tribal intellectual and cultural property rights and customary law in Tribally-created materials, Tribal stories and oral histories that are used in school curriculum. Access and use of Tribal intellectual and cultural property can only be made through the prior informed consent of Tribal authorities based on mutually agreeable terms.

The parties to this Memorandum of Agreement further agree to meet in good faith to resolve any issues of disagreement in implementing this Agreement and HB1495. Such dispute resolution meeting shall occur within 30 days of notice being provided requesting a dispute resolution meeting and identifying the parts of the agreement and issues that are in dispute.

This Memorandum of Agreement will become effective upon the signatures of the parties. The parties shall meet and review progress under this agreement on an annual basis. The Memorandum of Agreement may be amended by written agreement of the parties at any time. Any party may withdraw from this Memorandum of Agreement by giving the other parties 30 days written notice of its intent to withdraw.

Nothing in this agreement is intended to preclude or affect in any way the authority of individual Tribal governments, whether they are participating in the TLC or not, to work independently with State agencies and school districts on implementation of HB 1495.

IN WITNESS WHEREOF this signed Agreement becomes effective on the dates attested to below.

Signatures and Dates
State Agency Parties

Matthew Griffey — May 25, 2006

Washington State School Director's Association — Date

Terry Bergeson — 5/25/06

Washington State Office of Superintendent of Public Instruction — Date

Washington State Board of Education — Date

Signatures and Dates
Tribal Leader Congress on Education by participating Tribes

Tribal Chairman/Delegate	Tribe	Date
[illegible]	[illegible]	5/25/06
Marie M Zackuse	Tulalip Tribe	5/25/06
[illegible]	Suquamish Tribe	5/25/06
Candace R Kelly	Nooksack Indian Tribe	5-25-06
Anna Bluff-Pope	Kalispel Tribe	5-25-2006
Ann Cooper	Squaxin Island Tribe	5-25-2006
Vivian M. Lee	Hoh Tribe	6-13-06
John Barnett	Cowlitz Indian Tribe	6-13-06
W. Ron Allen	Jamestown S'Klallam	6-13-06

Tribal Chairman/Delegate	Tribe	Date
Gloria Green	Sauk-Suiattle	6/13/06
[illegible]	Snoqualmie	6/13/06
[illegible]	Spokane	6/13/06
[illegible]	Squaxin Island	6-13-06
[illegible]	Stillaguamish	6-13-06
Mary M. Scott	Upper Skagit Indian Tribe	6-13-06
Ralph R. Sampson Jr.	Yakama Nation	6-13-06
[illegible] Chairman	Tulalip Tribes	6-13-06
Glen Gobin BoD	Tulalip Tribes	6-13-06
Marie Jackson BoD	Tulalip Tribes	6-13-06

Appendix B

Social Studies Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) Pertaining to Native Americans

Social Studies EALR 4: HISTORY: "The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, **tribal**, United States, and world history in order to evaluate how history shapes the present and future."

Social Studies Grade Level Expectations

The history of Native Americans is introduced in the third grade, as per this description[8] of the third grade learner:

"In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, **including the study of American Indians**. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective."

The fourth grade is when study begins to deepen in civics and history:

4th Grade CIVICS GLE 1.2.1 - Understands that governments are organized into local, state, **tribal**, and national levels.

4th Grade CIVICS GLE 1.2.2 - Understands how and why state and **tribal** governments make, interpret, and carry out policies, rules, and laws.

4th Grade HISTORY GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:

- **Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854).**
- Maritime and overland exploration, **encounter,** and trade (1774-1849).
- Immigration and settlement (1811-1889).
- **Territory and treaty-making (1854-1889).**

Study is revisited in seventh grade civics and history:

7th Grade CIVICS GLE 1.1.1 - Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and **tribal treaties**, define the goals of our state.

7th Grade CIVICS GLE 1.2.1 - Understands and analyzes the structure, organization, and powers of government at the local, state, and **tribal levels** including the concept of tribal sovereignty.

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[8] *Social Studies Essential Academic Learning Requirements: A Recommended Grade-by-Grade Level Sequence for Grade Level Expectations—Grades K-12*. Office of Superintendent of Public Instruction. June 2008.

7th Grade HISTORY GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from 1854 to the present:

- **Territory and treaty-making (1854-1889).**
- Railroads, reform, immigration, and labor (1889-1930).
- The Great Depression and World War II (1930-1945).
- New technologies and industries (1945-1980).
- Contemporary Washington State (1980-present).

Study is revisited in <u>twelfth grade</u> civics:

12th Grade CIVICS GLE 1.2.3 - Analyzes and evaluates the structures of state, **tribal,** and federal forms of governments by comparing them to those of other governments.

Appendix C

Sovereignty Curriculum Advisory Committee Members (2/08)

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Appendix D

REPRESENTING

WASHINGTON STATE TRIBES

Tribal Leaders Congress on Education

Tribal Leader Congress on Education Resolution# 07-01

Title: A Call for Washington State Board of Education to make Washington Tribal History a Graduation Requirement

We, the members of the Tribal Leader Congress on Education of Washington State, invoking the divine blessing of the Creator upon our efforts and purposes, in order to preserve for ourselves and our descendants the inherent sovereign rights of our Indian nations, rights secured under Indian treaties and agreements with the United States, and all other rights and benefits to which we are entitled under the laws and Constitution of the United States, to enlighten the public toward a better understanding of the Indian people, to preserve Indian cultural values, and otherwise promote the health, safety and welfare of the Indian people, do hereby establish and submit the following resolution:

WHEREAS, the Tribal Leader Congress on Education (TLC) is a partnership of Tribal Nations that proactively initiates and implements policy change in Indian Education, ensures trust responsibility in education is upheld, advocates for sovereignty in education, and advocates at the State and Federal levels for the education needs of Washington Tribes; and

WHEREAS, in creating the Tribal Leader Congress on Education, Washington State Tribal Nations have come together to transform the education system to support each Indian child and student in knowing where they come from, having the opportunity to dream of who they are as members of the Tribe and in becoming a good relative; and

WHEREAS, the mission of the Tribal Leader Congress on Education is to create Tribal co-governance in education that will honor sovereignty and drive policy so that each Indian child and student learns in a way that is congruent with their cultural learning style, feels a sense of self-empowerment, and affirms and recognizes their cultural identity in a system that encourages their own personal concept of success and perpetuates their cultural world-view; and

WHEREAS, twenty seven Tribal Nations, the Washington State School Directors Association, the Washington State Office of the Superintendent of Public Instruction and the Washington State Board of Education (SBE) have all signed and agreed to the provisions of the Memorandum of Agreement on the Implementation of HB 1495, signed May 25, June 13 and December 13, 2006, including the State Board of Education agrees to "reach a decision on including Tribal history, culture and government as a graduation requirement by December 1, 2007;" and

Chair- Mary Jean Ryan • Vice Chair- Warren T. Smith Sr. • Dr. Terry Bergeson, Superintendent of Public Instruction
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Steve Floyd • Dr. Sheila Fox • Phyllis Bunker Frank • Austianna Quick
Linda W. Lamb • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Jeff Vincent • Lorilyn Roller
Edie Harding, Executive Director
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WHEREAS, the history of the sovereign Nations of Washington State extends thousands of years prior to the establishment of Washington as a state; and

WHEREAS, the State Board of Education has invited the Tribal Leader Congress on Education to make recommendations on Tribal History as a graduation requirement to the board during their November 1 and 2 meeting at Highline Community College; and

WHEREAS, the Tribal Leader Congress on Education recommended .5 credits of local Tribal history be required for graduation and that the curriculum be co-developed with the state at their September 20, 2007 (Quinault) and October 8, 2007 (Tulalip) meetings.

NOW THEREFORE BE IT RESOLVED, that the Tribal Leader Congress on Education calls for .5 credits of local Tribal History be required in Washington State Schools; and

BE IT FURTHER RESOLVED, that the Tribal Leader Congress on Education agrees to participate with the State of Washington to create the local Tribal History curricula by 2012; and

BE IT FINALLY RESOLVED, that the Tribal Leader Congress calls on the Washington State Board of Education, the Washington State Office of Indian Education, the Washington State Superintendent of Public Instruction, the Washington State Legislature and Governor of Washington State to support the recommendations of the Tribal Leader Congress and make Tribal History a graduation requirement in Washington State public schools.

CERTIFICATION

The foregoing resolution was adopted at the 2007 December meeting of the Tribal Leader Congress on Education, held at the Quil Ceda Village Conference Center December 7, 2007

ATTEST:

December 7, 2007

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Honorable Evelyn Jefferson, Chair Lummi Nation, Co-Chair Tribal Leader Congress on Education

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Honorable Leonard Forsman, Chair Suquamish Tribe, Co-Chair Tribal Leader Congress on Education

Chair- Mary Jean Ryan • Vice Chair- Warren T. Smith Sr. • Dr. Terry Bergeson, Superintendent of Public Instruction
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Steve Floyd • Dr. Sheila Fox • Phyllis Bunker Frank • Austianna Quick
Linda W. Lamb • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Jeff Vincent • Lorilyn Roller
Edie Harding, Executive Director
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