

# Neil Campbell School

845 Golspie Street  
Winnipeg, MB R2K 2V5  
Phone: 204-661-2848  
Fax: 204-668-9291

Principal: Ms. C. Qua  
Vice-Principal: Mme S. Cockriell



## Fall Newsletter



# Principal's Message

**Welcome back École Neil Campbell School Community!**

**It has been great for Mrs. Cockriell and I to visit and talk with many of you over the last few weeks. Also, thank you for joining us at our Open House on September 13, 2022. We are happy to have your children back at school! It has been wonderful to see their happy smiles. We look forward to continuing our partnership with you in supporting your children to learn and grow this year.**

**We have had a wonderful start to the school year. We have had a number of clubs that students have excitedly taken part in such as the Cross-Country Club, Flag Football, Recorder, soccer, drama, and stencil clubs. Please encourage your child to join clubs. Participating in clubs enhances your child's school experience.**

**We look forward to seeing you at our Student Led Conferences on November 24 in the evening in person and November 25 in the morning on TEAMS. We are hoping that there is a possibility that will work for you! Your children are excited to share their learning with you!**

**This fall the YMCA daycare has rented a space in our school for before and after care. It has been wonderful for the children to have one less step each morning. We ask that parents do not walk around the school during pick up and drop off. Please come in the front door and go directly to room 11.**

**Parking around the school continues to be a challenge. Please make sure to follow all street signage and do not park across sidewalks or block garage approaches. Thank you for helping us be a good neighbor!**

**As the year unfolds, we are re-envisioning some of our school wide events. Please see the music report for some updates about concerts this year. We look forward to being inclusive to all!**

**The school will be selling Neil Campbell clothing once again. This is not a fundraiser, and we will make no profit. Please watch for this important information to come home and help us spread some school spirit!**

**Thank you for working with us to support your children. Working together we can create the strongest learning environment.**

**Sincerely,**

**Christi Qua – Principal**

**Sharla Cockriell – Vice-Principal**



# Kindergarten Classes

The newest members of École Neil Campbell School have had a busy and exciting time as they settle into classroom routines and learn our school rules : Be Safe, Be Respectful, and Be Responsible. It is wonderful to see them learn to be independent, supportive, polite, and kind to each other.

We have been learning lots through playing together during our “purposeful play” times. Whether it is playing a game with friends or pretending to be veterinarians, the children are not only practicing social

skills, they are also trying out newly learned academic skills. Who knew that playing has such benefits!

Also, we have been learning about Fall and how as the seasons change we notice things outside that we didn't see during the summer months. The children had fun making squirrels with fluffy tails and enjoyed telling us the things they see and like to do in the Fall. We have been learning how to make an AB pattern in math, and the students were challenged to create a turkey with tail feathers in a pattern.





# Ms. Sherby's Grade 1 Class

## Every Child Matters

Come and look at our writing about Residential schools. Every child needs to feel loved, have a home, school, food, clothes, and friends and family. We feel sad 😞 about Residential schools. Our class doesn't want Residential schools to happen again! We are sorry for those kids who went to Residential schools. We will show courage and love for all of them. We wrote about showing love like Johnny Eagle!

Written by The Loving Students  
in Room 3





# Mme Symonds's Grade 1 Class

Since the beginning of the school year, we have been working hard on learning new French vocabulary. We can name many items and objects in French which are related to the fall. We also know the words and actions to many different French songs!

We read books in both French and English in our classroom every day and we also take home five home reading books to read at home with mom and dad on a weekly basis. We are working hard to learn how to read to our partners in class, too! In Math we have been exploring different manipulatives to help us to count and do our additions and subtractions. In Social Studies we learned about Orange Shirt Day, and we made our own class treaty. We also learned about Terry Fox and his fight against Cancer. In Science we have been learning about the seasons and the changes that occur in nature and to animals. One of our favorite weekly activities is computer class. We have been playing some alphabet and number games. The fall has been so much fun!



# Mme Dufort's & Mrs. Khangura's Grade 1 Class

The students of room 5 continue to learn about the Indigenous people. We celebrated Orange Shirt Day by making our own orange shirt people and orange shirts. On our orange shirts, we wrote what was taken from the children that had to go to Residential Schools. *Leur famille* - their family, *leur langue* - their language, *leur vêtements* - their clothing, *leur cheveux* - their hair, *leur nourriture* - their food, and so much more.

We will always remember that *Chaque Enfant Compte*, Every Child Matters.

Thanksgiving is a time to be *reconnaisant* - grateful for all that we have. We read books, watched videos, and had discussions about being grateful. We made leaves and wrote what we are grateful for. Here are the things we are grateful for.

Piper- *la famille*-my family

Tommy-*la nourriture*-food

Stella- *ma maison*-my house

Carter- *l'amour*-love

Ogechukwu-*ma chambre*-my room

Mohamad-*mon professeur*-my teacher

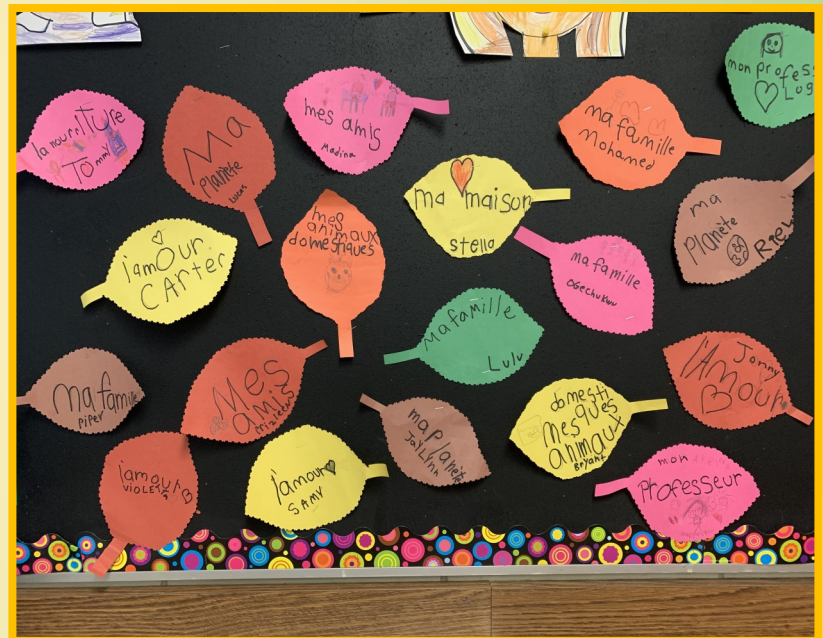
Lucas-*mon école*- my school

Alleina-*mon conducteur d'autobus*-my bus driver

Riel-*ma planète*-my planet

Evelina- *mes animaux domestiques*-my pets.

Prizleen- *mes amis* -my friends.



We hope that everyone had a great Thanksgiving weekend. The weather was wonderful.

We also learnt about Terry Fox and wrote about a time where we kept trying and didn't give up. We had a Terry Fox Relay with the whole school. It was so much fun.



# Mme Workman's & Mme Gudmundson's Grade 2 Class

Room 7 has been busy celebrating the arrival of fall! Using white paint we painted and printed real leaves onto black backgrounds. We used the letter Y to draw our own trees and painted them with warm fall colours like red, yellow, and orange. We read books and wrote poems about our fall favourites and the things we will say goodbye to until next spring.

And now on to the best part - Halloween!

During ELA, we've been reading, writing, listening, and speaking. In Sciences humaines, we've been comparing and contrasting the people, homes, services, and transportation in urban and rural communities. In Sciences naturelles, we're gearing up to learn about growth and changes in animals (including people)!





# Mme Sabourin's Grade 2 Class

Hey Neil Campbell Families! Guess what we've been learning about in Social Studies...our community! We went on a walk around East Kildonan. We saw many kinds of homes, services, modes of transportation, people, and buildings. Those are all characteristics of our community. Then we talked about the jobs in our community and went to the fire hall on Kimberly Avenue to learn about what Firefighters do. We learned that their job is to help people during disasters and to put out fires. We got to sit in the fire truck and watch the fireman get suited up in his special pants, jacket, boots, gloves, helmet, and tank. Do you know other jobs that are important in our community?

Your friends in Rm 6





# Mme Sotiriadis's Grade 2/3 Class

**Bonjour et Bienvenue à la salle 9!**

We have had an exciting first few weeks in the classroom getting back into routine with reading and writing in French and learning classroom and school expectations.

We prepared for Orange Shirt Day by reading different books about residential schools and discussing the impact that residential schools had on survivors. We watched a read aloud on the Seven Sacred Teachings and brainstormed what respect (as represented by the bison) looks like to us. Students created their own orange shirt explaining what respect means to them and also what we can do to honour survivors.

In science, the Grade 3s have been learning about soil. They went outside to explore the different components and things that grow in the soil. They also used magnifying glasses to observe soil samples and notice different things that are found in soil. Grade 2s have been learning about air. They used bubbles outside to understand how the wind moves things outside. They have also been learning about temperature and how the temperature affects their lives.

During social studies, Grade 3s have been having discussions about rights, responsibilities, and leaders. Grade 2s have been learning about communities and different people in the community.

In math we have been working on ways to solve addition and subtraction problems and practicing basic math facts. We have also been working on the equality symbol and how to balance equations.

In French we have been learning French sounds and vocabulary surrounding the themes of school and fall and have started reading groups. We have also practiced writing sentences with our new vocabulary words.

It was wonderful to meet many of you during our first open house in two years! We hope to see you again in late November for student-led conferences!

Wishing you all a very happy fall!

**Mme Sotiriadis, Mme Campbell, and Room 9**



# Mrs. Verhaeghe's Grade 2/3 Class

## Everyone is unique and important:

On **Dot Day** we were inspired by Vashti, the main character in The Dot to “make our mark”. Each student chose a paint colour to represent them, made their mark and then circled their classmates' marks to show community. **Every Child Matters** is the message of Orange Shirt Day and National Day for Truth and Reconciliation. We continue to listen to the stories of the past and work to create a positive present and future. Together we created a **Classroom Agreement** (treaty, promise) that guides our daily behaviours to be safe, responsible, and respectful.

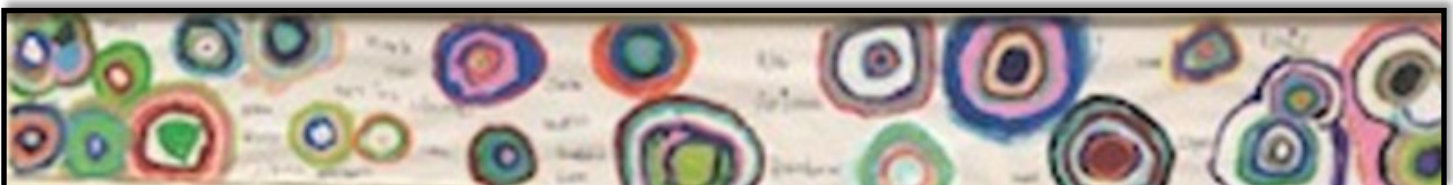


## The World Around Us:

Through **Outdoor Learning** we observe and appreciate nature. We were inspired to create leaf art and wrote about what you can find under a leaf. The passing of **Queen Elizabeth II** was a time for us to reflect on the past, understand the present, and discuss the future. It was interesting to learn about Roman numerals too. **Terry Fox** inspired us to work together to create a collaborative poster, run a relay and count donated coins for cancer research.

## Class Visitors:

We've been connecting online with authors through Scholastic's **Live Read-Aloud**. They inspire us to read and create. **Mrs. Feenstra**, our Guidance Counsellor, visits us to practice mindfulness (being present) and introduce us to strategies to self-regulate (help calm and regulate feelings) so we can learn and perform.





# Mr. Moffatt's Grade 3/4 Class

Mr. Moffatt's **Thoughtful Three's** and *Fabulous Four's* have been working incredibly hard this school year. We explored many genres in literacy, which helped us sort and organize our classroom library. Additionally, we are participating in the Global Read Aloud, where we are joining classrooms all over the world in reading "Stunt Boy, In the Meantime..." by Jason Reynolds.

We are also preparing to start a big project in Social Studies! Our Grade 3 students are going to be researching a country and presenting to the class all about a wonderful place in the world they learned about. The Grade 4 students will be researching a Canadian province. They will discover all kinds of new and exciting information. This requires lots of learning, not only about the country or province, but also about how to use and create through PowerPoint, and how to conduct research. We can't wait to share our presentations with you!



# Mme Scheelar's & Mme Hancock's Grade 3 Class

Dear Families,

The year is off to a great start! Students have been working hard and having fun on the following projects:

- Chalk and charcoal art – we produced artwork using ONLY chalk and charcoal. Students were challenged to learn how to work with media that cannot be manipulated in the same way as a pencil or paintbrush: this chalk art project requires blending with the fingertips!
- Science: we are learning about soil – *les sols*. We used a magnifying glass to see what was in the soil!
- English Language Arts: We began the practice of “Daily 5” – starting with reading to self, reading to someone, and reading groups. We have started typing practice every couple of weeks and up next is more time practicing writing on our own.
- We practiced routines and expectations – students are getting into the habit of putting items away and being ready to learn at the end of lunch hour. This is great practice ahead of winter when we always need a “Plan B” in place for indoor recess days.
- ME Bags – *le sac mystère* : students brought in a ME Bag with items that represent who they are. The rest of the class had to guess who the bag belonged to and enjoyed the process of sharing as well as guessing.
- Spelling tests, *dictée*: we have had several shortened weeks in a row, so we have given more time to study ahead of spelling tests rather than doing weekly tests at all times. Remember to study your words ahead of test days! Test dates will continue to be communicated to families via the student agenda.
- Mathematics: We are doing open-ended math problems, where there is more than one possible solution to a problem. Students enjoy putting their Thinking Caps on as they tackle these brain-busting problems. We are also working on addition and subtraction facts, and saying the numbers 60 – 100 *en français*.







# MR. REIMER'S GRADE 4/5 CLASS

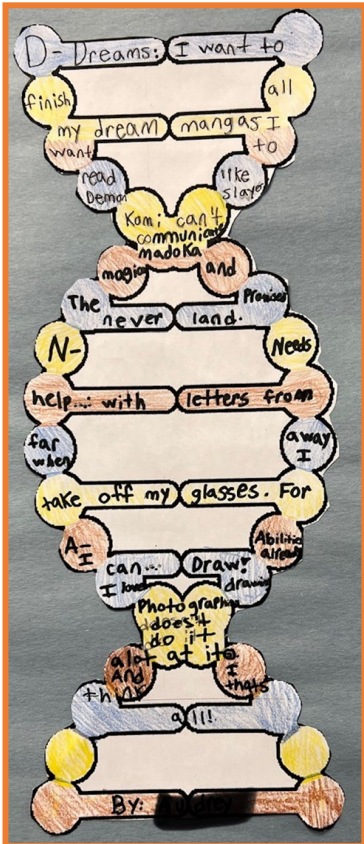
It has been exciting times to be back in school for the learners in Grade 4 and Grade 5 in room 20. "First times," has been a common theme as we've gotten to know each other throughout the months of September and October.

After six wonderful years in the French Immersion program, our learners welcomed Mr. Reimer to the English program here at Neil Campbell School. They are helping him learn what it's like to work in an English program classroom.

As far as learning opportunities go, we continue to review and be reminded of good writing habits and strategies in Language Arts time. We have spent time reviewing different addition strategies as well as problem solving with a couple of different word problems during the week in Math. In Social Studies we are following up Orange Shirt Day by doing some research to learn about the stories and theories of Indigenous peoples and their arrival to North America thousands of years ago. In Science we will be experimenting with Forces and Simple Machines looking to design and build a machine to accomplish a predetermined task. And before long, we will be exploring some French language basics to give all learners a great starting point to begin or continue developing their second (or third) language.

We are very proud to say that we've come together as a class the last two months, and we've welcomed 3 new friends to the

École Neil Campbell School Community. These are learners that have joined us from other schools and have been superbly welcomed to our class with open arms by long time Neil Campbell learners. Also welcomed to the group has been a smaller group of Grade 4 students joining the Grade 5s for a combined class. This can sometimes feel like a daunting learning environment, but we're very proud of our Grade 5s who have welcomed all the Grade 4s and treated them as peers and equals from day one.





# MME ARCAND'S GRADE 5 CLASS

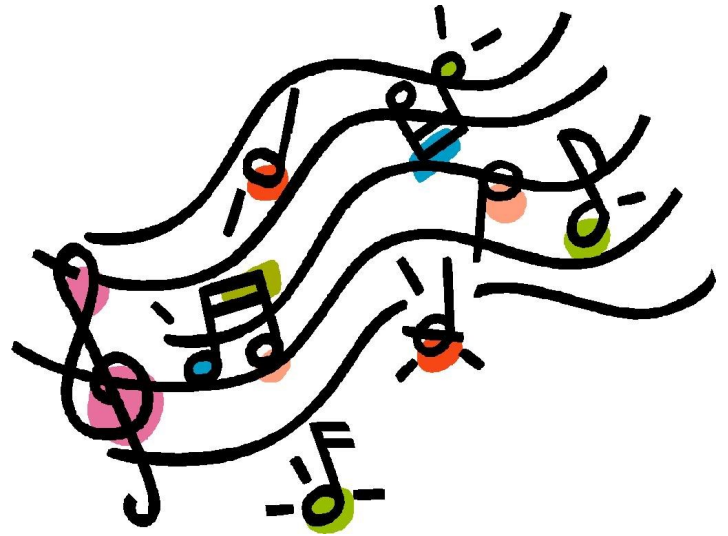
Students in Room 19 have been very busy learning this fall! By now we have adjusted nicely to the routine of daily life at school. We have classroom jobs which rotate each week, including technology experts and librarians. We have also been making cross-curricular connections between our studies of First Peoples in social studies and of Indigenous styles of art. The photo of our bulletin board shows one of our recent art projects. Students studied the art of Christi Belcourt, a Métis artist from Manitou Sakhigan (Lac Ste. Anne), who uses Métis beadwork as the inspiration for her elaborate dot art paintings. Students created their own dot artwork inspired by Belcourt and traditional Métis beadwork. We are also tracking the Anishinaabe moon cycle using handmade calendars, and we just started a beadwork project with real needles and thread!

I am incredibly proud of these Grade 5 students. It is truly a pleasure to come to school and work with them!



# M. Vandale's Grade 4/5 Class

In M. Vandale's room 18, we've been working on learning to sing French songs, such as Allez-y by local music group Jérémie and Delicious Hounds, building our library, locating provincial capitals on the map of Canada, and puzzling out the number of the day



using dice, multiplication, and place value. We've also made our very own multiplication tables, currently on display on our bulletin boards.

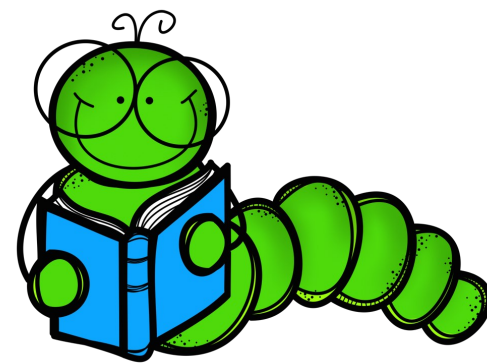
In ELA, we've been writing daily in our journals, in styles of creative writing and also journaling.

In Science, we've been discovering habitats and how animals adapt to them.





# LIBRARY NEWS



Things are off to a great start this year in the library! To kick things off, we welcomed classes in celebration of Dot Day – a day to celebrate creativity, courage, and collaboration. Mme. Thuot-Macdonald read “The Dot” by Peter H. Reynolds and tied in a few activities with students while Mrs. Bagay welcomed students to sit at the reading carpet.

Another piece of news, there are a few shelves in the library that look a little different and that’s because we have special locations for NEW BOOKS in French and English and a designated shelf for MYRCA books. Please have your student(s) check out these new locations in the library if they haven’t already!

Lastly, the Overdrive/Sora app is an accessible resource for students who cannot find books they want in physical form. By going on our Library Services page from Our Library they have access to over 200 ebooks and audio books by signing in with their credentials (same username and password at school).

<https://www.retsd.mb.ca/nc/page/2730/library-services>  
Happy reading!

Mme Thuot-Macdonald & Mrs. Bagay



# Music Notes



Welcome back to another year of music making!

It was so nice to welcome you to the music room at the Open House in September! Thank you to the parents/guardians who came to see the room and connect/reconnect with me. It was lovely to meet all the families that are new to our school. If you ever have any questions about the music program or student specific questions, feel free to email me at [hgroess@retsd.mb.ca](mailto:hgroess@retsd.mb.ca) or call the school (204-661-2848).

## Road to Recovery

What an adventure the last few years have been!

We have spent the better part of the last two years without singing and recorder playing in person. Music classes took place in the classrooms, physically distanced with limited movement. The students used individual music kits and sanitization was the name of the game.

We began last year in two music rooms without singing and recorder playing with limited instrument use. There was a 5-minute window in between classes to allow for sanitization and extra cleaning.

In the spring, we were finally able to sing without masks and shortly after that we could play our recorders in the music room! We could play all the barred and percussion instruments and began to move around the classroom more freely.

This school year, we are finally beginning to return to more normal music programming. We have a lot of work to do to learn/relearn skills that we should be able to perform. It is a time to rebuild the program and reconnect with the community.

## Neil Campbell Stars Musical Showcase

In December, the Kindergarten – grade 2 classes will be sharing what we have been learning in music for the first term. It will be a time for parents to come watch their child and will give students a chance to perform for the first time ever at our school! **It will not be a Christmas/Holiday concert as was done in the past.** It will resemble a musical assembly with risers set-up for the students to perform on. There will be an afternoon and evening performance for each of the days, with **two tickets issued per family per performance.**

Here are how the groups will be divided:

### December 7

Sherby  
Dufort  
Symonds  
Gudmundson/Workman  
Sabourin  
Verhaeghe (2's only)  
Sotiriadis (2's only)

### December 8

Nanton Caterpillars  
Nanton Ladybugs  
Walker Ladybugs



**The grade 3-5 students will have a chance to showcase their talents in the Spring.** Stay tuned for further details.



# NEWS FROM THE GYM

It has been an exciting year as we are finally able to attend Divisional Events. It has been a busy fall already.

Grades 3, 4, 5 took part in a Cross Country Run at Birds Hill Park in September. We took over 100 students and had a great day with some awesome efforts! Flag Football took place in October for grades 4 and 5. Students were at the East Side Eagles football field to play against other schools. It was a memorable experience to say the least. Our students toughed it out in very cold, windy conditions, rain, and got hailed on twice! Not ideal for sure wrapped in blankets hiding under tarps, but unforgettable! Hopefully next year we will play more games.

Thank you to our school community for the generous donations to our Terry Fox Run. We raised \$296.90! Students and staff were out running relay style and had a great school community event, the first without cohorts! In Physical Education classes we have been learning the safe and fair play rules of the gym, playing a variety of games emphasizing skill development. We are working on developing our fitness too!



# Resource News

Vision and Hearing screening will take place on November 21 and 22, 2022. Hearing screening will be done for Kindergarten and Grade 1 and Vision screening will be done for Grades 1, 3 and 5. Thank you to all the parents who returned their child's consent forms by the October 14<sup>th</sup> deadline. If your child is absent or is unable to complete the screening, a letter will be sent home with more information.

If your child is in Grade 2 or 4 and/or you are concerned about your child's vision of any age, 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 to have their vision health checked. Children do not always know if they are not seeing clearly. Children can have their vision checked starting at 6 months of age. Early intervention is best!

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

If you have any questions relating to your child's vision or hearing, please contact Mrs. Pauls at the school or by email at [spauls@retsd.mb.ca](mailto:spauls@retsd.mb.ca).

Submitted by Mrs. Pauls  
Resource Teacher





# Guidance Corner

Hello, Bonjour! My name is Lindsay Feenstra and I'm the new guidance counsellor at École Neil Campbell School. I'm so happy to be here and have enjoyed getting to know your children and some of our families so far this year.

We have been working on learning about mindfulness. I was able to visit all our classrooms in the last couple of weeks to do a mindfulness activity and lesson.

Mindfulness is the practice of gently focusing your awareness on the present moment. Practicing mindfulness can help improve mental health and well-being. It is effective in reducing stress, anxiety, and depression, as well as improving focus and attention span.

Cosmic kids peace out guided relaxation videos on YouTube or the Stop, Breath, and Think App are great ways to try out mindfulness at home!

I look forward to getting to know more of you throughout the school year! Please don't hesitate to reach out by email, [lfeenstra@retsd.mb.ca](mailto:lfeenstra@retsd.mb.ca) or phone 204-661-2848 if you have any questions or concerns.



# INDIGENOUS ACADEMIC ACHIEVEMENT (IAA)

## COMMITTEE

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.

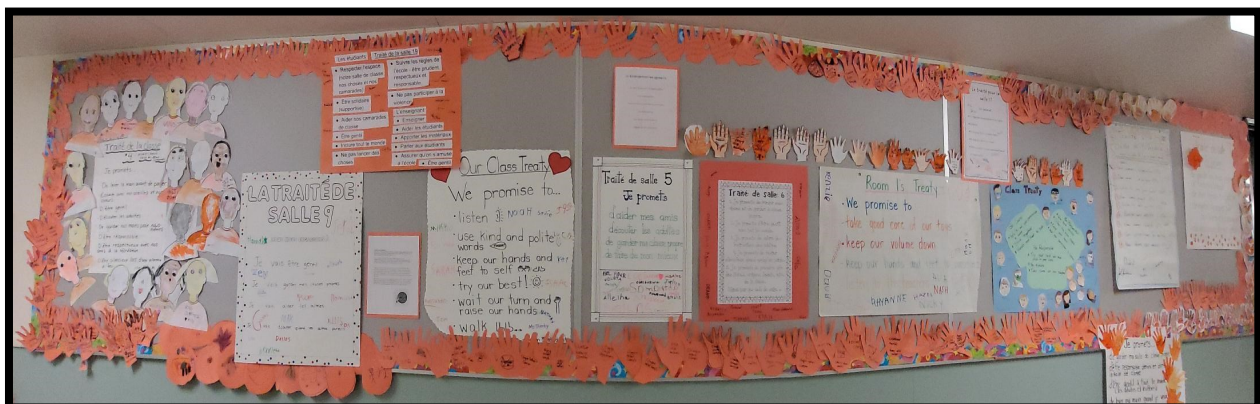
We recognize our part of the Treaty relationship, as an acknowledgement of the harms done, we commit to collaborating with Indigenous communities in the shared spirit of Truth and Reconciliation for the healing and inclusion of all those who share this land.

École Neil Campbell School has been learning about Treaties and their importance in the Indigenous community.

We know that a Treaty is when two groups make an agreement. It is the same as two friends making a promise to each other.

The newcomers made a promise to the Indigenous people that they would always have a place to live, schools for learning, and areas where they could hunt and fish. First Nations people promised to share the land with the newcomers in peace and friendship.

The students at École Neil Campbell School have read and discussed books and watched online presentations and videos to learn more about what happened to Indigenous children, as well as their families, that were forced to go to Residential Schools. Each classroom then made their own class treaties to reflect the environment they wanted to learn in and showed their commitment by signing their treaties. Each student made an orange handprint and wrote a message on it to honor the children who were taken from their homes to attend Residential Schools. Let us always remember that Every Child Matters, Chaque Enfant Compte.





# Literacy Committee



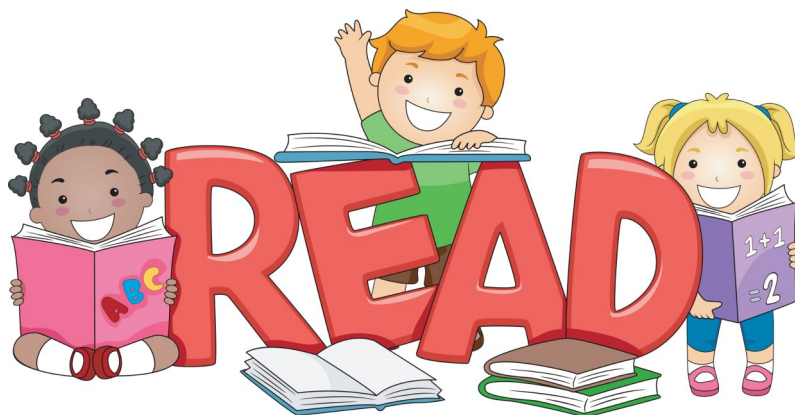
The literacy committee would like to remind you that reading at home with your children is one of the simplest, yet most effective, ways to supplement your child's education and ensure future success.

According to an article published in "Child Ventures" in 2019, hundreds of studies have found that children that read at home **with** their parents perform better "[educationally and socially than those that do not.](#)" The age at which to start varies depending on the research, but in general: the earlier the better.

The key word in this is: **with**. Reading **to** your children has many positive impacts, but what we are discussing is reading **with** your child. Having them sitting next to you with the book in front of you both, allows them to follow along with the visuals even if they can't read the words.

Reading with your child offers the following benefits [OUTSIDE](#) of them simply learning to read:

- Letter recognition
- Memory
- Curiosity
- Language skills
- Motivation
- Attention/ concentration
- Emotional management
- Develops imagination



Reading is one of the keystones of education. If you make 'family read' a fun and positive experience, it is an enjoyable way to aid your child's success and confidence as they move forward. Lastly, have fun! More than anything, this is one-on-one time for you and your child to bond and connect with a shared topic and interest. So, please enjoy the "Home Reading" and library books your child brings home from school together.



# Numeracy Committee

This year, the numeracy committee will be focusing on learning through conversations about math, as well as exploring real-life situations to learn numeracy skills.

These goals are supported by the province of Manitoba and can be examined in the document, “Helping Your Child Learn Math: A Parent’s Guide.” This beneficial resource contains helpful information about how children develop numeracy skills, as well as suggestions for strategies and activities to support children’s learning at home. The full document can be found at [www.edu.gov.mb.ca/k12/docs/parents/learn/math.pdf](http://www.edu.gov.mb.ca/k12/docs/parents/learn/math.pdf) for more information.

Here are two excerpts from the guide discussing the importance of children learning math and how children learn math at school:

## Why Is It Important for My Child to Learn Math?

Math skills are important to a child’s success – both at school and in everyday life. Understanding math also builds confidence and opens the door to a range of career options.

In our everyday lives, understanding math enables us to:

- manage time and money, and handle everyday situations that involve numbers (for example, calculate how much time we need to get to work, how much food we need in order to feed our families, and how much money that food will cost)
- understand patterns in the world around us and make predictions based on patterns (for example, predict traffic patterns to decide on the best time to travel)
- solve problems and make sound decisions
- explain how we solved a problem and why we made a particular decision
- use technology (for example, calculators and computers) to help solve problems

Knowing how to do math makes our day-to-day lives easier!

4 Helping Your Child Learn Math

## How Will My Child Learn Math?

Children learn math best through activities that encourage them to:

- explore
- think about what they are exploring
- solve problems using information they have gathered themselves
- explain how they reached their solutions

Children learn easily when they can connect math concepts and procedures to their own experience. By using common household objects (such as measuring cups and spoons in the kitchen) and observing everyday events (such as weather patterns over the course of a week), they can “see” the ideas that are being taught.

An important part of learning math is learning how to solve problems. Children are encouraged to use trial and error to develop their ability to reason and to learn how to go about problem solving. They learn that there may be more than one way to solve a problem and more than one answer. They also learn to express themselves clearly as they explain their solutions.

**This guide contains suggestions for everyday math activities that you and your child can have fun doing together.**

**Some of the activities include questions you can ask to help your child build problem-solving skills.**

At school, children learn the concepts and skills identified for each grade in the Manitoba mathematics curriculum in four major areas, or *strands*, of mathematics. The names of the four strands are: Number, Shape and Space, Patterns and Relations, and Statistics (Data) and Probability. The activities in this guide are connected with the different strands of the curriculum.

A Parent’s Guide 5












# Wellbeing Committee

This committee addresses the wellbeing of the École Neil Campbell School community.










Everyone is reminded to practice the principles of being  
SAFE, RESPECTFUL, and RESPONSIBLE.

Posters for the school, playground, washroom, lunch room and assemblies

## At Neil Campbell School We Are:

<b>SAFE</b>	 Keep hands, feet and body to self	 Walk	 Follow adult instructions
<b>RESPECTFUL</b>	 Use kind and polite words	 Use an appropriate voice level	 Take care of people, places and things
<b>RESPONSIBLE</b>	 Make good choices	 Do our job and let others do theirs	 Own our words and actions










## À l'école Neil Campbell, je :

<b>PRUDENT</b>	 Garde mes mains, mes pieds et mon corps à moi-même	 Marche	 Suis les instructions des adultes
<b>RESPECTUEUX</b>	 Suis poli avec ms mots	 Choisis un niveau de volume approprié	 Prends soin des personnes, des places et des choses
<b>RESPONSABLE</b>	 Fais de bons choix	 Fais mon travail et laisse les autres travailler	 Prends responsabilité de mes mots et de mes actions

## In the washroom, I am:

<b>SAFE</b>	 Wash my hands	 Keep my feet on or close to the floor	 Walk
<b>RESPECTFUL</b>	 Respect other people's space	 Use an appropriate voice level	 Put paper towel in the garbage
<b>RESPONSIBLE</b>	 Flush the toilet	 Lock the stall door	 Use 1 or 2 paper towels

## À la salle de toilette, je suis:

<b>PRUDENT</b>	 Lave tes mains	 Garde tes pieds sur ou proche au plancher	 Marche
<b>RESPECTUEUX</b>	 Respecte l'espace des autres	 Choisis un niveau de volume approprié	 Mets les serviettes dans la poubelle
<b>RESPONSABLE</b>	 Tire la chasse	 Verrouille la porte	 Utilise 1 ou 2 serviettes

# French Committee/Comité Français

## Vision pour l'apprentissage en français at ÉNCS

- ◆ Capable de s'exprimer en français
- ◆ Peuvent avoir une conversation
- ◆ Savent où trouver des mots
- ◆ Ont la confiance pour s'essayer
- ◆ Veulent continuer en français/désire d'être bilingue

À l'école Neil Campbell nous voulons préparer nos élèves d'immersion pour le futur. Quand nos élèves quittent notre école, ils seront capables de s'exprimer en français et auront la confiance de parler en français. Ils emploieront de différentes stratégies pour trouver les mots qui les échappent. Nos élèves vont vouloir continuer leurs études en français dans l'avenir.



## Vision for French language acquisition at ÉNCS

- ◆ Able to communicate one's ideas in French
- ◆ Able to have conversations in French
- ◆ Know how to find and add new French vocabulary
- ◆ Have the confidence to try in French
- ◆ Want to continue to grow as a French learner

At École Neil Campbell School we want to prepare our French immersion students for the future, one that includes a desire to continue their studies in French. Students will acquire a variety of strategies to add to their French vocabulary and when our students leave our school, they will be able to confidently express themselves in French.



# School Culture & Pride Committee

The School Culture and Pride Committee at École Neil Campbell School would like to welcome all families back to school for the 2022-23 school year.

Our committee's responsibilities are to support the students of École Neil Campbell School as we plan positive experiences and nurture our school community through daily activities and special events in our school.


We are currently planning our school wide Halloween celebrations, and planning for our Remembrance Day assembly on November 10<sup>th</sup>. We are looking forward to the first "in person" musical showcase that we've had in a few years. Please come to our Halloween Parade on Oct. 31 at 1:00 pm.

We are also looking to plan some upcoming Spirit Days and Weeks soon and are always interested in new ideas to celebrate and grow our school spirit. If your children have any great ideas for fun Spirit Week themes please don't hesitate to let your child's teacher know and they can pass it along to our committee for consideration.

We look forward to sharing our celebrations with you this year here in our newsletters but also in person at our Student-led Conference evenings and online through our school webpage and our Twitter account.

Have a great school year from everyone on your School Culture and Pride Committee!





# Neil Campbell Lunch

## Program Committee News

*Thank You*

THE NCLPC WOULD LIKE TO THANK ALL THE SUPERVISORS FOR THEIR WONDERFUL WORK!

### REMINDERS

- As the weather begins to turn colder please remember to send your student with gloves, hats and warm jackets!

### NEWS

Last year we purchased new outdoor toys for all students to enjoy at recess! This year we will be adding to our indoor stock of items for students to utilize during indoor recess.

### LUNCH IDEAS !

- Homemade lunchable
- Meat & cheese roll ups
- Quesadilla
- Meat & Cheese kabob
- Bagel & cream cheese

### TIPS & TRICKS

Using a thermos?! Warm your thermos by filling it with boiling water and place lid. Let it sit while you pack the rest of the lunch. Empty and fill with food!





## 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/yourretsd/Policies/Documents/JLCG-R1.pdf>

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

## Concern Protocol

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

<https://www.retsd.mb.ca/yourretsd/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.**

**[retsd.mb.ca/community](https://www.retsd.mb.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