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HOUSE BILL 1807

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State of Washington

67th Legislature

2022 Regular Session

By Representative Walsh

Prefiled 01/06/22.

1 AN ACT Relating to the protection of quality civic education and  
2 academic discourse; adding new sections to chapter 28A.230 RCW;  
3 adding a new section to chapter 28A.415 RCW; and creating a new  
4 section.

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

6 NEW SECTION. **Sec. 1.** (1) The legislature acknowledges that, as  
7 described in the state Constitution, it is the "paramount duty" of  
8 the state government to provide a uniform, high quality basic  
9 education to all kindergarten through high school students in the  
10 state, regardless of their location, background, or circumstance.

11 (2) The legislature finds that a growing number of parents and  
12 families of Washington's kindergarten through high school students  
13 have become discouraged by the radical rhetoric of some state  
14 consultants who speak of their goals to "destabilize" and "tear down"  
15 the state's basic education system and curricula.

16 (3) The legislature concludes that, in order to provide this  
17 uniform, high quality education, it needs to reassure the parents and  
18 families of Washington's kindergarten through high school students  
19 that the state's basic education system and curricula have not been  
20 torn apart but are still vibrant and designed for full academic

1 discourse and discovery without mandated politicization in the  
2 classroom.

3 (4) To that end, the legislature intends to clarify the state's  
4 goals in teaching its kindergarten through high school students about  
5 Washington's, and the United States', history, institutions, economy,  
6 population, and social structures. In short, these goals aim to  
7 provide all of Washington's children with a high quality civic  
8 education.

9 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.230  
10 RCW to read as follows:

11 (1) Beginning with the 2022-23 school year, each public school  
12 shall annually provide to each kindergarten through eighth grade  
13 student a mandatory stand-alone, year-long course in civic education  
14 that meets the requirements of this section.

15 (2) The civics course, which must be age appropriate, must  
16 support public school students' functional understanding of:

17 (a) The fundamental moral, political, and intellectual  
18 foundations of the American experiment in self-government and  
19 Washington's role in that noble experiment;

20 (b) The history, qualities, traditions, and features of civic  
21 engagement in the United States and in Washington, consistent with  
22 the values and character traits described in RCW 28A.150.211;

23 (c) The history of indigenous peoples of Washington and the  
24 Pacific Northwest region, consistent with the provisions in RCW  
25 28A.320.170;

26 (d) The structure, function, and processes of government  
27 institutions at the federal, state, and local levels;

28 (e) The following founding and historical documents of the United  
29 States, at a minimum:

30 (i) The Declaration of Independence;

31 (ii) The United States Constitution;

32 (iii) The Federalist Papers;

33 (iv) Adam Smith's The Wealth of Nations;

34 (v) The second of John Locke's Two Treatises of Government;

35 (vi) The transcript of the first Lincoln-Douglas debate;

36 (vii) Writings from Frederick Douglass's newspaper, the North  
37 Star;

38 (viii) The Fugitive Slave Acts of 1793 and 1850;

39 (ix) The Indian Removal Act; and

1 (x) Thomas Jefferson's "Letter to the Danbury Baptists";

2 (f) The history of white supremacy, including the institution of

3 slavery, the eugenics movement, and the origins of the Ku Klux Klan,

4 and the ways in which these systems of belief sowed division, caused

5 harm, and were combatted through peaceful protest, civic engagement,

6 and the American courts;

7 (g) The history and importance of the American civil rights

8 movement, including the following documents at a minimum:

9 (i) Frederick Douglass's Narrative of the Life of Frederick

10 Douglass, an American Slave;

11 (ii) The Emancipation Proclamation;

12 (iii) The Thirteenth, Fourteenth, and Fifteenth Amendments to the

13 United States Constitution;

14 (iv) Martin Luther King Jr.'s "Letter from a Birmingham Jail" and

15 "I Have a Dream" speech;

16 (v) The federal Civil Rights Act of 1964 (42 U.S.C. Sec. 2000a et

17 seq.);

18 (vi) The United States Supreme Court's decision in *Brown v. Board*

19 *of Education of Topeka*, 347 U.S. 483 (1954); and

20 (vii) The Universal Declaration of Human Rights;

21 (h) Historical documents related to the civic accomplishments of

22 marginalized populations, including documents related to:

23 (i) The United States women's suffrage movement, for example: The

24 life of Susan B. Anthony and the Nineteenth Amendment to the United

25 States Constitution;

26 (ii) The Chicano movement, for example the lives of Cesar Chavez

27 and Dolores Huerta and the origins of the League of United Latin

28 American Citizens; and

29 (iii) The United States organized labor movement; and

30 (i) The federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101

31 et seq.).

32 (3) The office of the superintendent of public instruction shall

33 develop, and annually update, a list of civic education curricula

34 that meet the requirements of subsection (2) of this section. This

35 list must be made publicly available on the website of the office of

36 the superintendent of public instruction.

37 (4) A state agency, school district, or public school may not

38 accept private funding for the purpose of developing, purchasing, or

39 selecting civic education materials required under this section, or

1 providing teacher training or professional development for a civics  
2 course that is required under this section.

3 (5) As used in this section, "public schools" has the same  
4 meaning as in RCW 28A.150.010.

5 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.230  
6 RCW to read as follows:

7 (1) For any civics course provided under section 2 of this act or  
8 RCW 28A.230.094, a public school teacher, administrator, other  
9 employee, or contractor, or employee of a state educational agency:

10 (a) May not be compelled to discuss a particular current event or  
11 currently controversial topic in public policy or social affairs,  
12 including writings derived from or related to such resources as The  
13 1619 Project, "Critical Race Theory" curricula, or "How to Be an  
14 AntiRacist";

15 (b) Who chooses to discuss a topic described in (a) of this  
16 subsection shall, to the best of their ability, explore the topic  
17 from diverse and contending perspectives without giving deference to  
18 any one perspective; and

19 (c) May not require, make part of a course, nor award a grade or  
20 course credit, including extra credit, for a student's political  
21 activism, lobbying, or efforts to persuade members of the legislative  
22 or executive branch at the federal, state, or local level to take  
23 specific actions by direct communication.

24 (2) A state agency, school district, or public school may not  
25 implement, interpret, or enforce any rules of student code of conduct  
26 in a manner that would result in the punishment of a student for  
27 discussing the topics or concepts described in a civics course that  
28 is provided under section 2 of this act or RCW 28A.230.094.

29 (3) As used in this section, "public schools" has the same  
30 meaning as in RCW 28A.150.010.

31 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.415  
32 RCW to read as follows:

33 (1) No public school teacher, administrator, other employee, or  
34 contractor, nor employee of a state educational agency, may be  
35 required to participate in any form of training, certification, or  
36 continuing education that involves the following propositions or  
37 assertions:

1 (a) One race or sex is inherently superior to another race or  
2 sex;

3 (b) The United States is fundamentally or "structurally" racist  
4 or sexist;

5 (c) An individual, by virtue of their race or sex, is inherently  
6 racist, sexist, or oppressive;

7 (d) An individual should be discriminated against or receive  
8 adverse treatment solely or partly because of their race or sex;

9 (e) An individual's moral character is determined by their race  
10 or sex;

11 (f) An individual, by virtue of their race or sex, bears  
12 responsibility for actions committed in the past by other members of  
13 the same race or sex;

14 (g) Any individual should feel guilt, anguish, or any other form  
15 of psychological distress on account of their race or sex;

16 (h) Meritocracy or traits such as a hard work ethic are racist or  
17 sexist, or were created by a particular race to oppress another race;  
18 or

19 (i) Any other form of race or sex stereotyping or any other form  
20 of race or sex scapegoating.

21 (2) The definitions in this subsection apply throughout this  
22 section unless the context clearly requires otherwise.

23 (a) "Public schools" has the same meaning as in RCW 28A.150.010.

24 (b) "Race or sex stereotyping" means ascribing character traits,  
25 values, moral and ethical codes, privileges, status, or beliefs to a  
26 race or sex, or to an individual because of their race or sex, and  
27 "race or sex scapegoating" means assigning fault, blame, or bias to a  
28 race or sex, or to members of a race or sex because of their race or  
29 sex. It similarly encompasses any claim that, consciously or  
30 unconsciously, and by virtue of their race or sex, members of any  
31 race are inherently racist or are inherently inclined to oppress  
32 others, or that members of a sex are inherently sexist or inclined to  
33 oppress others.

34 NEW SECTION. **Sec. 5.** If any provision of this act or its  
35 application to any person or circumstance is held invalid, the  
36 remainder of the act or the application of the provision to other  
37 persons or circumstances is not affected.

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