

ÉCOLE NEIL CAMPBELL SCHOOL

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APRIL Newsletter

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

PRINCIPAL ' S MESSAGE

I hope you all enjoyed Spring Break and took some 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 important to your child's success.

On March 7, 2022, we began our Kindergarten registration for the 2022-2023 school year. Registration will continue for the rest of the year. Please share this information with families who do not receive our newsletter. Please feel to call our office at 204-661-2848 if you have any questions.

We have had an exciting spring so far! We celebrated earth week by taking part in many earth-friendly activities such as turning off the lights and using less paper. The French Immersion grade four and fives are also taking part in Concours with Salisbury Morse Place School. This is an opportunity to write a speech and practice speaking in front of an audience.

The weather is extremely 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 a sweatshirt in the afternoon. Please check the weather everyday before sending your children to school.

Thank you to the parents who have dedicated themselves to school service either as part of the PAC or Lunch Program. We appreciate and value all your time and efforts. If you are someone that could volunteer some of your time to supporting our school, please consider joining one of these integral committees.

Thank you for your ongoing support,
Christi Qua

Kindergarten Classes

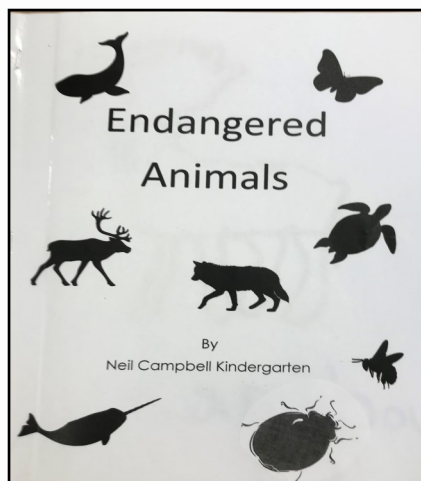
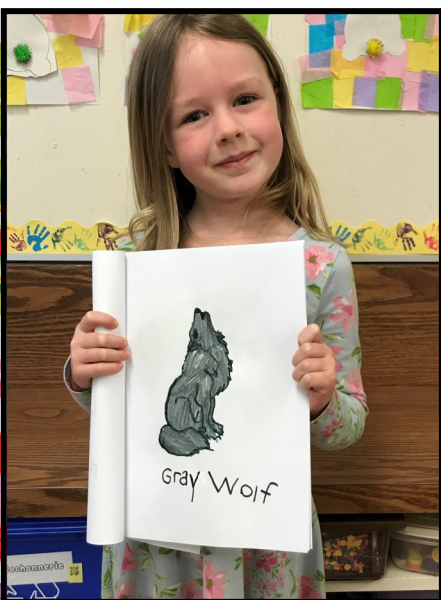
With the welcome arrival of spring, the Kindergarten classrooms turned their focus onto the natural environment. One of our year-round themes in science is Trees and so we took a close look at how trees are important to us and other animals.

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 practiced 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 help heal the Earth so that it may be a healthy place for all living creatures to enjoy.

Sincerely,
All the 2021-22 Kindergarten Students of Neil Campbell School



Mme Dufort & Mrs. Gosek's Grade 1 Class

Room 5 is so excited about *le printemps* - if it will ever come! We enjoyed learning about all the things that *les Farfadets* do during Saint Patrick's Day. Did you know that leprechauns repair fairies' shoes and are paid with gold?

Easter was very snowy this year. Our class talked about, read stories, and made some beautiful *lapins de Pâques*. Do you know why there is an Easter bunny? A long time ago, there was a



legend about a special rabbit who laid eggs! Children made nests for this special bunny to encourage him to leave brightly coloured eggs. This tradition still exists today for many people, except that now we have Easter baskets to collect *les oeufs de chocolat* and other yummy treats.

We hope everyone had a great snowy Easter with their families and that the *lapin de Pâques* left you some treats!

Last week was Earth Week. We did many things to take care of *La Terre*, like

turning off the lights, making a litter-less lunch, saving paper, and wearing *bleu et vert* to represent the land and water. We can all do our part to help the earth!



Ms. Sherby's Grade 1/2 Class

Flying Kites

Come and read our drawings about Springtime kites. We made glyphs to answer questions to tell about ourselves and what we like about spring! Can you make your own Springtime Kite Glyph?

Written
The
Students
in Room
3



Come Fly with us Glyph

1) What is your favorite springtime weather? Draw shapes.

Top left part of the kite	even number of circles	odd number of triangles	even number of squares	odd number of rectangles
	sunny ☀️	rainy ☁️	windy 🌬️	snowy ❄️

2) Which outdoor activity would you like to try? Draw stripes.

Top right part of the kite	fewer than 5	more than 4 but fewer than 8 (5-7)	8	more than 8 but fewer than 11 (9-10)
	(1-4)			11 (9-10)
	flying a kite	bicycling	skateboarding	play a team sport

3) Have you ever flown a kite? Draw six stars in all.

Bottom left part of the kite	6 yellow and red stars	6 blue and green stars
	yes	no

4) When is your birthday? Draw a sun.

Bottom right part of the kite	yellow	orange
	in the spring	not in the spring

5) What position are you in your family? Draw a bow.

Number of Bows	1	2	3	4
	youngest child	oldest child	a middle child	the only child



Mme Earle's Grade 1/2 Class

Ici on parle français! We have had many fun opportunities to use our French this spring. Students took part in a poetry recital where they shared a poem they had memorized. We presented three plays on stage - La Poule Rousse, Les Trois Petits Cochons, and Bonhomme de Pain d'Épice. It was wonderful to see students helping and encouraging each other as we prepared! Teamwork was key as students ran a grocery store or toy store. Groups organized and priced their goods, greeted customers, counted coins, and provided change. Please continue to encourage your children to use French whenever they can. Merci!



Mme Workman & Mme Gudmundson's Grade 1 Class

As we eagerly await spring, Room 7 has been busy learning about our place. We began with our families before Christmas and talked about how families can look many different ways. We talked about the special traditions and celebrations that make our families each unique and began developing an appreciation for differences.

Recently we have been focused on our community. We are developing an awareness of our place and role in our community. We have learned about



our neighbourhood, our city, and our prairie province, as well as the country we are proud to live in. Our discussion about cities led us to discuss skyscrapers and their presence

in many city skylines. We studied their shapes and decided to make some of our own. We set to work using just some colorful paper and a pair of scissors. We set our city skylines in front of some Van Gogh-inspired night skies. We think they look great!

Happy Spring!

Room 7

Room 7 visited the Manitoba Museum and Science Centre as their first school field trip!



Mme Sabourin's Grade 2 Class

Hello Neil Campbell Families! Guess what, we got to go on our first field trip in over 2 years! Our class was super excited to visit the Manitoba Museum to do some hands-on learning. We learned about Winnipeg's Indigenous roots and got to see how our community has grown and changed over time by building a map. We talked about different community groups and identified the resources and services that were available. Then, we got to take a tour of the Winnipeg Gallery to see what Winnipeg looked like 100 years ago. It was really cool. After our guided tour, we got to walk around the museum on our own. We also had a demonstration on Solids, Liquids, and Gases where our presenter made slime and rockets with Alka-Seltzer and vinegar. Finally, we got to explore the Science Gallery. Here are some of our favourite parts about our field trip: the Nonsuch, building racecars and racing them on the tracks, the Matrix room, the pulley chairs, the science experiments, and watching a movie in black and white. We sure are looking forward to our next field trip! Where would you go if you could choose an outing?

By: Room 6





Mrs. Verhaeghe's Grade 2/3 Class

Room 13 Environmental Pledge

- ✓ pick up garbage
- ✓ plant a flower for bees, butterflies + air bike
- ✓ walk + bike
- ✓ recycle
- ✓ eat less meat
- ✓ use less electricity
- ✓ reuse gift bags + containers
- ✓ reduce - think before you buy
- ✓ no smoking
- ✓ don't litter

Handwritten signatures and names are visible at the bottom of the pledge.

Our pledges to make a difference to the environment.



Flowers created by painting cardboard packaging.



Mixed media spring art created by using paint, clay and reusing newspaper and cardboard.

Some smaller willow trees display furry catkins in early spring. We touched and explored how the catkins look and feel.

In Math we used problem-solving skills to answer this question.



How many popsicle sticks and beads are needed to create this Seven Sacred Teachings beadwork?

Mme Scheelar & Mme White's Grade 3 Class

We have spent the last few months learning all about Japan! We have explored the Japanese language and culture, as well as the physical geography of the country. One of the highlights from our unit was learning how to say different animals in Japanese. Our favourite word to pronounce is "Kitsune" which is the Japanese word for "fox".

We also spent time creating art linked to a Japanese celebration called Children's Day. It is celebrated on May 5th of every year with the goal of celebrating happiness and the unique personality of every child in Japan. To show their support of this special celebration, Japanese people hang Koinobori, which is a type of kite that resembles a carp fish.

To make our Koinobori, we first designed our fish by adding a fin, scales, and eyes to a printed-out template. Next, we traced our design in black marker and coloured it in with oil pastels. Finally, we added some glitter and jewels to decorate our kites! We had so much fun learning about this Japanese celebration and designing our own Koinobori!



Mme SOTIRIADIS'S 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 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 17



M. Reimer's Grade 4 Class

We've welcomed Spring with open arms in Room 20.

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 20 productions of "Les Trois Petits Cochons." Students will be charged with taking a script, developing a plan for costumes and sets, and then rehearse and prepare a presentation to share with their classmates. The details of the presentation dates are coming soon, but we very much look forward to showing off our French language and acting skills real soon!

A warm early April brought us through the novel Tales of a Fourth Grade Nothing by Judy Blume during our English Language Arts times. We read a very entertaining story told by our hero Peter Warren Hatcher about the adventures and misadventures of being a 9 year old and dealing with a troublesome brother named Fudge. Our learners have enjoyed creating connections to Tales of a Fourth Grade Nothing thinking of different stories, experiences or real world events similar to those happening to Peter and his family.

In Math we have spent a great deal of time developing our knowledge of Multiplication and are about to dive into Division and Fractions 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 Sound' and 'Life and History in Manitoba' respectively, using our knowledge and understandings from previous units and experiences to help direct our inquiries.

Have a great Spring from Room 18!



Mme McKay Vielfaure's Grade 4/5 Class

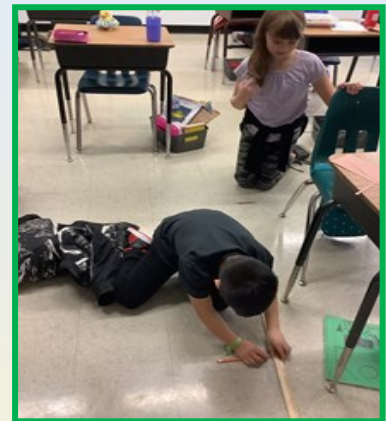
Bonjour and hello!

Coming back from spring break, we found out we were going to be moving classrooms to room 14. Everyone helped bring all our things to our new room and set everything up. Our new neighbours have been so welcoming and have made it a great experience.

When we settled in, one thing caught our attention. Some of us thought that our new room might be smaller than our old room. To get to the bottom of this, we put our math skills to use and measured both rooms to find out if our new classroom is smaller than our old room. We discussed as a class what information we needed and decided we needed to measure both rooms. We also took a class vote, with most of the class voting that our new room is smaller than our old room. The real answer? Our new room is smaller...but not by much. Our old room measured 9 metres and 86 centimetres long and 7 metres and 29 centimetres wide. Our new room measures 9 metres and 90 centimetres long and 7 metres and 13 centimetres wide.

We also read about a place in Nunavut, Canada that is so much like Mars, NASA uses this place to train astronauts going to Mars! We then started thinking about what it would be like to be on Mars and what we might see or do. Everyone wrote about the incredible day they would spend on Mars, along with creating images of their time on the Red Planet. Who knew we had so many future space explorers at Ecole Neil Campbell?

For our art project this month, we saw how we can create optical illusions based on the lines we draw and the colours we used. We used our hands as models and created illusions of a hand coming out of a paper, using pencils and markers to draw lines of different shapes. Check out our photos of the finished project!



MR. MOFFATT'S GRADE 4/5 CLASS

The **Fantastic Fours** and **Fabulous Fives** have had a busy and exciting return from Spring break. The Fives are learning about weather in Science - some of the lessons are around extreme weather! What a time to learn about blizzards! We enjoyed reading the weather bulletins and started developing an understanding around the vocabulary meteorologists use! Some of us didn't enjoy the actual blizzard very much.

The 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 last year, who acquired enough rock and mineral kits for each student to explore rock samples in a Covid-safe way. 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.

The next step is to take a virtual tour of an active volcano 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!



MR. DYCK'S GRADE 5 CLASS

Featuring The Artists in Mr. Dyck's Class

Everyone is an artist, and everyone can express themselves creatively through art. This is what we believe in our class as we experiment with different styles and techniques to create original masterpieces. Have a look at the pictures here to see some of the different styles we've been experimenting with. You'll see Pointillism, where we created an image using dots of paint. You'll also see cityscapes where we tried something called a one-point perspective to create the 3D feeling of depth in our paintings. The final project we want to highlight, are the three-in-one pictures. Here students chose an object and separated it into 3 zones. The middle is realistic, the top or left is abstract and the right or bottom is geometric. We're proud of the imagination and creativity shown in our art, hope you enjoy them too!



Mme Gutierrez's Grade 5 Class

Science

In Science, students have been learning about gravity, the 3 laws of Newton & forces. We are investigating what makes things stop and go. What types of forces we need to use every day to exist in our world and all the types of forces that exist around us.

Social Studies

In Social Studies, we have been learning about “New France” and how people were convinced to move to the “New World” and eventually build colonies. There was a lot of work to do, to first establish a life here in the rugged wilderness of 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

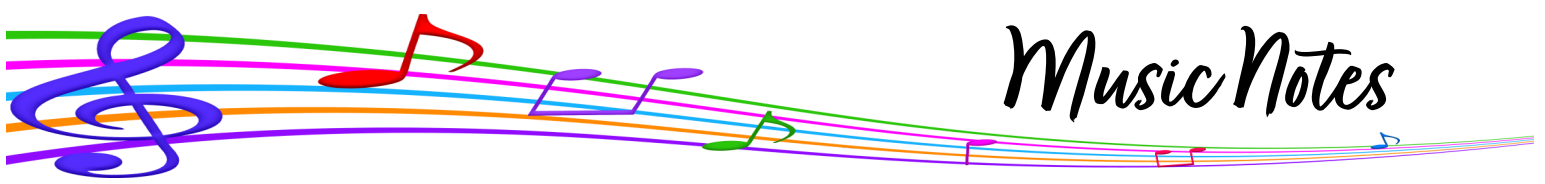
Students having been doing a lot of French reading, writing, and public speaking. They worked on writing a speech about their dream vacation. They have been practicing skills to be a good public speaker all while speaking in French.

ELA

After listening to a book called “Mysteries of the Mayans”, students were inspired to write their own “Choose Your Own Adventure” story. So, students started creating the beginning of an adventure story with a partner. The partners added two choices so the reader could choose what to do next. They then split up and wrote their own adventure and ending. Sharing these stories have been so much fun. The class has enjoyed the interactive author's theater.

Check out some pictures from our field trip to the MB Museum!





Music Notes

We can make music in so many different ways! In music classes we have been singing, playing barred instruments (xylophones), and other percussion instruments including a variety of drums. After spring break, grade 3-5 students have begun playing their recorders!

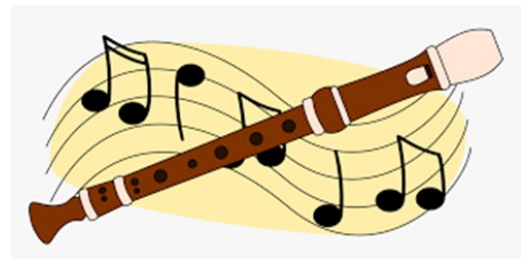
There are many options depending on the comfort level. If students do not want to remove their mask to play, they can sing the note names while covering the holes of the recorder without blowing into the instrument. They can sit further away from the students who are removing their masks to play. The students continue to be distanced 5-6 feet apart as the music room is quite large.

All students in grade 3-5 are required to complete playing tests.

There are 3 options for completing tests:

1. Playing the piece in their music spot during class time.
2. Playing the piece at a recess time with only the student and I in the room with social distancing.
3. Recording a video of them playing the piece at home. The student or the parent/guardian can send me the video through Teams to their Music Team or by email (hgroess@retsd.mb.ca). If you need guidance to do this, send me an email for some help.

If you have any questions or concerns, feel free to reach out!



WSO Virtual Concert

Our students will be taking part in lessons and activities in preparation of a virtual concert presented by the Winnipeg Symphony Orchestra. This concert is an excellent opportunity for all the students as they have not been able to attend performances for a few years due to the pandemic.

The Spirit Horse Returns is the powerful story of Ojibwe Horses. Traditional spirit animals to the Métis and First Nations, and helpers to all, these small 'Indian ponies' very nearly vanished with the arrival of settlers and colonization. And along with them, the centuries of stories passed on from one generation to the next.

The concert “The Spirit Horse Returns” combines music by Canadian composers, songs by Jodi Contin, traditional teachings, and stunning art by Rhonda Snow. It provides young audiences with an inspiring and age-appropriate exploration of truth and reconciliation.

We are really looking forward to learning about the Spirit horses, studying the music and watching the performance!



Resource News

Thank you to all the parents who have taken their children to an optometrist to have their child's vision checked this year. We have seen incredible improvements in academic and social skills in students who have recently begun to wear their glasses at school. A reminder letter has been sent home to parents for those students who we have not received a response regarding the Vision Screening Program from October 2021.

If you are concerned about your child's vision, please make a free appointment with an optometrist. Manitoba Health provides free eye exams every 2 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. Children do not always know if they are not seeing clearly and cannot tell you, only an optometrist or ophthalmologist can identify vision problems.

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



LIBRARY UPDATE

May 2022



ALL LIBRARY BOOKS
MUST BE RETURNED
DUE FRIDAY, MAY 27TH

Due to extenuating circumstances, we are doing our inventory early this year. All library books will be due back by Friday, May 27th.

During the month of June, students may read books during library class, but no books will be signed out until September 2022.

LAKE WINNIPEG FOUNDATION WALK FOR WATER



Taking care of our local environment is an essential part of learning, and something we look to encourage in our students. The Lake Winnipeg Foundation's educational program will be coming to present at our school on Tuesday, May 17th.

We will continue our learning with a Walk for Water, which will raise funds for the health of Lake Winnipeg and its water table. More information to come...

HARRY POTTER CLUB

This huggle of 4th and 5th year students has been having oodles of fun. Don't be surprised if you hear your children making comments such as, "Mrs. Bagay's origami frog was so much fun I nearly fell off the back of my broom!" We will continue this lunch-hour storytime and activity until the end of this month.





GYM NEWS

This month has been a busy month in the gym. We have been hard at work with our overhand throwing skills. We have applied them to a variety of games and sports. Our older students have been playing zone handball.

The Easter bunny stopped by during the blizzard, and left some fun activities for students when they returned Monday.

COUNSELLOR'S CORNER

What is self-regulation?

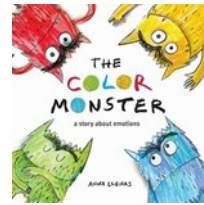
Self-Regulation is a process where someone uses strategies to manage their thoughts or emotions to stay focused and productive. Children need to be aware of their own thoughts and be able to identify their own emotions.

Understanding and identifying emotions can be tricky for some children. You can help your child with this by reading books about emotions and teaching them that our emotions are neither good nor bad. But we do need to own our actions when we are experiencing strong emotions.

Below are some examples:

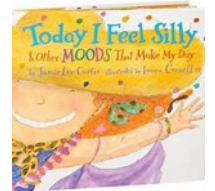
Ex: The Color Monster by Anna Llenas

[The Color Monster - Read Aloud by Mr. Joshua Brooks - Bing video](#)



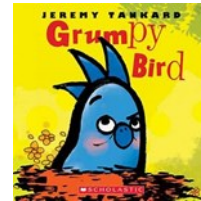
Ex: Today I feel silly and other moods that make my day by Jamie Lee Curtis

[Today I Feel Silly and Other Moods That Make My Day read aloud - Bing video](#)



Ex: Grumpy Bird by Jeremy Tankard

[Grumpy Bird | Read Aloud Story Time | Shon's Stories - Bing video](#)



You can talk to your kids about your feelings and about the healthy things you do to keep yourself calm and focused when experiencing strong emotions.

Literacy Committee

The Literacy committee has experienced an incredibly busy few months! We came together in February with virtual activities on our I love to Read calendar the students could all do together. The activities all celebrated and harmonized with our themes of diversity and inclusion, like Black History Month, and Festival du Voyageur. We continued with our community theme for Earth Day. Students were excellent participants in all of our earth day themed spirit week events, like saving paper, learning with the lights out, and bringing in litter less lunches! Every student in the school contributed a hand print for our school bulletin board where they wrote actions they do to help the environment, or commitments they are making to help the environment. The handprints surround the globe, and represent how we all work together in acts of stewardship to show care towards our planet.

Additionally, each classroom took time to do a 'shared write' where the students come together and collaborate to write one shared message. Here is an example of one write by the grade 4 & 5 class with Mr. Moffatt:

Earth Day: Saving the planet

Have you seen the great pacific garbage patch? Can you believe it is a disgusting floating island of garbage two times the size of Texas? It's viciously walloping the ocean life. We need to unite together to fix this garbage and pollution problem. Did you know a plastic bottle can take up to 450 years to decompose? So, we need to keep plastic out of the garbage! Please reduce, reuse, and recycle. Those are three important steps to saving our planet!

The students in each classroom had wonderful ideas that show their bright ideas, ever expanding vocabulary, their citizenship and critical thinking skills.

-The Literacy Committee.

Did you know that Earth Day, April 22, is the anniversary of the birth of an environmental movement, which started in 1970? The movement's attempt was to make us environmentally conscious and to make environmental concerns a priority. We at Ecole Neil Campbell School recognize that we can also help to heal the Earth by making changes. These hands each represent one small thing that we did to make a difference. What can you do to help heal the Earth?



The Numeracy Committee

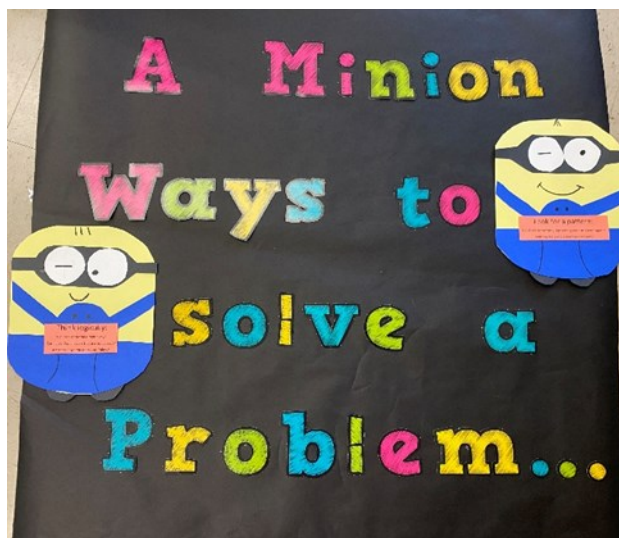
The numeracy committee has been hard at work preparing school planning for next year.

This term, our classroom teachers have continued to work with students on collaborative problem solving in the classroom.

We are preparing a school wide bulletin board on which each class will be displaying a problem and the strategies they used to solve it.

The numeracy committee is also very excited to have our Early Years Consultant, Lori Brooks, come back for another presentation on problem solving and assessment.

Happy Spring Everyone!



IAA Committee

This unique bulletin board was created by Room 7. As students prepared for Earth Day on April 22nd, they were inspired by the Indigenous beliefs and practices surrounding the land. Students read books and listened to stories to learn about why the land we live on is so important. They talked about what “land” means to them. They learned that the air, water, plants, and animals are all interconnected. The Indigenous peoples teach us that we are visitors to the land, and it is to be shared and treated with respect.

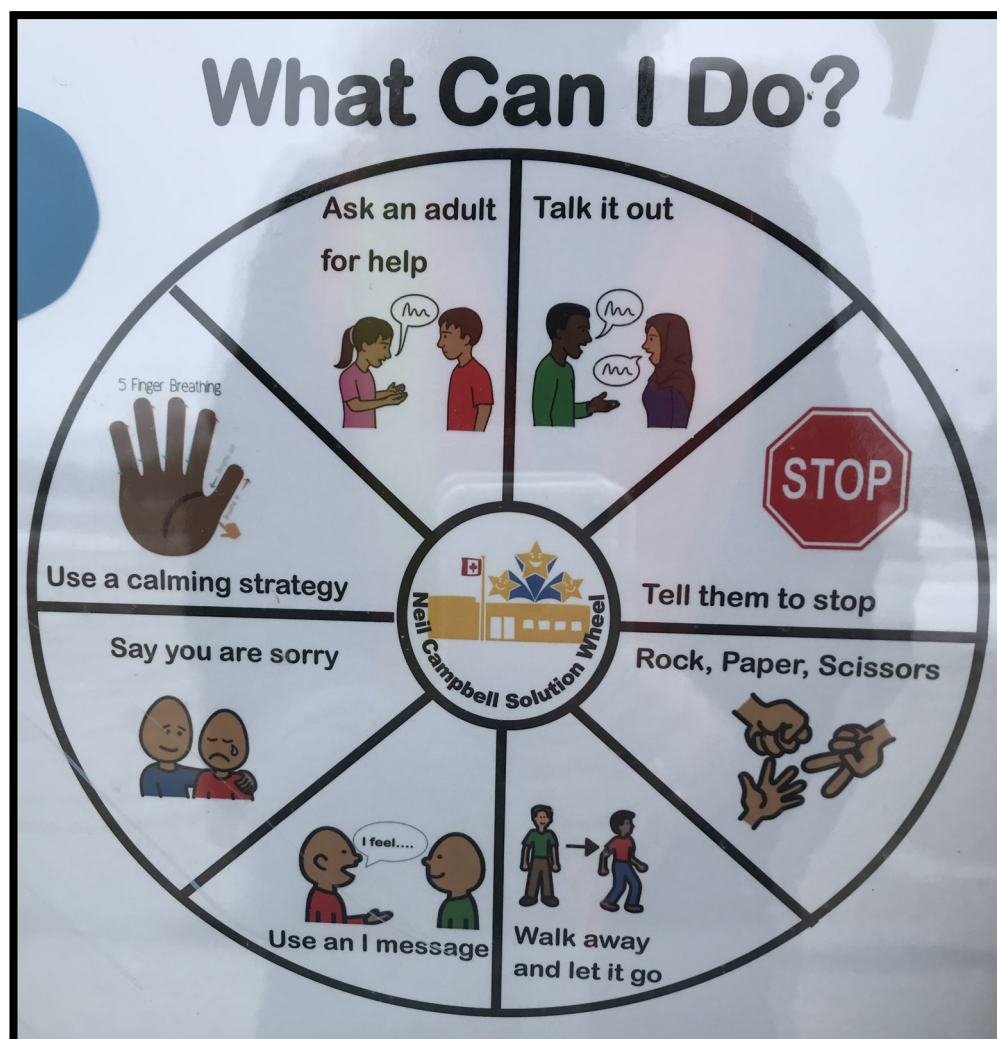
The students created circles within circles to represent how we are all interconnected. This display is meant to be a reminder that we are all responsible for showing respect and kindness to our earth.

Submitted on behalf of the IAA Committee



well-being committee

École Neil Campbell School students have been introduced to a Solution Wheel for problem solving. It has been posted around the school and on windows to access when at recess. Our hope is to help students become independent problem solvers and keep everyone happy! This month students will be going through a Responsible lesson in class as part of our school matrix.



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

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 JLEB - Children in Need of Protection; JLEB-E – Report of Suspected Child Abuse;	
Legal/Cross Reference:	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