

Neil Campbell School

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Fall Newsletter

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Principal's Message

Hello École Neil Campbell School Community!

Our school year is off to a busy and productive start. Even though we are continuing to follow all public health guidelines we are experiencing a year that feels a little more normal. The classrooms still look a little different, but the smiling faces of our students look the same! We are all very happy to be back in school and have had a good first couple of months.

We had an awesome Terry Fox Run on October 7. The students participated in their cohorts. Thanks to the beautiful weather all staff and students had fun participating. Thank you for sending in a donation to support the Terry Fox Foundation. We raised a whopping total of \$620.00! This was almost double our goal of \$330.00!

Thank you for supporting the PAC fundraising initiatives. The PAC is funding the purchase and installation of a second water bottle fill station and has purchased a set of ukuleles for our music program. These purchases would not have been possible without the generous support of our community! A heartfelt thanks to PAC for your time and for being so generous with the school.

Our student-led conferences (Nov. 25 and 26) will be conducted on a TEAMS call as we did last year. In November, you will receive directions from the school explaining how to book an appointment for your online conference. Please watch for this email.

The weather has begun to get colder outside. Please remember to send your children dressed in hats, mitts, and a winter jacket. When the snow comes, boots and snow pants are also required. Your children spend gym class and lunch hour outside.

Thank you for helping us keep our students safe outside by parking legally and having your children walk a short distance. Our back lane is considerably safer than it was a couple of weeks ago.

As always, if you have any questions or concerns as the year unfolds, please do not hesitate to contact the appropriate person (classroom teacher, resource teacher, guidance counsellor, vice-principal, principal). I believe that open, honest, and respectful communication is the best way to ensure that this is the best possible school and that your child has a positive, rewarding year. We appreciate your support!

Ms. C. Qua

Welcome to Kindergarten!

Mme Nanton & Mrs. Clark's Classes

The newest members of Ecole Neil Campbell School have had a busy and exciting time as they settle into classroom routines and learn to be independent, supportive, kind and respectful to others.

We have been learning lots 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. We also talked about the reasons why the leaves change colour and made a beautiful Fall leaf using wax paper and crayons. If you walk past the school, you will see them hanging in the Kindergarten room windows!

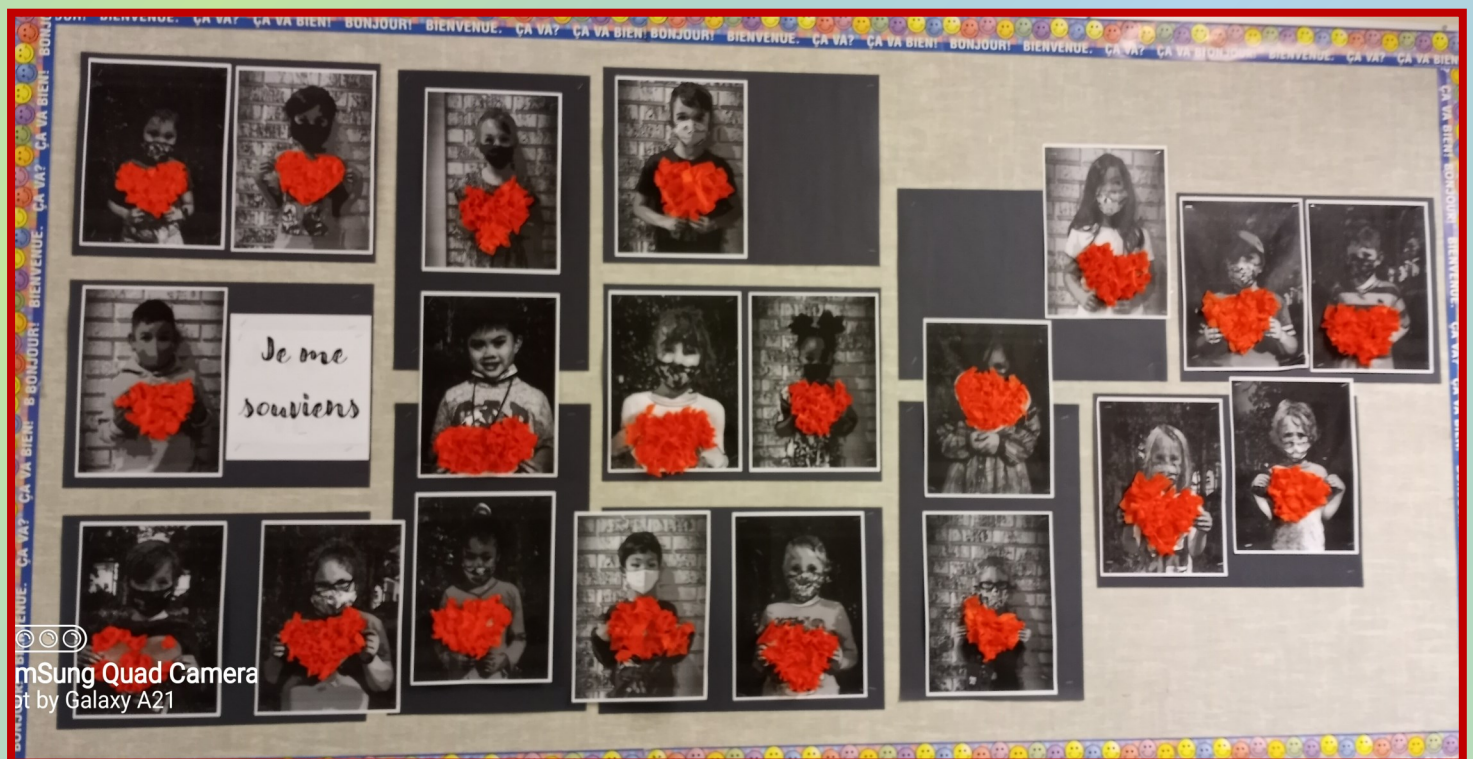


Mme Workman & Mme Gudmundson's Grade 1 Class

This fall has been a busy one in Grade One! In addition to settling into our back-to-school routines and meeting new friends, we have been learning about how to be respectful and kind citizens. We learned about how our Indigenous friends work to respect all living things including animals, people, and even the land. We spent some time in our forest celebrating the land and discovering its beauty. We prepared for Orange shirt Day and Truth and Reconciliation Day by reading many stories about residential schools and reflecting on all that was taken from the children. We felt sad for them and grateful to be in a school like ours where our differences are celebrated. Mme Workman took pictures of us and we made our own orange hearts to show that we care.

Mme Workman & Mme Gudmundson

Room 7





Mme Dufort & Mme Fraser's Grade 1 Class

Hello, Bonjour!

We have had a very busy start to our new school year! We are happy to be back at school and are getting used to our new routines - hand washing, sanitizing, wearing masks, and social distancing. We want to keep safe and healthy and continue to learn.

We are celebrating how different, special, and fortunate we all are. We discussed what we are grateful for and together, we compiled a list.

Here are some highlights

Ma famille - My family

La nourriture - Food

L'eau propre - Clean water

Mon lit chaud - My warm bed

Mes grandparents - My grandparents

La terre - Earth

Nos animaux - Our pets

School - L'école

It is uplifting to see that even in these difficult times, the students are happy and found many things to be grateful for. 😊



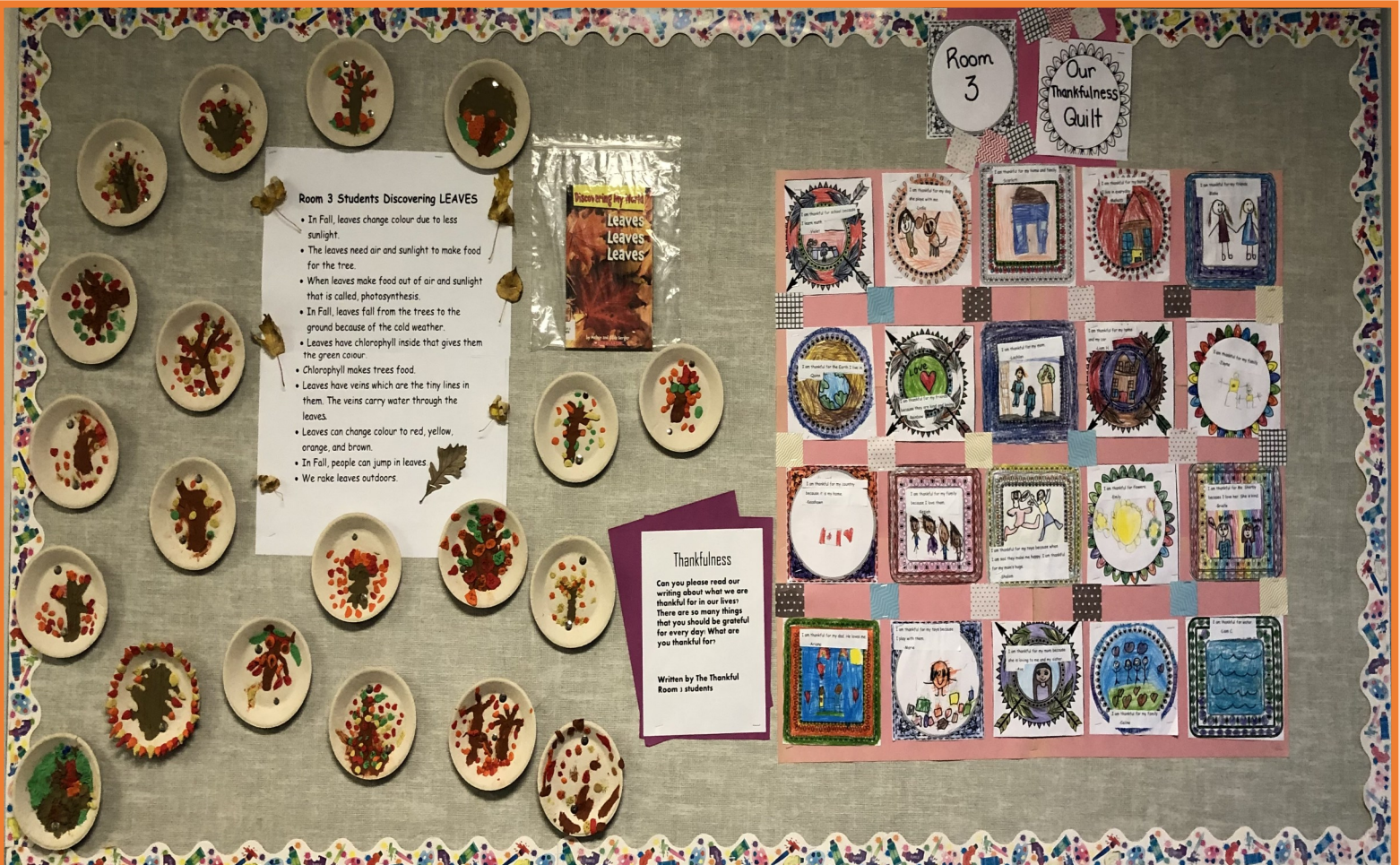
Ms. Sherby's Grade 1/2 Class

Every Child Matters

Hi! Come and take a look at our learning about residential schools and one of the Seven Teachings of Love. We learned that everyone is special and needs LOVE! We are very sorry that Residential schools happened.

We will NEVER let that happen again. At Neil Campbell School, we feel respected, safe, and loved. In class, we promise in our class treaty to be safe, responsible, and respectful. This promise will last as long as the sun rises, the grass grows, and the water flows...that's FOREVER!

Written by The Wonderful Loving Kids in Room 3

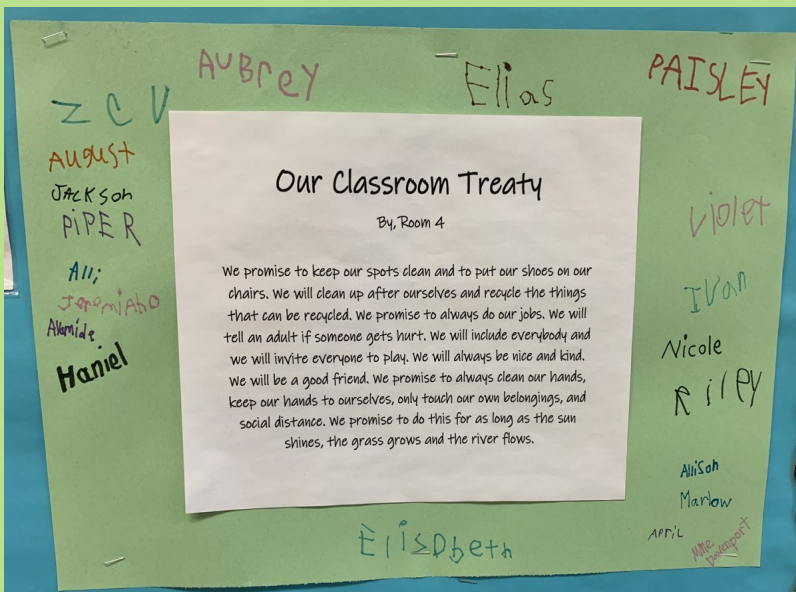


Super Nice News of What We are Doing at School

By, Grades 1 and 2, Room 4, Mme Davenport's Class

Did you know that we made a classroom treaty this year? A treaty is a promise that lasts forever. We made a list of things that we are going to do this year to make our class a safe, respectful, responsible, and happy place to be. We took a few days to add to our list and to make sure that it was just right. To prepare to sign your treaty, you have to be 100% positive that you are going to be able to keep your promise. We keep our treaty up in our classroom and read it often to help us remember what we promised.

We are also doing something fun called "Étoile du jour" to get to know each other. In English that means "Star of the Day". Every day someone gets a turn to present to the class. They share an awesome box that they decorated and put things about them inside. They read a French script to tell us lots about themselves. At the end, we give them 2 Stars (that means compliments) and 1 Wish (that is a suggestion to work on). We also ask them 3 questions (things we want to know about them). We are learning that we are all different in some ways and we are the same in other ways and that is wonderful and special. Everyone is unique and important! Please remember that every child matters! The End.















Mme Sabourin's Grade 2 Class

Hello friends and family of Neil Campbell School! If you've been in our class, you may have noticed a jar of popcorn kernels. Can you guess what it is for? We are working as a class to fill up the jar. Once it is full, we will get a reward. You are probably wondering how this works, let us explain! Together, we went over our school matrices and our classroom expectations. When we do a good job and follow the rules, we get a scoop. However, if we don't follow the rules, Mme takes a scoop out. We have worked really hard at being safe, respectful, and responsible. We will decide on the reward once the jar is full, just a few more scoops. We are so excited to have our celebration!










By: Room 6

On The Playground We Are:










SAFE	 Keep hands, feet and body to self	 Feet first & one at a time on the slide	 Follow adult instructions	 Stay on school property
RESPECTFUL	 Use kind and polite words	 Let others join in	 Find and speak with a supervisor	 Follow the rules of the game, and demonstrate a good team spirit
RESPONSIBLE	 Wear proper clothing	 Play in your grade level areas	 Come straight in at the bell	 Look after playground equipment

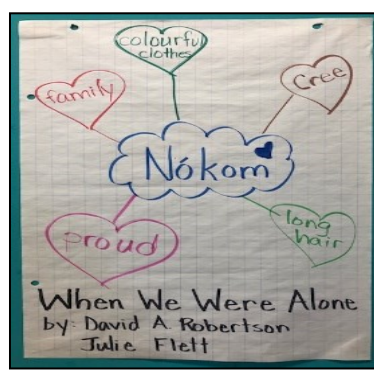


In the Lunch Room:

SAFE	 Keep hands and feet to yourself	 Ask a supervisor if you need to leave your seat	 Only eat your own food
RESPECTFUL	 Use kind and polite words	 Keep volume to a level 2 or 3	 Recycle, compost, and clean up after yourself
RESPONSIBLE	 Put your garbage to the side and wait for the bell	 Bring your own cutlery	 When you are finished eating find something quiet to do.

At Neil Campbell School We Are:

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



M

Math: math about me, patterns, representing numbers, mental math, equality

R

Room 13 is a kind group of Grade 2 and 3 students who always try their best

S

Sharing and listening to ideas, thoughts and feelings help us respect one another

.

Grade 2/3 Class

V

Vibrant and curious make us eager to learn and practice

E

ELA: reading, writing, Words Their Way, storytelling

R

Responsibility through leadership roles - everyone helps everyone

H

Happy and thankful for everyone around us and that we are in school together

A

Autumn is a fun time to read and play outdoors while observing changes in weather

E

Emailing *When We Were Alone* author David A. Robertson to visit virtually with us

G

Global Read Aloud to connect with others reading the same book, *Dragons in a Bag*

H

Home Reading with our family every day to adventure into new worlds

E

Explore and wonder using STEAM (Science, Technology, Engineering, Art and Math)



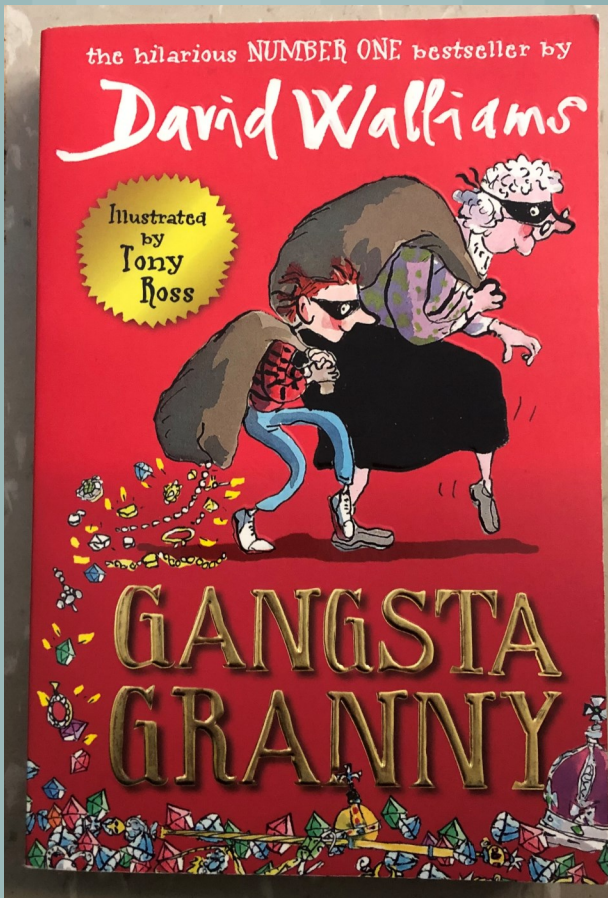
Mme Scheelar's Grade 3 Class

Room 15

Our class has been quite busy learning routines and settling into the school year. One of our September highlights was learning about Orange shirt day and why we are encouraged to wear orange shirts to school on October 1st. We very much enjoyed the many stories that Mme Scheelar read to us about residential schools and we asked many questions. As a class we talked about respect which is one of the seven sacred teachings. We talked about why respect is so important.

We also enjoyed some opportunities to learn outside during the warmer weather. In Science we have been learning about soil and spent some time observing what grows in the soil. We were also able to use magnifying glasses to look through a container of soil and to observe what we found in

the soil. Another highlight is that we have been listening to Mme read Gangsta Granny to our class and we can't wait to see how it ends.



Mme Sotiriadis' Grade 3 Class

Bonjour et Bienvenue à la salle 17!

The first few weeks back we worked on getting accustomed to safety rules, procedures, expectations, and routines as well as getting back into the habit of speaking, reading and writing in French.

In science, we have been having discussions about the various components of soil and attempting to describe our observations of soil samples.

During social studies, we learned about the seven sacred teachings with a focus on the bison for respect, and have also been involved in discussions and activities surrounding the themes of citizenship, leadership, and conflict resolution.

We were also able to take part in Orange Shirt Day activities, learn about residential schools and their impact on survivors through books, discussions and videos. We made a bulletin board of our own shirts explaining what respect means to us and wrote positive messages on a tracing of our hands for a school-wide bulletin board.

In math we have been reviewing addition and subtraction facts as well as different ways to make a number and getting to know the 100 chart and beyond. We have also been working on problem solving and having math discussions about how to make both sides of an equation equal.

I look forward to meeting you all during virtual parent-teacher conferences and wish you all a very happy fall!

Kind Regards,

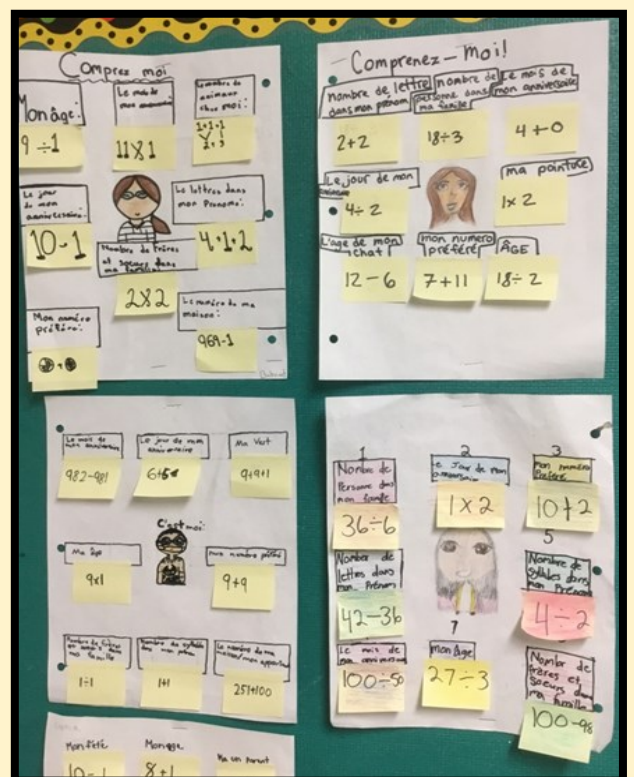
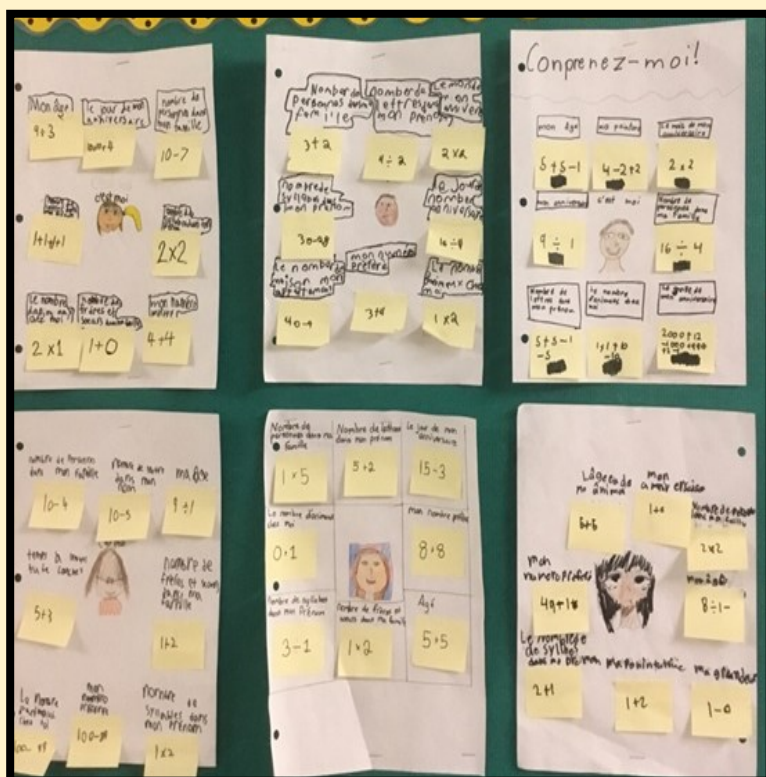
Mme Anushka Sotiriadis



Mme McKay Vielfaure's Grade 4/5 Class

The start of the year has flown by! All of us in room 21 have been settling in and are so excited to be back this year. We've been spending time reading about the experiences of residential school survivors and Terry Fox, as well as having great discussions about the importance of respect and how we can resolve conflicts. Everyone has been working hard and I'm so proud of what we've all done so far.

One of the projects we worked on was finding how math can tell us more about the people in our class. This was a great opportunity to learn more about each other and to sharpen our math skills! We came up with questions about ourselves that had a number as an answer, then created math equations as clues for the answers. For example, some of us used statements like, "My age" or "The number of pets I have." We then did some self-portraits and displayed our artwork, as well as our math equations, on our bulletin board outside our classroom. Take a look at some of our masterpieces and see if you can 'figure us out!'

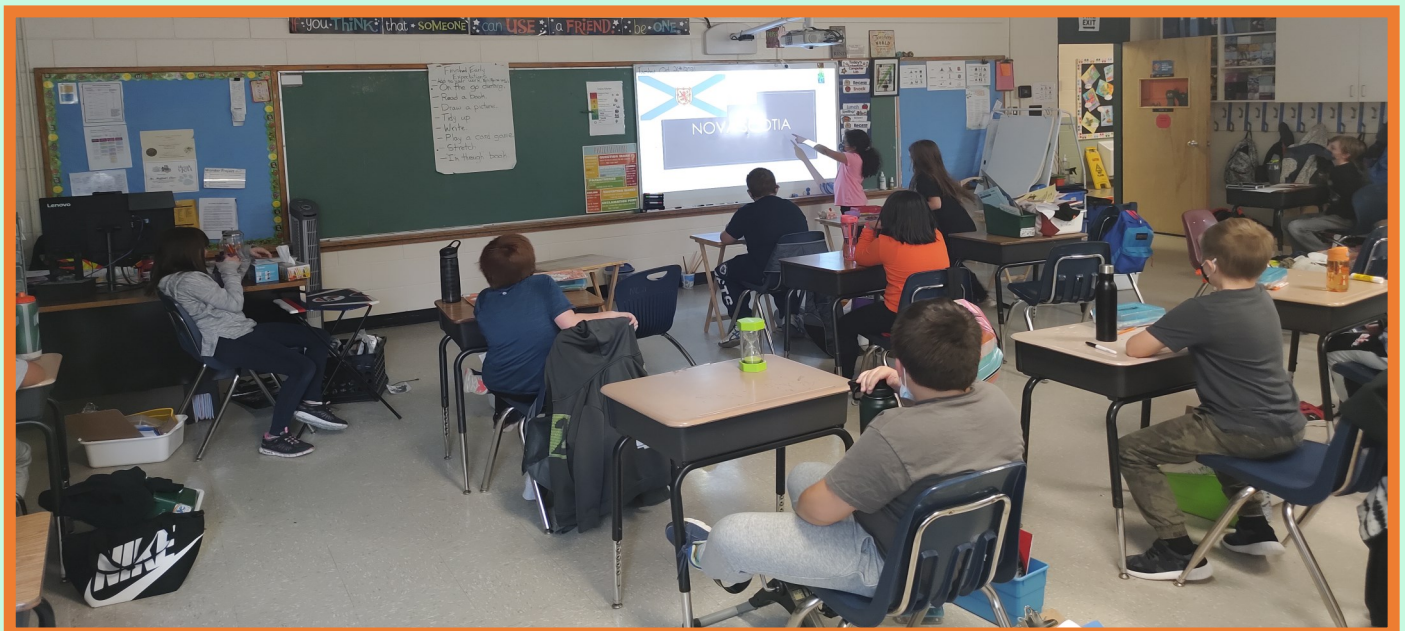


Mr. Moffatt's Grade 4/5 Class

The **FANTASTIC FOURS** and **Fabulous Fivz** have been conducting research on Canadian provinces and territories and Countries of the world. The students are sharing their learning by creating a PowerPoint presentation. Students are becoming familiar with good research habits and consolidating information. Additionally, they are developing their skills with the PowerPoint software, and discovering how to keep their audience's attention.



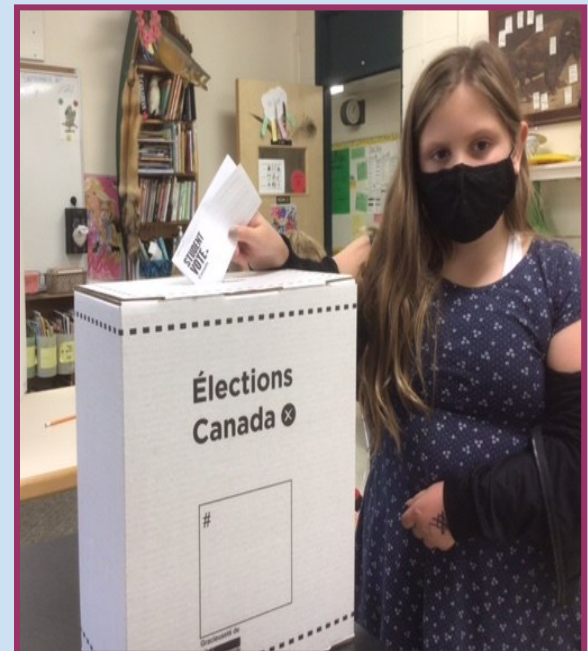
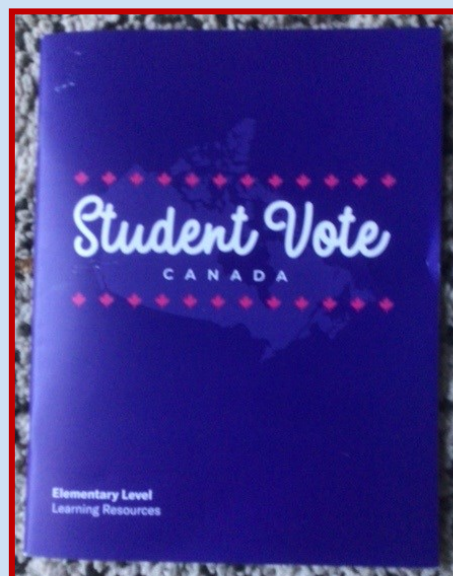
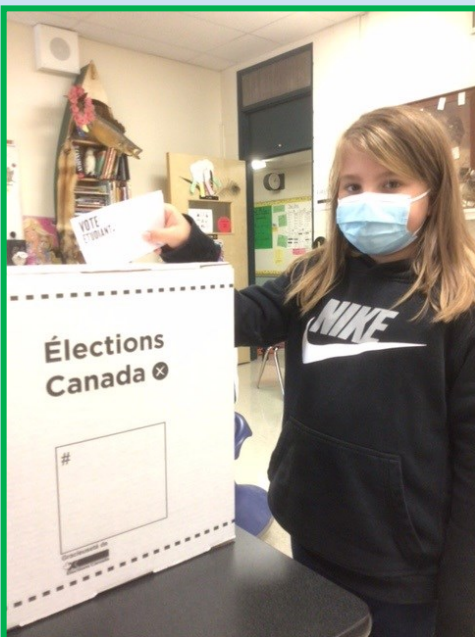
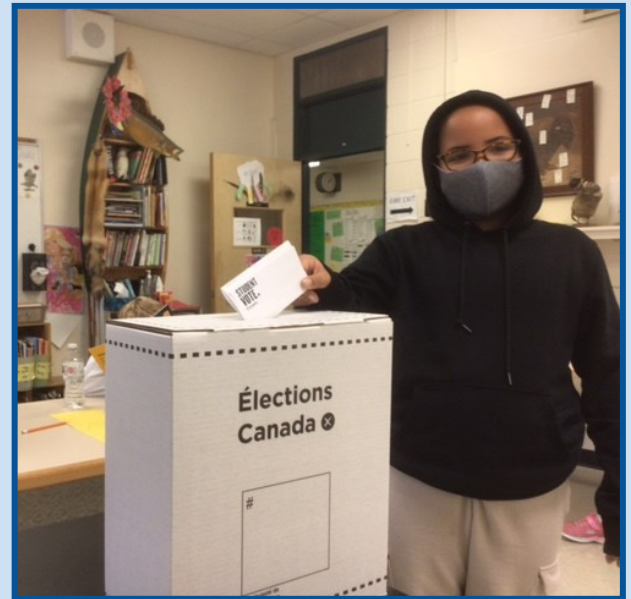
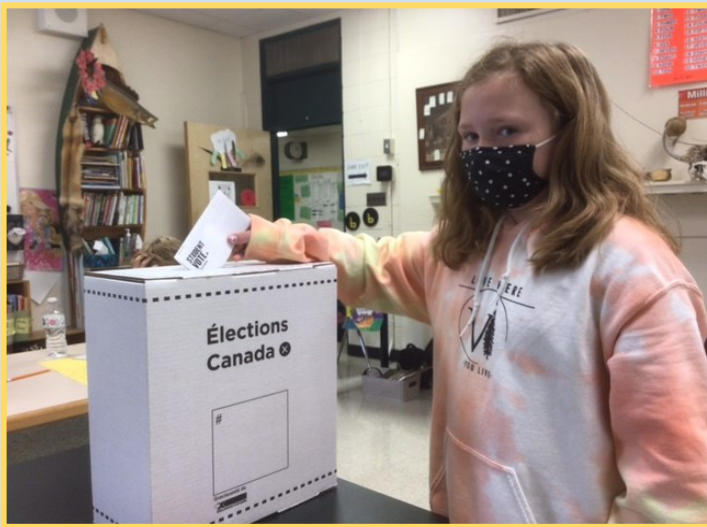
The children will also have the opportunity to present their findings to the class. We will practice our presentation and speaking skills, along with showing our peers what a great audience we can be. It's wonderful to see how much pride the students take in their work, and how eager they are to share their learning. Next up we are going to be experimenting with the design process by building instruments with recycled materials. Students will discover that sometimes we need to rework plans, and revisit designs to ensure our success. Thanks for reading!



Mr. Dyck's Grade 5 Class

Students in Room 22 Cast Their Votes in the Federal Election

Recently, all Canadians had the opportunity to take part in another Federal Election. In our class we began to learn a bit about politics, the parties, candidates, what they stand for and how elections work. This is a complex subject and we only started to scratch the surface but it was definitely worth it. On Election Day, we had our own polling station set up in our room and everyone present got to cast their secret vote! All the ballots were counted and our results were shared nationally with thousands of other students across Canada. Thank you to Student Vote Canada for sending us all the support materials.



Mme Gutierrez Grade 5

Science & Social Studies

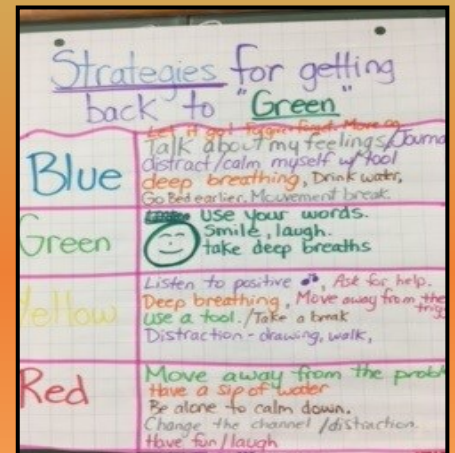
This term in science we have been learning about how weather affects animal and human behaviour. We have been acting like scientists exploring many aspects of weather. In social studies, we have researched how the first people in North America lived. We are learning about the relationship Indigenous people have with the land and their culture.

Math

We have been focusing on explaining how we get to our answers in our heads. Also, we have been learning and practicing strategies from one another. It has been amazing watching everyone's confidence grow in math! We've played many math games focusing on subtraction, addition, skip counting, and multiplication skills.

French & ELA

Students have been working hard to speak French after a long summer break. We have been focusing on spoken French during our Monday sharing circles and the first six periods of each day. We have been reading a lot of French books in partners. We have been writing a lot too. We have enjoyed reviewing letter sounds in French, playing some fun games. A few weeks ago, we enjoyed our first field trip to the library. All books need to be exchanged by October 28th. We also just finished reading the book "RUN" as a class. It is about a boy who befriends Terry Fox. This has been a wonderful opportunity to discuss and write about character traits and friendship.



We have enjoyed getting creative making a collage in groups. Students have worked on pieces inspired by season, weather, and the beauty of the nature that surrounds us. We are currently working on a piece inspired by Indigenous culture.

In health, we are talking about feelings and how to manage them. We have been brainstorming new ways to self-regulate like, slow breathing, distraction, and positive self-talk. Learning how to use productive strategies to manage strong emotions takes lots of practice but is worth it to help return to the optimal green zone for learning.

Music Notes

Welcome to another year of making music!

We have begun the year with TWO MUSIC ROOMS!! If your child is in Cohorts 1,2 or 3 they are in room 9 (small music room). If they are in Cohorts 4, 5 or 6 they are learning music in the BIG music room (regular music room).

There are two Music Specialists this year. Here is a list of which classes we are responsible for:

Ms. Papadopoulos

Mme Nanton (even days)
Mme Gudmundson/Mme. Workman
Mme Sabourin
M Moffatt
M Reimer
Mr. Dyck
Mme Gutierrez
Mme McKay/Villefaure

Mrs. Groess

Mme Nanton (odd days)
Mrs. Clark

Ms. Sherby

Mme Dufort/Mme Fraser
Mme Davenport
Mrs. Verhaeghe
Mme Sotiriadis
Mme Scheelar

The K-2 classes are learning the outcomes using active listening, creative movement, choral speech, and percussion instruments.

The grade 3-5 classes are learning the outcomes using all the above including the soprano recorder. If your child does not own a recorder, they can still be purchased from your child's music teacher for \$7.50.

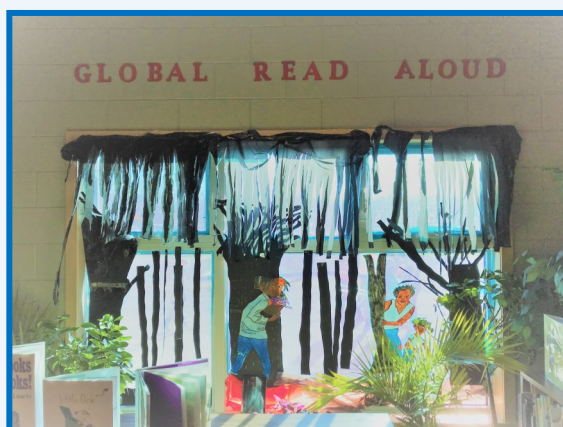
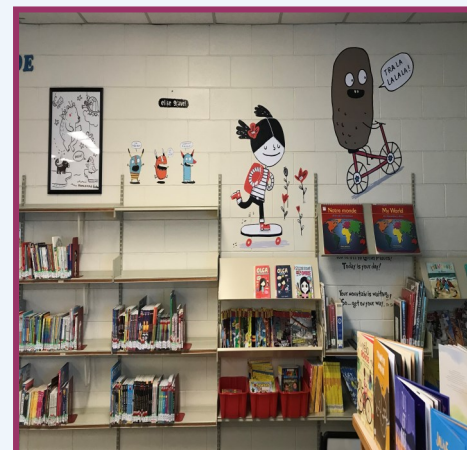
According to current health regulations we are not allowed to sing inside or play wind instruments. We are still able to explore our voices by humming songs and using a variety of voice timbres (high/low speaking voices, whispering and calling voices). All percussion instruments and mallets to play the barred instruments (xylophones etc.) are sanitized after they are used by each cohort.

Our music program would like to send a big thank you to our Parent Advisory Council and all those supporting them. They have purchased a class set of ukuleles that will be used by the grade 4 and 5 students. We are very excited to start using them. This addition to our equipment is invaluable, especially while recorder playing is limited by restrictions.

Due to public health orders, the recorder cannot be played in early years schools at this time. We will continue to teach recorder technique and note and rhythm reading in music classes. Students must practice their recorder at home. Assignments will be posted on the Music Teams platform. Students are required to record playing assignments on a device and send them to their music teacher on TEAMS as part of their music mark each term.

Library News

Mme Thuot-MacDonald has been hard at work decorating the library to promote Global Read Aloud authors and books. This includes some of her very own art pieces! We are so lucky that she has made the library such a special place to be.



Be sure to check out SORA, the new app from OverDrive Marketplace that is specifically designed for schools. This fun, free, user-friendly app can be used to access eBooks and audio books purchased by the River East Transcona School Division. You can change any font to Dyslexia-Friendly type, plus even link your public library card for even more access to titles! How cool is that?!

GYM NEWS

* We have had a great start to our year and welcome Ms. Biebrick to our school on days 1,3 and 5. We have liked getting to know her and have enjoyed her enthusiasm in the gym!

* We thank everyone for their generous contributions to our Terry Fox Fundraising. Our goal was \$330, and we were thrilled to far exceed that with a total of \$620.00! We had a beautifully warm day for our event. Students were in cohorts and marked off a province for each lap they ran in attempt to 'run across Canada' as Terry did. We were happy seeing all the red and white shirts and great efforts of our students!

* We have been working on fitness this term as well as underhand throwing and catching. It has been fun to be able to use these skills in many games and activities. We are also learning some anatomy, and bones of the body. We will be using our skills next week incorporated into some Halloween activities.



Resource News

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

Vision and Hearing screening took place on October 20 and 21, 2021. Vision and Hearing screening for Kindergarten and Grade 1 and Vision screening for Grade 3 and 5. Thank you to all the parents who returned their consent forms by October 14th deadline for the screening. If your child was absent or was 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 to your child's physician.

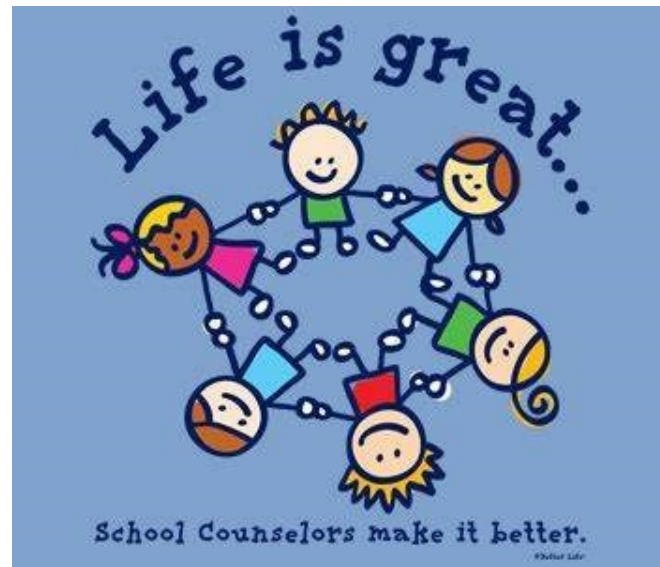
If you have any questions relating to your child's vision or hearing, please contact Mrs. Pauls at the school or by email at spauls@retsd.mb.ca.

Thank you on behalf of our Resource Team

Mrs. Bostick and Mrs. Pauls



GUIDANCE



While we are in Code Yellow, we at Ecole Neil Campbell are trying our best to present a school experience that is safe and welcoming. Although we can not be “back to normal”, the students seem to all enjoy being in the school for learning. Mr. Miron and Ms. Diggle, Ecole Neil Campbell’s Guidance Counsellors, are here to support the students and staff navigate the school year. Teachers may use programs like “*Zones of Regulation*” or “*Mind Up*” to help their students with social and emotional learning and regulation, as well as many other “tools in their toolbox” that support students’ learning and behaving needs.

The Zones of Regulation

Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control

Literacy Committee

The role of the Literacy Committee is to help develop and support the implementation of a strong literacy program across all the grades at École Neil Campbell School. Members of the committee work together to provide classroom teachers with Professional Development, so they may provide a consistent process to assess as well as raise and sustain student achievement in literacy.

This year's Literacy Committee comes with a wealth of knowledge and experience across the grades, with training in Reading Recovery and the Regie Routman In Residence program.

Introducing the Neil Campbell Literacy Committee for the 2021-22 school year:

Ian Moffatt -Grade 4 / 5 English Teacher

Olivia Sherby – Grade 1 / 2 English Teacher

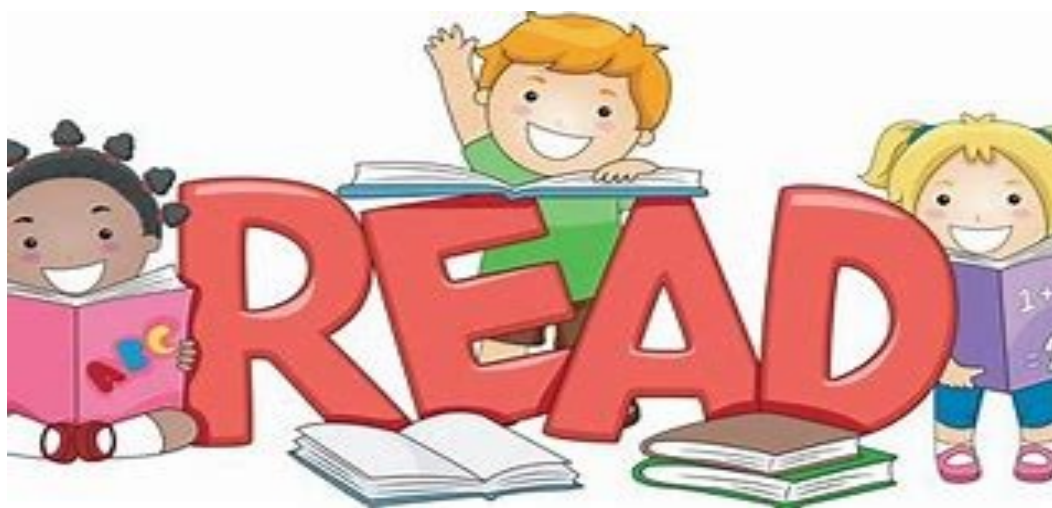
Sheila Bostick – Resource Teacher

Christine Clark – Kindergarten Teacher (English)

Kristy Nanton – Kindergarten Teacher (French)

Diane Thuot-Macdonald – Teacher Librarian

Christi Qua - Principal



Numeracy Committee

Our school numeracy initiative for the year places an emphasis on collaboration and communication through problem solving, reasoning and discussions about math. We will be providing teachers with resources and professional development to facilitate the development of these skills in the classroom throughout the year.

For parents wishing to access additional math resources, Manitoba Education has a web page full of videos, animations and interactive websites to help your child deepen their understanding of many mathematical concepts. We encourage our students to explore the various links offered. This site offers resources for Mathematics, Sciences, and English Language Arts. The mathematical section concentrates on developing number sense skills related to fractions, decimals and percentages as well as probability and statistics.

[My Learning at Home | Manitoba Education \(gov.mb.ca\)](#)

Here is a list of additional numeracy resources for students and parents:

[Math Tips for Parents](#)

[Math Operations Strategy Guide](#)

[TVO Kids Math](#)

[Family Math Challenges](#)

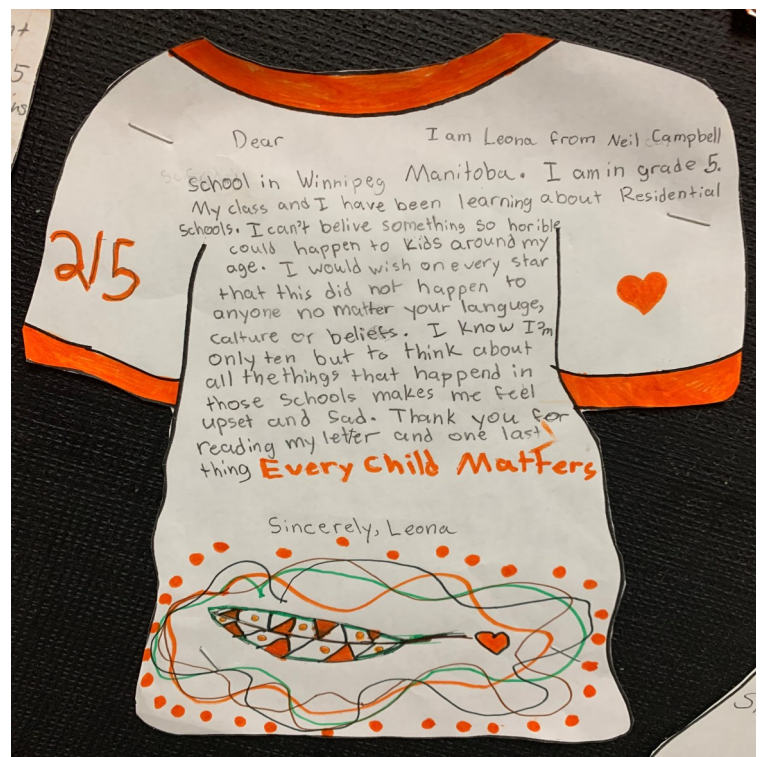


Indigenous Perspectives Committee

Throughout the month of September, our classes have been learning about the legacy of Residential Schools and the devastating effects they had and still have on Indigenous families. A very sad and dark chapter in Canadian history. Classroom teachers have read and discussed books, watched online presentations and videos to learn more about what happened and what it did to Indigenous families. As a school-wide response, we asked every student to create an orange hand and write a message on it for survivor/thrivers of Residential Schools. All the hands were placed on a massive tree that is now displayed on the bulletin boards outside the office (see below for pictures). Different classes also responded in other ways. See the pictures included here for a small sample of some of their work. The message was very clear – **EVERY CHILD MATTERS!!**



It represents the 215 unmarked graves found at a residential school.












Wellbeing Committee

This committee addresses the wellbeing of the whole school.

The matrices below are found in every classroom and throughout the school. Everyone is reminded to practice the three main principles of being **SAFE, RESPECTFUL, and RESPONSIBLE.**










At Neil Campbell School We Are:

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

Ask your child what being **SAFE, RESPECTFUL, and RESPONSIBLE** may look like or sound like in the classroom, hallway, or at recess.



À l'école Neil Campbell, je :

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

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