

# École Neil Campbell School

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Newsletter 2024

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The Board of Trustees meets the first and third Tuesday of each month. You are welcome to attend, either in person or online. For more information about the Board of Trustees, visit: [www.retsd.mb.ca](http://www.retsd.mb.ca) > Your RETSD > Board of Trustees



# Message from the Principal

Dear Parents,

I hope this message finds you well and enjoying spring as much as we are here at Ecole Neil Campbell School. As always, I'm delighted to connect with you and share some important updates from our school community.

First and foremost, I want to extend my heartfelt gratitude to all the parents who supported the ENCS Parent Council's recent popcorn fundraiser. Your enthusiasm and generosity helped make it a resounding success! The funds raised will directly benefit our students, enhancing their educational experiences and creating more opportunities for growth and enrichment. Your ongoing support truly makes a difference, and I cannot thank you enough for your contributions.

Speaking of the Parent Council, I want to take this opportunity to encourage all parents to consider joining this wonderful group. The Parent Council plays a vital role in shaping the direction of our school and fostering a strong sense of community among families, teachers, and staff. Whether you have a little time or a lot to spare, your involvement is invaluable, and I encourage you to reach out to our dedicated Parent Council members to learn more about how you can get involved.

As it has been quite wet this spring, I kindly ask parents to ensure that their children are equipped with extra clothing when they come to school. The playground can often become quite wet and muddy, and having spare clothing on hand will ensure that our students remain comfortable and ready to engage in outdoor activities without any interruptions.

Additionally, I want to remind parents of the importance of using the designated crosswalks when dropping off or picking up their children. Safety is our top priority, and using the crosswalks helps to ensure that our students can navigate the area around the school safely. Furthermore, I kindly request that parents park their vehicles responsibly and with consideration for the safety of others. By adhering to parking regulations and avoiding congestion around the school premises, we can create a safer environment for everyone.

As partners in your child's education, your cooperation and support are greatly appreciated. Together, we can continue to foster a nurturing and enriching learning environment where every child can thrive. Thank you once again for your ongoing support and collaboration. If you have any questions or concerns, please do not hesitate to reach out to me or any member of our staff. Your feedback is always welcome and valued.

Warm regards,

**Christi Qua**

# Kindergarten News!

## Exploring the Wonders of Nature: Kindergarten Classes Visit Children's Museum

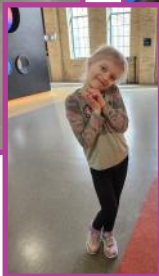
We are thrilled to share the exciting adventure our kindergarten classes embarked on last month as we visited the Children's Museum. Our journey was not just a fun-filled day out; it was an educational exploration into the marvels of nature, particularly focusing on the lifecycle of trees and how they are transformed into paper.

Upon our arrival at the museum, the children's faces lit up with anticipation as they eagerly awaited the day's activities.

One of the highlights of our visit was attending a special educational program specifically designed for young learners like ours. Led by a knowledgeable museum educator, the program delved into the fascinating journey of a tree from forest to paper. Through an engaging hands-on demonstration, the children were captivated as they learned about the process of harvesting trees, pulping them into pulp, and eventually transforming that pulp into the paper we use every day.

The program not only provided valuable insights into the lifecycle of trees but also emphasized the importance of sustainability and responsible resource management. Our students were encouraged to think critically about the impact of paper consumption on the environment and the ways in which we can reduce our ecological footprint.

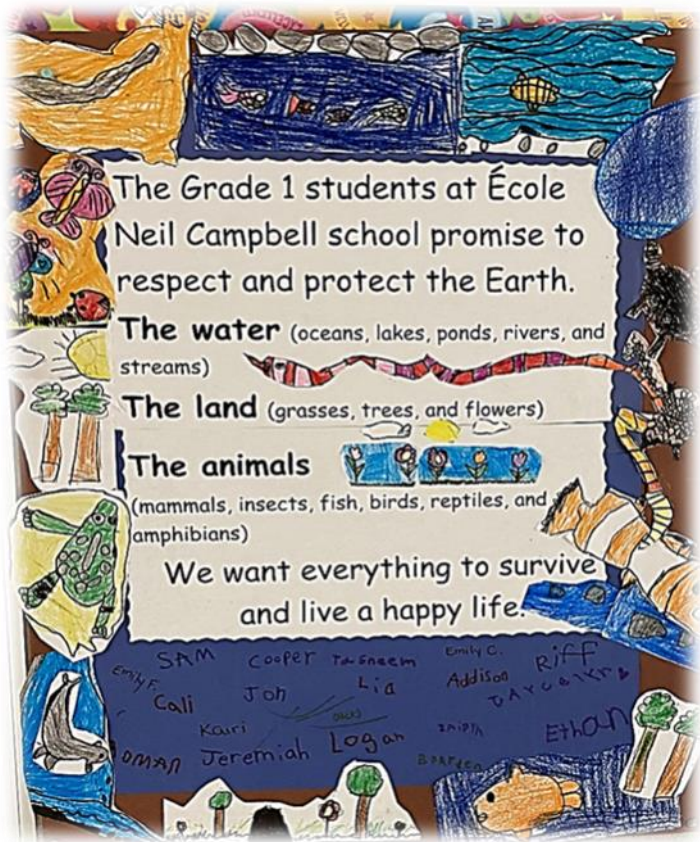
As we headed back to school, the excitement and enthusiasm among the students were palpable. Armed with a deeper understanding of the natural world and the role trees play in our lives, our kindergarten class returned with a renewed sense of curiosity and appreciation for the environment around them.



Mrs. Nanton & Ms. Walker

# Greetings from Ms. Sherby's Class!

All the Grade 1 students listened to the book, *We Are Water Protectors* and afterwards we wrote our own treaty to help the Earth and especially protect the water. We also created a list of ways we can save the Earth as a class. Addison read the book, *The New Calf* illustrated by Barbara Reid, and we then read the book, *Does a Kangaroo have a Mother Too?* by Eric Carle. This inspired us to create our own clay art about Springtime and learn about mammal mother and baby animals.



# I Love the Earth



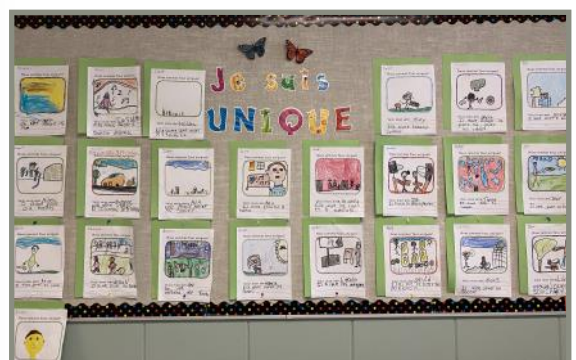
## From the students in Room 3!



# Room 5 Mme Dufort et Mme Earle

We are excited it is Spring and it is starting to warm up! We saw the play Snow White from MTYP in March and we really enjoyed it. We had a great visit to the Manitoba Museum and saw so many cool animals. Spirit week was so much fun! Our favorite days were Neon Day and Animal Print Day!

We are reading a lot of books on celebrating our differences. We wrote about how we are all unique and found out cool things about our friends. We also are learning about the Inuit people and how they love fishing for arctic char. We drew our own arctic char and cut them out to make an aquarium in our class.

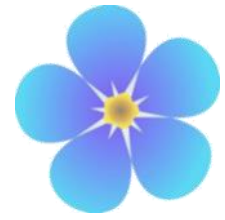




FUN IN ROOM 5!

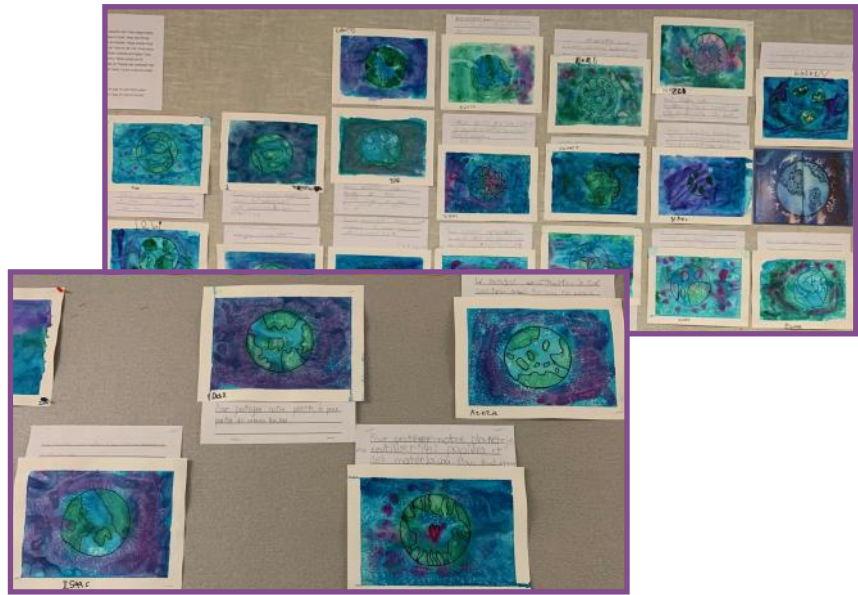
# Room 4, Grade 1

Mme Davenport



## Hello! Bonjour!

We have been doing lots of learning and we wanted to share two art projects with you. The first one we made after reading the book called "We are Water Protectors". It is written by Carole Lindstrom and illustrated by Michaela Goade. We used special water colour paper and liquid water colour paints to try to make our own artworks look like the beautiful illustrations in this book. We wrote about different ways that we could protect our planet and the Earth's water and attached our writing about these strategies to our paintings. We worked with the other grade one classes to make a treaty with the Earth. In the treaty we promised lots of things that we can do to help and to take care of our planet.



We have also been learning about Indigenous culture and the Seven Teachings. Each teaching is something that is important to practice in our lives. Each teaching is carried and taught by a different animal. The Eagle represents the teaching of Love, the Turtle represents Truth, the Bison represents Respect, the Beaver represents Wisdom, the Bear represents Courage, the Sabe represents Honesty, and the Wolf represents Humility. We made artworks using plasticine like the famous illustrator Barbara Reid. We each chose one of the teachings that was special to us and made our clay artwork to show that teaching. It was tricky to try and make the clay not too thick but we worked hard and did our best. We used toothpicks and pencils to help us add details to our plasticine pictures. If you would like to learn more about the Seven Teachings you can check out our school library. We are very lucky to have a whole set of books that can teach you about the Seven Teachings in our library. We think they are super interesting and we hope you do too!





# Mme Gudmundson's Grade 2 class



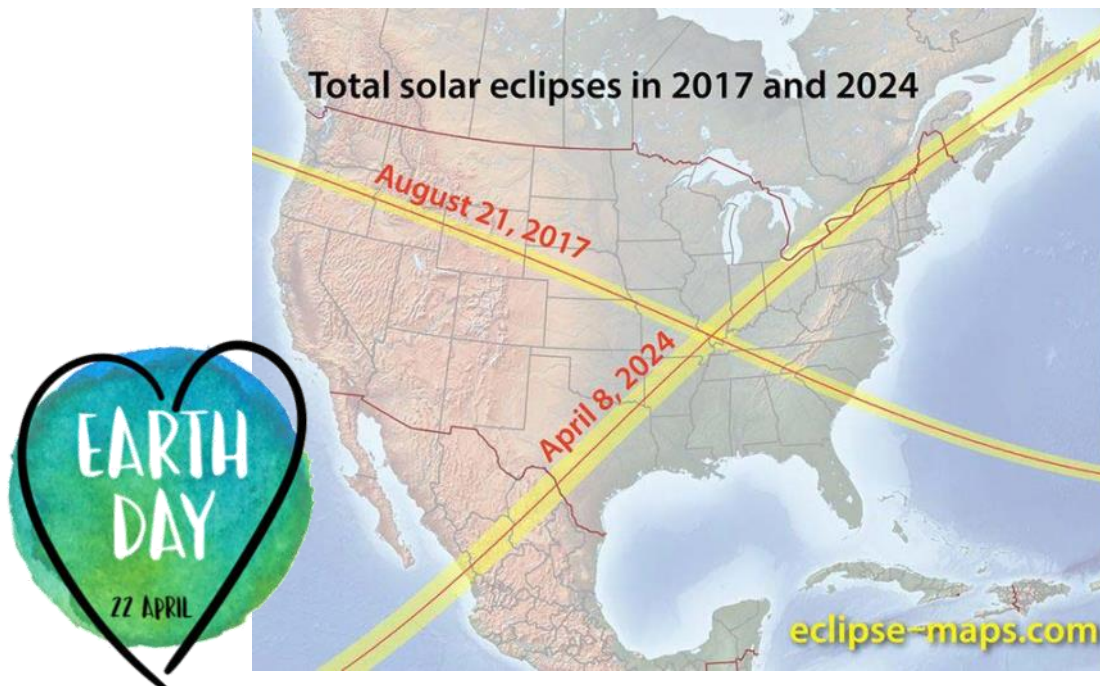
We've had a busy and enriching beginning to the Spring season in our class! We began our "Etoile de la semaine" (Stars of the Week/Show and Tell) presentations, which gives the students the opportunity to practice listening and speaking in French in a fun and interactive way.

MTYP visited our school to present their version of Snow White. There were only 2 actors who played about 8 characters!

In connection with our Social Studies and Science units, the students went on a field trip to the Science Centre and the Manitoba Museum. Also in connection with Science, the students designed and tested boats made of tinfoil.

When we returned to school after Spring Break, we welcomed a high school student who will be volunteering in our class until June. This same week had us track the solar eclipse online.

We're finishing off this month with various Earth Day activities.



# From your Grade 2/3 friends in Room 6!

Hello Neil Campbell Families!

We had an amazing time on our field trip to the Manitoba Museum! During our visit, the grade 2's learned about the history of our community, including what it looked like over 100 years ago. We learned about the Indigenous roots of Winnipeg and how our community has evolved over the years. Through interactive demonstrations and hands-on experiments, the grade 3's gained a deeper understanding of Ancient Egypt. We explored artifacts and learned about the rich history and culture of this fascinating civilization. In a fun activity, we tried mummifying a carrot to take back to school! Everyone got to enjoy the Science Gallery, as well as a presentation about Forces that Attract and Repel and Solids, Liquids and Gases. It was a day filled with exploration, learning, and hands-on experiences! We can't wait for our next adventure!

Mme Sabourin



# Mrs. Verhaeghe's Grades 2/3 Class

During our field trip to the Manitoba Museum, we explored the Science and Museum Galleries and had interactive learning about Ancient Egypt and Forces That Attract and Repel.



Our indoor vegetable garden is growing! We have had a feast on freshly picked Swiss chard and snap peas. We baked two trays of yummy kale chips. We are closely watching the tomatoes, peppers and cucumbers flower and fruit. We have removed the old plants and Mme Earle's grade 3 Science class has recently planted peas, beans, parsley, basil and kale.



*Continued on page 12*

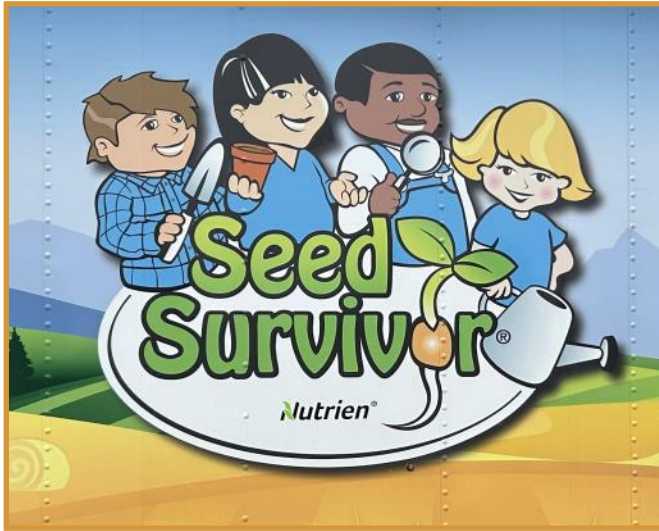


# Room 15! Scheglar & Earle

It has been an exciting month in April in room 15. We started off by going to The Manitoba Museum to learn about Egypt and Forces that attract and repel. We learned lots about Ancient Egypt and how their life was different from our life. We learned about paper called papyrus and hieroglyphics and about mummification. We had so much fun mummifying our own carrots and then making a sarcophagus for our carrot. We learned so much about forces that attract and repel. We learned how magnets work and how static electricity works. We also had a chance to participate in a demonstration of how gravity works and what happens when you drop a heavy book at the same time as a piece of paper. Did you know that the book will fall faster than the paper? We were surprised to learn that if you drop the paper on top of the heavy book then they will fall at the same speed.

Our class has also planted a small vegetable garden in Mrs. Verhaeghe's classroom, and we will be recording observations each week. We are very thankful to Mrs. Verhaeghe for allowing this opportunity for our classroom. Students had so much fun enjoying an earth day escape room activity which they completed as a class. We also had the opportunity to participate in a hands-on experience called Seed Survivor. We planted seeds, hunted for fossils, and learned so much about what plants need to grow and thrive.





After participating in the Seed Survivor program, students will understand that plants need water, light, healthy soil, and nutrients to survive.

[AITC Manitoba](#)



# Bonjour et Bienvenue à la salle 9

Mme Sotiriadis's Grade 3 French Immersion class

C'est le printemps! Happy spring to everyone!!!

Right after the break we had a chance to visit the Manitoba Museum and the science gallery there. We had a great time participating in a workshop on Ancient Egypt and a presentation on forces that attract and repel.

In class we have been very busy as well. We 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. We have also been learning about money and perimeter in math.

In science, we have been learning about famous structures around the world and the various steps taken when building structures.

We have also been preparing for our spring concert and are excited to watch the Grade 3s in their performance.

Wishing everyone a wonderful transition from spring to summer!

Mme Sotiriadis



# Room 14's Fabulous Threes and Fours!

The thoughtful threes and fabulous fours in Mr. Moffatt's class have been busily working through many new Math concepts like fractions, decimals, and estimation. We combined our love for pizza and our love for art by creating fraction pizza's! They are up on our "Wow Work" board in the class, where children celebrate their hard work and learning.

We have also enjoyed learning about new units in Science. Our Three's are learning about Plants, while our Fours focus on habitats! The two harmonize nicely together, so we invited the Seed Survival truck to our school and had a wonderful time learning from real farmers who spent their lives working in the agriculture industry. The students loved the hands-on learning, and we even got to plant a sunflower to take home – just in time to plant in the warm spring sunshine.

Looking forward to all the exciting and busy experiences still to come in the last couple months of school!



Mr. Moffatt



# Room 19 - Grade 4 and 5

It's hard to believe we are so close to the end of the school year! We have lots to look forward to in Room 19, including a field trip to the Leaf at Assiniboine Park on May 16th.

We had lots of fun tracking the weather in February. If you looked at the graphs we made, you would hardly believe it was a graph of temperatures in February; it was unusually warm! We also had a great time observing our hand-made weather stations outside.



Nous aimons  
la pizza!

After the excitement of a pizza party as a reward for speaking French in class, we have set a new goal to earn a slushy from Circle K by June. The time after spring break always flies by, so we will have to work hard to make sure we earn our reward before the end of the school year!

Mme Arcand



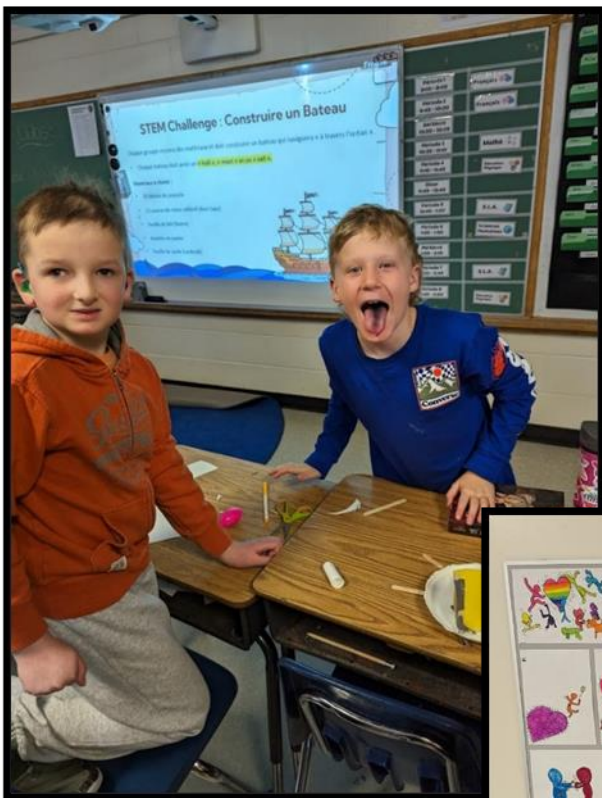
# Room 18

Hello again to all grade 4/5 families,

What a great start to spring so far! In the theme of spring cleaning, our administration team has given room 18 new life in the form of updated whiteboards and bulletin boards to display all of our students' great work. In terms of what we have been learning lately, we have been wrapping up our *science de la nature* unit that focuses on the many different systems in our bodies and how they interact with each other. In the language department, we have begun to explore different forms of poetry and the use of descriptive language to enhance our writing in E.L.A., and researching, planning, and eventually creating our very own food trucks in the *français* subject area. Thank you, as always, for all your support!

Take care,

M. Campbell



# News from Grade Five

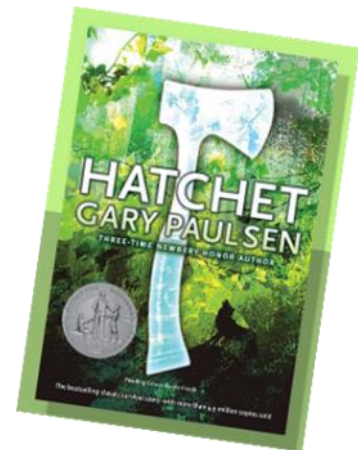
MR. Reimer

The geese have returned, the grass is back, the trees are budding, Spring has arrived for everyone, including our learners in Grade 5! With Spring comes preparations for Grade 6 and moving on to the middle schools.

Part of our transitions into middle school involves visits by transition teams from both John Henderson and Munroe Middle school to meet with our student services team here at Neil Campbell to discuss how to ensure the transition is smooth for all learners. Learners will also make the trip to their next school closer to the end of the school year to have a tour, meet some staff and begin the process of feeling comfortable in their next school homes.

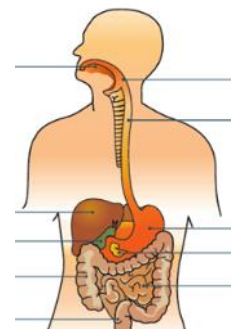
But before we do send our learners on to bigger and better things, we do have some exciting and intriguing learning to do to get them ready for Grade 6.

We are currently finishing up a novel study of “Hatchet” by Gary Paulsen, the story of a young man’s fight for survival in the wilderness of the Canadian shield. Students have been working on their writing by making connections, answering and asking great questions and visualizing some of the really scary challenges the main character Brian Robeson is working through.



In Math we’re consistently working on problem solving by experimenting with old and new strategies to add, subtract, multiply and divide to solve some real world problems in real time. We’ve really come to love practicing our estimation and number sense skills by doing ‘Esti Mysteries’ by author Steve Wybourney. If your learner hasn’t shown you an Esti Mystery yet, please feel free to check them out here: <https://stevewyborney.com/> .

Finally, we are learning in Science and Health about ways to keep our body safe and healthy as we grow. By learning about the function of different systems of the body (digestive, circulatory, reproductive, etc...) we’re learning how to plan to be healthy for the future for ourselves and each other.



The learners in Room 20 are excited to wish you all a great last couple of months of the 2023-24 school year.

# Music Notes



This February, 10 students in grades 4 and 5 were selected to take part in an Indigenous Drumming workshop series. The sessions are led by Yvette Doell who is the Indigenous Education Culture and Community Support Worker for our school division. The workshop takes place for an hour on Day 3 of the school day cycle from February to April. This opportunity was designed for students who identify as Indigenous. Ms. Doell shares songs, teachings and how to play and care for our Indigenous drums. Neil Campbell has seven drums which were made a number of years ago. Moving forward, we hope to be able to make more drums to use in our music program. It is our sincere hope that this program can continue and grow to include more children, so they are able to learn more of their culture and languages.



# The Well-Being Committee:

With Earth Day being in April, the Wellbeing Committee planned an Earth Day Every Day Blitz this month. We had students focus on being responsible and respectful in our school environment, inside and outside. This meant students paid extra attention to keeping their everyday school environments clean. Teachers did 'How did we do?' checks which included checking student's personal spaces such as desks, chairs, shoes, backpacks, jackets, and so on to ensure students were caring for their space and belongings by cleaning up after themselves.

Checks also included placing appropriate items in garbage and recycling bins, as well as school community clean up by keeping the school hallways and our outdoors space clean of garbage. Our student leadership team also participated by doing random class, hallway, bathroom and recess equipment checks. The purpose was to keep students 'on their toes' by creating habits of staying tidy and not 'sweeping the dirt under the rug' before a check was done.

Classes who were clean received a bonus sticker/stamp.

The Earth Day Every Day Blitz encouraged students to find fun facts about Earth, the environment, water, air, land, plants, animals, reduce, reuse, recycle, etc.

These fun facts were shared during morning announcements.

As a school, our goal is to get at least 250 check marks to earn a school-wide activity on Friday, April 26. (extra recess—shhhh, it's a secret).



How did we do?

Monday April 15	Tuesday April 16	Wednesday April 17	Thursday April 18	Friday April 19
Monday April 22	Tuesday April 23	Wednesday April 24	Thursday April 25	Friday April 26
No School				Did we earn our REWARD?!

# Literacy Committee

## Celebrating Indigenous Teachings and World View through Literacy

This year one of the priorities of our literacy committee has been to engage students in literacy activities that not only have indigenous teachings, but an indigenous world view. It has been both enriching and part of our journey on the path to reconciliation.

One of the ways that we have been working on this is to introduce students to children's literature that reflects indigenous cultures and perspectives and to create meaningful literacy activities in connection to these books. We are hoping to enable students to learn about their connection to the land and to its first peoples. We want to help students acknowledge that we must learn and work together to take care of each other and the land that we share.

At the beginning of the year, our focus was on Treaty education, Truth and Reconciliation and Orange Shirt Day. In the second term, our entire staff was part of a division wide professional learning day in which we were able to hear Nigaan Sinclair and Cowessess Chief Cadmus Delorme speak as well as engage in a session with our divisional Indigenous Education and Perspectives Consultant, Leanne Smith. Teachers at Neil Campbell were also given some time to plan writing activities connected to some of the many indigenous books that we have in our school library. In the third term we will be displaying some of our best writing on a school wide bulletin board called the "Wow Wall." We will also be engaging our classrooms in celebrating indigenous culture and accomplishments connected to National Indigenous History Month and National Indigenous People's Day.

**In celebrating indigenous books for kids, we embark on a journey of discovery, learning, and respect. Each page turned is an opportunity to build bridges, fostering a future generation that embraces the richness of our collective heritage.**





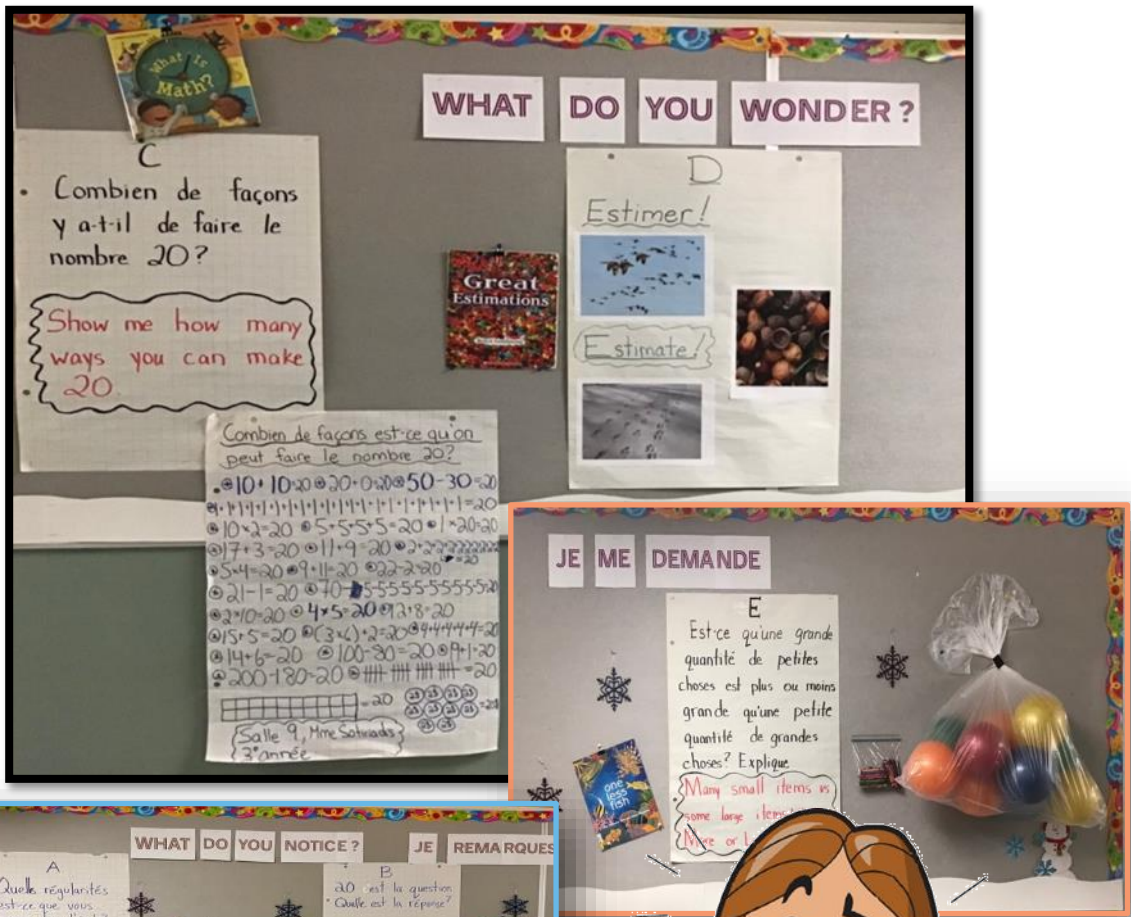
Pink Shirt Day  
Wednesday  
February 27

**KINDNESS**  
**IS ONE SIZE**  
*Fits All*



# Numeracy Committee

The numeracy team challenged students in every grade at Neil Campbell to use their math skills to solve open-ended problems. Classes chose between 5 problems and worked together to come up with their answers. Students discovered that these questions had more than one possible answer. It was interesting to watch how younger students solved the problem versus how older ones did it.





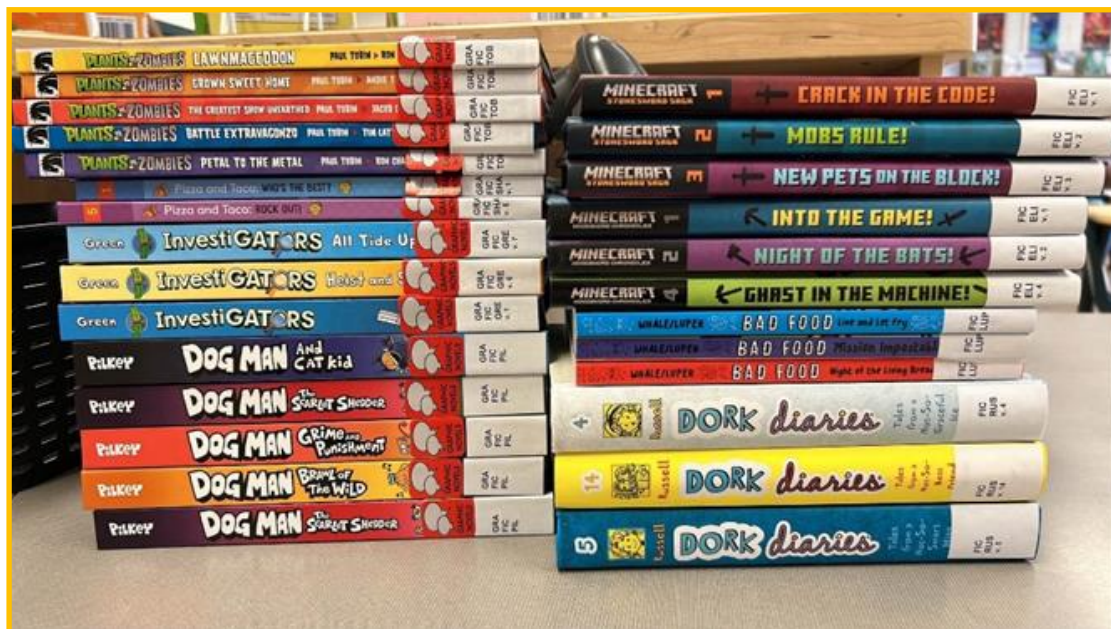
# News from the Library



Students are always eager to read the next book in their favorite series and we try to buy them as soon as they are released.

My name is Mrs. Cole, and I am the new Library Technician at École Neil Campbell School. I am happy to be here reading to all of the students and helping them find great book choices when they come to the library!

I encourage everyone to let me know if they have book suggestions that they wish we have in our library. All their suggestions are great, and they go on a list that we will buy. We are very proud of our book purchases this year! We have bought books off student wish lists as well as staff wish lists. Some of our favorite books are bought in both French and English!



# Physical Education

Our grade 4 and 5 students did an amazing job in the Tumbling Rally in March. The Tumbling Rally is a division wide gymnastics event where students showcase various skills, as well as a coordinated group routine. After many hours of practice our students' hard work paid off and they made Neil Campbell proud!

Currently, we are practicing for team Handball events where our grade 4 and 5 students will play against other schools on April 30<sup>th</sup> and May 1<sup>st</sup>.

In our Physical Education classes we worked on striking skills, specifically racket sports. Students learned the basics of stance, forehand, backhand and serving, eventually progressing to rallying with a partner using different objects. We are now revisiting throwing and catching skills to reinforce and build on where we started at the beginning of the year. We will learn and see how these skills can translate into our everyday lives as well as in different games and sports such as Handball.



## Kyle and Amber



# Guidance

Happy May! As we move into the final two months of the school year our grade four and five students will be working towards developing tool kits to help them cope with stress and anxiety. Our students are participating in the Thrival Kit initiative out CMHA [Thrival Kits™ - Mental Health Promotion Kits for Students](#) These kits provide students with journals, mindfulness techniques, ways of celebrating their strengths and prosocial methods of communication.

Some of our younger classes will be working on building confidence and growth mindsets.

As families, one easy way to build positive mental health is to spend time together outside. Outdoor play builds confidence as children test and expand their skills and research consistently indicates that connection to the natural world leads to decreased anxiety across the lifespan.

Be well!

**Mme J. Cooke**

## **\*NOTICE - FEE-FOR-SERVICE BUSING**

If Fee-For-Service transportation is required again for your student(s) for the upcoming school year, a 2024-25 application form must be submitted to the Transportation Department. Transportation Application – Fee-For-Service 2024-2025 forms are available from the school office or on the Transportation icon located on the divisional home page at [www.retsd.mb.ca](http://www.retsd.mb.ca).

Fee-For-Service applications must be submitted to the Transportation Department by **June 30<sup>th</sup>** of each school year. Applications received after June 30<sup>th</sup> will be reviewed on an individual basis.



# School Resource Officers



The presence of school resource officers (SROs) in our schools serves the crucial purpose of fostering positive relationships among students, staff, the surrounding community, and the Winnipeg Police Service (WPS).

Unlike the general patrol unit of the WPS, these officers become part of the school team and are there to help all students see them as another support person.

## Roles

The dedicated availability of SROs during the school week provides the opportunity for building trust between students and the SRO. It ensures they can actively engage with students and staff,

participate in community-building initiatives, and support any emerging situations. This specialized focus helps establish a more tailored and positive approach to the unique needs of educational environments.

During the school year, SROs report some of their duties as being: mentorship to students; mediation between students who may be involved in a conflict; meetings with students, parents, and school staff; attending school assemblies and special events; recess activities and intramurals; and classroom presentations on personal safety, online safety, drug awareness, and safe and legal driving practices.

**For further information, please contact the principal of your child's school.**

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*This publication is available in alternative formats upon request.*

*River East Transcona School Division is located on the original lands of the Anishinaabeg, Ininiwak, Anishininiwak, Dakota, and Dene peoples, and on the homeland of the Red River Métis. We recognize our part of the Treaty relationship and, as acknowledgement of the harms done, we commit to collaborating with Indigenous communities in the shared spirit of Truth and Reconciliation for the healing and inclusion of all who share this Land.*

