

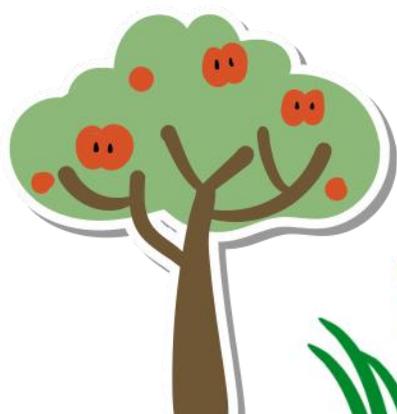
École Salisbury Morse Place School

795 PRINCE RUPERT AVE WINNIPEG, MB R2K 1W6

PHONE 204-668-9304 | FAX 204-668-9390 | EMAIL SMP@RETSD.MB.CA



SPRING NEWSLETTER



Your River East Transcona School Division Trustees

Ward 1

Colleen Carswell (chair)
204.222.1486
ccarswell@retsd.mb.ca

Jerry Sodomlak (vice-chair)
204.999.1409
jsodomlak@retsd.mb.ca

Ward 2

Rod Giesbrecht
204.661.5984
rgiesbrecht@retsd.mb.ca

John Toews
204.663.0475
jtoews@retsd.mb.ca

Ward 3

Brianne Goertzen
204.955.6782
bgoertzen@retsd.mb.ca

Keith Morrison
204.795.3357
kmorrison@retsd.mb.ca

Ward 4

Peter Kotyk
204.668.4181
pkoty@retsd.mb.ca

Susan Olynik
204.661.6440
solynik@retsd.mb.ca

Ward 5

Michael West
204.990.3228
mwest@retsd.mb.ca

For more information about the board of trustees, visit: www.retsd.mb.ca/BoardofTrustees



*RETSD is on Facebook and Twitter!
Like and follow us to stay up-to-date on what's
happening in the division.*



Principal's Message

Happy Spring!



After a long, cold, snowy winter spring is finally here! The brighter days and the warm weather are a welcome change! While spring has arrived, the weather can be confusing. This can make it difficult to know how to dress your children for school. We advise you pack an extra pair of socks and pants in your child's backpack for those puddle accidents. Plastic bags in boots will also help to keep things dry. There is a lot of snow on the playground. We hope it will melt over Spring Break but please prepare for every scenario. I also encourage you to label everything to make it easier to have lost items returned.

Congratulations to all students who participated in the clubs and activities we offered at ESMP during second term. Thank you to our many staff members who volunteered your time to enhance our students' school experience. We could not do it without your support. With restrictions lifting and things opening up, we hope to offer more in-school and out-of-school activities in third term.

April is school planning month. During this month our staff will be looking at the data and evidence collected to date and reviewing our current goals and priorities. We will be establishing school goals and priorities for the 2022-2023 school year in conjunction with divisional and provincial priorities. School planning is a collaborative process. We will be looking for input from all of our stakeholders: staff, students, and parents. Please join us at our Community Schools Association meeting held in May to learn about our process and to help us in establishing future goals.

This final term of the school year will be busy with activities designed to support school curriculums and activities meant to give your children new and varied experiences. Please make every effort to encourage your child to be at school and on time for these specially planned events.

I wish you all a wonderful Spring Break!

Warm Regards,

M.Millman



snack cart

CARING ABOUT ONE ANOTHER AT ESMP

Through support from the
Child Nutrition Council of Manitoba
we are able to offer a breakfast snack every day to
students who are coming to school hungry.

If you would like to help support our snack program,
we accept food donations. Our most needed items are
peanut-free granola bars, chocolate chips, raisins, crackers,
cereal and individual cups of apple sauce and pudding.

Thank you to CNCM and the staff and community of ESMP
for helping us make a positive difference!



Early Years Phys. Ed News

Hello Viper families!

Here in the early years gym, we have kept warm by celebrating the Winter Olympics during the months of January and February. Our celebration included learning about various winter sports and adapting them so that we could give them a try. Our learning started with the game of curling, then came bobsleigh and skeleton, followed by a torch run. We finished off with noodle hockey, biathlon and long track speed skating. Every day, students got to catch up on our Canadian athletes by watching a video prepared with the night's Olympic highlights. We got to see our athletes shine and win many medals. We also got to see moments of defeat and resilience on the part of the athletes.



The Olympics offer great life lessons to us all. They teach us that hard work and commitment sometimes allows us to fulfill our dreams. If things don't go our way, we can learn from disappointment.

In the months to come, we look forward to introducing more music and rhythmic activities to our classes. In the past, we would have been preparing the grade 1-3 students for the divisional folk dance festival. That event probably won't happen the way it did before, but we hope to have our very own dance festival in our schoolyard sometime in May.

The grade 4-5 students will also be working on their fitness and rhythmic skills. As well, they will be honing their leadership skills to help prepare the "end of year" field day.

We have a lot to look forward to! The warm weather is coming and we love being outside with the students.

In fitness,
Madame Gagnon, Miss Fey and Mr. Dubiel



From the Literacy and Assessment Committee: Tips for Supporting Reading Skills at Home

1 Have conversations before, during, and after reading together

These activities are typically appropriate for children in kindergarten through third grade.

Having conversations when reading with children helps them develop higher-level thinking and language skills, such as predicting, problem solving, or contrasting. While reading books aloud, ask the child questions and talk about the content of the story together before, during, and after reading.

- Use open-ended questions to ask the child to think about the book's messages and what is happening. See the box below for examples of questions to ask children when reading different types of books.
- Ask the child to apply the book's messages to the world around him by connecting events to his own life.
- Ask more and more complex questions, so the child continues to build her vocabulary and language skills.

Example questions for informational books

*that explain facts about the world,
such as books about animals*



- Why do birds fly south for winter?
- What would happen if you planted a tree in the desert?
- Why is it important to recycle?



Example questions for narrative books

*that are about a series of events,
whether fictional or nonfictional,
such as stories*



- Why did the character do what he did?
- What else could she have done?
- If you were in that story, what would you have done?

What skills will this practice help build?

Having conversations about what they are reading helps children build vocabulary and develop skills using language typically found in school settings. Building their skills to think and connect ideas from many contexts allows children to follow more complex language, which they might find in stories, instructions, and descriptions of historical events or nature.



POP TABS FOR WHEELCHAIRS

École Salisbury Morse Place School
along with
98 other schools and
91 companies are
saving pop tabs in order to
donate a wheelchair!

**STUDENTS CAN DROP OFF POP TABS
IN MS. MAY'S ROOM (ROOM 47)**

OR THE OFFICE.

Thanks for all your support!



This year Ms. Zawadowski and Mrs. Morrison are including a message and self-regulation tool in each newsletter. This term's focus is a co-regulation strategy. Adults can use this strategy to help their student regulate their emotions. It is important to note that all emotions are okay. It is what we do with them that matters.

Name It to Tame It: A Co-Regulation Strategy

There is nothing more powerful than when someone we care for understands how we are feeling. Labelling emotions can help us feel calmer. When we label or name an emotion, we are experiencing the brain "putting on the brakes" and helping us regulate our big feelings. Dr. Dan Siegel, author of "The Whole [Brain Child](#)" coined the phrase "Name it to Tame it" to describe this process.

Helping a child label their emotions can be extremely validating. It shows the child that you understand what they are going through. When children feel that we understand their emotions and experiences, they are better able to process their big feelings.

Labelling emotions might sound like this:

"It sounds like you feel nervous about presenting your project today. I feel nervous when I speak in front of people too."

"I can see you feel angry that I told you it's time to put away your phone. It can be hard when we don't get what we want."

"You seem really frustrated with your sibling right now, why don't you take a break and then we can talk about it."

How it Helps:

Labelling emotions helps children develop the vocabulary to talk about how they feel. Oftentimes, teenagers have a challenging time describing their specific emotions. They will tell adults they feel bad, upset or not great, but lack explicit vocabulary to share their feelings. They stay stuck in the same old patterns of feeling and responding to difficulties. When children do not have the words that they need to describe how they feel, they will then show us how they feel through their behaviour (meltdowns and tantrums, aggression and lashing out at others). Labelling emotions helps us build empathy with our children and helps us find solutions to their problems. Once we identify the specific emotion, then we can work on collaborative problem solving or guide them towards an appropriate coping strategy. If we can help children label and process their emotions, we will notice that they become skilled at helping others through this process too.

Counsellor's Corner



GRADE LEVELS	NAME	EMAIL
K-3 and Ms. Fraser's Class	Ms. C. Zawadowski	czawadowski@retsd.mb.ca
4-8	Mrs. J. Morrison	jmorrison@retsd.mb.ca Website: esmpmiddlemindsmatter.weebly.com Instagram: @esmpmindcraft



LOGIN FOR INFO ON STUDENT...
SCHEDULES
REPORT CARDS
TRANSPORTATION

PARENT PORTAL LOGIN

[https://tyler.retsd.mb.ca/TSI Live 360/](https://tyler.retsd.mb.ca/TSI_Live_360/)

RETSO INTRODUCTORY VIDEOS

<http://retsso.mb.ca/Pages/Parent-Portal-Videos.aspx>

Your computer will need to have Adobe Acrobat installed to view the report card documents. This can be downloaded for free from: <https://get.adobe.com/reader/>

Instructions for access from your mobile device :

[Mobile Application Instructions.pdf](#)

PASSWORD RESET

- The portal login screen does have a "Forgot your password" link.
- Users should be able to have their account reset if they have an email address on file.
- If the user has forgotten their password and doesn't have an email address on file, they will need to contact the school.

DATA ERRORS

If student contacts find any errors in the data (attendance, report cards, etc.) please notify the school office.

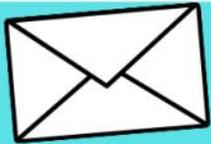
ATTENDANCE



All student absences must be reported to the school office.

Messages regarding absences can be left at **204-668-9304** at any time.

Please state clearly your child's first and last name, grade, teacher and reason for absence.



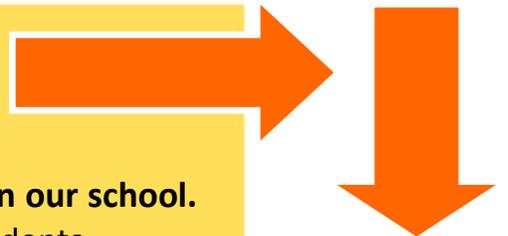
CONTACT INFO

HAVE YOU MOVED? CHANGED TELEPHONE NUMBERS?

If you have moved, had a change to any of your telephone numbers (home, work, cell), or your e-mail address, or if any of your emergency contacts' information has changed, please let the office know. We need to have current information on file in order to communicate with you if your child becomes ill or is injured during the school day.

Thank you for keeping us informed.

ALLERGIES



There are several students with life threatening allergies in our school. We work very hard to provide a safe environment for all students. We ask that all families consider the following in the interest of safety:

- Contact with even a tiny amount of an allergen can cause a severe reaction.
- Nuts are the most common allergen in the school (especially peanuts). **Please do not send nuts or tree nuts in your child's lunch . This includes Nutella products.**
- Check the labels on food products that are sent to school and avoid all nut products

Thank you for helping to keep the school safe as possible.



IMPORTANT



dates to remember

APRIL

- 4 FIRST DAY OF CLASSES AFTER SPRING BREAK
- 15 GOOD FRIDAY– NO SCHOOL
- 19 CSA MEETING 6:30-7:30 PM
- 25 CO-ORDINATED DAY- NO CLASSES

MAY

- 17 CSA MEETING 6:30-7:30 PM
- 23 VICTORIA DAY– NO CLASSES



JUNE

- 20 NO SCHOOL– ADMIN DAY
- 30 LAST DAY OF CLASSES - EARLY DISMISSAL 2:20 PM

EXCITING NEWS FOR PRESCHOOL PARENTS



In person
STAY & PLAY
is returning
March 1st!

Tuesdays 9:30-11

@ Hampstead School
(registration is required to attend)

COMING IN APRIL:

VIRTUAL

A Bugs Life - Monday 10-11 am
Community Helpers Pt 2 - Tues 1-2 pm
ABC's With You & Me - Wed 1-2 pm

IN PERSON

Up & Atom - Thurs 9:30-11 am

For more information please contact Colette at cmolloy@retsd.mb.ca or call 204.654.1818. **STAY TUNED FOR SPRING PROGRAM REGISTRATION.**

Children's Free Play Winter Program

Ages 6 to 12 years

January 10–March 18

Monday–Friday

3:30 pm–5:30 pm

East Elmwood Community Centre

490 Keenleyside Street

No registration required



For more information on free programs
in your area, visit winnipeg.ca/leisureguide





SUNRISE SUNSET CHILD CARE

(Located in the school)

Here is what we offer:

- Child care from 7:00 am- 9:00 am & 3:15 pm - 6:00 pm Monday to Friday.
- Child care on all school in-service days from 7:00 am-5:30 pm
- Subsidy through Manitoba Early Learning and Child Care
- A variety of activities: gym, outside, science, art, drama, music, library, building areas.
- Fees are \$8.60/day school days and \$20.80 on in-service days

Hello and Welcome to Sunrise Sunset Child Care Wait list.

Please click on the link below to be placed onto our Center's wait list. **Your child(ren) must be attending Ecole Salisbury Morse Place school.** When a space becomes available, we will contact you.

Thank you for signing up.

<https://forms.gle/4XFfFzmUdpKmbanaA>

For more information or registration for a child care space please contact the Director - Lisa Harakal at 204-415-2866.
or e-mail at sunrisesunsetchildcare@shaw.ca

Dear Parents/Guardians and Families,

As I am sure that you have noticed, the use and popularity of e-cigarettes and “vaping” has been increasing in Manitoba. These trends come after years of decreasing smoking rates across the province, particularly among youth.

This trend is concerning as the use of e-cigarettes is not without risk, with evidence emerging around addiction potential and harmful chemicals contained in the vaping liquid. Therefore, as a province, we want to ensure we are being proactive and that tobacco use is not simply being replaced by e-cigarettes.

My office has provided a reminder to all schools that the use of e-cigarettes (as with conventional cigarettes) in any enclosed public space, including schools, is prohibited under The Smoking and Vapour Products Control Act. This prohibition is important to ensure that smoking, be it tobacco or e-cigarettes, is not normalized or thought of as a risk-free activity.

As e-cigarettes are a relatively new technology, we want to ensure that parents are also able to access clear and balanced information to be able to talk to their children. We know that nobody is more influential on a young person’s decisions than their parents and would therefore like to encourage you to explore the resources available from

Health Canada - www.canada.ca/en/services/health/publications/healthy-living/talking-teen-vaping-tip-sheet-parents.html

Please take the time to examine this information and to share it with others.

Best wishes for a successful and enjoyable school year.

Kelvin Goertzen
Minister
Education

CONCERN PROTOCOL

The River East Transcona School Division has established this policy to ensure effective steps in communication of concerns and/or questions between parents/guardians, adult students, members of the community and divisional staff and between staff members. Each member of the division's staff and the board of trustees should follow these steps.

If a parent/guardian, adult student, a member of the community or a staff member has a concern or question they should follow this sequence:

- (1) Contact the employee's work place and request to speak to the person. The employee may be unavailable, so leave a message with telephone numbers where you can be reached during the day as well as the evening.
- (2) If you are not satisfied with the employee's response to your concern, contact their supervisor. If you contact the supervisor first, s/he will refer you to step one.
- (3) If your concern is not resolved to your satisfaction, contact the superintendent. If you contact the superintendent first, s/he will refer you to step one or two.
- (4) In the event that you believe that your concern has not been addressed, you may write a letter to the chair of the board of trustees. If you contact the chair or any trustee without going through steps one to three, they will refer you back to step one. A trustee may assist you in making the appropriate contacts in steps one through three.
 - When a written concern about a staff member is received, the individual named will be notified and provided with a copy of the written concern and given an opportunity for explanation and written response.
 - At any point in the complaint process, the individual named has the right to have an advocate present.
- (5) All correspondence to the chair of the board of trustees is reviewed at a board meeting. However, all personnel matters must be dealt with in-camera.
- (6) At all steps in the process, you are requested to tell each level that you are not satisfied and are going up to the next level.

CONCERN PROTOCOL

This policy does not supercede:

- The Child and Family Act of Manitoba
- Student Welfare (Reporting Child Abuse)
- Harassment Policy
- Contractual Agreements with the Division
- Codes of Professional Practice of Staff Members

Effective Date:	June 30, 2003	Review Date: May 8, 2018
Amended Date:		
Board Motion(s):	288/03	
Legal/Cross Reference:	JLEB - Children in Need of Protection; JLEB-E – Report of Suspected Child Abuse; GBAA/R – Respectful Schools and Workplaces *Harassment (Employees); The Child and Family Services Act, C.C.S.M. c. C80	



CONCERNS AND COMPLAINTS PROCEDURES

The formal procedures for managing a concern or complaint are as follows:

- (1) Contact the person who is most directly involved and ask to speak to the person. If the individual is not available, leave a message including daytime and evening telephone numbers.
- (2) If the concern has not been resolved, contact the individual's supervisor. Complaints that are brought directly to the supervisor will be redirected to step one.
- (3) If the concern still has not been resolved, contact the superintendent or designate. If contact begins at the superintendent's department, it will be referred to step one.
- (4) In the event that the concern has not been addressed, an appeal of the superintendent's decision shall be handled by the board of trustees through written correspondence to the chair. Neither the board, a committee of the board, nor a trustee shall consider or act on a complaint that has not been explored at the appropriate administrative level, nor shall they contact staff directly in a personal attempt to resolve the problem. A member of the board of trustees may assist the complainant in making the appropriate contacts required to complete steps one to three.
 - (a) When a written concern is received that names a staff member, the individual named will be notified and provided with a copy of the written concern and given an opportunity for explanation and written response.
 - (b) At any point in the complaint process, the individual named has the right to have an advocate present.
- (5) All correspondence to the chair of the board of trustees is reviewed at a board meeting. All personnel matters shall be dealt with in camera.
- (6) Written response of the board of trustees' decision will be provided to the parties involved in the complaint.

Effective Date: June 19, 2007
Amended Date: June 19, 2018
Board Motion(s): 218/07; 172/18
Legal/Cross Reference:

Review Date: May 8, 2018