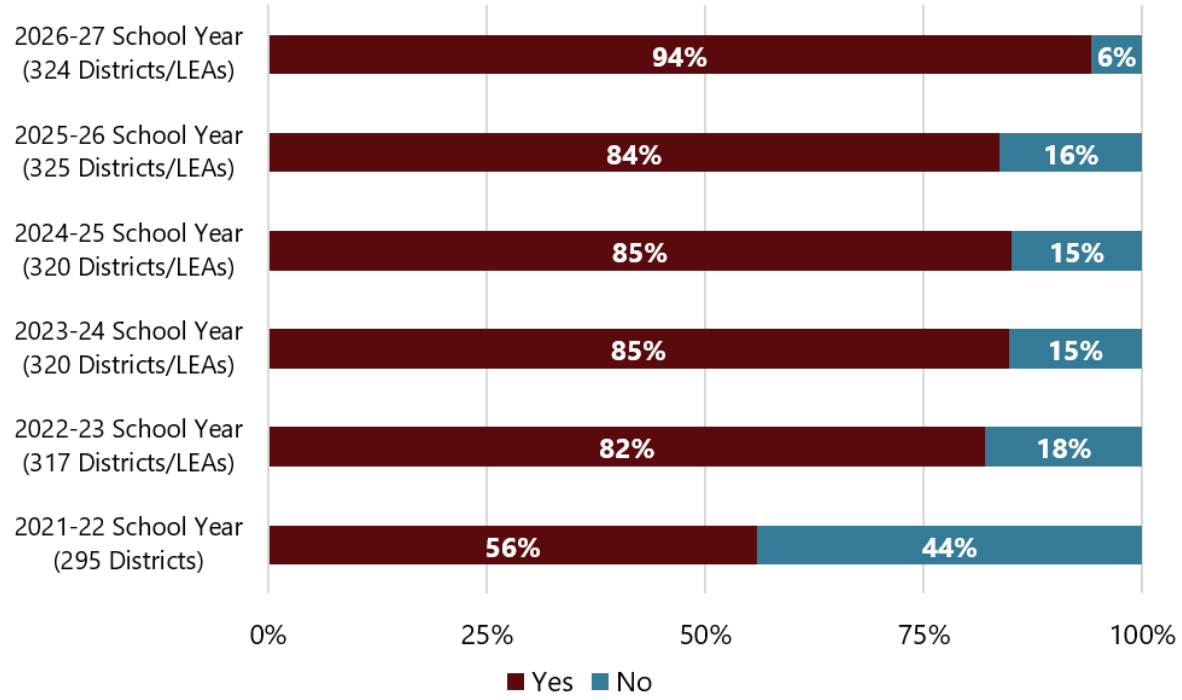
The Washington State
BOARD OF EDUCATION

TRIBAL SOVEREIGNTY CURRICULUM IMPLEMENTATION

Centennial Accord 2026 Update

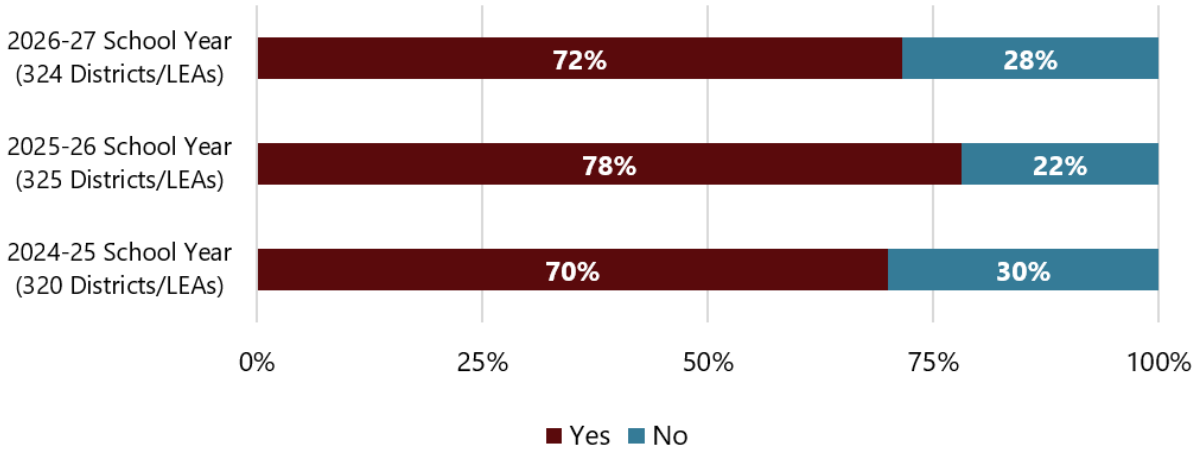
Implementation Data

Figure 1: Has the School District/Local Educational Agency Adopted the John McCoy (lulilaš) Since Time Immemorial (JMLSTI) Curriculum?



Source: 2021-22 through 2026-27 Basic Education Compliance Survey

Figure 2: Has the School District/Local Educational Agency Collaborated with any Federally Recognized Indian Tribe within their District, and with Neighboring Indian Tribes?



Source: 2024-25 through 2026-27 Basic Education Compliance Survey

2026 Updates

The data on the preceding page are from the State Board of Education's (SBE's) annual Basic Education Compliance Survey. This survey is used to determine compliance with the minimum instructional program of basic education under RCW 28A.150.220. The survey also includes questions about legislative curriculum requirements not related to basic education, including the JMLSTI curriculum and tribal collaboration requirements outlined in RCW 28A.320.170.

From the 2021-22 school year through the 2025-26 school year, SBE asked basic yes/no questions about JMLSTI and tribal collaboration implementation. For the 2026-27 school year survey, SBE, with feedback from the Office of Native Education at the Office of the Superintendent of Public Instruction (OSPI), added in-depth questions to better understand how districts and Local Educational Agencies (LEAs) are implementing the law and what implementation challenges they face. SBE intends to include the results from these questions in the 2026-27 Basic Education Compliance Report, which will likely be published in early 2027.

The new questions tell SBE the following:

- When the district last reviewed or adopted new social studies curriculum.
- How districts have incorporated JMLSTI curriculum. Choices include:
    - Exactly as published by OSPI
    - Using at least one part of OSPI's curriculum without modification
    - Using at least one part of OSPI's with modification (and then asked to describe the modification)
- Which grade level units have been implemented: elementary school, middle school, and/or high school.
- Which subject areas the curriculum was incorporated into, including English Language Arts, social studies, science, and others.
- Which tribe the district collaborated with, and which department or role the district worked with (such as the Tribal Education Office or Tribal Government Office)
- Results of tribal collaboration, such as curriculum development, classroom presentations, etc.
- For districts not meeting the law, how and when they plan to meet the law, including when they plan to next update their social studies curriculum and what implementation challenges they are experiencing.