

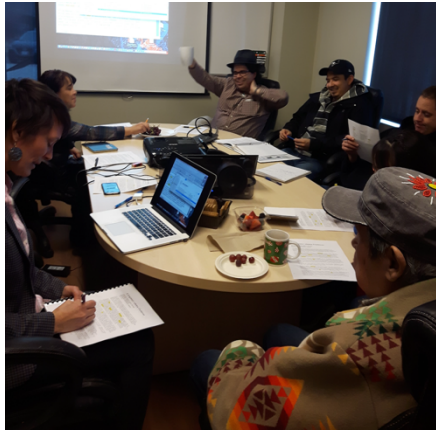


Syilx Language House Association

398 Ridge Road Penticton BC V2A 8N7

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ANNUAL INTERIM REPORT 2017-18



Report on the third year of our four-year program
March 1, 2017 to March 1, 2018
student progress, lesson delivery, Elder recordings, and 2020 Plan

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March 1, 2018



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Summary and Message from the Executive Director

March 1, 2018

We at the Syilx Language House Association (SLHA) are thrilled to report we are midway through the third year of our four-year language program and are thriving. We are delivering best-practices and community language priorities. Our mission is to create advanced speakers and record Elders. The first three years have been an overwhelming success and we can say with complete confidence: It is working. We owe our success to the Paul Creek Curriculum and to commitment—of our students and teachers, of our Bands, and leadership for believing in this program. Our results speak for themselves. We have the highest student retention we have seen in any language program, let alone an advanced program. Students show exceptional speaking ability, creativity, vocabulary, grammar, a sense of confidence, and cultural knowledge. All eleven are well on our way to becoming mid- to high-intermediate speakers and a new family of learners. We celebrate, we write songs, we perform, we sing Karaoke, we raise each other up. Our visitors express it is a *safe* place to learn and speak language. It is an honour to record and partner with twelve fluent Elders and publish a book of stories each year. Visit our website to view Elder recordings, classroom evaluation films, and our blog: thelanguagehouse.ca.

The time is critical for our language and that is our motivation. Each year at this time, we report to our partners, board, and supporters. Our grassroots program is a unique partnership between SLHA, Penticton Indian Band (PIB), Osoyoos Indian Band (OIB), Westbank First Nation (WFN), Okanagan Indian Band (OKIB), Lower Similkameen Indian Band (LSIB), Okanagan Nation Alliance (ONA), First Peoples, and the Paul Creek/Salish School of Spokane (SSoS). This report, as per partner agreements, contains a summary of deliverables including classroom hours, student assessments, Elder recordings, financial overview, challenges, the 2020 Plan, and community feedback.

In summary, over four years we are delivering 1,600 hours of classroom curriculum and creating new mid-intermediate speakers. We follow Paul Creek Curriculum and develop daily lesson plans, course syllabi, and evaluations. Students are supported by their bands or employers to attend class two days a week for four years. Employers include three Syilx Bands, two Syilx schools, and School District 23. Learners are members and residents of five of the seven Syilx bands in Canada.

By June 2018 we will have completed 1,200 hours of our 1,600 hour program. Students and employers receive report cards every 40 classroom hours. Evaluations show the program is raising up new speakers. Elders love to visit the classroom and students appreciate the safe space to transform into speakers. We are in continual feedback, evaluation, visioning, meetings, and embracing future challenges. Based on our ongoing success, we plan to start a new cohort in the 2019/2020 school year, the *2020 Plan*. We hope to launch three Language Houses in PIB, WFN and OIB. Our students will be the leaders and teachers of a new cohort of up to 100 students. We look to our partners for a united front in supporting this endeavour.

Our program is contributing to the health of individuals, communities, and is strengthening our land based practices, nation building, sovereignty, and Title and Rights. Upon reviewing this report, I recommend your continued support in Year 4 and towards the 2020 Plan.

way' limləmt,

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ANNUAL INTERIM REPORT 2017-18

Who We Are

The Syilx Language House Association is a non-profit society formed with the express purpose of creating and supporting new Nsyilxcn (Okanagan) speakers in Syilx communities. We promote the use, preservation, and revitalization of Nsyilxcn by actively running immersion classes, training teachers, recording Elders, publishing language materials, supporting an active and growing family of learners and speakers, and raising the profile of Nsyilxcn in community.

Teachers and Staff

Sʔimlaʔxʷ Michele Johnson is the Executive Director, lead teacher and coordinator. She is an Okanagan Indian Band member, related to the Simlas and Richters and also has Suyápix (Euro) ancestry. She is a full-time language activist with a related PhD and is passionate about Syilx Nation-building through language.

Qʷayqʷʕayáxn Levi Bent is co-teacher and Elder recorder. He is a Lower Similkameen Indian Band member and is passionate about language and culture. He dedicates his free time to strengthening his language and culture by being actively involved in community and as a performing artist.

Skawilx Sarah Alexis is Director of Communications and Development and a student. She is an Okanagan Indian Band member and teaches a beginner evening program in Westbank. She is persistent in upholding language, culture, and water at the forefront of her work.

Səxʷčksqlawm Carla Ohmenzetter is our bookkeeper and a committed member of the team. Her excellent financial administration gives us the time to focus on language.

Students



14 students who celebrated completion of Year 2 in June 2017 and received SFU certificates. Sʔimlaʔxʷ, far right, and Dr. Marianne Ignace, far left. 2 students are missing from the picture, Sḥpaʔqeiḥ and Skalúla. Since this photo, 3 students have withdrawn to have babies, congratulations!

As of March 1, 2018, there are eleven learners in the program, including two co teachers. This number is down from sixteen reported in the Year 2 Interim Report. In the past year, three learners withdrew to have babies, two due to the school workload and having to balance it with other pressures, and one withdrew to focus on mentor-apprentice work. For three students, the advanced curriculum was becoming a challenge. Not coincidentally, four of the students who withdrew were volunteer learners, with absolutely no or very little financial support to attend the program. The names below represent the warriors who are still successfully enrolled in the program. The table lists our names, who we are supported by, community of residence, band membership and age. Paul Creek Curriculum is designed to develop leadership, excellent methods, and be taught by two teacher/learners to a maximum of fifteen students. In our first two years, we were over maximum capacity.



i? sk ^w ists	First Name	Last Name	Student is supported by	Community of residence	Band membership	Age
C ^w aris	Jordan	Coble	WFN	WFN	WFN	33
Nxə́x̣sítatk ^w	Shayla	Allison	Outma School	PIB	OKIB	40
Pq̣lq̣in	Maynard	McRae	Sensisyusten School	OKIB	UNIB	34
Q ^w ayq ^w ʕayáxn	Levi	Bent	SLHA staff (Outma & PIB in Year 1/2)	PIB	LSIB	36
Skalúla	Tyler	Ernst	SD 23	Kelowna	UNIB	43
Skawílx	Sarah	Alexis	SLHA staff	Westbank	OKIB	25
Ṣnpaʔq̣c̣ín	Dawn	Machin	volunteer	Westbank	OKIB	41
St ^w aʔq ^w álqs	Hailey	Causton	WFN (withdrew Feb. 2018)	WFN	WFN	24
Sux ^w ḳḷʔuclm	Sonya	Jensen	OIB	OIB	OIB	30
Sq ^w aʔx̣ə́x̣ínak	Sheri	Stelkia	OIB	OIB	OIB	63
Xaʔtma Sq̣ilx ^w	Flynn	Wetton	WFN (partial support)	WFN	WFN	31
Sʔimlaʔx ^w	Michele	Johnson	SLHA staff	PIB	OKIB	50

Agreements with Partners

We have unsigned draft agreements with three bands, WFN, OIB, and PIB, and the expectations are summarized below. The partners have contractual agreements with their respective students.

Summary of (draft) contract deliverables between SLHA and WFN, OIB, and PIB:

1. Classroom hours & curriculum. SLHA will hold language classes two days per week between September 6, 2017 and June 21, 2018, following an intensive syllabus and curriculum.
2. Elder recordings and community publications. SLHA will partner with Elders to make recordings and publish one community publication of Elder recordings (audio CD) and transcribed text in Nsyilxcn per year.
3. Reporting. SLHA will submit an Annual Interim Report to WFN, OIB, and PIB and, other partners before March 1, 2018 (this report), and this report forms the basis for partners' continued support.
4. Presentations and film. SLHA will report to partners with student-presentation days twice this school year, Dec. 14, 2017, and June 21, 2018 and with a short film each year.
5. Renewal. Partners will review report and attend presentation events. Renewal of support will be based on successful deliverables.
6. Student Assessments. Partners will support students to attend the program. Regular student assessments will be provided. Students with 80% or higher will maintain their seat in the course, at the discretion of Partners.

Deliverables and achievements as per the above partner agreements are reported item by item, below.

1. Classroom hours & curriculum

Research predicts the need for 1,500 hours of quality instruction to create mid-intermediate Nsyilxcn speakers. We are successfully delivering 1,600 hours over four years, two days per week following cutting edge curriculum. (11 hours per week X 39 weeks X 4 years). Our classroom hours are provided below.

Classroom hours delivered in Year 3 of the program:

Sept. 6 to Dec. 14, 2017	15 weeks delivered (15 weeks X 11 hrs/wk = 165 hrs)
Sept. 6 to Mar. 1, 2018	8 more weeks (23 weeks = 253 hrs)
Sept. 6 to Mar. 31, 2018	11 more weeks (26 weeks = 286 hrs)
Sept. 6 to June 21,	24 more weeks (39 weeks = 429 hrs total this school year)

In total, from Sept. 6, 2017 to June 21, 2018 we will have completed 429 hours (39 weeks X 11 hours/ wk). By June 2018 we will have completed 1,200 hours of our 1,600 hour program and plan filmed assessments of all students. In our first year we completed 350 hours and received transfer credit for four Simon Fraser University (SFU) courses. In Year 2 we delivered 396 hours and students received credit for five SFU courses (FNLG 233, 130, 234, 200 and 335), and were awarded a 27-credit, 900 hour, diploma on June 23, 2017.



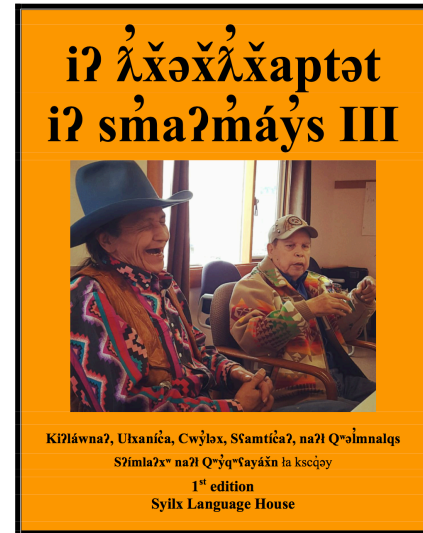
Simon Fraser University partnered with SLHA in two capacities, first by providing an ongoing post-doctorate research position and matching grant to Sʔimlaʔxw in Years 1-2 and 2-3, and second as providing credit for our course delivery in Years 1 and 2. The post-doctorate research position came to its four-year successful conclusion in December 2017. In Years 1 and 2, SFU already had pre-existing course numbers and a diploma which they were able to offer to us. Sʔimlaʔxw was the PhD holding instructor. SFU is so far unable to provide credit for Year 3. They found that the beurocracy of creating higher level language credits, and another language diploma is going more slowly than they had hoped. Administering university credit in Year 2 stretched our administrative capacity but the effort was worth it and we are hopeful for future credit, a future diploma, and the (still remote) possibility of a future Bachelors degree, which SFU will need to create for us, and will require lobbying. As part of the credit process, Sʔimlaʔxw submitted syllabi and student grades to SFU, negotiated credit and tuition fees.

Our Nation is very lucky to have Nsyilxcn Curriculum. Over 90% of Canadian First Nations languages do not have curriculum, and that is part of the difficulty in reviving them. Paul Creek and Chris Parkin have spent a decade creating cutting edge curriculum as a gift to learners, and Sarah Peterson has tirelessly recorded each word in each lesson. The Paul Creek/Salish School of Spokane Curriculum has six textbooks (actually nine textbooks because Book 5 has 4 volumes, *Nsyilxcn 3: Spring, Summer, Fall, and Winter*). Each textbook comes with audio, worksheets, partner exercises, review lessons, quizzes, teaching methods, teaching images, teaching manuals, lesson plans, and computer software with language learning games. All materials are available for free at www.interiorsalish.com. When you print out the nine textbooks, they take up an entire shelf in the book case; they are not just a booklet or two. The material is taught by learners and is mastered once the students teach their own cohort. As of February 28, 2018, the class has completed the first five of the six textbooks, and began studying the sixth textbook, *Captikʷl 3*, which consists of 20 captikʷl stories. Sʔimlaʔxw fine-tunes lesson plans each day which will be a great help to the teachers of the next cohort. The Paul Creek Curriculum, lesson plans, and teaching methods are excellent.

2. Elder Recordings and Publications

For teaching and learning, recordings of fluent speakers are of great value. A vital part of our mission is to assist Elders to record and share their stories. We are grateful to work with twelve fluent Elders: Andrew and Joe McGinnis, Larry Kenoras, Grouse Barnes, Herman Edward, Adam Gregoire, Theresa Ann Terbasket, Sarah Peterson, Thomas Pierre, Victor Antoine, Tony Qualtier, and Jane Stelkia. We have spent many hours with them recording and transcribing their stories. The books are shared freely.

Each year we publish a book of Elders stories with approximately five hours of stories on an mp3 CD. Prior to opening SLHA, the team published our first Elders' Book, *i? ʔáxáxʔáptət i? sʔmaʔmáys I*, and shared it at the ONA Annual General Assembly in July 2015. At the end of Year I we shared *i? ʔáxáxʔáptət i? sʔmaʔmáys II* at the ONA AGA in July 2016. At the end of Year 2, we shared *i? ʔáxáxʔáptət i? sʔmaʔmáys III* at the ONA AGA, August 2017 (see photo). We will proudly share *i? ʔáxáxʔáptət i? sʔmaʔmáys IV* at an event this coming summer, together with our fluent Elders. We ensure our Elders publications are distributed to Band schools, libraries, and each Band is given copies to provide copies to anyone who requests one. Recordings and books are available on our website. Please visit www.thelanguagehouse.ca and click on Elder Recordings to listen. A filmed and recorded immersion Elder's storytelling evening, Feb. 23, 2016, is also on the website.



We raised funds for Year 3 to increase recording, through a BCLI grant. Consequently, we were able to ensure that Levi Bent can record Elders and transcribe their stories one day per week, on top of his teaching days. We are on track with Elder classroom visits; approximately one Elder session per month. Sʔimlaʔxʷ records and transcribes Elders one day per month, usually with Andrew McGinnis, on top of teaching, fundraising, and her executive director and coordination duties.

3. Reporting

We report twice per year to our partners. Interim and final reports were submitted for Years 1 and 2. This is the Year 3 interim report. We provide additional updates in Band newsletters and press releases. We host student presentations and gather community feedback at least twice per year. Our two most recent celebrations involved Nsyilxcn Karaoke and an Nsyilxcn comedy skit. In Year 1 we held four presentation days; we held two in Year 2 (Dec. 15, 2016, June 23, 2017); and will host two in Year 3 (Dec. 14, 2017 and June 20, 2018). Chief Clarence Louie and OIB Councillors attended Dec. 15, 2016, June 23, 2017 and Dec. 14, 2017 and provided glowing comments, some provided below. Sʔimlaʔxʷ provides regular updates to Raf DeGuevara, the WFN liaison, and to OIB Councillors, and reports regularly to funders. Sarah Alexis, as Director of Communications and Lobbying, updates the OKIB language team as part of her NRT and LRPP funded work. We are excited to meet in upcoming months with principals of Syilx band schools. This report will be provided to Chief and Councils of all Syilx bands, board members, and supporters.

4. Presentations & films

Sʔimlaʔxʷ presented at the Celebrating Salish Conference in Spokane Washington, March 7-10, 2017 representing SLHA, and was the keynote speaker. Levi Bent presented in Spokane March 7-9, 2018 on behalf of SLHA, and Jordan Coble (WFN SLHA student) was the keynote speaker. Sʔimlaʔxʷ published three articles in peer-reviewed, international academic journals on teaching methods and student assessments as post-doctorate deliverables. Shaw TV interviewed SLHA staff on January 2018 and filmed a portion of the student presentations, December 14, 2017. The program will be aired on public TV, date to be announced. Each year we create and share an evaluation film. Please view our Year I film, *Learning by*

Doing (6.5 min.), and our Year 2 film, *Learning by Teaching* (6 min), on YouTube. Our Year 3 film is in the works. Filmed oral assessments of our students will take place in May/June 2018.

5. Renewal

In terms of partner renewal, earlier this year, WFN and OIB committed to renewed funding for Year 3, 2017-18, at \$45,000 each. PIB committed to continue provide classroom space and students in the Footprints building. We are confident in the success of our students and our Elder recordings. This interim report will be followed up with a request for continued support from WFN, OIB, and PIB.

6. Student Assessments

We follow a strong evaluation and assessment strategy with daily quizzes, regular midterms and final exams. Student assessments are delivered regularly to students and partners. In Year 3, we provided student marks to partners after every 40 hours of classroom time, consistent with university standards, although we are not currently credited. All students are improving immensely. We grade assignments, attendance, quizzes and exams. We consider an average of 80% indicates successful mastery of the material and a successful grade to be ready to teach it after the 4 year program. Of the nine graded learners, their average percentages from Sept. 2017 to Feb. 15, 2018 are: **94, 93, 89, 87, 85, 67, 60, 59, and 57%** indicating that five students will be confident, qualified lead teachers. Student challenges include regular attendance and study habits. We find that students with excellent attendance achieve excellent marks. Workplaces can assist by supporting students to attend each class and complete their homework.

As we all know, Nsyilxcn has complex grammar and complex word formation. Our lessons build vocabulary, pronunciation, grammar, oratory, and cultural knowledge. In the first year we focused on building a basic vocabulary of 500 words and a basic level of grammar using simple verb forms. In Year 2, we added 1,000 words to the vocabulary and an increased understanding of the complex grammatical system, starting with a base of NT transitive verbs. In Year 3, we added a further 1,000 words, built on the grammatical forms and introduced more complex NT, ST, XT, and IT transitive verb forms, both present, past and future tenses. All students have shown remarkable success in their ability to recognize and use these forms in speech and writing. There are still many grammatical forms to learn and we add to our complexity of understanding each day.

Indigenous language assessment is a complex endeavour and we are guided by research that shows how to navigate from beginner to advanced and assess our progress with honesty. We are contributing to this under-documented field of knowledge by sharing with community and academic publications. We predict and are dedicated to ensure that after 1,600 hours of quality language lessons our students will achieve mid-intermediate speaking proficiency. Some will achieve high-intermediate and some low-intermediate depending upon individual study habits and efforts. Filmed speaking assessments will be completed in June and shared on our website. To be honest, this will be the first filmed speaking assessment made public from any intensive Indigenous language program over 1,000 hours.

Financial Reports

The Syilx Language House employs three full time positions and a part-time bookkeeper. We are proud to have created this positive learning environment, strong language domain, and excellent language employment. This requires a significant effort in securing financial support to maintain the teaching and recording programs. Our funding comes from several sources, approximately half through our Band partnership agreements and half from grant awards. The majority of the funds that we receive (84%) go to staff payroll, including teachers, recording technicians, communications, and administration. Other expenses include Elders, classroom supplies, travel, publications, contracts, and planned events. In Year 3 we fundraised to add our third full time position, our Director of Communications, Development, and Lobbying, Sk'awilx Sarah Alexis. We are very grateful for our growing language family and partnerships.

A summary of Year 3 funding: WFN and OIB each contributed \$45,000 to Year 3; SFU/Mitacs contributed funds of which \$30,000 was allocated to 2017/18. In addition, we secured funds from grant specific awards for language teaching, recording, and language planning. Grant funding sources for Year 3 include First Peoples' Culture Council (FPCC) and New Relationship Trust (NRT). Two grants were awarded through our partners, WFN and OKIB. FPCC awarded SLHA the British Columbia Language Initiative (BCLI), and the Aboriginal Language Initiative (ALI). FPCC awarded WFN, in partnership with SLHA, the Language Revitalization Planning Program (LRPP). FPCC awarded WFN a Language Nest grant, assisted by SLHA. The New Relationship Trust (NRT) grant was awarded to OKIB in partnership with SLHA. The total of Year 3 Band support, grants and donations is approximately \$210,000, very similar to Year 2 at \$214,000. Amounts and deliverables for grants are listed below.

Grant Awards and donations

SFU/Mitacs (\$30,000): SFU post-doctorate in language teaching, assessment, delivery and Elders documentation, with matching grant from Mitacs. The Mitacs grant was received in partnership with SFU and the Penticton Indian Band Development Corporation, Dec. 2015-Dec. 2016, for Year 1 and part of Year 2 of the program. A \$45,000 Mitacs renewal was received in partnership with WFN in Jan. 2017-Jan. 2018 and of that, \$30,000 was allocated to Year 3. (Reported successfully, Jan. 2018)

ALI (\$35,000): for language classes, Elder documentation, teacher training and sharing a community publication of Elders Stories. (Final report due to FPCC Mar. 31, 2018. *Elders IV* available July 2018.)

FPCC LRPP (\$18,000) received and administered by WFN: for language planning at the Syilx Nation level, feedback sessions with the community about Syilx Language House implementation, lobbying and planning for the 2020 Vision. (Final report due to FPCC and WFN March 31, 2018)

FPCC BCLI (\$15,000): for Elder recording, transcribing and archiving. (Final report due Mar. 31, 2018)

NRT (\$18,000) received and administered through OKIB: for language planning at the community and Nation levels. (Final report due to NRT and OKIB March 31, 2018)

FPCC Language Nest (\$20,000) received by WFN and the Westbank Language Nest: for a brand new immersion language nest staffed by learners from SLHA and attended by their babies and toddlers. We do not receive this grant, but are proud to support our students in their ground-breaking initiative and assist with planning and reporting. (Final Report due to WFN and FPCC March 31, 2018)

BC Hydro (20,000): a generous donation for ongoing language activities in SLHA.

Generous in-kind contributions

Our success is due to generous and ongoing in-kind support. PIB contributes the upstairs of the Footprints Building as a beautiful classroom space for students and for Elders to come and record their stories. It is estimated to be worth at least \$12,000/year. Students who attend the classes are supported by generous in-kind contributions from OIB, WFN, Outma Sqilx^w School (PIB), Sensisyusten School (WFN), and School District 23. Student in-kind support from workplaces amounts to approximately \$150,000 per year. Each band provides time for meetings and visioning. LSIB provides space in their beautiful band office for Levi Bent to record Elders. OKIB and WFN are partnering in two grants to create a 2020 Plans. WFN is providing space for an evening class and a nest run by our SLHA students. We are very grateful.

We should note that in Year 2, five students were unfunded volunteers and this is their own and their families' in-kind contribution. In Year 3, four of these students dropped out of the program. This is unfortunate and strongly indicates that student funding is a key success factor in retention.

Challenges

Challenges can come in many forms and we at the Language House have surmounted several challenges over the first three years. We run a groundbreaking program, partner with several bands, deliver cutting edge language techniques, and have created an unprecedented amount of Elder recordings. We, like any program, inevitably face the challenge of on-ongoing funding support and the mountain of applications and

reporting to funding partners. We are also incredibly busy with the day to day work of teaching, planning, prepping lessons, marking, recording Elders, transcribing, fundraising, meetings and communication with our community and partners. However, we are passionate about our mission and this helps us with lobbying, fundraising and achieving our deliverables. Another challenge however, certainly not as expected, is the political climate in communities. Although it is an inherent right to be culturally motivated to learn and practice our language, it is in reality hard to do just that. For various and unknown reasons, each of us at the Language House has experienced some form of criticism, gatekeeping, blocking, and sometimes lateral violence, rather than receiving social and emotional support for this huge undertaking. That is, learning our language and accepting the role and responsibility of becoming living repositories of language and culture for our Nation, communities, families, our children, and ourselves.

The Syilx Language House continues to promote a spirit of transparency, non-judgement, and collaboration in our communications with individuals, community, and leadership. We promote a spirit of support and acceptance and do not tolerate race-based prejudice. SLHA was created to operate outside of pre-existing institutions at the request of the community and its leadership when it was formed in 2015, to raise up new speakers using best practices. Our program is going so well that we have begun to aim our energies to the future and the new cohort in 2019. We will continue to meet with key people to plan infrastructure and future students. We will partner with leadership, schools, program directors and employers with the ability to support their staff to attend the program.

We believe leadership has a role in providing a united front in promoting and ensuring the growth of the language across the Nation. Supporting new speakers is what is most important.

The 2020 Plan – the next steps

i? sqi?stət, our dream

We understand that creation of parent-aged advanced speakers is the only way to ensure language revitalization. This requires intensive programs, and then *full-immersion workplaces* for the graduates, including teaching in immersion schools to children. Our students deserve immersion workplaces to support them to achieve the next level of advanced fluency and thereby have the tools and the workplace community to raise their children in the language. Our children deserve to be taught in full immersion by advanced speakers. This strategy worked for Hawaiian which now has 500 children being raised in the language, and it will work for us.

Our four-year program concludes in June, 2019. Our **2020 Plan** starts in September 2019 for the 2019/2020 school year when SLHA will begin its second cohort of Nsyilxcn learners for four more years. The plan is to start two new Language Houses for 2019/2020, located in three communities, PIB, OIB, and WFN. Our students will be the teachers and leaders of these new Houses. Two teachers can teach 15 students, 2 days a week. The same two teachers can teach 30 students if they teach 4 days a week. Our dream is to have 100 new students in the 2019/2020 cohort. Between our graduates and current teachers, we will have just enough teachers to train 100 new learners. We will hire new trainees to learn to record and transcribe Elders which is an incredible act of learning in itself. The act of teaching will bring teachers to fluency and will create a positive hub of language and employment in each community. After four years, we will have enough speakers to turn off English in some of our Band schools and workplaces.

Moving forward the Syilx Language House requests assistance dialoguing locally, federally and provincially to support 100 new speakers. Chiefs, Councillors, parents and Band school principals have expressed initial enthusiasm about the 2020 Plan and request more planning sessions. A great deal of communication will be required at the leadership level, department head level and in the chosen workplaces where English will become the second language. Just creating work-place immersion policies will be a unique contribution. SLHA will coordinate the program, fundraise for the teachers, teacher trainers, support staff and several recording technicians, which will cost 1-2 million per year for all three language houses and their staff. The Bands and schools will need to raise funds to double-staff those 100 employees as they attend and become speakers and teachers themselves. It can be done, as we have shown over a

smaller scale in the past three years. Judging from the Liberal government's budget, there will *never* be federal funding for the \$5,000,000 in wages to double-staff 100 employees. This bold initiative will need to come from us, from a deep belief that we can do this.

We trust our Nation will come together and support 100 students to become speakers. In the 2020 Plan, leadership, department heads, and school principals will identify and support a maximum of thirty students per band to attend two days a week (11 hours/wk) for four years, and will identify which workplaces, departments, daycares and schools will plan to switch to full immersion. By 2024, several workplaces, departments and schools will turn off English. Student support is essential to this model. What we have learned is in order for the students to succeed, these new Language Houses will need to have fully supported students with paid classroom days, and a day care. The Bands can plan for quality language employment opportunities in each community after the program, and implement hiring with this in mind in 2019. PIB, WFN and OIB, as main supporters, will have reserved seats for up to thirty students each. LSIB and OKIB will be invited to support up to ten students each. There will be room for a limited number of volunteer students as space allows.

In conclusion our plan does not end after 100 speakers. In our dream, we will turn off English in schools, which will amount to quality employment for speakers, and fluency for our children. And we will keep going. The Syilx Language House is showing overwhelming success, is raising up new speakers, is creating hundreds of culturally based recordings, raising awareness, contributing to the health and confidence of individuals, strengthening communities, cultural and traditional knowledge, land based practices, sovereignty and Title and Rights and Nation-building through language. We are committed to the future and encourage partners to support Year 4 and the 2020 Plan.

Community Feedback quotes

from Dec 15, 2016 feedback session:

ǂn̄inmt̄m ta? n̄q̄īc̄tn Grouse Barnes: My hero is S̄s̄am̄t̄īca?. For this curriculum. I can see the ripple effect here. It's a legacy to call S̄s̄am̄t̄īc̄'a? my friend. When I first came here the students were real timid. Now we are waking up. n̄q̄ilx̄^wcn̄ ixi? mrimst̄n (*language is medicine*).

St̄'a?q̄^wálqs Hailey Causton: Thank you to the teachers. Without them it would not happen. I am working with WFN youth. This will help with recruiting in future, for 2020.

Tiana Louis: The class has grown. That's amazing. The students are so dedicated.

S̄s̄am̄t̄īc̄'a? Sarah Peterson: kn̄ limt̄ kn̄ alá?. k̄əkn̄iyam̄t̄sn̄. talí? kn̄ k̄^wlax̄. She told the story of the beginning of the journey with Chris Parkin and LaRae Wiley, in Omak WA. We worked so hard we started to call ourselves the "k̄^wu" (the *us*). It has been 15 years now. We are all now "m̄nīm̄t̄ət̄" (*us*).

C̄'aris Jordan Coble: I can see the 2020 Vision. I can picture it. I want my children to *want* to learn. Hopefully by 2020 there are more WFN teachers hired.

from Dec 14, 2017 Feedback session:

Q̄w̄əl̄m̄nalqs Theresa Ann Terbasket LSIB fluent Elder: k̄^wck̄^wct̄wilx̄əl̄x̄ l̄ naqs̄ sp̄inkt̄. You have gotten much stronger in one year.

Terra Laurin, partner of WFN student: This is great and she is excited to join the January intake for N̄syilx̄cn̄ 1 (evening class) in Westbank.

ǂn̄inmt̄m ta? n̄q̄īc̄tn Grouse Barnes WFN fluent Elder: ǂ̄s̄al̄ i? sq̄^wl̄q̄^wil̄sts̄əl̄x̄. ǂ̄ǂ̄st̄mam̄n̄. naqs̄ sp̄inkt̄. n̄pyil̄sm̄nt̄m̄ talí ǂ̄st̄. Grouse gave a very kind speech. He said their speech is clear, much has improved in one year. The presentations were funny. It is wonderful to celebrate the language like this.

Ki?lawna? Clarence Louie OIB Chief: Honours the huge commitment of students and faculty, putting in this time. They have come so far. Most movements start with just a few people. He wants language to not be an "us or them" thing. It's critical right now, so that the language doesn't disappear; it's about saving our language; it's not an us or them thing.

Sammy Louie OIB Councillor: It's great to see students. She's proud of the students. She is hopeful for future Language Houses.

Theresa Gabriel OIB Councillor: Sheri (Stelkia) teaches some language to OIB. The students' fluency has improved dramatically from last year to this. Sheri and Sonya have improved since the beginning.

Tom Konek WFN Councillor: acknowledge the support from families throughout 1,000 hours. In a year and a half we can start looking forward to 2019-2020 plan.

Ruby Alexis OKIB member: It's nice to bring her daughter to language events like this. There has been a gap in language in between Maria and her cohort of youth's immersion school to high school. Ruby is looking forward to another language house closer to OKIB (at WFN) for Maria to hopefully attend.

Stuníxn Maria Alexis OKIB Youth: She is thankful to attend all language opportunities, and hopes to be part of the 2019/2020 cohort.

Barb Coble WFN member: Proud of commitment of students hard work.

Pamela Barnes WFN Elder: "These are the greatest language results I have ever witnessed." Language is so important. It is integral to our identity. "It's the essence of who we are." It's a huge commitment to do this work. Language should be our top priority. It shouldn't be an 'either or' thing.

C'aris Jordan Coble WFN student: Acknowledges the struggle that language work is and will be for the future. The work is incredibly hard, and fulfilling, and emotional at times, and is part of the healing process. Acknowledges the hard work of the teachers.

About the 2020 Plan

Ki?lawna? Clarence Louie OIB Chief: Michele mentioned a Language House at OIB. I hope this happens. I hope the houses at PIB, OIB, WFN happen.

Sammy Louie OIB Councillor: I hope we can see the Language Houses.

Thomas Konek WFN Councillor: We can start looking forward to the 2020 Plan. Intergovernmental Affairs is presenting on it soon. Budget talks are happening soon. This is important.

Barb Coble WFN member: We as a community need to put pressure on leadership and council for these language initiatives. It is a responsibility and priority for community and children. We need to stop the criticism. I have heard the critics, and we need to stop the criticism. It is important not to criticize and support anything we can with language.

S?ímila?x^w Michele Johnson: We at the Syilx Language House just want to love each other and love language. We learn language so we can hold each other up in the language. Thank you for the support.

Comments from Secwepemc visitors (Feb. 21, 2018)

Janice Dick Billy PhD: *(Secwepemc language activist and teacher from Chase BC who was instrumental in starting the Chief Atahm immersion school. She visited on Feb. 21, 2018 with three Secwepemc Elders to observe our adult language program).* Kukstsemc for having us. The instructors and students are certainly doing well in learning language. I was there from 9:30 am till 3 pm and did not hear a word of English. Except during lunch break when they spoke to us. Long time ago our people were orators who could speak to the people at length entirely in their languages. That is what I see those students in Syilx Language House doing. I am so proud of them. Keep up the good work in ensuring your language survives and thrives.