

SCHEDULE H

LOCAL EDUCATION AGREEMENTS

WHEREAS

- A. The Parties are committed to taking actions aimed at improving First Nation Student outcomes and acknowledge that LEAs are one mechanism to increase accountability and to promote and achieve effective working relationships between First Nations and local boards of education, enabling them to work collaboratively to support First Nation Students.
- B. FNESC has worked for years to develop an LEA toolkit, comprised of template agreements, letters and other tools, to assist First Nations to negotiate and implement effective LEAs.

THEREFORE the Parties agree as follows:

1.0 PURPOSE

- 1.1 The Parties will undertake the steps set out in this Schedule to fulfill their commitment under section 4.12 of the Agreement to develop and implement a strategy, and related policies, to support the negotiation and implementation of Local Education Agreements (LEAs) between First Nations and boards of education or BC Independent Schools, by June 2019.

2.0 ROLES AND RESPONSIBILITIES

- 2.1 By October 2018, the Parties will develop guiding principles to apply to the negotiation, interpretation and implementation of LEAs in British Columbia, and to inform legislative and policy review and changes to support LEAs, which will include, but not be limited to:
 - a) Recognition of the central role of First Nations in the education of their students;
 - b) Acknowledgement that LEAs are more than a mere financial transaction but, rather, a core shared accountability mechanism for both First Nations and boards of education regarding First Nations education in the BC Public Schools;
 - c) Acknowledgement that LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation;
 - d) Acknowledgement of the importance of timely and relevant data to inform decision-making to support First Nation Students;

- e) Recognition of standards in the *United Nations Declaration on the Rights of Indigenous Peoples*; and
- f) Recognition of the Truth and Reconciliation Commission's Calls to Action;

(the "Guiding Principles").

2.2 The Parties will collaborate to identify:

- a) new legislation, or revisions to legislation; and
- b) new policies, and revisions to existing policies;

required to support the negotiation and implementation of LEAs between First Nations and boards of education, and work to develop or revise policies and propose such legislation, consistent with the Guiding Principles to be developed under section 2.1, by June 2019.

2.3 In fulfilling section 2.2, the Parties will endeavour to address and resolve any inconsistencies between federal and provincial policies in order to bring greater clarity to the Parties, and to First Nations and boards of education, in applying those policies (e.g. terminology, definitions).

2.4 Immediately following the execution of the Agreement, and no later than November 2018, British Columbia and FNEC will develop a Provincial LEA that incorporates the Guiding Principles as substantive commitments, and which will:

- a) serve as a precedent available to First Nations and boards of education; and
- b) apply, at the request of a First Nation, where there is no existing LEA between a First Nation and a board of education.

2.5 Through the provision of funding for Second and Third Level Services, Canada invests in and supports First Nations to negotiate and implement LEAs.

2.6 To encourage and support boards of education to negotiate LEAs, British Columbia will:

- a) invest and implement negotiation and administration support funding to build capacity of boards of education to negotiate and implement LEAs;
- b) jointly convene, with FNEC, an annual meeting with school districts to educate and share information about:
 - i. the UN Declaration, the TRC Calls to Action, *Tsilhqot'in*, and the *Draft 10 Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples*;

- ii. LEAs as a mechanism for building relationships, accountability for student outcomes, and contributing to reconciliation between school districts and First Nations; and
 - iii. Other First Nation education topics, as appropriate and in support of furthering the purpose and objectives of the Agreement; and
 - c) explore, identify and implement other mechanisms to share information on LEAs with education stakeholders.
- 2.7 As a key part of the LEA strategy, the Parties will develop and implement a process to monitor the negotiation, conclusion and implementation of LEAs throughout the province, including identifying success stories, implementation challenges and any payment issues.