

**WHITE RIVER SCHOOL DISTRICT #416
BOARD POLICY**

No. 2112

2000 - INSTRUCTION

Learning Programs and Supports

2112 – Tribal History, Sovereignty and Culture

Our nation, state, and local communities are highly impacted both politically and economically by mandates and issues that exist due to government and tribal treaties. Sovereignty, the understanding that a federally recognized tribe is a sovereign nation unto itself and is participating in government-to-government relations with U.S government bodies, is a concept difficult to understand and to teach if background knowledge is mostly based on Euro-centric materials.

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 White River 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, adopt and incorporate curriculum that includes tribal experiences and perspectives, so that Native American students are more engaged and learn more successfully in our schools. The Board directs the Superintendent to identify specific grade levels and content areas/courses where lessons will include grade level appropriate information on Native Americans and/or the Muckleshoot and Puyallup Nations specifically, and where tribal sovereignty will be addressed.

The tribal curriculum will also help all students learn about the history, culture, government, and experiences of their Native peers and neighbors. As Washington's future employers, employees and voters, our students need to have an understanding of our local community's history so they are better prepared to address evolving community issues that involve treaties between the United States Government and local tribes. Further, as the district conducts reviews and revisions to its social studies and history curricula, it will collaborate with the closest federally recognized tribes to incorporate expanded and improved curricular materials about Indian tribes. As part of this ongoing process, the District will make every effort to engage in government-to-government relationships with our sovereign tribal neighbors. The district will also encourage district staff to create programs for classroom and community cultural exchanges in partnership with neighboring tribal nations.

Legal References: RCW 28A.345.070
 RCW 28A.320.170
 RCW 28A.230.090

Tribal relationships – Achievement gap – Curriculum -
Reports to the legislature
Curricula – Tribal history and culture
High school graduation requirements or equivalencies -
Reevaluation of graduation requirements – Review
and authorization of proposed changes – Credit for
courses taken before attending high school –
Postsecondary credit equivalencies

Original Adoption: April 9, 2014