

**A HANDBOOK**  
**for Parents**  
**of Aboriginal**  
**Students in**  
**School District No. 73**  
**(Kamloops/Thompson)**



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# **INTRODUCTION**

## **School District MISSION STATEMENT**

“Working together  
for quality public education.”

## **First Nations Education Council VISION STATEMENT**

“Working in partnership with the public  
education system – empowering Aboriginal  
students to succeed while realizing  
their fullest potential and  
maintaining pride in their identity.”

# **First Nations Education Council**

## **WELCOME**

To: Aboriginal/First Nations' Parents in School District No. 73

The First Nations Education Council recognizes the primary responsibility that Aboriginal parents have in supporting the education of their children. In addition to providing direct support in the schools and developing culturally relevant school programs and services, the Council continues to explore ways to further support Aboriginal learners in their communities and homes.

The First Nations Education Council will continue to work in partnership with School District No. 73 and work toward success for all Aboriginal students in the District. It is our wish that this handbook will be used by parents in their quest to realize successful educational experiences for their children.

Respectfully,

Nathan Mathew  
Chair, First Nations Education Council  
School District No. 73

# School District No. 73

## WELCOME

Dear Parents:

Fundamental to the success of students at school is a positive, cooperative and supportive relationship between the home and the school. The positive influences on student achievement can be multiplied many times over if we can continue to develop and build these positive relationships.

That is why this *First Nations Parent Handbook* is so important. I trust it will assist you in working within the system as together we endeavor to provide an environment that will meet all your educational expectations.

Please know that you are always welcome in your child's school. I encourage you to use this excellent publication to help us work together to ensure success.

Yours truly,

Terrence S Sullivan, Ph.D.  
Superintendent

## Section 1

**WHO IS  
INVOLVED  
IN YOUR  
CHILD'S  
EDUCATION?**

# **PRINCIPALS**

Principals are an important link to ensuring effective communication between school, home and community. The Principal's responsibilities include:

- Providing leadership and supervision in the schools;
- Placing students in appropriate programs;
- Providing support and guidance to students;
- Reporting student issues to parents;
- Maintaining school records;
- Maintaining the general conduct of students both on and off school premises;
- Monitoring the educational programs of the school;
- Creating positive connections with parents; and
- Supervising instruction and supporting teachers.

# **TEACHERS**

Classroom teachers foster the development of students and promote learning, while building on the student's interests and natural sense of wonder.

Classroom teachers create a learning environment that is positive and safe, culturally respectful, where all aspects of the student's development are acknowledged and respected.

Classroom teachers are responsible for the progress of all students.

## **The teacher's responsibilities usually include:**

- Planning instruction and lessons for the class and for individual students;
- Evaluating and reporting on each child's progress;
- Communicating with parents regarding their child's education;
- Supervising and coordinating the work of teaching assistants;
- Modifying and adapting their teaching style and activities to help each student achieve success;
- Implementing the goals and objectives of Individual Education Plans (IEPs); and
- Coordinating and managing information from other support personnel, such as counsellors, speech therapists, social workers, etc.

Classroom teachers are the key to the education of your child. They spend the most time with students when they are at school. You should be able to talk to your child's teacher any time you have concerns. Parent/teacher meetings should be organized by the school at least once each year. You can also arrange to talk to your child's teacher at other times if you have questions or if you wish to discuss any aspects of your child's education.



# **PARENTS**

As parents you play a key role in the education of your child. You are your child's first teacher. You are primarily responsible for giving your child values, self-confidence and an understanding of who they are.

All parents want their child to have the highest quality of education. Parents also want their children to do well in school, make friends and have positive experiences.

It is clear that your involvement is one of the most important factors in achieving these goals. You can help your child achieve educational success in numerous ways.

## **Parents are entitled to:**

- Be kept informed of their child's attendance, behaviour and progress in school;
- Receive annual reports regarding the educational programs in the school district;
- Examine all records kept by the school board pertaining to their child;
- Be consulted regarding the placement of a child with special needs;
- Be involved in the planning, development and implementation of their child's education program;
- Belong to a Parents' Advisory Committee of the School Planning Council;
- To have their concerns listened to, and responded to, promptly and respectfully; and
- To have concerns treated with confidentiality.

## **PARENTS - continued**

### **Parents should feel justified in asking:**

- To be informed and involved in education decisions that affect their children, including changes in the courses they are taking;
- To be consulted, and to give consent, regarding the type, or nature, of assessments for their child, and to receive information as to the results;
- To have school personnel set high expectations for their children;
- To have access to personnel, such as teachers, teaching assistants, principals and administrators for information and help;
- To receive understandable progress reports; and
- To be involved in the planning process and review of their child's Individual Education Plan (IEPs), including signing the IEP agreement before it is implemented.

### **Parents have a responsibility:**

- To ensure their child's attendance at school;
- To be aware of school policies, programs, rules and routines;
- To share concerns openly and immediately with the appropriate person(s);
- To respond to notes, memos and requests;
- To tell their child's teacher when things are going well, and when they are not; and
- To be reasonably patient and respectful with the people responsible for educating their child.

# **FIRST NATIONS EDUCATION WORKERS**

The purpose of the First Nations Education Worker program is to provide direct student-centered services to First Nations/Aboriginal students in the areas of educational assistance, cultural identity, informal support and encouragement.

First Nations Education Workers (FNEWs) are role models and advocates who enhance the self-confidence of First Nations students, so that their opportunity for a positive and successful school experience is increased.

## **First Nations Education Workers provide the following services:**

- Frontline support service and advocacy for Aboriginal students;
- Providing or facilitating academic support for students;
- Coordinating services, referrals and resources for students;
- Assisting with cultural awareness in schools and classrooms;
- Assisting with student's personal needs; and
- Providing a communication link between school and home;
- Celebrating the achievement of students.

# **FIRST NATIONS FAMILY COUNSELLORS**

The First Nations Family Counsellor Program serves the families of First Nations children who are enrolled in School District No. 73. First Nations Family Counsellors are highly educated First Nations professionals who provide a variety of support services to both students and their families. The Counsellors have extensive experience working with Aboriginal youth and First Nations communities and can offer cultural support to families when requested.

## **Some of the services available include the following:**

- Direct counselling services to students and families (individual or group);
- Crisis response for children and youth in crisis;
- General assessment and case consultation with other professionals; and
- Educational workshops and support services.

## **Referral to a Family Counsellor can be made through:**

- School Principals, Support Staff, or FNEWs;
- First Nations organizations, Bands or community agencies; and
- Directly by a parent or youth (over 14 years of age).

The First Nations Family Counsellors provide highly effective counseling within a culturally relevant context.

# **BAND EDUCATION COORDINATORS**

The Band Education Coordinator is responsible for the management of all elementary and secondary education services for Band students, the most important of which is to act as a communication link between the families (student and parent or guardian) and the school (First Nations Education Worker, teacher and administrator).

## **Services provided by the Band Education Coordinator include:**

- Supporting Band students in pursuit of their educational goals;
- Ensuring students and parents/guardians are kept up-to-date on all educational policies and procedures;
- Acting as an advocate for parents;
- Communicating with school officials (FNEW, teachers and administrators) on a regular basis during the school year on such things as attendance, achievement and behaviour;
- Completing and submitting the student nominal roll in October to Indian and Northern Affairs Canada;
- Organizing/participating in special events conducted by the Band or the school.

## **To accomplish these tasks the Band Education Coordinator must be:**

- Provided with timely information by schools (FNEWs, teachers and administration);
- Provided with regular feedback (report cards) on attendance and achievement of all students;
- Treated with respect by students, parents/guardians, FNEWs, teachers and administrators.

## **DISTRICT PRINCIPAL OF ABORIGINAL EDUCATION**

The role of the District Principal in School District No. 73 is to:

- Strategically work toward achieving the goals of the Aboriginal Enhancement Agreement
- Work in partnership with First Nations communities, urban Aboriginal agencies, families and students to enhance the success of Aboriginal learners in School District No. 73
- Work collaboratively with school leaders to support existing programs and create new initiatives to support educational success for Aboriginal learners
- Provide support and leadership in the work of the District Aboriginal Resource Teachers, Secwepemc language teachers and FNEWS
- Provide professional development for Secwepemc language teachers and FNEWS
- Work closely with the Human Resource Department in the hiring of FNEWS, District Resource teachers and Secwepemc language teachers
- Work closely with local Aboriginal community agencies to increase awareness of programs and services for students and families
- Support the success of Aboriginal learners by attending planning and progress meetings where requested by schools and families
- Attend Aboriginal Advisory meetings for ongoing reporting and consultation regarding programs and services
- Attend School District No. 73 committees that serve to enhance the success of Aboriginal learners
- Promote Aboriginal programs and services that will enhance greater understanding and support of Aboriginal learners

## **DISTRICT ABORIGINAL RESOURCE TEACHER**

The following projects and initiatives are the responsibility of the District Aboriginal Resource Teacher:

- Develop a comprehensive library of Aboriginal resources for use in schools
- Assist in the integration of Aboriginal content in all of school curriculum
- Work with the District Principal to provide support and facilitation of professional development for FNEWs and classroom teachers
- Assist teachers with coordinating classroom activities that introduce and promote Aboriginal identity and perspective
- Assist with District wide events and activities that promote Aboriginal history and heritage
- Assist in promoting cultural sensitivity within schools

# **PRIMARY ABORIGINAL RESOURCE TEACHER**

The Primary Aboriginal Resource Teacher works with Aboriginal early learners, Aboriginal families and communities. Additional focus areas include the following:

- Work with existing primary programs to increase literacy and numeracy. Programs include the SOLVED (early oral language development) program and Talking Tables Program (oral language and vocabulary development).
- Support full day Kindergarten programs and Aboriginal student success
- Support the Aboriginal focused Strong Start program
- Review and recommend appropriate learning resources specific to Aboriginal content for primary learners
- Liaise with Aboriginal early learning programs to share information and to build upon, improve, and develop new strategies fostering holistic services to families
- Organize and facilitate regular training and consultation to FNEWS and teachers who are implementing early learning programs for Aboriginal students



## **SECWPEMC LANGUAGE TEACHERS**

The School District offers Secwepemc Language instruction in several schools. The Secwepemc Language teachers are certified Aboriginal Language Teachers who are proficient speakers of the Secwepemc Language.

Learning an Aboriginal Language is an excellent opportunity for children to explore and appreciate First Nations culture. It can also contribute to greater pride in First Nations history, traditions, and identity.

The School District has a Secwepemc Language Curriculum approved by the Ministry of Education, so that the Secwepemc Language can be taught in all grades. In Secondary School, the Grade 11-12 Secwepemc Language Courses count toward graduation credit or entry into university.

Contact the District Principal of Aboriginal Education if you have questions or want information about Secwepemc Language instruction.

## **WHAT TO DO IF YOU HAVE A CONCERN**

Establishing good communication with your child's teachers and principal can usually prevent concerns from arising. Many problems that arise result from misunderstandings. If you do have a concern, it is best to begin by trying to address it at the school level first.

### **Some general suggestions if a concern arises include:**

- Listen carefully to your child. Try to understand all points of view. Try to be logical and set aside strong feelings for the time being.
- Decide if your child can handle an issue or if your support is needed.
- Keep a record of phone calls you make, letters you send and meetings that take place. Note the date of each.
- Think carefully about your concern. Keep an open mind about the reasons for the actions and responses of others.

If you decide that you should act upon your concern, it may be useful to take the following steps...

### **Meet with your child's teacher**

- Set up a meeting time that is convenient for both of you.
- Present your reasons for the meeting.
- Listen carefully. Take notes.
- Follow the tips for meetings, outlined on page 21.
- After the meeting think about whether you are satisfied. Is another meeting necessary? Is progress being made?

## **WHAT TO DO IF YOU HAVE A CONCERN - continued**

If you do not feel that you are making progress with the teacher, let the teacher know that. Offer to invite the principal or a First Nations Education Worker to meet with both of you. If you are still not satisfied...

### **Meet with the principal**

- Bring a support person is you want to;
- State your concerns;
- List the steps you have already taken;
- State the action you would like to happen;
- Listen carefully and take notes;
- Note any agreed-upon course of action;
- Send a letter to confirm what you think is going to happen next;
- Discuss your concerns with a friend or support person;
- Decide what actions are best. Make sure you gather as much information as you can to make an informed decision.

If you are still not satisfied after meeting with the principal...

### **Talk to school district administration**

In the public school system, you can ask to meet with school district administration. Follow the same suggestions outlined above.

The BC School Act requires that each school district have an internal appeal process for decisions or non-decisions that significantly affect the education, health, or safety of a student.

Ask the School District about its appeal process. Have support people help you through that process.

## Section 2

# **WHAT YOU CAN DO TO HELP YOUR CHILD SUCCEED**

## **WHAT YOU CAN DO TO HELP YOUR CHILD SUCCEED**

Parental involvement is one of the most important factors in student success. Parents can support their children and encourage them to succeed at school in many ways.

### **Here are some of the things you can do:**

- Provide a nutritious breakfast for your child;
- Listen and talk to your child about their school experiences and activities;
- Reinforce the importance of a good education, and creating a supportive environment at home;
- Regularly attend school meetings, participate in school decision-making and get to know your child's teacher and the school principal;
- Encourage regular attendance;
- Keep track of your child's progress at school;
- Volunteer and help out at the school;
- Help your child with learning activities and homework;
- Have a specific time set for your child to do homework on a daily basis;
- Involve Elders in your child's life.

Some of the suggestions outlined in this handbook may be useful to you. You can also talk to your child's teacher or principal for more ideas.

# **CREATING LEARNING ENVIRONMENTS**

The following characteristics have been identified as effective ways to support school success.

- Establish daily family routines: provide a set time and a quiet place for study; assign personal responsibilities in the home, set standard schedules for bed time, meals, homework, etc.;
- Monitor out-of-school activities: set limits on television, computer/video games, arrange for after school activities and supervised care;
- Express high but realistic expectations: set goals that are appropriate for your child's age and maturity, recognize special talents, inform friends and family about your child's successes;
- Encourage your child's development in school: show interest in your child's progress at school, help your child with homework, discuss the value of a good education, talk about possible career options, stay in touch with your child's teacher and school staff;
- Model good reading and writing habits: read together, listen to your child read, talk about what is being read, tell stories, write letters, lists and messages;
- Use community resources for family needs: enroll your child in sports programs, introduce your child to role models, and use community services (such as the library and recreational facilities) as needed.

# **MATH ACTIVITIES FOR YOUNG CHILDREN**

- Put up a calendar and name the days of the week and the month each day.
- Take any opportunity to count things around the house: the cups on the table, chairs around the table, etc;
- Give your child an opportunity to help set the table. Talk about how each person gets the same set of items – a fork, knife, spoon, plate, cup, etc;
- As you help your child get dressed, count the buttons as they are done up. Talk about the matched socks, and one sock for each foot, and one shoe for each foot;
- Arrange the shoes in a closet from smallest to largest. Is anything else at home arranged from smallest to largest?
- Look for patterns in your home. Checkout floor tiles, ceiling tiles, wallpaper, or clothes. Make a pattern using blocks in a row or beads on a string. See if your child can copy it. Let your child make a pattern and see if you can copy it;
- Bake with your child. Read the recipe and put all the ingredients on the counter. Talk about measurement. Let your child measure out one teaspoon or tablespoon, one half, or one quarter cup;
- Play board games with your child. Teach and play simple card games such as Fish, Snap;
- When travelling, look for or count different shaped signs, buildings, clouds or cars. Some children like to take a pad of paper and divide a sheet into two columns. They make a tick for each red car or blue car. At the end of a specified time period, they can add them up;
- Do puzzles with your child. Learning about shapes helps your child recognize shapes and sizes.

# **PREPARING YOUR CHILD FOR READING**

Reading to your children is one of the most important things you can do. Provide your children with as many books as you can.

There are also many games and activities that you can do at home with your preschoolers and early elementary children that promote reading. Develop vocabulary building by picking a new word from the books your child reads. Learn the meaning of the word. Use the word in sentence form;

## **Play memory games**

- Use six pairs of playing cards. Turn them face down on a table, then turn two up, trying to discover pairs;
- Talk about the sequences of your child's day, asking what he or she did first, second and so on;
- Ask your child to put away five grocery items. When done, ask him or her to name the five items;
- Put 5 to 10 items on the kitchen table. Allow your child to look at them for 30 seconds. Then get your child to turn around. Remove one item. Does your child know which one is missing? Or cover the items and ask your child to name as many as he or she can.

## **Create patterns**

- Create patterns from a variety of items around the home such as beads, string, coloured sticks, blocks, cut outs, items from the kitchen, etc.
- Thread beads on a string in a specific pattern. Then encourage your child to copy your pattern;
- Use nesting blocks or varying lengths of paper towel rolls. Get your child to put them in order from longest to shortest.



# **PREPARING YOUR CHILD FOR READING** - continued

## **Categorize**

- Give your child a box of five or ten buttons. Ask him or her to put them into families, using categories such as size, colour, number of holes, rough or smooth edge. This can be done with nuts, crayons, paper clips, etc;
- When going on walks, look at different categories of things, such as things made of cement, things made of wood, things that are blue, animals, plants, etc;
- Write the word “animal” at the top of a page. Ask your child to name as many animals as they can, while you write them down. Discuss which are wild or domestic animals. Discuss where you find these animals.

## **Talk with your child**

- Ask your child what they learned that day;
- Talk about your own day including good and bad parts;
- Talk about your upcoming day, showing your child that you plan things in an orderly fashion.

# **PARENTAL INVOLVEMENT IN EDUCATION IS IMPORTANT**

Keeping in touch with your child's education is important. This section will give you a few tips on how to become involved and remain involved in your child's education.

- Be sure the teachers and school have your most recent address, home phone number, emergency phone number, or a contact phone number;
- Make contact at the beginning of the year with your child's teachers, principals and FNEWs;
- Read the school newsletter on a regular basis;
- Be sure to know the bus schedule and the appropriate phone number for bus information;
- Be sure you have the school phone number and/or the safe arrival phone number.

Familiarize yourself with the following school policies, procedures and resources:

- Attendance and reporting procedure;
- Discipline and suspension (in school and out of school);
- Alternate programs and special services;
- The school Handbook and Student Code of Conduct;
- The Parent Advisory Council (PAC) at your child's school.

*If you read to you child for 10 minutes a day from the time he or she is born, it will equal 1,000 hours by the time they go to school.*

## **PARENT/TEACHER CONFERENCES**

Parent/teacher conferences are an important way to become involved and to maintain a good working relationship with your child's teacher. This will allow you to assist your child in maintaining good working habits. Be sure to have questions ready prior to the parent-teacher conferences.

Here are few suggested questions that you may want to ask your child's teacher:

- What are my child's strengths with his/her school work?
- What areas of school work require improvement?
- What can I do at home to assist them their school work?
- What educational program is my child involved in and what does it provide for him or her? Where will it lead to?

### **Confidence is the Key to Success**

- Every child learns differently. Don't compare your child to others.
- Be your child's cheerleader and advocate.
- Focus on boring drills.
- Discuss any concerns your child has about school.
- Have your child's eye sight and hearing tested.

## Section 3

# HELPING YOUR CHILD GRADUATE

# **HELPING YOUR CHILD GRADUATE**

## **Graduation Requirements: This is what it takes**

Your child has been working hard at school for 12 years or more now and the end is in sight. The last thing you want is for them to miss out on graduation because of a technicality. Likewise, if your child is planning to further their education, you want to make sure they have all the course credits they need.

While teachers and administrators do everything they can to help students make the right choices, it's always a good idea to double-check things for yourself.

Encourage your son or daughter to meet with the counsellor early in the year to make sure they are taking the courses needed to graduate.

Be careful about having your son or daughter drop a course late in the school year. It might be the one they need to graduate.

## **COURSE SELECTION IS IMPORTANT**

It is important to remember that the courses children take in early grades may affect their options later. For example, in order to enroll in many senior level courses like English 12 and Math 12, students must be enrolled in the right courses in earlier grades.

Parents have a right to know what courses their children are taking. They should also be informed before there are any changes in those courses.

Course selection is very important. Students must take a number of specific courses in order to receive a Dogwood Diploma. Parents should know what courses are required for graduation. If students are not taking the required courses, they may receive the British Columbia School Completion Certificate instead of the Dogwood. But remember, many post-secondary programs require the Dogwood Diploma for entrance, and will not accept the School Completion Certificate.

It is also important to know if your child is on a modified program. Students on a modified program will graduate with the School Completion Certificate, not the Dogwood. This may affect their future educational opportunities.

If you have questions about the courses your child is taking, talk to the school counsellor or teacher. Ask whether your child will be eligible for senior level courses later. Find out whether your child will be graduating with the Dogwood Diploma.

You may also want to talk to a counsellor or teacher about help with your child's career planning. Many jobs require specific post-secondary programs. To enter those programs, specific courses are needed. Post-secondary institutes will also consider students' grades before accepting them. Parents should therefore always encourage their children to do their best and maintain the highest grade point average they can.

## **COURSE SELECTION IS IMPORTANT** – continued

It is important that students find out early what courses they will need in order to get the further education they want. English 12 and Math 12 are two common requirements. Students should work toward those courses to allow wide range of options later.

A great deal of information is available to help parents and students with career planning. You may want to ask the principal, a teacher, First Nations Education Worker or a counsellor to help you in this area. For people who have access to the internet, the BC Ministry of Education provides a range of resources to help parents with career planning for their children. You may want to look at [www.bced.gov.bc.ca/careers/planning](http://www.bced.gov.bc.ca/careers/planning) for some ideas.

# GRADUATION REQUIREMENTS

## At a Glance Requirements - What You Need to Graduate

In order to graduate with a Dogwood, every student in the Graduation Program has to pass certain basic courses, like English, mathematics and science. The table below is an overview of what you need to graduate:

- 48 credits from required courses,
- 28 credits from elective courses, and
- 4 credits from Graduation Transitions.

Graduation requirements are introduced in your Planning 10 class. For more help, talk to your teacher or school counselor, and refer to the [Grad Planner](#) for more details.

<b>REQUIRED COURSES:</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
Planning 10	4
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
a Fine Arts and/or Applied Skills 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4
	<b>48 credits</b>
<b>ELECTIVE COURSES:</b>	
<b>Students must earn at least 28 elective credits.</b>	<b>Minimum Credits</b>
<b>Additional Grade 10-12 credits*</b>	<b>28 credits</b>
<b>GRADUATION TRANSITIONS</b>	
<b>Students must earn 4 credits for Graduation Transitions</b>	<b>4 credits</b>
<b>OVERALL TOTAL:</b>	<b>80 credits</b>
*Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.	



## Section 4

# **WHERE TO GO FOR INFORMATION AND ASSISTANCE**

## School District No. 73

School Board Office  
1383 Ninth Avenue  
Kamloops, BC V2C 3X7  
250-374-0679

Bus Garage (Transportation)  
710 McGill Road  
Kamloops, BC V2C 6N7  
250-372-5853

Henry Grube Education Centre  
245 Kitchener Crescent  
Kamloops, BC V2C 1B9  
250-376-2266

## Elementary Schools

Aberdeen Elementary  
2191 Van Horne Drive  
Kamloops, BC V1S 1L9  
250-372-5844

AE Perry Elementary  
1380 Sherbrooke Avenue  
Kamloops, BC V2C 6N7  
250-376-6224

Arthur Hatton Elementary  
315 Chestnut Street  
Kamloops, BC V2B 1L4  
250-376-7217

Arthur Stevenson Elementary  
2890 Bank Road  
Kamloops, BC V2B 6Y7  
250-579-9284

## Elementary Schools

Barriere Elementary  
Box 250  
Barriere, BC V0E 1E0  
250-672-9916

Beattie School (McGill)  
492 McGill Road  
Kamloops, BC V2C 1M3  
250-374-0608

Bert Edwards Science  
& Technology School  
711 Windsor Avenue  
Kamloops, BC V2B 2B7  
250-376-2205

Blue River Elementary  
3<sup>rd</sup> Avenue, Box 160  
Blue River, BC V0E 1J0  
250-673-8253

Brennan Creek Elementary  
c/o Barriere Elementary  
250-672-0387

Dallas Elementary  
296 Harper Road  
Kamloops, BC V2C 4Z2  
250-573-3261

David Thompson Elementary  
1051 Pine Springs Road  
Kamloops, BC V2B 7W3  
250-579-9228

## Elementary Schools

### Dufferin Elementary

1880 Hillside Drive  
Kamloops, BC V2E 2E2  
250-374-4425

### Haldane Elementary

Box 380  
Chase, BC V0E 1M0  
250-679-3269

### Heffley Creek Elementary

RR #2, Marriot Road  
Heffley Creek, BC V0E 120  
250-578-7227

### Juniper Ridge Elementary

2540 Qu'Appelle Boulevard  
Kamloops, BC V2E 5M2  
250-374-2305

### Kay Bingham Elementary

950 Southhill Street  
Kamloops, BC V2B 5M2  
250-376-5586

### Lloyd George Elementary

830 Pine Street  
Kamloops, BC V2C 3A1  
250-374-3174

### Logan Lake Elementary

4 Gelena Avenue, Box 100  
Logan Lake, BC V0K 1W0  
250-523-6215

## Elementary Schools

### Marion Schilling Elementary

2200 Park Drive  
Kamloops, BC V2C 4P6  
250-372-2027

### McGowan Park Elementary

2080 Tremerton Drive  
Kamloops, BC V2E 2S2  
250-374-4545

### Pacific Way Elementary

2330 Pacific Way  
Kamloops, BC V1S 1Z3  
250-851-0632

### Parkcrest Elementary

2170 Parkcrest Avenue  
Kamloops, BC V2B 4Y1  
250-554-2368

### Pinantan Elementary

205 Holbrook Road  
Pinantan Lake, BC V0E 3E1  
250-573-3234

### Raft River Elementary

Box 1312  
Clearwater, BC V0E 1N0  
250-674-2218

### Rayleigh Elementary

306 Puett Ranch Road  
Kamloops, BC V2H 1M9  
250-578-7229

## Elementary Schools

### RL Clemitson Elementary

5990 Todd Road  
Kamloops, BC V2C 5B7  
250-573-3227

### Savona Elementary

Box 170  
Savona, BC V0K 2J0  
250-373-3220

### South Sa-Hali Elementary

1585 Summit Drive  
Kamloops, BC V2E 1E9  
250-374-2451

### Stuart Wood Elementary

245 St. Paul Street  
Kamloops, BC V2C 2J2  
250-374-1755

## Elementary Schools

### Summit Elementary

425 Monarch Court  
Kamloops, BC V2E 1Y3  
250-372-1224

### Vavenby Elementary

Box 100  
Vavenby, BC V0E 2A0  
250-676-9242

### Westmount Elementary

745 Walkem Road  
Kamloops, BC V2B 7Z8  
250-676-8879

### Westwold Elementary

General Delivery  
Westwold, BC V0E 2B0  
250-375-2252

## SECONDARY SCHOOLS

### Barriere Secondary

Box 130  
Barriere, BC V0E 1E0  
250-672-9943

### Beattie School of the Arts (JP)

1390 – 9<sup>th</sup> Avenue  
Kamloops, BC V2C 3X5  
250-374-3200

### Brocklehurst Middle School

985 Windbreak Street  
Kamloops, BC V2B 5P5  
250-376-1232

### Chase Secondary

Box 319  
Chase, BC V0E 1M0  
250-679-3218

### Clearwater Secondary

Box 1951, RR #1  
Clearwater, BC V0E 1N0  
250-674-3328

### Four Directions Storefront

c/o Twin Rivers Education Centre  
250-376-8061

### Logan Lake Secondary

50 Ponderosa Avenue, Box 280  
Logan Lake, BC V0K 1W0  
250-523-1272

## SECONDARY SCHOOLS

### NorKam Secondary

730 - 12<sup>th</sup> Street  
Kamloops, BC V2B 3C1  
250-376-1272

### Sa-Hali Secondary

255 Arrowstone Drive  
Kamloops, BC V2C 1P8  
250-374-0861

### South Kamloops Secondary

821 Munro Street  
Kamloops, BC V2C 3E9  
250-374-1405

### Twin Rivers Education Centre

655 Holt Street  
Kamloops, BC V2B 5G2  
250-554-3438

### Valleyview Secondary School

1950 Valleyview Drive  
Kamloops, BC V2C 4C2  
250-372-5231

### Westsyde Secondary School

855 Bebek Road  
Kamloops, BC V2B 6P2  
250-579-9271

## **Cultural Resources Available in the District**

Aboriginal students in School District No. 73 have access to a variety of excellent First Nations resources and cultural programs. The First Nations resource material available in the District Library's collection includes books, DVDs, kits, games and artifacts. The Library's collection is a rich and varied source of Aboriginal Resources.

### **Henry Grube Education Centre/Central School District Library**

245 Kitchener Crescent  
Kamloops, BC V2B 1B9  
250-376-2266

### **Interior Indian Friendship Society – Education & Cultural Program**

125 Palm Street  
Kamloops, BC V2B 8J6  
250-376-1296

### **Secwepemec Museum & Heritage Park/Cultural Education Program**

202 - 355 Yellowhead Highway  
Kamloops, BC V2H 1H1  
250-828-9749



This Handbook was created in partnership by School District No. 73 (Kamloops/Thompson) and the First Nations Education Council.



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