

SCHEDULE E

LANGUAGE AND CULTURE

WHEREAS

- A. The BC First Nations Education System has been created to build upon and reflect First Nations' rights, First Nations languages, cultures, values, and traditions, and First Nations' commitment to quality education and improved students outcomes.
- B. The loss of First Nations languages and cultures that resulted from Canada's colonial history and the limited resources that have been available to address this serious problem has detrimentally affected too many First Nations students' in terms of their self-esteem, self-identity and the health of their families and communities, all of which undermines their school and lifelong success.
- C. Revitalization, preservation and maintenance of languages is integral to the well-being of First Nations communities.
- D. Canada and British Columbia have expressed the priority of, and have made commitments to, the revitalization of Indigenous languages, and to the endorsement and implementation of the UN Declaration, which recognizes First Nations' right of self-determination and right to education rooted in their languages and cultures, and the TRC Calls to Action, which include a number of calls to protect, preserve and promote Indigenous languages.
- E. Canada has publicly committed to pursue the enactment of an Indigenous languages legislation.
- F. British Columbia has invested \$50M over three years toward the revitalization of Indigenous languages.
- G. The Parties acknowledge that First Nations in BC have consistently directed FNESC, working with the FNSEA, to maintain a program design that emphasizes the provision of funding at the school-level to facilitate direct supports for First Nations language and culture in First Nations Schools, complemented by collective initiatives to create economies-of-scale and increase access to necessary expertise and relevant supports.

THEREFORE the Parties agree as follows:

1.0 ROLES AND RESPONSIBILITIES

- 1.1 Under the terms of the Agreement, and in accordance with Schedule J [Funding Protocol], Canada agrees to:

- a) provide funding for First Nation Students for Language and Culture programming, to be managed by FNEESC, working with the FNSA, as described below.

1.2 FNEESC, working with the FNSA, will:

- a) manage the Language and Culture funding provided specifically for Language and Culture programming for students in First Nation Schools according to the model described below; and
- b) report annually on the number of First Nation Students in First Nation Schools receiving Language and Culture instruction; number of hours of instruction in Language provided to First Nation Students in First Nation schools; and number of hours of instruction in Culture provided to First Nation Students in First Nation Schools.

1.3 British Columbia:

- a) recognizes that all students, particularly those of Indigenous ancestry, should have the opportunity to learn an Indigenous language whenever possible, and should do so with the support of the Indigenous community;
- b) is committed to gaining a better understanding of communities' needs for language revitalization initiatives, and of ways that it can support initiatives, particularly those related to Indigenous language learning curriculum, program development, teacher training, professional development, and policy;
- c) will continue to ensure a collaborative, co-created process to support K-12 Indigenous language learning, including consultation with Indigenous language learning educators and experts, Aboriginal communities, and school districts; and
- d) will work with FNEESC:
 - i. to jointly develop any Ministry of Education Indigenous Language Policy and implementation plan;
 - ii. to collect relevant data and jointly assess that data to inform further policy and program development regarding Indigenous languages and cultures;
 - iii. to develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission; and
 - iv. with regard to any and all reviews of, and changes to, standards and policies related to Indigenous language learning in the K-12 public and independent school system.

2.0 FIRST NATIONS LANGUAGE AND CULTURE PROGRAMMING MODEL FOR FIRST NATION SCHOOLS

2.1 FNEC, working with the FNSA, will manage funding for First Nations Language and Culture under the Agreement in the following way, with understanding that flexibility will be maintained to adapt and evolve the program with improvements, as needed:

a) School Grants – Base-Plus-Per-Capita Formulated

- i. The First Nations Language and Culture program funding will be allocated to First Nation Schools through school-based grants. To calculate those grants, all First Nation Schools will be provided a base amount of funding, supplemented by a per capita amount to account for differing school sizes.
- ii. For greater clarity, the Language and Culture funding may include the provision of funding grants and second level services to First Nation Schools that are operated by a First Nation(s) that have a treaty or self-government agreement, including those that may sign education jurisdiction agreements.
- iii. All First Nation Schools will access their Language and Culture grants through the submission of annual Workplans, which will describe the activities to be undertaken according to the program's eligible expenditures. First Nation Schools will be expected to implement their Language and Culture activities according to their approved Workplans.
- iv. Interim and final reports will be required in February and June of each year.
- v. Language and Culture Workplans will also be reviewed and monitored through the FNSA School Assessment Process.

b) Reporting on School Language and Culture Programs

- i. FNEC will report on Language and Culture as set out in Schedule I [Regional Reporting, Mutual Accountabilities and Data Sharing].

c) Collective Second and Third Level Support Services

- i. As directed by First Nations and First Nation Schools, a portion of the Language and Culture funding will be retained for collective support services, such as the following:
 - A. Language and Culture Coaches, who will visit schools throughout the province to support school staff and students, depending on funding and time availability;

- B. Regional First Nation Schools Sessions;
- C. Workshops on curriculum development / Language resources for First Nation Schools;
- D. Annual Professional Development for Language Teachers in First Nation Schools; and
- E. A summer institute for First Nation Schools.