

# ÉCOLE NEIL CAMPBELL SCHOOL

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# FEBRUARY NEWSLETTER

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Currently Vacant

For more information about the board of trustees, visit: [www.retsd.mb.ca/BoardofTrustees](http://www.retsd.mb.ca/BoardofTrustees)

# PRINCIPAL ' S MESSAGE

This has been a very cold and challenging winter! Even though we have often been inside for recess breaks, students have continued to make very good choices by following the school expectations. The students have enjoyed having lots of snow outside to play with.

We are looking forward to meeting with you in March during Term Two Student Led Conferences. Our students have worked hard and have grown in many ways this term. They are excited to celebrate their learning with you! This is a time for celebrating learning. Your children are excited to show you what they have done at school and all of their accomplishments.

Don't forget to order your child some École Neil Campbell School clothing. This is not a fundraiser, just a great way to boost school spirit! Your order can be made here [ÉNCS Clothing Sale](#).

We have had a busy two months both inside and outside the classroom. Our students have had the opportunity to join volleyball and basketball clubs as well as participate in a very exciting month full of cultural learning! We are celebrating I Love to Read, Chinese New Year, Black History Month, Festival du Voyageur, and Pink Shirt Day! Please look at our Twitter feed for lots of pictures about the exciting school-wide learning we are doing! @encs\_RETSD

Thank you for your continued support,  
Ms. Christi Qua

# Kindergarten Classes

Submitted by Mrs. C. Clark and Mme K. Nanton

February 2022

To kick off the New Year in kindergarten, we did a mini research project in which we learnt new and interesting facts about penguins. We recorded the information we learnt and displayed it on our hall bulletin board. We especially had fun making a penguin colony to add to our bulletin board.



Next we explored some of the best known fairy tales such as The Three Little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears, and The Three Billy Goats Gruff. We are also enjoying fractured fairy tales which are funny versions of the originals. We learnt the basics of a story by examining and comparing the parts of the fairy tales such as character, plot, and problem. It also makes an ideal segue into the Design Process where the students are asked to design and build their own puppet theatre and puppets.

February has been a particularly busy month as we learnt about the Lunar New Year, Voyageurs, and the Olympics while celebrating Black authors, I Love to Read week, and Valentine's Day. One particular highlight during the month of February was learning which books were our classmates' favourites and seeing the school wide bulletin board blossom with white, pink, and red hearts filled with all our favourite book titles.



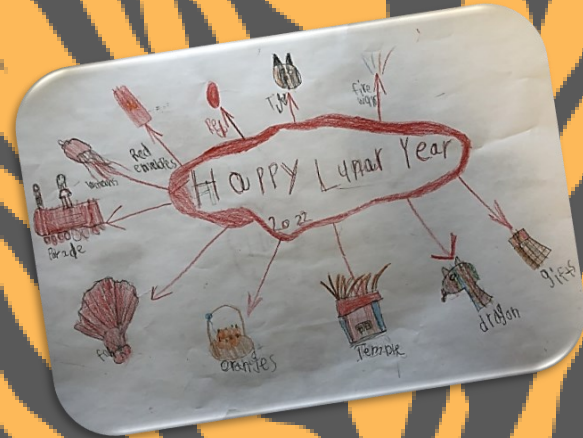


# Ms. Sherby's Grade 1/2 Class

## Lunar/ Chinese New Year 2022

Do you know what Lunar/Chinese New Year is? Our class listened to announcements, read books, and watched videos about this holiday. Did you know this holiday last for 7 days? **WOW...** that's a long time to celebrate! This year is the year of the tiger, **ROAR!** During this holiday, people celebrate by going to parades, having family gatherings and making and eating lots of food. People wear and decorate with the colour RED because it is a symbol of good luck and happiness! They also get gifts of red envelopes filled with money and wear new clothes and get haircuts to start the new year. Other special symbols for good luck and happiness are dragons, oranges, flowers, lanterns, fireworks, and fans. It's FUN learning about Lunar/Chinese New Year, you should learn about it too!

Written by The ~~Smart~~ students in Room 3



Just like our fingerprint, tigers have their own unique stripe pattern.

No tiger is the same, just like us. There is "only one you" in this world.





# MME EARLE'S GRADE 1/2 CLASS

## Science

We have been busy learning about the states of matter and conducting experiments to find answers to our questions.

## Social Studies

We have been comparing our community of Winnipeg to River John, Nova Scotia.

## French

We enjoyed writing stories about our snow people and valentine letters.

## Math

We created our own winter surveys and created bar graphs with the results.

## Art

We enjoyed making a needle felting project with wool from Lismore Farm in River John.

## Valentines Day

We dressed up and had a party! It was so much fun for students to exchange valentines with classmates! Students enjoyed competing in fun challenges like building a cup tower and transferring pompoms with chopsticks. The kindness and caring shown by these students daily is always heartwarming!

## Hundredth Day of School

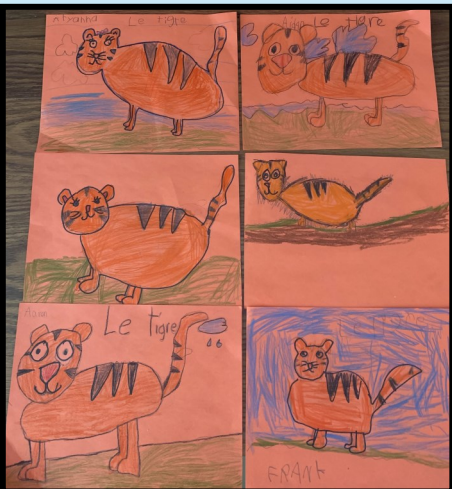
We wrote 100 words, made 100 in many different ways, recalled highlights of our first hundred days, and built awesome structures using 100 lego blocks.





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

Hello from Room 5! We have had a very busy month! We have studied *les bonhommes de neige* by sequencing how to build one, singing about them, and finally making our own. We then focused on animal hibernation, migration, and adaptation. We built our own *caverne* for our *ours* to hibernate in. Then it was time to see if the *marmotte* would see his shadow and if we would have six more weeks of winter. (He did). Valentine's Day was a great time to show love and kindness towards one another and share special messages. We celebrated Chinese New Year by learning about their traditions, playing games, making dragon masks, and listening to books and music. We read many great books for Black History Month and were very fortunate to have David Robertson read his book about residential schools called *When We Were Alone*. We had fun learning about so many different things this month!

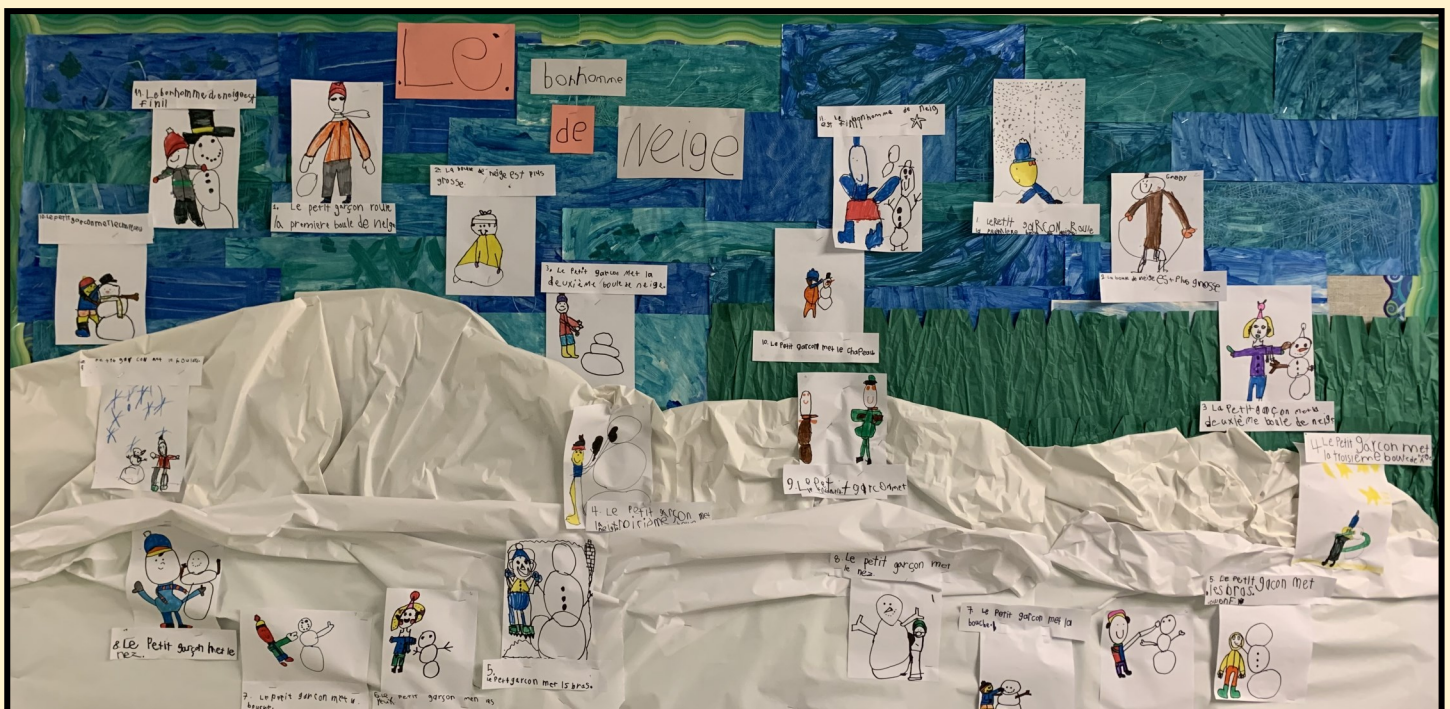
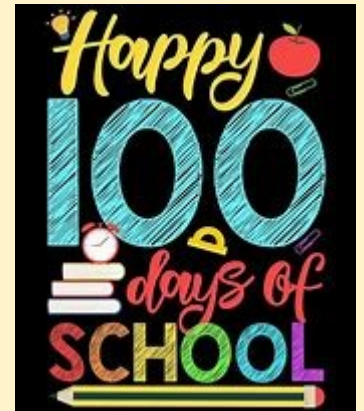




## Mme Gudmundson & Mme Workman's Grade 1 Class

Our return to school in January started online, but we were back in the building the week after! We've learned about how animals prepare for winter, reviewed addition to 10 and are now learning about subtraction. We also wrote a French story as a class, as seen in the picture below.

During February, we made predictions about whether or not the groundhog would see his shadow, and marked Chinese New Year. We exchanged valentines on Valentines Day, marked 100 days at school, and are gearing up for Festival du Voyageur week!





# Winter Fun!

Hello Neil Campbell families! Check out our winter bulletin board. Over the last few weeks, we have read many books, sang songs, and recited winter poems to learn new vocabulary in French. Once we had a bank of French words, we wrote sentences about fun activities to do in the wintertime. Then, we each got to illustrate our activities by colouring in a person and adding detail to our bulletin board. We also added trees, clouds, and snowflakes. Finally, we wrote short stories about our favourite winter activity and made clay art to go with it. What do you like to do for fun in the wintertime?

## *Mme Sabourin's Grade 2 Class*





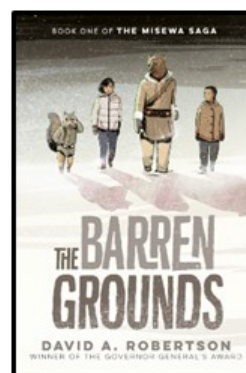
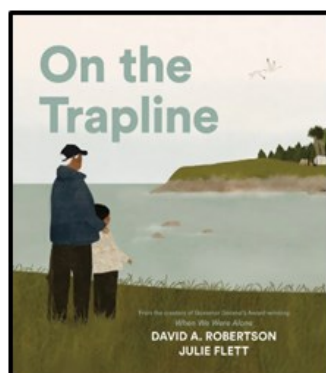
# Written by the students of Room 13 – Grades 2 & 3 – Mrs. Verhaeghe

David A. Robertson is an award-winning author. He started writing poems in Grade 3 and he got his first book published when he was 30 years old. He is now 45 years old and has a lot of published books. David's favourite book is On the Trapline. Julie Flett has illustrated many of his books and is a very close family friend.



David likes to smell his brand new books. David's Kokum (KOO-come) went to residential school in Norway House and his dad went to Day School. He gave us tips on how to be a better reader and writer. In his books, he teaches us how to say Cree words and be respectful to people, places and things. He taught us that elders are shown respect by having them get their food first.

David is very kind. When we did the video call he shared about his family and pets. He has 5 children as well as a dog and cat. He has lived in Winnipeg since he was 3 years old. His family comes from Norway House Cree Nation, and they speak Cree. Do you know how to say, "Hello" in Cree? TANSI (tan-see). David's dad inspired On the Trapline and has since passed away.





# Mme White's Grade 3 Class

The students in Room 15 have been exploring everything there is to know about magnets! Students learned about magnetic attraction and repulsion by testing different materials around the classroom. They learned that most things made out of iron, nickel, and steel will be attracted to magnets. They also learned that opposites attract

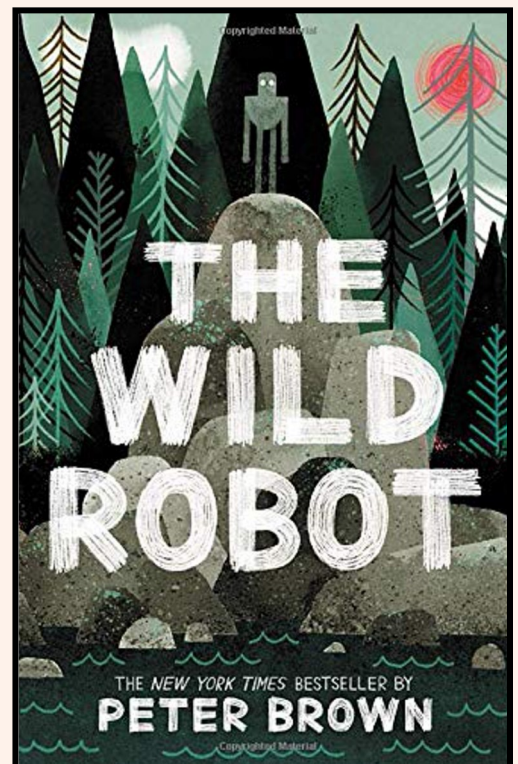


and that the south and north poles of a magnet will always repel. Students also had the opportunity to construct a toy or game that uses magnets to function. Some students made fishing games, racing games, and cool mazes with obstacles. There were some great ideas!

We also recently started a new read-aloud called the Wild Robot. It is about a robot who gets dropped off on a remote, wild island. She



makes friends with many different animals on the island, and she learns to adapt to the wild in order to survive. Every chapter has left us on a cliffhanger and the students have been loving it!





# Mme Sotiriadis's Grade 3 Class

Hi Everyone, this winter sure has been busy!

In Science we learned about forces that attract and repel and will be constructing a project that utilises magnets to function.

For Social Studies, we have just begun conducting an internet research project on Japan for which we will be creating a Power Point Presentation. We have also had discussions about Métis life and values in preparation for Festival Du Voyageur.

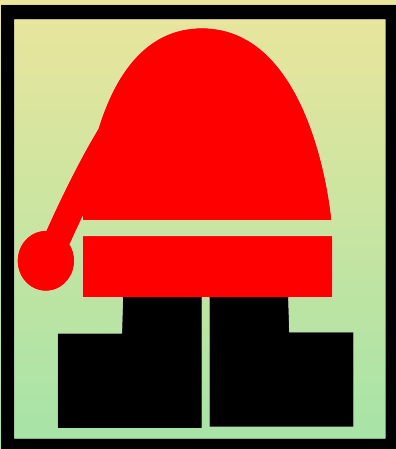


In Math we have been learning addition and subtraction strategies and doing some problem solving as well.

We will also be having book readings and activities in honour of Black History Month in the coming weeks.

We are looking forward to the spring and warmer weather.

Wishing you all a very safe and happy next few months!



# M. PEIMER'S GRADE 4 CLASS

Look at time go! It's almost the end of February!

We have been very engaged the last two months working hard and learning lots. The Grade 4s in Salle 20 have been learning about forms of energy in science with a focus on light and sound.

During their French Language Arts time, we are writing, writing, writing! Everyday students are practicing their writing and speaking skills during a new activity called: Bavardage Amical where students are sharing preferences or opinions on a variety of different topics from favourite sports to wrestling matches between animals. Students will also be authoring original stories of their own that are going to be presented aloud in class. We can't wait to share some of our stories during the student-led conferences in March.

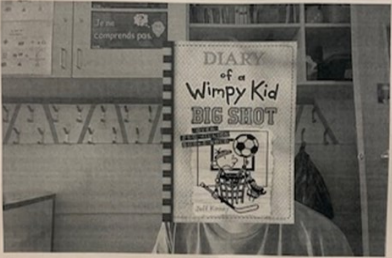
Our current novel study in English is "The Chocolate Touch," by Patrick Skene Catling, and we are learning about some of the challenges of dealing with the differences between needs and wants and the importance of not being greedy.

Our mathletes have proven themselves again, becoming masters of subtraction this last little while. We have been "taking away" using all sorts of personal strategies and all students have excelled and developed their mental math skills with this new operation. They are truly getting the hang of it. Multiplication, Division, and Fractions are right around the corner and with how well we're doing, I predict our next challenges will be a breeze!

February has also brought "I Love to Read" and Festival du Voyageur to our classroom. We have very much enjoyed the extra time with our books this month. And 'Festival' is always a great opportunity to celebrate French language, culture and the history of our wonderful province of Manitoba.


For I Love to Read we snapped a few #SHELFIES and made recommendations for our friends, check out a few below!

### EMERY'S SHELFIE



I WOULD RECOMMEND DIARY OF A WIMPY KID BIG SHOT. BECAUSE IT'S A FUNNY BOOK BY JEFF KINNEY. ITS ABOUT A BOY NAMED GREG WITH A BORING LIFE. WHO TRYS OUT FOR THE BASKETBALL TEAM.


### ELLA'S SHELFIE



My favorite book is Bone I think it's a good series it's where 3 bone brothers leave bone vill and start walking. They get lost and rat monsters jump out of a bush and the Bone brothers get split up so now there on there on in he middle of no where then 1 of the brothers fone bone found a farm with to ladys Thorn and grandma ben read the book.:

BY:ELLA

### #Shelfie



My favourite book of all time is called amulet. I think you should read this book Because it verry exciting. it about a girl that her dad dies and there's an amulet that she thought that could help her go back in time. Back where she was with her dad, and she went on a journey to become stronger.

I rate this book a five out of five

Talera's Shelfie

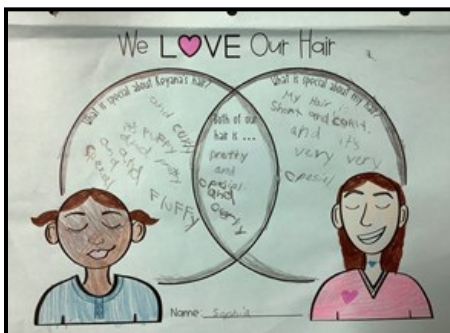


# Mme Mckay Vielfaure's Grade 4/5 Class

The Grade 4s and 5s in Room 21 are excited to be back after the winter break and remote learning! Here's a look at some of the things we've been up to since being back at school:

This month, we listened to a recording of the story "I Love My Hair" by Natasha Anastasia Tarpley. During the story, we followed how Keyana gets her hair combed by her mother every night, even though it hurts. Keyana's mother tells her about how lucky she is to have her hair and about all the different ways she can style it. Throughout the story, we learn why Keyana loves her hair and what makes her special. After listening to the story, we looked at what we love about ourselves and what makes us special. We put together some artwork and some writing to show what we have in common, as well as what makes us unique.

We have been studying the artist Ted Harrison for some time. We learned about how Mr. Harrison loved the Yukon and how it inspired his artwork focusing on the outdoors, bright colours, and simple shapes. He was once told that his art was so simple that even a child could understand it. Ted Harrison took this as a big compliment! We then created our own outdoor scenes in a similar style by first sketching our designs on paper, then recreating our work using construction paper and glue. Check out our colourful creations. We hope Ted Harrison would approve!





# Mr. Moffatt's Grade 4/5 Classroom

The **fabulous fours** and **fantastic fives** in room 18 with Mr. Moffatt have been working hard these past few months. Our grade fives have been focusing on the body systems! We are learning about the digestive system, respiratory system, circulatory system, nervous system, skeletal system, and others responsible for maintaining a human body. We used various materials to build a diagram representing the organs and their place in the body. The grade fives had an opportunity to be role models and taught the grade four students some new information while they helped with the diagrams!

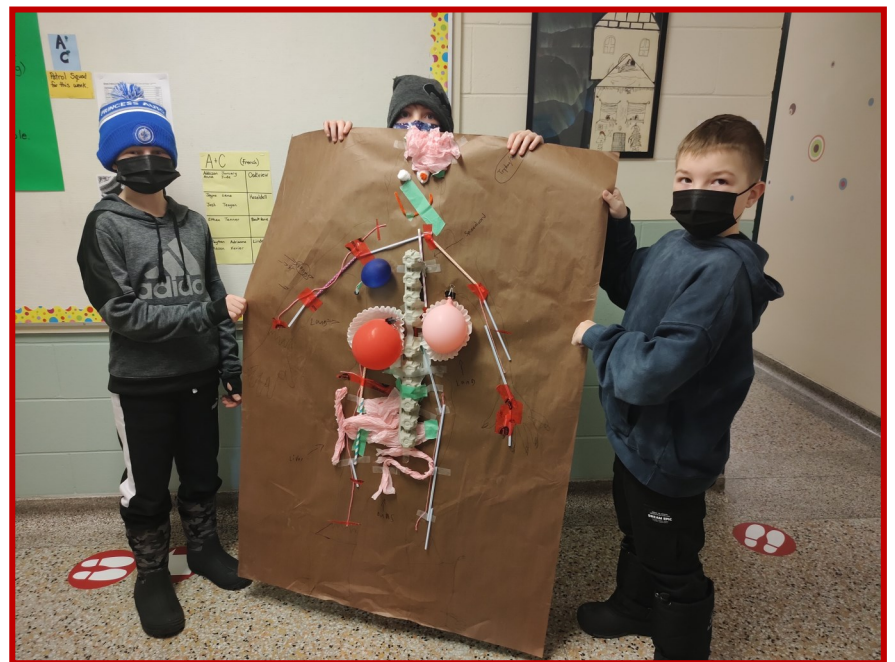
Our grade four students are learning about light in science! They are going to have the chance to build periscopes. The students are eager to learn how we can use mirrors to see around objects.

We have also enjoyed vast literature this month for I love to read! We have enjoyed celebrating books by Black authors for Black History Month, and literature about Louis Riel as we learn about Festival du Voyageur.

We are looking forward to staying busy and learning lots in the months ahead!

Yours truly,

Mr. Moffatt, the **Fabulous Fours**, and **Fantastic Fives!**





# Mr. Dyck's Grade 5 Class

## Manitoba History Comes To Life

Our class was so excited to finally be able to go on a field trip to the Manitoba Museum to do some hands-on learning about the Fur Trade. After participating in the Fur Trade activities, we had time to tour all the other exhibits as well. The new Parkland Gallery is beautiful, and we kept finding new things as we looked more carefully. The room that simulated the sea in Manitoba 450 million years ago was also a big hit as the various creatures swam or scurried by. When we got back to school, we used what we'd learned to create board games about the Fur Trade. Students had a lot of fun playing each other's games. Looking forward to our next opportunity to go on a field trip.



# MME GUTIERREZ'S GRADE 5 CLASS

Students have been talking a lot about the upcoming last few months of elementary school! To help students feel confident and prepared for middle school, I have been encouraging students to build independence by using their problem-solving skills, teaching organization of their belongings and expecting them to verbalize their needs while at school.

## Science & Social Studies

In Social studies, we have been learning about driving motivators of the age of exploration and European explorers. We studied how explorers travelled, and what they saw when they arrived in the new world. We have also had many discussions about their arrival in the new world from the indigenous perspective. In science, students have learned about healthy eating habits, the digestive system organs and how it all works.

## Math

Our focus has been on measurement, shapes, angles, and associated calculations. Students have been enjoying working on this unit because of all the drawing, problem solving, and hands on experiences they have had in the classroom.

## French & ELA

Students have recently read many fairy tales in French and done a lot of creative writing. A big part of our time in French has been spent practicing speaking French by reading dialogue for French plays. We have also enjoyed learning about the Voyageurs and what their role was in Manitoba's history. We have enjoyed reading our recent novel. Now, students have been designing and planning their own dream summer camp. They have made informational pamphlets. They are creating a map we have been using in math and they are starting to produce a commercial to advertise their summer camp. It has been fun!

## Art & Health

Art continues to be a fan favorite. From sketching portraits of ancient explorers, landscapes of Canada, or creating crazy symmetrical creatures. Students have explored blending with pastels, symmetry in art, and perspective with 3D Heart. We are exploring what it means to be healthy in both mind & body. Discussing how we have many needs as humans, from good nutrition, enough sleep, proper hygiene, and coping skills for stressful

situations. Also, the right to safety. Who safe adults are, what secrets are important to speak about, and how to reach out to adults for help in difficult moments.







## Music Notes

**We have been traveling the world without leaving our music room!**

**The students have been participating in different festivals and celebrations that take place around the world.**

**The primary children have learned New Years songs and written their own verses about all the new experiences they would like to have in 2022.**

**We have celebrated Lunar New Year by learning a song in Chinese called “Gong Xi”. We have learned about the customs and traditions surrounding the celebrations. The older students have watched a dragon dance (virtually) and learned the significance of the music and how it fits into the performance.**

**Over the next few weeks, we will all be participating in activities for Black History Month. We have started our journey in Ghana. The children are learning “Obwisana” in the Swahili language and will be playing the tubano and bucket drums while singing! We will learn how the people of this culture contributed to the history of music and the obstacles they had to overcome to practice and perform it.**

**We will also be experiencing French-Canadian culture by learning folk songs for Festival du Voyageur. The students will be learning songs or parts of songs appropriate for their grade level and adding hand drums, instruments, and the spoons. We will learn the role music played in the daily lives of the Voyageurs!**

**Thank you to the PAC for buying the tubano drums for us and RETSD for buying our bucket drums. We will take care of them and plan to use them for many years to come!**

**As always, if you have specific questions about the music program, please don't hesitate to email me at**

**[hgroess@retsd.mb.ca](mailto:hgroess@retsd.mb.ca)**

**-Mrs. Groess**



# Resource news

Thank you to all the parents who have taken their children to an optometrist as a result of the Vision Screening held in October 2021, or for regular eye exams. We have seen many students wearing new glasses and many students who received glasses for the first time. Wearing glasses for the first time is very exciting for the students. All of the teaching staff have been encouraging the students to wear their glasses as prescribed at school.



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 to have their vision health checked. 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](mailto:spauls@retsd.mb.ca). Thank you on behalf of our Resource Team

Mrs. Bostick and Mrs. Pauls





# Counsellor's Corner

Take a stance against bullying.  
Wear a pink shirt



Wednesday  
February  
23rd

Pink Shirt Day encourages us all to take a stand against bullying by wearing pink. Taking care with our actions and words is important every day!

Anxiousness is something that affects adults and children alike. Worry is a normal part of life, but when it starts to influence someone's ability to do regular activities, then support is needed. It's important to talk to your child about their feelings and their worries and help them develop good coping strategies that they can practice and use as they grow.

FROM SPECIAL MOM ADVOCATE

## 10 PROVEN STRATEGIES FOR HELPING AN ANXIOUS CHILD



### 1 QUIET HUGS

Help your child feel safe by reassuring them that you are there and willing to help. Words can sometimes exacerbate anxiety, so sitting quietly with lots of hugs and empathizing can often work better.

### 2

#### SEE YOUR CALM PLACE



Remember a time you were happy, calm and peaceful. See it in your mind with as much detail as possible. Always use the same calm place to enhance the effect.

### 3

#### 5X5 GROUNDING

See 5 things, hear 4 things, touch 3 things, smell 2 things and taste 1 thing.



### 4

#### 30 JUMPING JACKS

Anxiety often causes shallow breathing. Having the child do an exercise forces deep breaths that can reset the anxious feelings.



### 5

#### BLOW BUBBLES

Research has shown that 10 deep breaths resets the autonomic nervous system and helps to calm the amygdala. Blowing bubbles is a great way to get a child to blow deep breaths. Party blowers or straw and balled up paper offer other ways to do the same.



### 6

#### DRAW YOUR ANXIETY

Draw a picture of what you are worried about.



#### REMEMBER PAST SUCCESS

Remind the child to think about the last time they overcame their anxiety. Remind them that they can do this, even though it can be hard.

### 8

#### PROBLEM SOLVE THE FEAR

Help the child talk through what solutions could be used if their fear were to come to fruition. Knowing they can handle the worst can help calm the fear.



#### DESTROY THE WORRY

Have the child write their anxiety on a piece of paper and then tear it up and throw it away.

#### PET A FURRY FRIEND

Research has shown that petting an animal reduces the heart rate and calms the body. Sitting for 10 or 15 minutes petting a furry friend is a wonderful way to relieve anxiety and bring some smiles to a child.



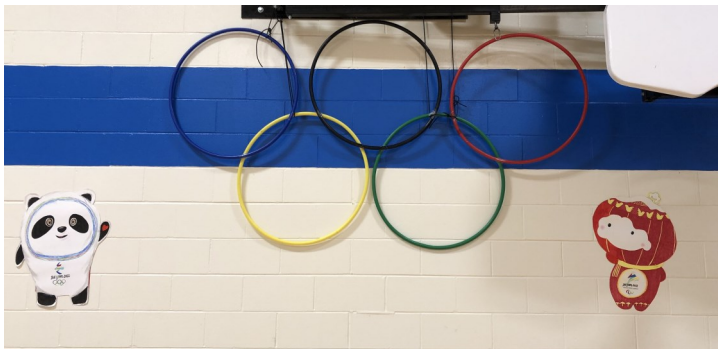
Find out more about Special Education Advocacy from:  
[WWW.SPECIALMOMADVOCATE.COM/BLOG](http://WWW.SPECIALMOMADVOCATE.COM/BLOG)



# GYM NEWS



This month in phys-ed we were in full swing with Olympic activities. We have been so impressed with all of our Neil Campbell Olympians. Students have taken part in a variety of Olympics sports and activities such as, speed skating, hockey, curling, bobsled, skeleton, luge, skiing, torch relay and Olympic ring tag. It has been a blast watching our Canadian Olympians compete in Beijing throughout the month of February and even more fun to compete alongside them during our phys-ed classes!







# Library News



Hello from École Neil Campbell School Library!

The month of February is a fun, jam-packed-of-activities time of year! For this year's I Love to Read Month we celebrated Chinese New Year, Black History Month, and Festival du Voyageur. Mme Thuot-Macdonald visited classrooms to do Chinese New Year-themed and Black History Month-themed activities, while staff were encouraged to sign out resources and games for Festival du Voyageur. Also, classrooms visiting the library were read inspirational Black History Month-themed books and stories of Chinese New Year by Ms. Bagay.

To go along with the theme, the library and bulletin boards have been wonderfully decorated. Tables had an array of French and English books on Chinese New Year, inspirational biographies on African Canadians and Americans, and books by authors who are of African descent for the reason of encouraging staff and students to sign out and read at their leisure. As well, our bulletin boards were decorated to celebrate both Chinese New Year and to give information on inspirational African Canadians for Black History Month. Check out our bulletin boards!

Finally, as a library we cannot express enough our love of reading to our staff and students. The [Sora app](#) is readily available to you 24/7 at no cost. Accessibility of Sora can be through a desktop computer or a smart phone using your students' RETSD login. If you haven't already, give it a try!  
Happy reading!

Ms. Bagay & Mme Thuot-Macdonald

"Reading is a discount ticket to everywhere"

– Mary Schmich









# WELLBEING COMMITTEE

Throughout the month, classes have been busy discussing what it means to **be respectful**. Students have learnt that being respectful means you act in a way that shows care for how your actions may impact others and they also have learnt how to show respect for people, places, and things. Students have been working extremely hard to apply what they have learnt in the classroom to situations where they may need to problem solve and help classmates in a positive way! Next month we are excited to continue our learning as we look at what it means to **be responsible**!

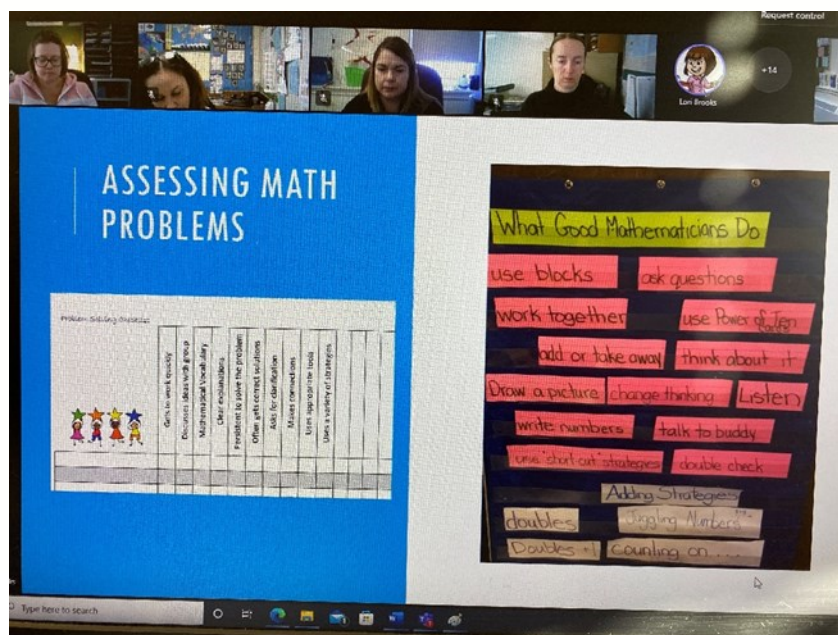


Hello from the Numeracy Committee!

In the last few weeks our teaching staff was lucky enough to have a fantastic presentation from our Early Years Consultant, Lori Brooks. This presentation expanded our knowledge of collaborative problem solving and assessment. We were also able to snap pictures around the school and create grade specific problem-solving posters to try out in our classrooms.

We hope to be able to have Lori Brooks present again to help us develop our teaching and assessment of problem solving and to create more resources to use in the classroom.

Wishing you all a very happy Festival du Voyageur week and a quick end to the frigid temperatures!

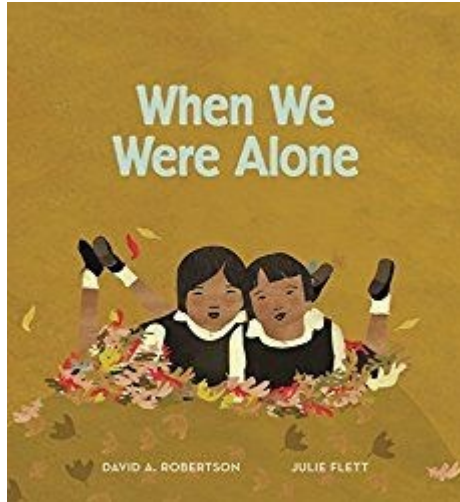




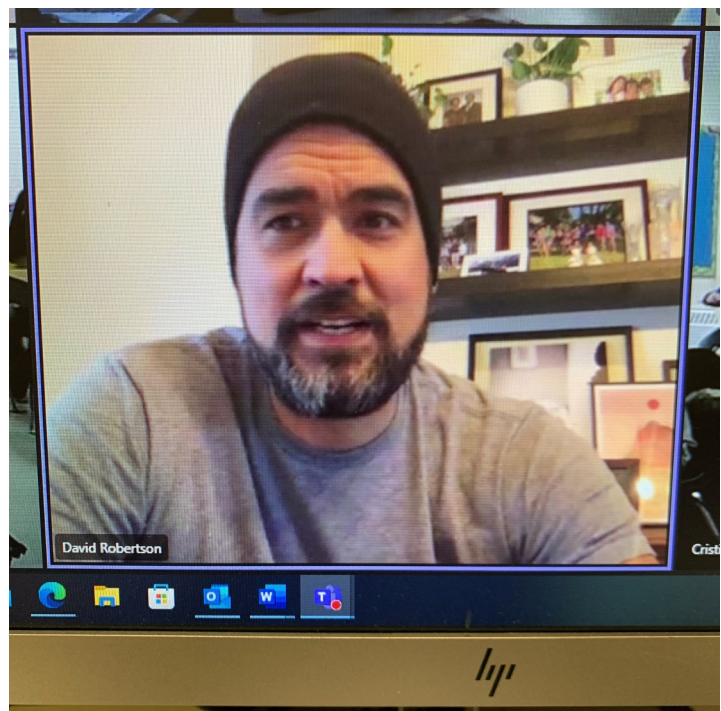
# IAA Committee

## Virtual Assembly With David A. Robertson

*When We Were Alone* is an award-winning book written by local Cree author David Robertson. It is a story about the Residential school system and how children tried to make it through those difficult times. Every teacher in our school has read and discussed it with their students. So, when Mrs. Verhaeghe's class contacted him to see if they could have a virtual meeting, we decided to invite him to speak to the entire school as part of I Love to Read Month. It was an excellent presentation on his life, background and what inspired him to become a writer. He read us his



new, award-winning picture book, *On the Trapline*, and one chapter from *The Great Bear*, the second book in his Misewa series. He talked about his life as a writer and how he goes about improving his craft. He included time for questions and many students took that opportunity. It was very exciting for us all to have time to talk with a local, award-winning author.



# Take it Slow in Ice & Snow

A Message from Curtis Basso, Director of Transportation




Oh boy, it's been a tough winter—and it isn't over yet! The never-ending snow and extreme cold have been a challenge for us all. With very little places to put the snow, the windrows at street corners combined with slippery conditions can make it difficult for drivers to come to a stop when they see our school buses.

Remember—we're carrying precious cargo!

So, please adjust your driving to suit the conditions, especially when you see one of our many buses on your commute—keep your eyes peeled for their stop signs and our students. The piles of snow that line streets can make for tempting hills to climb, so parents, please talk to your children about the danger of slipping into traffic and advise them to stay on the sidewalk.

And drivers, be especially alert when driving near schools. Student safety is all our responsibility. Take it slow, and we will all get to where we need to be, safely.



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River East Transcona  
SCHOOL DIVISION  
creating student success





## 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.**

**[retsdb.ca/community](http://retsdb.ca/community)**

## CONCERN PROTOCOL

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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

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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

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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