

Neil Campbell School

Fall 2020 Newsletter



Principal	Vice Principal	School Address:	Bell Times:	
Ms. C. Qua	Mr. E. Miron	845 Golspie Street Winnipeg, MB R2K 2V5 Phone: (204) 661-2848 Fax: (204) 668-9291 Email: nc@retsd.mb.ca	8:55 am	Morning Bell
			11:48 am	Lunch
			12:48 pm	Afternoon Bell
			3:30 pm	Dismiss

Your River East Transcona School Division Trustees

Ward 1	Ward 2	Ward 3	Ward 4	Ward 5
Colleen Carswell (chair) 204.222.1486 ccarswell@retsd.mb.ca	Rod Giesbrecht 204.661.5984 rgiesbrecht@retsd.mb.ca	Brianne Goertzen 204.955.6782 bgoertzen@retsd.mb.ca	Peter Kotyk 204.668.4181 pkotyky@retsd.mb.ca	Michael West 204.990.3228 mwest@retsd.mb.ca
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For more information about the board of trustees, visit: www.retsd.mb.ca/BoardofTrustees



Principal's Message

Hello Neil Campbell School Community!

Our school year is off to a busy and productive start. It has been a year like no other! We have been very busy ensuring that the school is following all Provincial and divisional COVID directives. Even though the classrooms look a little different 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.

Due to COVID we have had to rethink how to make our traditional school events still fun and engaging for our students. We had a terrific Halloween. Marc Tardif and French magician from British Columbia presented a virtual, live Halloween magic show for our students. It was a bilingual presentation and enjoyed by all! We are also observing Remembrance Day in another way this year. A committee of school staff have put a program together of taped student presentations that we will be sharing over TEAMS at 11:00 on the 11th. We are happy that we have been able to observe this very important day.

This year our student led conferences (Dec. 4 and 5) will be conducted on a TEAMS call. Very soon you will receive directions from the school division 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 are still going outside for both gym, some class time and during lunch.

Thank you for helping us keep our students safe outside by parking legally and having your children walk a short distance. Our streets are considerably safer than they were 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 councillor, 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

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)



*RETSD is on Facebook and Twitter!
Like and follow us to stay up-to-date on what's
happening in the division.*



COMMUNITY

Bulletin Board

**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

French/English

Kindergarten Classroom



Newest Members of the NC Community

Mrs. Clark's (English), Mme Nanton's (French) and M. Poliquin's (French) Kindergarten Classrooms

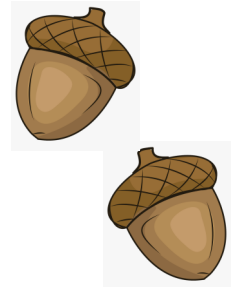
The newest members of Neil Campbell School are all settling in nicely to the classroom routines as they learn to be independent, supportive, kind and respectful to others.

Aside from classroom rules and routines, the English and French Kindergarten classrooms have also been focusing on the topic of Fall with an emphasis on trees and how they change during this season.

In Math, all three classes have also been working on numerical order up to 10, subitizing to 6 (identify a set of objects quickly by looking at them... not counting them), and simple repeating patterns.



Kindergarten Continued



In the English Kindergarten classroom the students are immersed in both written and oral language experiences. They are currently learning to identify letters and letter sounds, as well as hear and generate rhymes. In the French Kindergarten classrooms, the students are learning the names of the colors in French.

In Health, all the Kindergarten students have been learning about different emotions and strategies to achieve self-control and emotional regulation using a program called *The Zones of Regulation*.

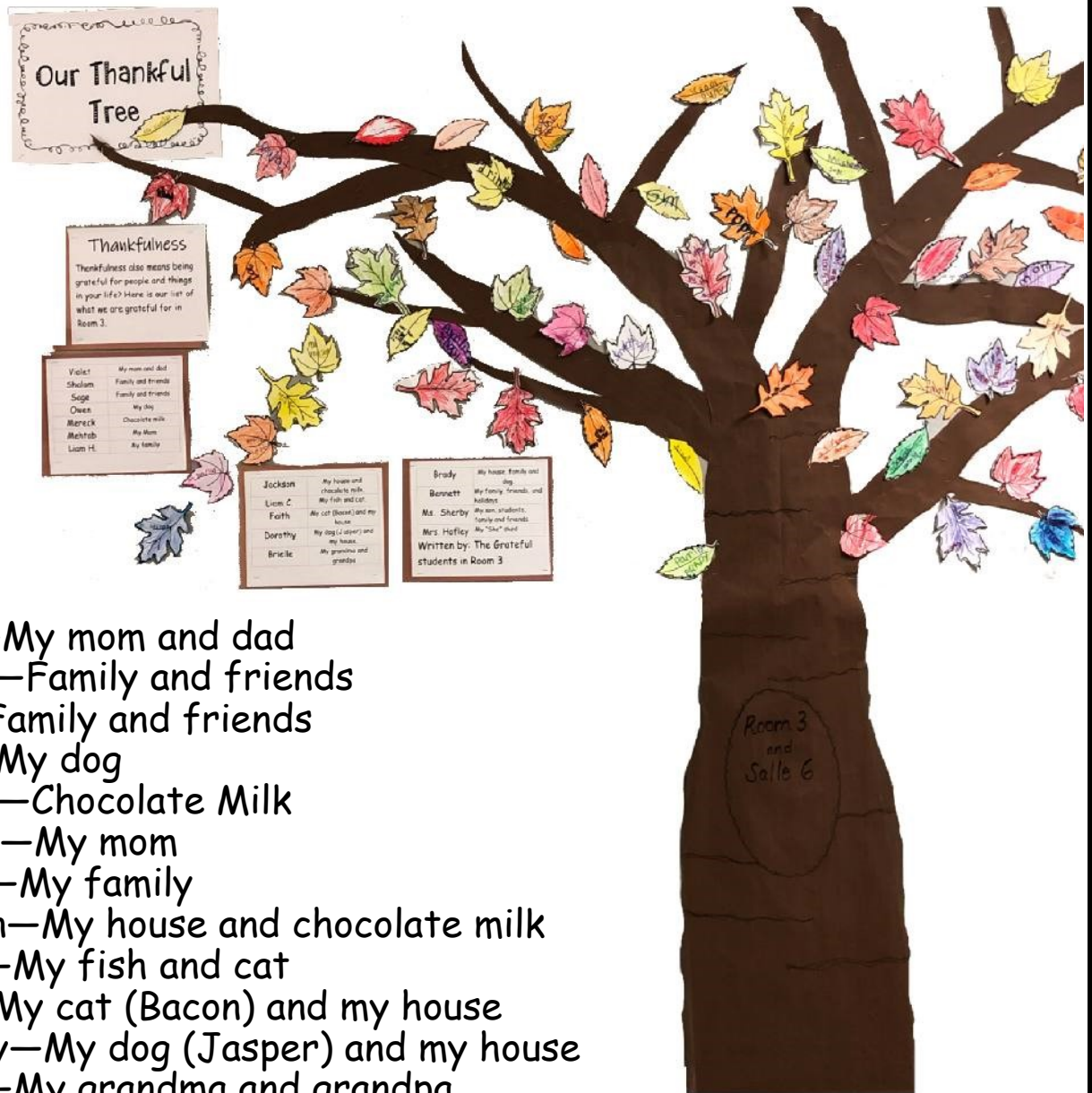


Ms. Sherby's Class

Thankfulness

Thankfulness also means being grateful for people and things in your life.

Here is our list of what we are grateful for in Room 3.



Violet—My mom and dad
Shalom—Family and friends
Sage—Family and friends
Owen—My dog
Mereck—Chocolate Milk
Mehtab—My mom
Liam H—My family
Jackson—My house and chocolate milk
Liam C—My fish and cat
Faith—My cat (Bacon) and my house
Dorothy—My dog (Jasper) and my house
Brielle—My grandma and grandpa
Brady—My house, family and dog
Bennett—My family, friends and holidays
Ms. Sherby—My son, student, family and friends
Mrs. Hofley—My "She" Shed

Ms. Sherby's Class Continued

Turkey Math

Gobble, Gobble, Gobble!

Come and look at our turkey number math! We showed numbers in different ways. We used tallies, ten frames, fingers, pictures, dominoes, dice, number line, number sentences, and words to show our numbers.

Can you make your own number turkey?

Written by: The "TUR"rific Gobble, Gobble Students in Room 3!



Gudmundson & Workman

Welcome to room 7! What a fall! We have been busy learning our new routines for school in 2020!

In addition to hand washing and social distancing we have tackled numbers and patterns, letter sounds and blending , everyday foods and sometimes foods and even a bit of yoga. We are learning to read! We are learning to speak French. We are learning to be kind, respectful friends and learners.

We enjoyed the last warm days of fall by exploring the forest in our very own backyard. We observed many seasonal changes and used our senses to explore our surroundings.

In preparation for Orange Shirt day we read Indigenous stories about Shi-shi -etko and her brother and we talked about values, love and respect. We even created our own classroom treaty!

We celebrated Dot Day by experimenting with colors and creativity. We look forward to celebrating Halloween, each other and all the learning to come.

Mme Gudmunson & Mme Workman



Mme. Dufort's Class

News from Room 5, Grade 1 FI-Mme Dufort/Mme Fraser

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 use 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

*L'école—*School

thankful



thankful

Mme. Davenport's Class

Room 4: The Masters of Safety

Hello! Bonjour! We are the students in grade 2, room 4, Mme Davenport's class. We have been working incredibly hard to be respectful, responsible, and most of all, SAFE!!! We have been teaching our new friend Baby Yoda how to be safe at school this year too. We show him every day how we stay in our own zones. That means that we stay in our safe spots so that we are socially distanced. We also show him how we line up with a caribou of space in between each of us. By watching us, he has learned how to wear a mask safely by making sure his nose is covered too. We are teaching him to keep his hands to himself and to only touch his own belongings. He has his own special chair so that he can see how we are also safe when we learn outside. Sometimes he watches us out the window so he can learn how to play safely at recess too. We have told him that if he needs to cough or sneeze that he should try to do it into his elbow and to wash his hands well with soap immediately after. When he watches us work, he learns how to do his own job and to let others do theirs. He now knows that if he starts to get too close to someone, that he needs to carefully back up. We have read him lots of books about how to be safe. He has learned so much about being safe, respectful and responsible that he even signed our classroom treaty just like us! We hope that you can all be safe and stay healthy just like Baby Yoda!



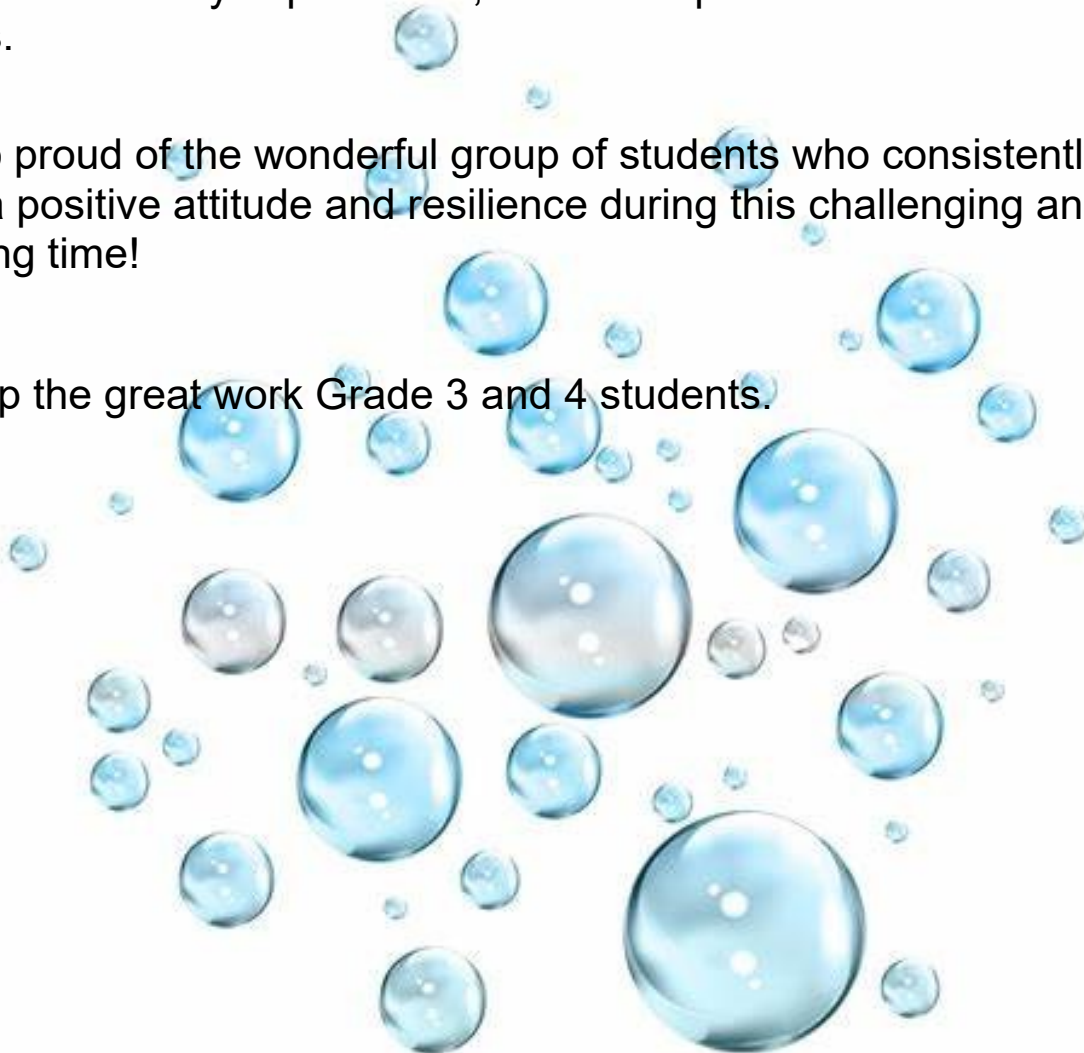
Mr. Moffatt

The school year has started with thrill a minute non-stop action in room 20 with Mr. Moffatt. The students have been doing a tremendous job learning about the fundamentals to stop the spread of COVID-19 including hand hygiene, the importance of social distancing, and wearing a mask.

We have also been focusing on social justice issues in Social Studies, with a focus on living in Canada. This includes lessons on residential schools where we read a rich catalogue of literature. We also received a powerful live streaming session with a residential school survivor. As a class, we responded to the Elder by completing a beautiful reflective shared write about how his story impacted us, and the important role we have as future leaders.

I am so proud of the wonderful group of students who consistently demonstrate a positive attitude and resilience during this challenging and ever changing time!

Keep up the great work Grade 3 and 4 students.



Mme Sabourin's class

Hey Neil Campbell families! Guess what room 6 has been busy working on... All About Me! On the first day of school, we made a name glyph. We decorated letters in our names to describe ourselves. Then, we did a writing activity about ourselves. We had to bring 5 things that represent us and present them to the class.

After, we wrote about our hobbies, families, pets, likes and dislikes. As a class, we came up with a list of criteria for our writing. We needed to make sure that we had capitals, periods, a good hook, "juicy" words, carets and detail. It was awesome because we got to learn so much about each other.

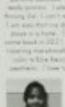
We hope you liked our newsletter!



All About Me

My name is Cassandra. I love to dance and sing. I have a dog named Bella. I like to read books and watch movies. I have a brother named Noah. I like to play soccer and basketball. I like to go to the beach and to the park. I like to eat pizza and ice cream. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Cassandra



Cassandra

All About Me

I love to read and write. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Kayden




Kayden

All About Me

I love to read and write. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Castiel



Castiel

All About Me

I love to read and write. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Julia



Julia

All About Me

I love to read and write. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Grayson



Grayson

All About Me

I love to read and write. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Matias



Matias

All About Me

I love to read and write. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach. I like to go to the mall and to the movies. I like to go to the zoo and to the aquarium. I like to go to the library and to the museum. I like to go to the park and to the beach.

By Faith



Faith

Mme. Sabourin Continued

Hi! My name is Rafael. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Rafael

1st letter: Are you a boy or a girl?
Girl: red
Boy: blue

2nd letter: What is your favourite sport?
Soccer: green stripes
Hockey: orange stripes
Swimming: purple stripes

3rd letter: Are you excited/happy to be back at school?
Yes: yellow spots
No: pink spots

Last letter: What is your favourite color?
Draw stars with your favourite color.
Extra letters - hearts, swirls, polka dots, smiley faces, etc.

Hi! My name is Drea. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Drea

Hi! My name is Yaryna. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Yaryna

Hi! My name is Olive. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Olive

Hi! My name is Briar. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Briar

Hi! My name is Aria. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Aria

Hi! My name is Parker. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Parker

Hi! My name is Robert. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Robert

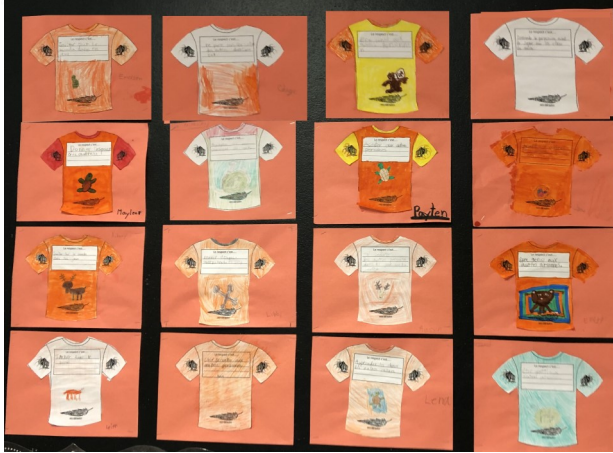
Hi! My name is Nathan. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Nathan

Hi! My name is Samuel. I'm seven years old. I have 5 people in my family. I have an older brother and an older sister. I have two younger brothers and one puppy. I like to play soccer because that's my sport. I love to go to school and I love to go to the park. I like to go to the park and play soccer. I like to go to the park and play soccer.

Samuel

Mme. Scheelar's Class



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 September 30th. We very much enjoyed the many stories that Mme Scheelar read to us about residential schools and we asked many questions. We were very interested in listening to Mr. Theodore Fontaine speak to the whole school about his own experience attending a residential school. We learned many new things as we had an opportunity to ask him some 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 Wild Robot to our class and we can't wait to see how it ends.

Everyone is getting very excited about special Halloween activities happening next week!



Mme. Gutierrez Grade 5

I am so proud of how the students have come back to school and embraced so many new protocols and rules with such resilience! I am so lucky to spend each day with a group of students who instinctively know how to find the “happy” even in a pandemic! Thank you for reminding me to slow down, to enjoy each moment we share together and to laugh lots! Here’s what we’ve been up to...

Science & Social Studies

What fun we've had learning about the weather! We've studied how animals and humans are affected by weather. We have also studied the water cycle and clouds.

In social studies, we've have learned about the ice age and how humans first arrived in North America. Now we are researching the way of life of the Indigenous people in North America. We are learning that the land provided these cultures with all they needed for centuries.

Math

We have been focusing on verbalizing how we make calculations. Learning to identify the strategies we use in math help us learn new strategies from one another. It has been amazing watching everyone’s confidence grow in math! We’ve played many math games focusing on skip counting, multiplication and division 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 discussions. We have been reading and writing about our families. We have enjoyed learning French adjectives, played some fun games and taken time each day to read in French!

We have been doing Novel studies together as a class. The book “Little House in the Big Woods” is about a family living in pioneer times and using the land around them to survive and have fun. This has been a wonderful opportunity to experience the forest behind the school, discuss the value of family and friends, what it means to be grateful for the important things in life.

Art & Health

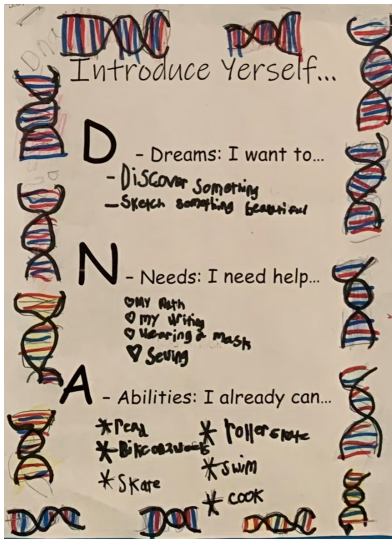
We have gotten creative making art related to the beauty of the nature that surrounds us. We began the school year talking about feelings and how to manage them. We have been brainstorming new ways to calm ourselves down and to “get back in the game” of learning.

We have also been reviewing ways to stay safe in our community during the pandemic and online. After reading “The Little Engine That Could “we have been learning about how important it is to have a growth mindset when confronted with challenges. Students have learning how to turn negative self-talk into positive talk by changing what we say to ourselves. It has been so inspiring to watch students feel empowered and believe in their own ability when confronted with a challenge.

Mr. Reimer

Salle 18 Newsletter October 2020

It has been a great start to this 'exceptional' school year for the grade 4 French Immersion students in Salle 18. September and October have been full of activities centered on getting to know each other as well developing habits and classroom practices that support our learning to help us achieve to our fullest potential while being safe, responsible and respectful members of the Neil Campbell community.

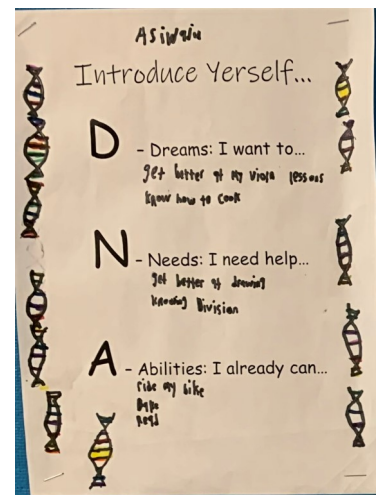
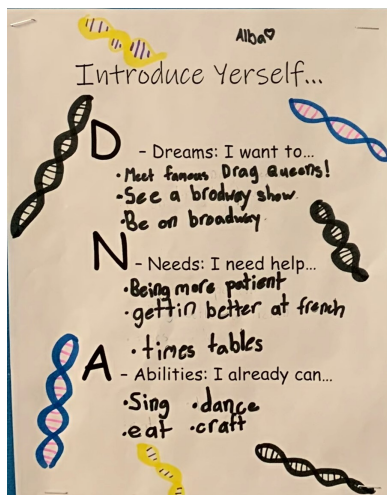
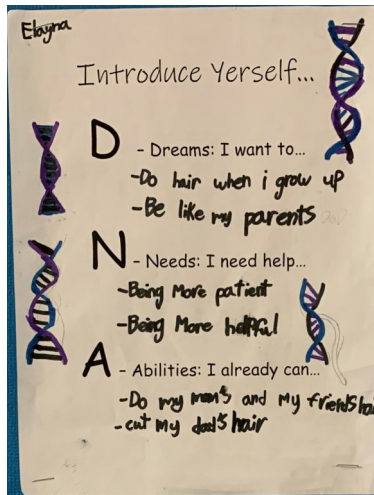
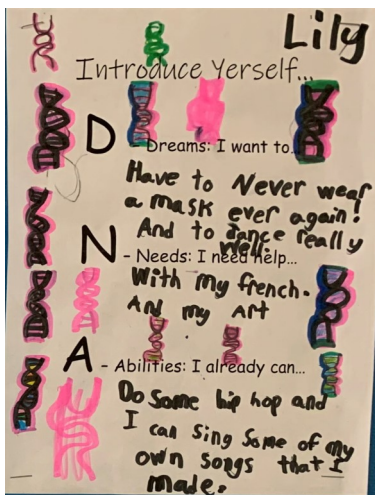


Some of the highlights of the opening of the 2020-2021 school year for us have included: tackling new attack strategies for problem solving in Mathé, virtually meeting with Elder Fontaine on Orange Shirt day to learn of his experiences in residential schools.

We launched our first independent Daily 5 activity – Word Work and followed along the story of an eleven-year-old adventure runner in the novel Ultra, we've also been reinvigorating those writing skills in French by reviewing and practicing many of our commonly used phrases and words.

For the teacher, one highlights of September and October is always learning about his or her new friends and how these new friends see themselves. One of the ways we learned about each other this term was to explore our DNA, in other words our Dreams, Needs, and Abilities. Students were free to express what they wished for, what they need for success, and what abilities and strengths they already possess.

All in all, it's been a wonderful start to the school year in Salle 18.



Babney

Introduce Yourself...

D - Dreams: I want to...
be an owner for a pet store.
have three dogs
just in the room

N - Needs: I need help...
drawing stuff.

A - Abilities: I already can...
do a handstand

Jasica

Introduce Yourself...

D - Dreams: I want to...
-become an artist

N - Needs: I need help...
-doing times tables

A - Abilities: I already can...
-Piano -Animal crossing
-Biking -Additon
-Swimming
-taking good care of my brother

Mathus #18

Introduce Yourself...

D - Dreams: I want to...
have a Lego city when i grow up.
get a cottage

N - Needs: I need help...
with skateboarding,
with staying 6 feet apart,

A - Abilities: I already can...
Play piano,
Draw,
read long and hard chapter books.

DNA Demetrius

Introduce Yourself...

D - Dreams: I want to...
be an astronaut
be an actor

N - Needs: I need help...
try not to get distracted

A - Abilities: I already can...
do art well
run fast

Asiwin

Introduce Yourself...

D - Dreams: I want to...
get better at my video games
know how to cook

N - Needs: I need help...
get better at drawing
knowing Division

A - Abilities: I already can...
ride my bike
play pool

Introduce Yourself...

D - Dreams: I want to...
Learn how to knit
learn how to bike/trike

N - Needs: I need help...
Be a good apprentice
keeping my room clean

A - Abilities: I already can...
run fast
clean the house

XAVIER

Introduce Yourself...

D - Dreams: I want to...
be able to be a fire man

N - Needs: I need help...
playing hockey

A - Abilities: I already can...
play basket ball

Casidylo

Introduce Yourself...

D - Dreams: I want to...
graduate into university.

N - Needs: I need help...
: With doing chores at home.

A - Abilities: I already can...
:dance.
:be a good sister.

Alba

Introduce Yourself...

D - Dreams: I want to...
-Meet famous Drag Queens!
-See a Broadway show.
-Be on Broadway.

N - Needs: I need help...
-Being more patient
-gettin better at french

A - Abilities: I already can...
-times tables
-Sing -dance
-eat -craft

Kaiys #3

Introduce Yourself...

D - Dreams: I want to...
Be a for nite streamer, become an artist.

N - Needs: I need help...
Being better at art, being nice to my brother

A - Abilities: I already can...
Play soccer because i've been playing for three years. can play basket ball at my house

January

Introduce Yourself...

D - Dreams: I want to...
Get beter at cooking

N - Needs: I need help...
With math times

A - Abilities: I already can...
dance and draw well

MaSon

Introduce Yourself...

D - Dreams: I want to...
Be a really good fortnite Player, Being a pro scooterer.

N - Needs: I need help...
With Scooterling, Biking

A - Abilities: I already can...
Play hocke% Soccer.

Mme Sotiriadis

Bonjour et Bienvenue à la nouvelle année scolaire!

During the first months back at school we have been working on learning on getting accustomed to the new safety rules and 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 from the schoolyard.

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 and heard stories of residential school survivors through books, videos and having a TEAMS meeting with elder Theodore Fontaine. We made a bulletin board of our own shirts explaining what respect means to us.

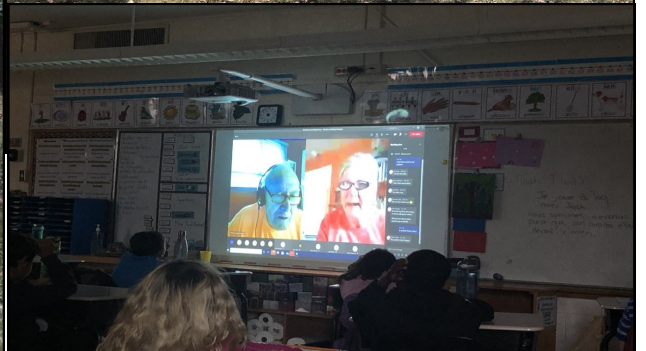
In math we have been reviewing addition and subtraction facts as well as different ways to make a number. We have also been working with number patterns and having math discussions about the equality symbol.

We also had a chance to learn about Emily Carr and tried to show the rugged beauty of Canada's West Coast forests just as Emily Carr did using acrylic paints, oil and chalk pastels and India ink.

I hope you had a chance to check out our virtual open house and look forward to meeting you all during virtual parent-teacher conferences. Wishing all of you a happy fall!

Kind Regards,

Mme Anushka Sotiriadis



Mr. Dyck's Class

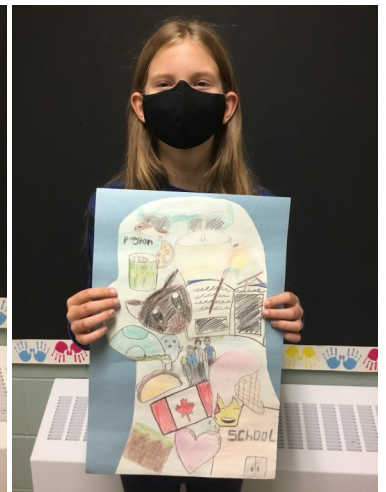
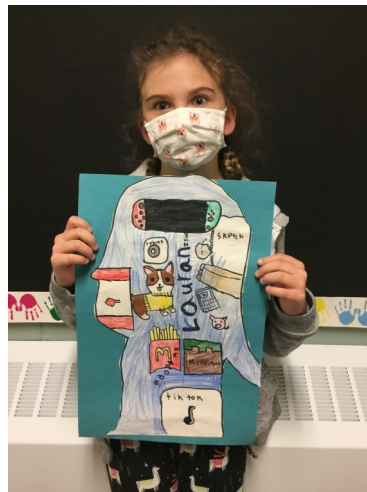
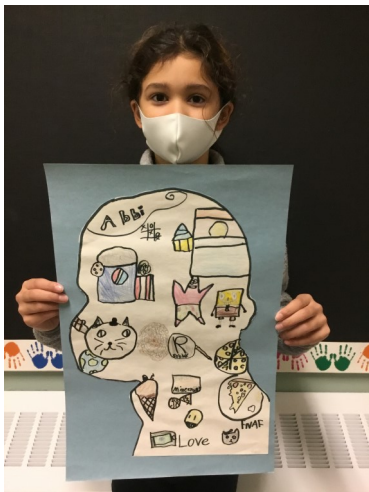
Building Community in Rm 22 - Mr. Dyck's Class

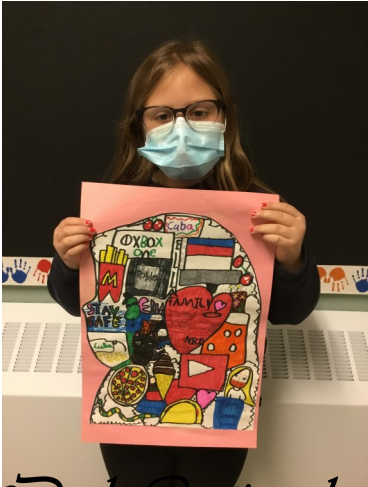
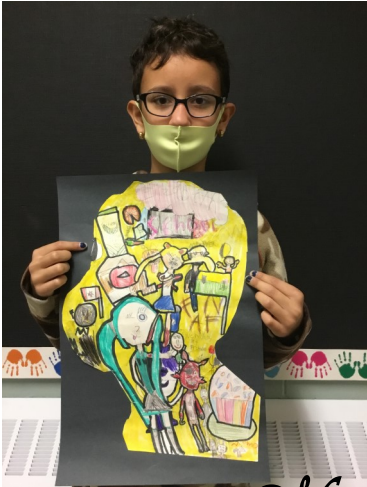
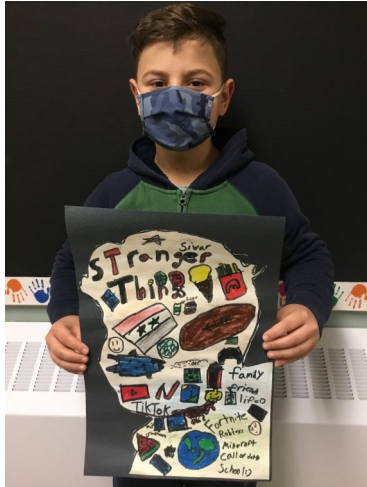
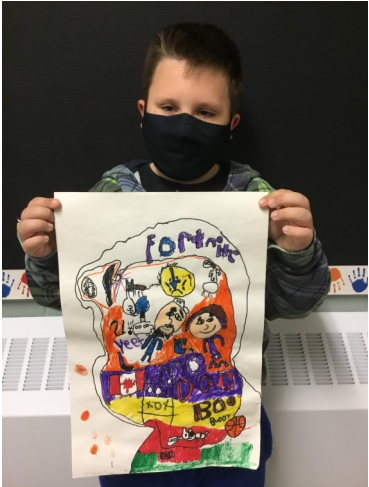
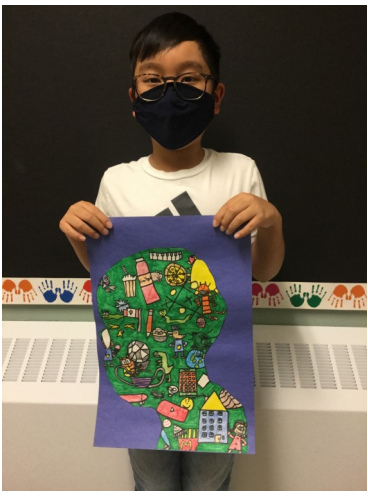
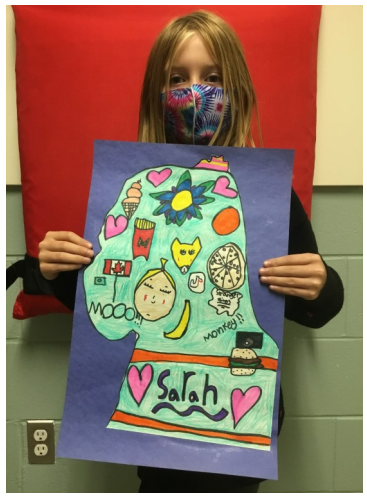
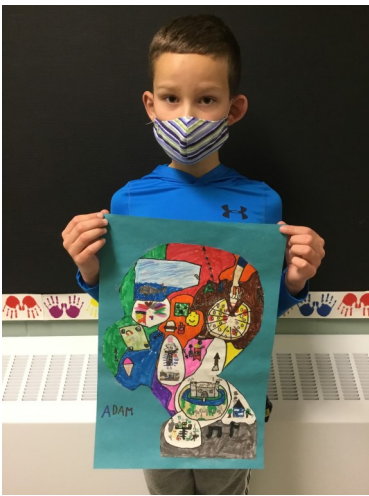
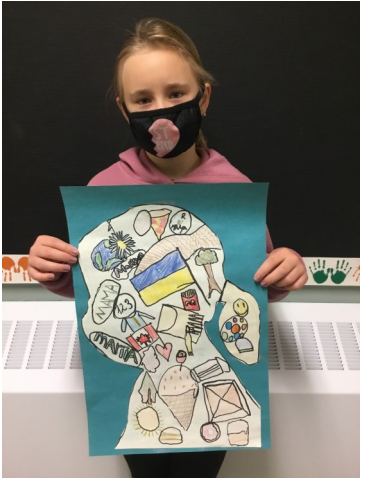
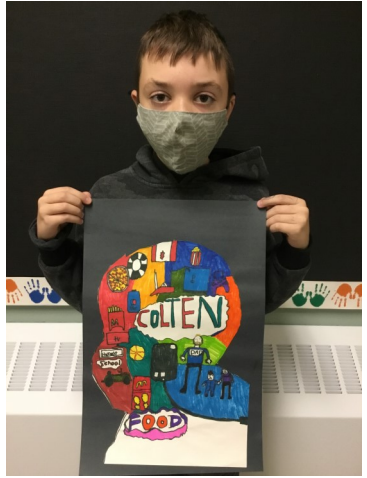
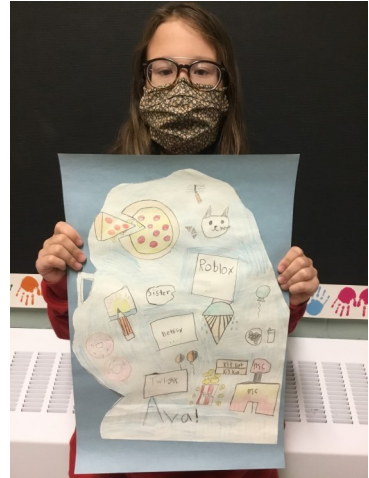
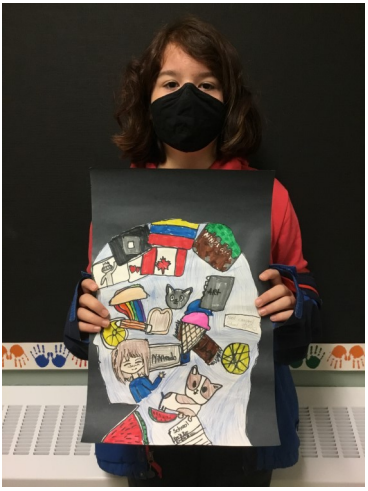
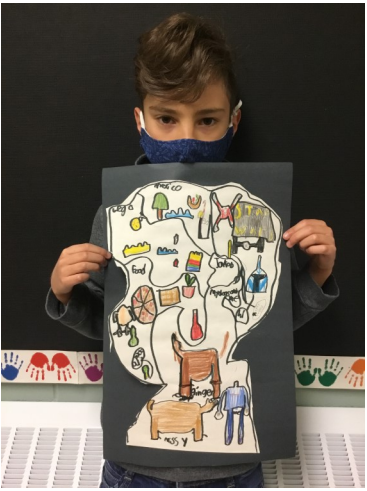
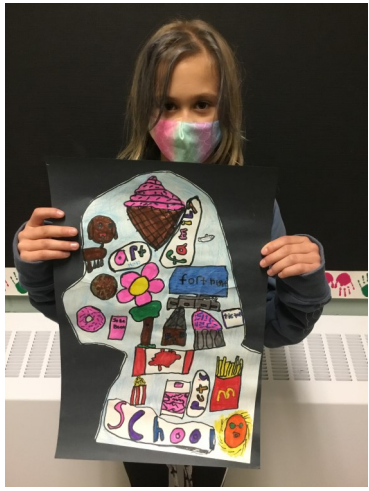
The start of the year is always about building community and bonding as a group. To get to know each other better, many students brought in some personal items from home that they presented to the class and told us something about themselves.

We also did an art project that we call our "Silhouette Selfies." Mr. Campbell sat each student in front of an overhead projector so that he could carefully trace each of their silhouettes. If you look carefully you can see that we decided to do this with our masks on since that is our reality at school these days.

Each silhouette is filled with drawings and words that tell us more about each person and what matters to him or her.

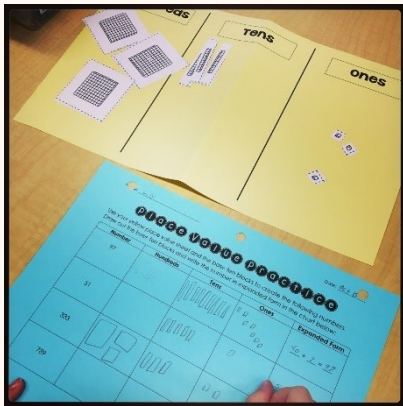
Can you recognize your child?





Ms. Wasney's 2/3 Class

We have had a fantastic first two months of school! The grade 2s and 3s are building a positive classroom community through weekly class meetings, guest readers, and sharing about ourselves on a regular basis.



We are currently learning about forces in science, our community in social studies, and experimenting with some art projects! We are having fun with some quirky writing prompts and math activities based on place value and number sense.

We are disappointed not to be running the "Socktober" campaign again this year, due to Covid. Neil Campbell donated 422 pairs of socks to families in need last October. We hope to try again next year!



M e -

In room 21 we started by negotiating classroom norms and expectations. The Zones of Regulation help us understand and manage our feelings, especially when we get “yellow” feelings like frustrated or upset. In order to not get to “red” we brainstormed things we could do personally and the ways in which we could set up our classroom to “return to green” and stay there more often. We discuss how to be safe, responsible and respectful in all parts of the school regularly. How our routines change due to COVID 19 was and continues to be front of mind.

D e

Instructional focus in French included:

Familiar Vocabulary and Sentence Structures

Grammar and usage

Complex sounds in French

Learning (reading, writing, listening, speaking, viewing and representing) content in SS, Science, Health and Art in French.

Instructional focus in ELA has included:

Grammar and punctuation

Paragraphing

Elements of a story

Procedural Writing

Class novel – listening and summarizing main ideas

L

a

n

d

e

Mathematics:

Review and application of place value up to the millions place

Review of how to read a clock and calculate elapsed time

The connection between fractions (tenths, hundredths, percent and decimal numbers)

Data management – survey questions and graph creation

Science:

Properties of Matter as they pertain both to a study on weather and on rocks and minerals

Social Studies:

Geography of Canada and history beginning at the glacial period to pre-contact.



Art:

An exploration of colour and line through self-portrait and fun “fingerprint” art.

Health:

Ways to protect your health through hygiene, exercise and proper nutrition.

Gym News

September's special event was a very successful Terry Fox run! We were still able to have a great day celebrating with distance. Students ran laps of the field marking their own map each lap, as they attempted to run across Canada as Terry did! It was our first year at Neil Campbell fundraising online. Thank you to all who donated.

We proudly raised \$305!



MUSIC NOTES

Hello Neil Campbell Families,

First, I would like to wish you all well and to recognize you for all you do and for your continued support as we navigate new policies and procedures. Music class, as you know, looks quite different this year than it has in the past. We have made use of instruments where it is possible to sanitize and to avoid sharing. We have been creating fun new adaptations of repertoire using chants, rhythms, and movements. I encourage you to ask your children to show you how they have been doing O Canada in music class! (We have been learning to sign it in ASL.)

Older students have continued to learn Recorder Karate, learning just finger techniques at school. (Check Teams next week for videos of the Recorder Karate tunes that they can play along with at home!) Some of our plans will stay consistent with current changes and some will be re-adapted.

I look forward to continuing our work together. Please contact me anytime with questions or concerns.

Musically yours,

Miss Papadopoulos

cpapadopoulos@retsd.mb.ca



Resource



News

Unfortunately, due to the COVID pandemic, we will not be running Vision and Hearing Screening this year. 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 never had their vision been tested, it is a good idea to make an appointment to check their vision health. Children do not always know if they are not seeing clearly. Behaviours to indicate there may be a vision concern are squinting, rubbing their eyes and holding books or other items close to their faces. Also, if you have concerns about your child's hearing, please talk to your child's physician. If you have any questions related to your child's vision or hearing, please contact me at the school or by email at spauls@retsd.mb.ca.

Thank you on behalf of our Resource Team

Mrs. Bostick and Mrs. Pauls


Library Buzz

Greetings from the library, My name is Ms. Sabel, I am the new Library Technician until Christmas break. I am excited to be working with your students.

At the start of September, students can no longer visit the library. However, the library has adapted and gone mobile. I have been bringing books to students once per cycle and letting them choose some books. The Teacher Librarian, Mme. Thuot-MacDonald, and I plan to introduce students in grade 4-5 Destiny to search independently for books and introduce them to placing holds.

Our Teacher librarian, Mme. Thuot-MacDonald, has been participating in the Global Read-aloud with the students. She has been reading to the students and preparing a small activity for them to do that ties in with the book. She has also been doing inquiry-based research with some classes.





is it

BULLYING?

When someone does something unintentionally hurtful, and they do it once that's

RUDE

When someone does something intentionally hurtful, and they do it once that's

MEAN

When someone does something intentionally hurtful, and they KEEP doing it - even when you tell them to stop or show them that you're upset - that's

BULLYING

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