

Neil Campbell School

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April Newsletter

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Principal's Message

I hope you all enjoyed Spring Break and took time to have fun and relax. Report cards were posted in March and Student Led conferences were held later in the month. Thank you for joining us at that time on TEAMS to celebrate the growth that your child has made. Your support is very important to your child's success.

On March 1, 2021 we began our Kindergarten registration for the 2021-2022 school year. Registration will continue for the remainder of the year. Please share this information with families who do not receive our newsletter. Please feel free to call our office for information about how to register this year.

We are continuing to encourage everyone to consider driving safely and to obey the rules of the road. This is for the safety of all our children to and from school. Please consider parking on a neighboring street and walking your child to/from school from there instead of having your child jump in or out of your vehicle on the busy street.

We have had a very exciting month so far! We celebrated earth week by participating in many earth friendly activities such as turning off the lights and using less paper. We are in the middle of a Positive Behaviour Intervention Support (PBIS) blitz. During this time, named "Among the Stars" we have a mystery critter watching to see if selected classes are following the behaviour matrix. Our school is working towards a couple of school wide rewards such as a class movie day and extended recesses. Thank you for supporting your child to continue making positive choices at school and on our playground. The French Immersion program also participated in a French language blitz to encourage all students to speak more French during their day at school. It was very successful!

The weather is very hard to predict right now. Please have your children dress appropriately. We suggest that you send layers so your child can wear warmer clothing outside in the morning and perhaps a sweatshirt in the afternoon. Please check the weather everyday before sending your children to school.

Thank you so much for your support.

Christi Qua

Anaphylaxis Policy

The division recognizes that some students attending schools may require the administration of medication in response to an acute allergic reaction. Therefore, for the safety of students, staff, and parents/guardians, Anaphylaxis Procedures and Anaphylaxis Avoidance Strategies must be followed within the division. The complete policy is available on the website at:

<http://www.retsd.mb.ca/yourrets/Policies/Documents/JLCG-R1.pdf>

<http://www.retsd.mb.ca/yourrets/Policies/Documents/JLCG-R2.pdf>

Concern Protocol

<https://www.retsd.mb.ca/yourrets/Policies/Documents/KE.pdf> (Policy KE-Concern Protocol)

<https://www.retsd.mb.ca/yourrets/Policies/Documents/KE-R.pdf> (Policy KE-R Concerns & Complaints Procedures)



**Check out our new digital
Community Bulletin Board to
learn more about events, camps,
and special offers for RETSD
students and their families.**

retsdb.ca/community

KINDERGARTEN Classes

Mme Nanton & Mrs. Clark

With the welcome arrival of spring, the Kindergarten classrooms turned their focus onto the natural environment. One of our year-round themes in Science is Trees and so we took a close look at how trees are important to us and other animals.

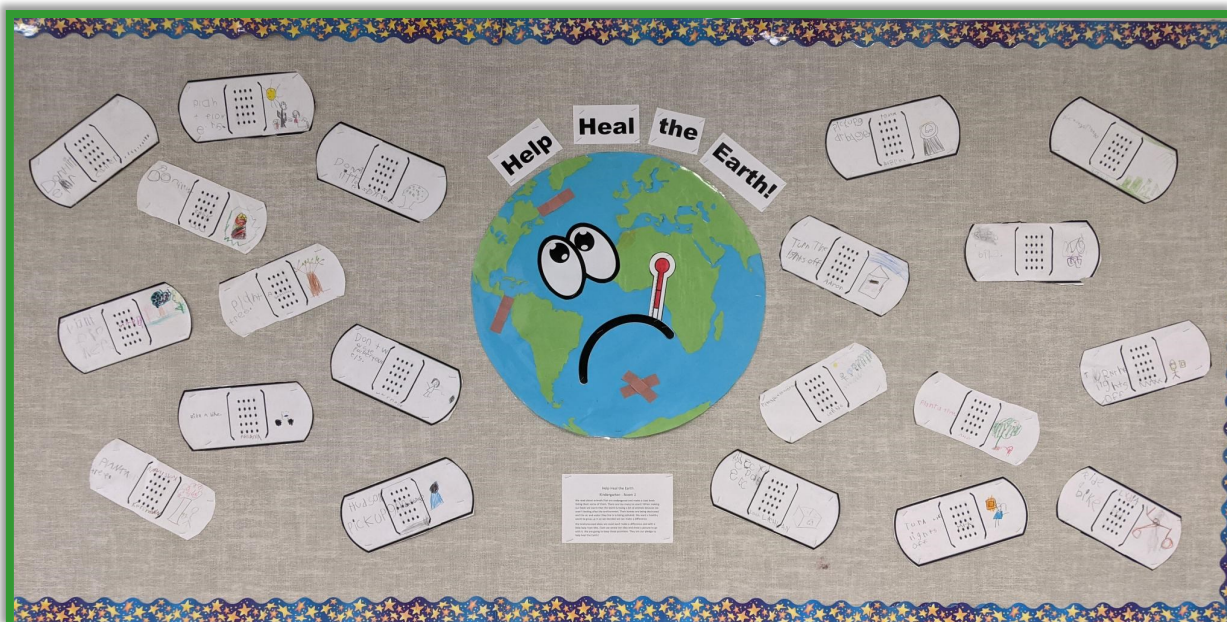
We learnt that trees provide homes and food for many animals and when people cut down too many trees the animals suffer. We also learnt that people depend on the trees too. Without them there would be no clean air for us to breathe! We also did some research and it made us sad to realize that there are many animals on the endangered list. We made a class book to catalogue them, but there are so many that we had to focus mostly on just the Canadian animals!

We have decided to take the advice from the Onceler in The Lorax: *“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”* So, we made a list of things we can do that will help the environment and pledged to make them part of our daily habits. During our school wide “Earth Day Spirit Week” we practised environmentally healthy habits like switching off the classroom lights to save energy, using as little paper as possible and putting our recyclables in the recycling bin.

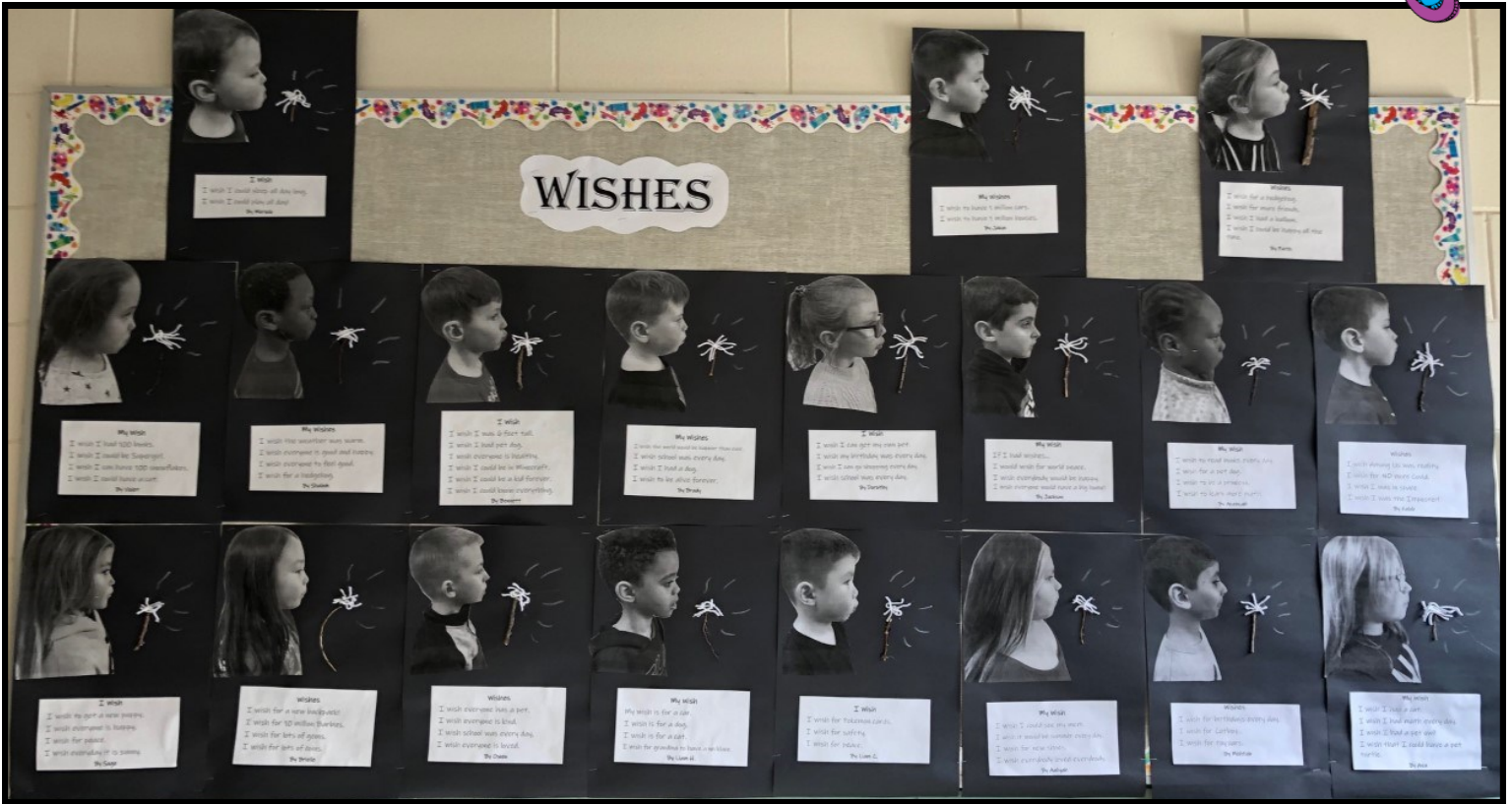
Please join us in our quest to heal the Earth so that it may be a healthy place for all living creatures to enjoy.

Sincerely,

All the 2020-21 Kindergarten Students of Neil Campbell School



Ms. Sherby's Grade 1/2 Class



Wishes

Do you have wishes? Room 3 students listened to the stories, Wishes by Jean Little and Wish Traditions Around the World. As a class, we talked about each of our wishes. Then we wrote our special wishes to share with everyone. We hope that you feel happy when reading our wishes. What would you wish for?

Written by: Amazing Jackson & Silly Sage

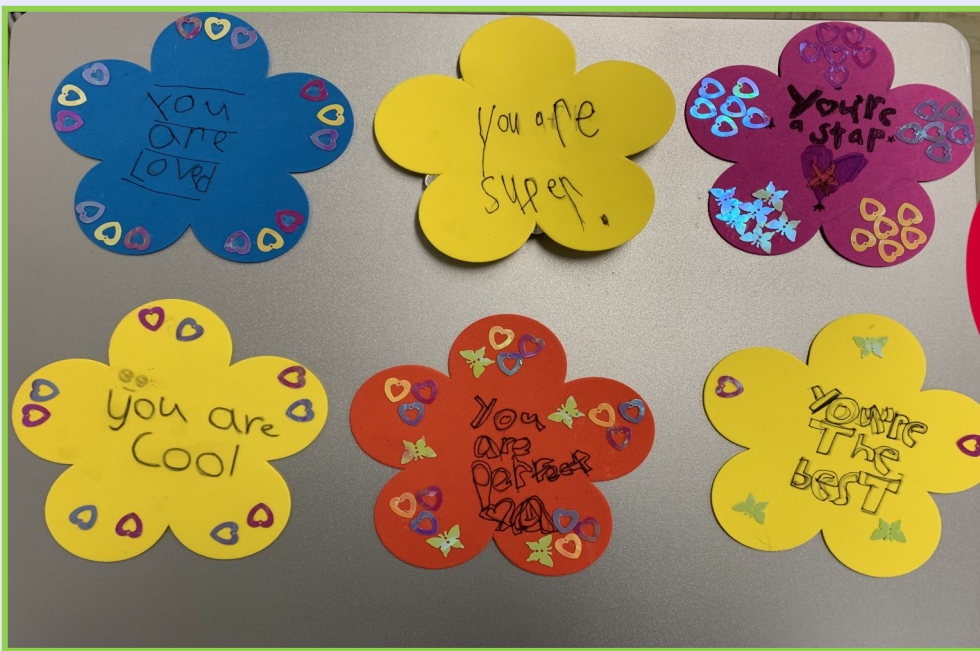
MME DAVENPORT'S GRADE 2 CLASS



Brightening the World, One Note at a Time

By, Grade 2, Room 4, Mme Davenport's Class

We think that all the kids in the world should get to be happy and healthy. We are trying to do our part to help others by making sunny, sparkly cards to brighten the day for some other kids in our city of Winnipeg. Sadly, there are some children in our city who do not always have enough food to eat. Some of these children get special lunch bags made for them to make sure they don't go hungry. We are making awesome cards to go inside these lunch bags so that the kids will get a great and joyful surprise when they open them up to eat. Don't worry, the cards will be quarantined before they are delivered because we know it is important to always be super de duper safe!



To make the cards, we practiced and planned our designs on a rough copy paper first. We all made sure to include a positive message on one side of the card. We tried really hard to think of thoughtful words that would make people smile when they read them. Next, we copied our ideas down onto a thicker, stronger piece of paper. We took our time making the cards to make sure that we did our absolute best work! We coloured extremely carefully and printed super neatly. Finally, we got to decorate our cards using glittery materials such as jewel stickers, paper flowers, shiny confetti and shimmering, sticky tape.

We wish we could see the smile on the kids' faces when they open their lunch bags and see our cards but we feel happy inside knowing that we are helping other kids feel happy too.



Mme Dufort/Fraser's Grade 1 Class



We have been reading a lot in Room 5! One of the authors we enjoyed is Eric Carle. We discussed his illustrations and the way he used texture in his pictures. We picked an animal and used tissue paper and glue to create texture in our art. We glued our animal to a painted earth and sky background. We named our animal and made it say what it likes with a speech bubble. We really enjoyed this project!



We also started a mini garden in room 5! We planted many seeds like cherry tomatoes, oregano, mint, cilantro, dill and even some pansies! We estimated what would sprout 1st. Can you guess what plant it was? It was the cherry tomatoes! Its fun to see how quickly our plants are growing!

Mme Dufort and Mme Fraser



Mme Workman/Gudmundson's Grade 1 Class



Did you know that Eric Carle is an author and artist. He has written and illustrated over 36 children's books! We had the chance to read many of his stories. We love his artistic style! He uses lots of texture in his pictures.

We learned about how he uses lines, colours and shapes to create implied texture in his art. We created our own Eric Carle display for our classroom. We used colours and lines to create our own textures for our background. We then used tissue paper to create textured animals. We are so proud of our colourful creations!



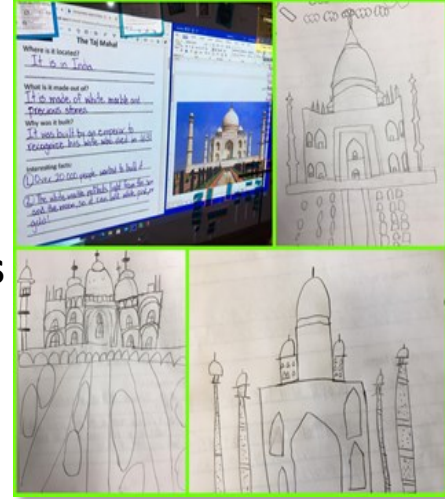
MME SABOURIN'S GRADE 2 CLASS

The grade 2's from Mme Sabourin's class have been learning about Air and Water in the Environment. In this unit, the students learned about characteristics of air and the various forms of water in the environment. They were challenged to come up with a device that would make noise in the wind. First, they brainstormed ideas of materials they could use. Then, they came up with criteria for their device and made a plan. Finally, they had to bring material from home to build their device at school. Many students used hangers, string, spoons, sticks and other metal objects to build their windchimes. Once they finished making their wind device, they went outside and tested them to make sure they worked properly and made noise. Some students found this project hard and frustrating, but they persevered and were successful! They did a great job!



Ms. Wasney's Grade 2/3 Class

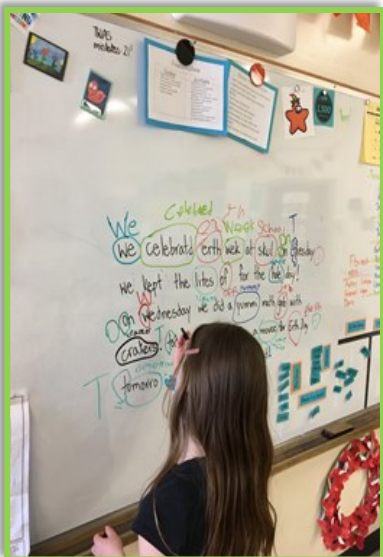
The Grade 2s and 3s in Ms. Wasney's class have been working very hard since returning from Spring Break! All the students in Cohort 4 are learning about structures in science. We are studying famous structures around the world and practicing our note-taking skills at the same time! We have been enjoying sketching the iconic buildings.



In math, we've been focusing on area and perimeter, which leads into multiplication/repeated addition. The students have been doing a wonderful job discovering and using new strategies.

We continue to enjoy having daily guest readers. The students are so great at offering compliments and comments to the reader. Something we really enjoy is finding mistakes in Ms. Wasney's sample TWAS on Fridays. Our record is 30 errors . . . we are becoming fantastic at editing!

We liked celebrating Earth Week recently. We did lots of talking and writing and the students had amazing ideas of ways we can treat our planet better. We should try to make every day Earth Day!



Mme Scheelar's Grade 3 Class

In Room 15 we are excited to be seeing more and more Spring weather. In Math we learned about money and the names and values of the different coins. In learning about perimeter and area students were very excited to have a chance to draw their own miniature city complete with buildings, roads and a park. After drawing the cities, students practiced measuring the perimeter of each building, the park and the length of the roads. They were excited to name all of the buildings and roads also!



In Science we have been learning about structures. Students had some fun building structures out of toothpicks and marshmallows. The tallest structure someone in our class built was 22cm. Students have been practicing their research skills and learning about some well-known structures around the world such as the CN Tower and the Leaning Tower of Pisa. In French, students brought their favorite book from home and showed it to the class while sharing in

French what makes it their favorite book. We have also been learning lots about Earth Day and what we can do to take better care of the earth.



Thanks,

Room 15

Madame Scheelar

Mme Sotiriadis' Grade 3 Class

Bonjour et joyeux printemps a tous et toutes!

It has been a very busy spring. Some of the many things our class has done include writing poetry, building 3D shapes and structures and using manipulatives to learn about perimeter and multiplication.

In science, Grade 3 students have been learning about famous structures around the world and the various steps taken when building structures. Students have had the opportunity to build structures using marshmallows and toothpicks and will be constructing a paper tower next week.

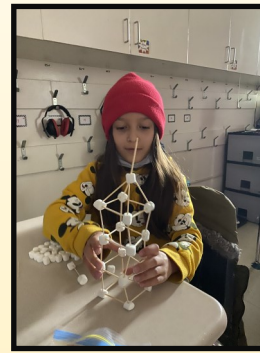
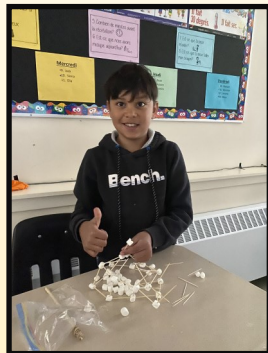
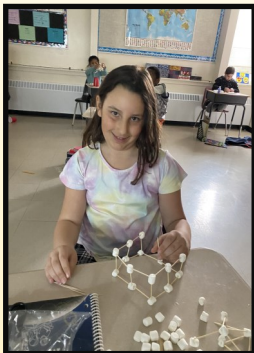
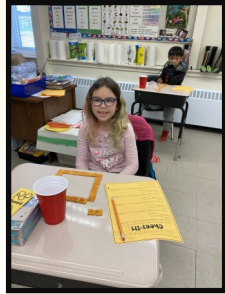
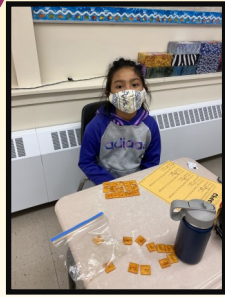
We have recently had the opportunity to learn about the art of Vincent Van Gogh, create our own « Starry Night » painting and write a poem about what is represented in our art.

This week we have been promoting and learning about Earth Day. We have also had a focus on French oral speaking and positive behaviour by engaging in school wide activities.

We are looking forward to learning about Ancient Egypt and plants in the coming months. Wishing everyone a wonderful transition from spring to summer!

Mme Sotiriadis

Room 19



Mr. Moffatt's Grade 3/4 Class

The **Tremendous Threes** and **fabulous fours** have taken a liking to our Rocks, Minerals and Erosion unit this year in science class. We were fortunate enough to have the support of the



Parent Advisory Council to acquire enough rock and mineral kits for each student to explore rock samples in a Covid-safe way. These rock kits will be enjoyed by classes for years to come. The students are thrilled with the opportunity to examine rocks with magnifying glasses, identify rocks, and discover through the accompanying literature what they are used for, where they are mined (both in Canada and abroad), and other interesting facts.



We also got to take a virtual tour and see active volcanoes in Hawaii to support our

learning on Igneous, Sedimentary and Metamorphic rocks and the rock cycle.

We will stay passionate in our learning right up until the end of June!



M Reimer's Grade 4 Class

We've welcomed Spring with open arms in Room 18.

As we reconnected after a restful spring break, our learners are engaged and cruising smoothly towards June and the conclusion of their school year.

We are very excited to announce a couple of different Room 18 productions of "Les Trois Petits Cochons." While traditionally we produce "stage plays" for performance, this year's productions will be done in alternative ways, radio plays, audio books, etc... Students will work cooperatively with others in socially distanced ways to assist each other in being creative and making this traditional story fun in non-traditional ways! And of course... all will be done in French! Stay tuned as more details are around the corner.

A warm early April brought us through the novel Wishtree by Katherine Applegate (author of The One and Only Ivan) during our English Language Arts times. We read a beautiful story told from the perspective of a wise old tree named Red. We are currently working on editing and preparing for publishing our own stories told using personification to give life to some inanimate narrators in our lives. Ask your learner to share some of their creative writing.

In Math we have spent a great deal of time developing our knowledge of Fractions and are about to dive into Division as our focus for May. Students will continue to practice their previously mastered skills with Mardi Mathé exercises at home this month and continue to hone their mental math skills on XtraMath at home as often as possible.

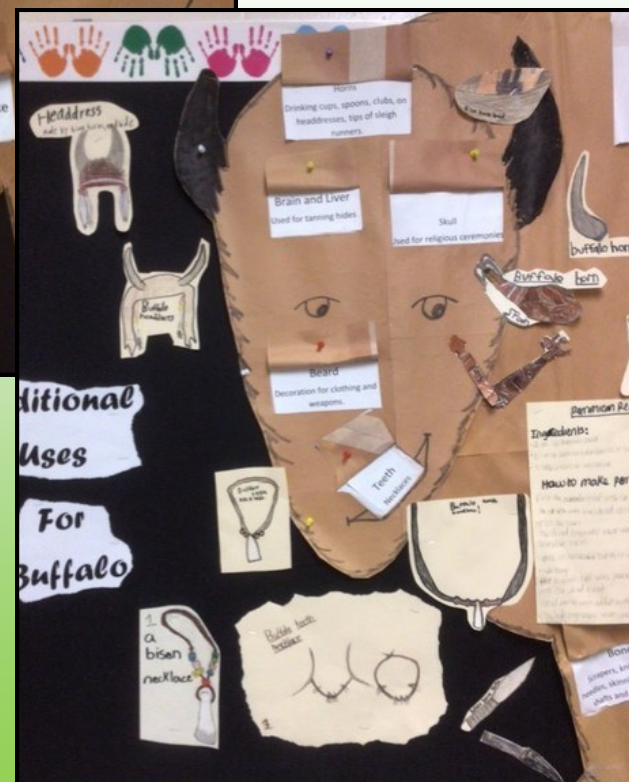
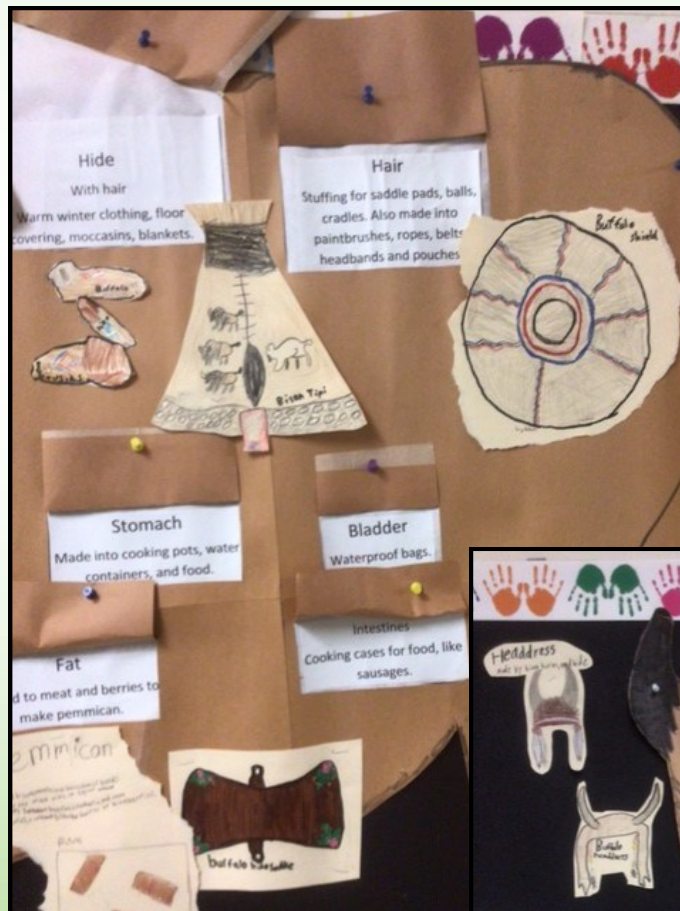
In SN and SH we're spending our research and learning time on 'Light' and 'Life in the North' respectively using our knowledge and understandings from previous units and experiences to help direct our inquiries.

Have a great Spring from Room 18!



Mr. Dyck's Grade 4/5 Class

To learn more about the Métis people and some of their traditional ways, we've been reading "Angelique And The Buffalo Hunt." It's an historical fiction book, set on the prairies at a time when the Buffalo (bison) were beginning to disappear. It follows Angelique, a 10 year old girl and her family as they join other Métis families on the annual spring hunt. We also did some computer work to find out more about how the different parts of the Buffalo were used. It all came together in a bulletin board display that uses pictures and words to show how all the different parts were used. Thanks to Mrs. Hofley for creating the bison.



Mme De Lande's Grade 4/5 Class

In Room 21 we used a number line to count how many days are left in the year. Now we want to make those days count! We started by setting “real” goals; goals that made us feel like we are “hugging a monster”. This tied into our novel study about Laura, a character who faces monsters in the story. She slowly comes to realize that the greatest monsters may lie within us. Armed with the resolve to give the rest of the year our best effort, we embarked on the following adventures in learning:

Français: In French we have focused our learning around Earth Day concepts. We learned about oceans, forests and what “away” means when we throw garbage away. Seeing images of landfills and plastic garbage patches in the ocean renewed our commitment to reduce, reuse, recycle, and even rethink. We viewed films about Francophone youth being activists to help our environment. We learned about researching by capturing key words and then generating a summary about the problem, how we can monitor the problem and actions young people can take to help.

ELA: As mentioned before, we are doing a novel study of the book, “Laura, Monster Crusher”. In order for the two classrooms and the Flex room to coordinate, we read three chapters per week, no more no less. With our formerly bullied main character finding her inner strength to battle monsters in the secret world of Derwin, the three chapters only rule has become torture! In addition to a written response to this novel, students have begun to embark on “silly sorry starters” and verbal presentations to encourage thinking on your feet and using language to express and process different perspectives.

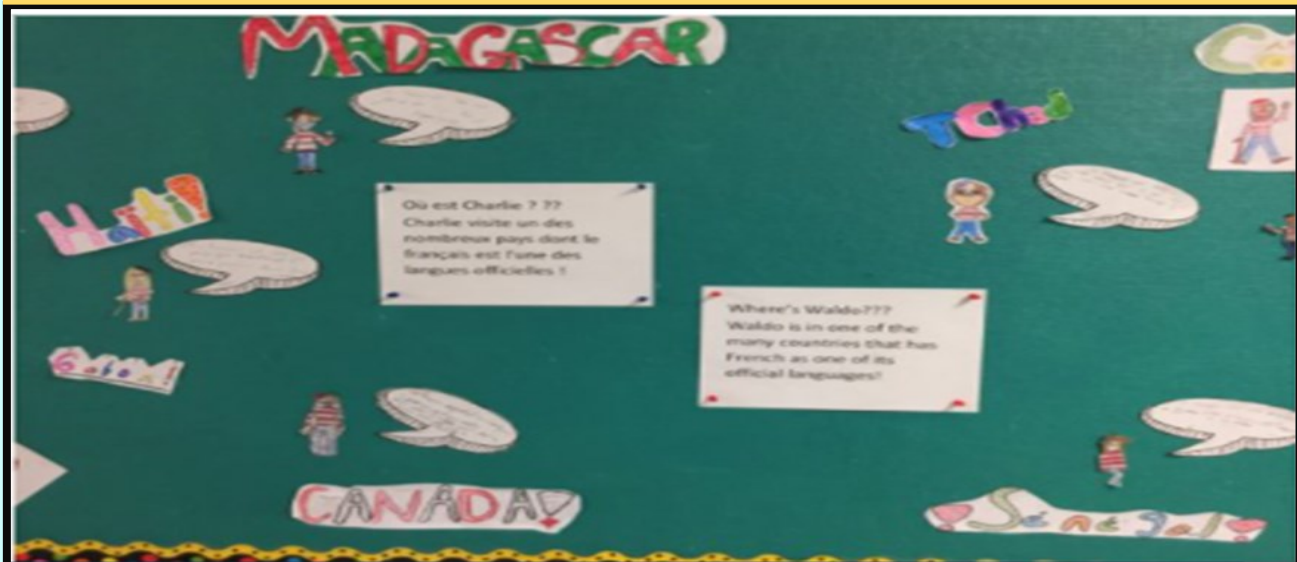
Math: We continue to attack different types of visual math routines each day which promote number operations, algebraic reasoning and problem solving. Which one doesn't Belong, Splat Math, and Estimation Mysteries are among our favourites. We recently brought to a close the design project of our Royal Kingdom of 2D shapes and 3D forms. Although many math concepts like graphing and calculating integrate into other subjects, fractions and later the relationship between fractions and decimals are the focus right now.

Science: Through the study of sound and the human body systems, we are applying many of the principles of the scientific method. We are learning how to carry out and record an investigation using the steps of the scientific method. We are learning to identify and manage variables within an experiment. And finally, we have done a lot of work to create labelled diagrams which capture key observations and important concepts. The design process will tie into what we have learned this term.

Social Studies: We have embarked upon a study of how governance played out in Canada's past and how it works in Canada today. From the Seigneurs in the early settlements of Nouvelle-France to the municipal, provincial and federal government today. We are learning that when people live together, it is a bit like a classroom; you have rights, but also you have responsibilities. Tying back into the Earth Day theme we spoke about different perspectives on stewardship of the lands we inhabit and read excerpts from a book new to our library called, "Environmentalists from our First Nations".

Health: We have been focusing our attention in health on how to take care of the many body systems that keep us running as well as how to care for our mental health and stay in the "Green Zone".

Art: We use our artistic creativity to enhance the learning in other subjects. For the French Blitz week, we created "Where's Waldo?" or "Où est Charlie ?" characters in our likeness and then had them visit the many countries where French is an official language (there are more than you think). We also drew the monsters we felt like we were hugging when we set challenging goals. As the students of École Neil Campbell School were reminded of during the PBIS Blitz, when we shoot for the moon, we, at the very least land "Among the Stars".



Mme Gutierrez' Grade 5 Class

Science

In Science, students have been learning about the digestive and respiratory system. They enjoyed a fun hand on experiment to really understand how food is processed after we eat it.

Social Studies

In social studies, we have been learning about "New France" and how colonies were first established and organized by the French here in Canada.

Math

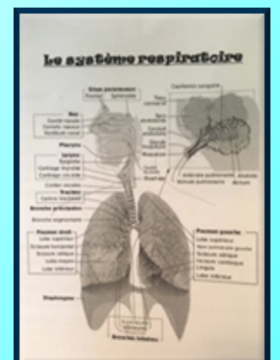
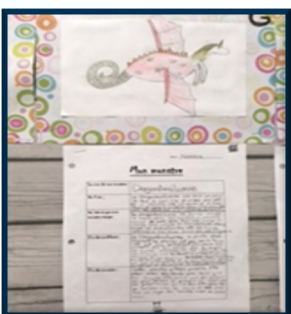
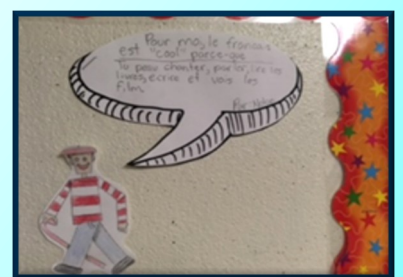
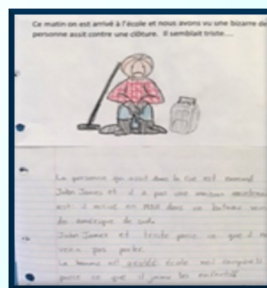
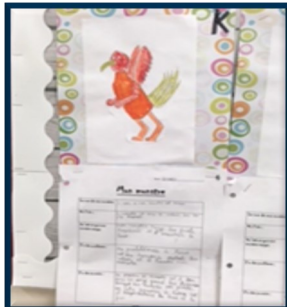
Our focus has been on Fractions since coming back from spring break. Students have been enjoying working on understanding what fractions are and how they can be represented visually through lots of hands-on experiences in the classroom.

French

Students having been doing a lot of French writing. They worked on descriptive writing about a monster they created. After everyone was done their writing, we played a French guessing game. I read the descriptions and they had to identify the correct monster. It was a lot of fun! We also did a group writing assignment about a funny pumpkin man we saw in the back lane.

ELA

We are just finishing our most recent novel study about a girl named Laura who struggles with her confidence and body image. She is faced with the challenge of becoming a "Monster Crusher". We have had many conversations about how powerful positive self-talk can be!! Students are also starting a unit called Totally Unbelievable Speaking Club.



Music News

Hello Neil Campbell Stars!

Our students continue to show skill and enthusiasm in music class. This term in music classes, we have chosen to focus the theme of Earth Day, and have been working on some repertoire about taking care of our precious planet. We have been learning the words and melodies for a variety of songs and are looking forward to the warmer weather so our older classes* can begin singing. (*We are only singing with classes whose students all wear masks.)

In order to sing safely we will only sing **outdoors, safely distanced**, and **wearing masks**. If you have questions or concerns about regulations around singing, please feel free to contact me. (Send me an email at cpapadopoulos@retsd.mb.ca or call the school, leave a message, and I will get back to you.)

Use of instruments is more limited this year due to the necessary sanitary procedures. Older students have continued working on recorder skills in class and sharing videos of their home-practice. Students of all ages have continued exploring the use of various instruments in their music-making.

We are exploring options for recording performances that will be played for the school. We may not be able to send recordings home due to privacy concerns. If I find a way to resolve this issue, you'll be the first to know!

If you are looking for some music enrichment for at home, please have a look at the MusicPlay website. (musicplayonline.com)

The Online Learning sessions offer weekly sets of music activities.

They also offer a selection of games and interactives that reinforce well-rounded musical skills, as well as sections for learning recorder, ukulele, and guitar.

Please remember to keep up your recorder practice! (20-30 minutes per week is recommended)

Thanks for your continued support.

Happy Music-Making!

♪ Miss Papadopoulos and Mrs. Groess ♪

cpapadopoulos@retsd.mb.ca ; hgroess@retsd.mb.ca



Counselor's Corner



A few important things about mindsets...

Our mindsets are the thoughts that affect how we deal with problems, challenges, feedback, criticisms, and the effort that we put into things when we struggle.

GROWTH MINDSET	VS.	FIXED MINDSET
EMBRACES CHALLENGES		AVOIDS CHALLENGES
LEARNS FROM FEEDBACK AND CRITICISM		IGNORES CRITICISM
INTELLIGENCE AND TALENT CAN BE DEVELOPED		INTELLIGENCE AND TALENT IS FIXED
MORE EFFORT		LESS EFFORT
KEEPS TRYING AND NEVER GIVES UP		GIVES UP EASILY
PERSISTS IN THE FACE OF SETBACKS		I AM A FAILURE
INSPIRED BY OTHERS SUCCESS		THREATENED BY THE SUCCESS OF OTHERS
I WILL LEARN FROM FAILURE		I ALWAYS FAIL
THIS WILL TAKE TIME AND HARD WORK		I WILL NEVER IMPROVE
I WANT TO KEEP LEARNING		WHY SHOULD I BOTHER?

@BELIEVEPHQ

Coaching a Growth Mindset


5 Questions to Develop a Growth Mindset	5 Feedback Comments to Develop a Growth Mindset
What did you learn from today's performance?	This will be a challenging concept to learn, but I believe you can master it
What steps did you take to make you successful today?	You haven't got it yet, but you will if you keep working and thinking about it
What are some different strategies you could have used?	I really appreciated your effort today
How did you keep going when things got tough?	It is okay to take risks, that's how we learn
What can you learn from your opponent today?	Getting better takes time and I see you improving

@BelievePHQ @SportPsychDunc

Challenges and struggles are an important part of the learning process! Developing a growth mindset can help build resilience at a young age. Helping your child develop a Growth Mindset can help unlock their potential and prepare them to deal with all of the unknowns that life can offer.



Gym News



Students have been doing a **JUMP ROPE** unit in Physical Education classes. We have been encouraged and motivated by videos of jump rope teams and competitions, as well as basic skill videos.

Students have had opportunities to work at beginning skipping, basic, intermediate and advanced skills or reach a goal of a number of skips!

It has been fun to see students excitement when achieving a new skill!



Resource Info

Thank you to all the parents who have taken their children to an Optometrist this school year. We have seen many students wearing new glasses and many students who received glasses for the first time. All the teaching staff have been encouraging the students to wear their glasses as prescribed at school.

Unfortunately, due to the COVID pandemic, we were not able to provide the Vision and Hearing Screening program this year. If you are concerned about your child's vision, please make a free appointment with an optometrist. Manitoba Health provides free eye exams every two years for children up to the age of 19. If your child has not had their vision checked recently or if you have concerns, it is a good idea to make an appointment to have their vision health checked. Children do not always know if they are not seeing clearly.

If you have any concerns about your child's hearing, please talk to your child's physician.

If you have any questions relating to your child's vision or hearing, please contact me at the school or by email at spauls@retsd.mb.ca.

Thank you on behalf of our Resource Team
Mrs. Bostick and Mrs. Pauls





News

The Neil Campbell library continues to be as busy as ever taking books to classrooms on carts and checking out books to students. The library has checked out more than 8000 books so far this year!

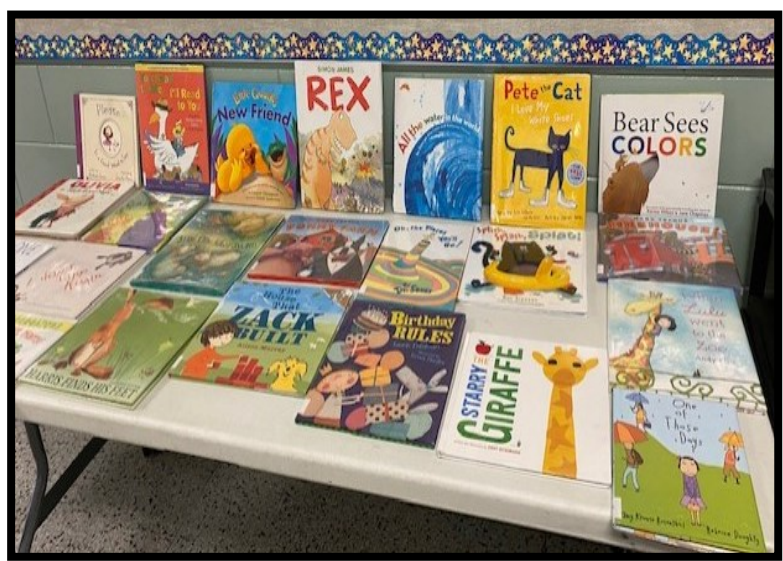
To follow Covid-19 safety protocols for libraries, this year the returned books continue to be quarantined for 6 days after being returned.



The library has acquired a lot of amazing new books throughout the year. During the month of May our teacher librarian, Mme Thuot-Macdonald, is going to be doing book talks to classes through Teams for the students to see and hear about many of the new books in the library that they can check out!

In May reminders will be sent out to students who have overdue books from the library. If your child has an overdue book please help them look at home for

it and send them back to school when found. If you find library books from last school year hiding in your children's rooms please send them back in, we would love to get them back into library circulation!



When Can Students Attend School?



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