

École Neil Campbell School

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Winter Newsletter

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

PRINCIPAL ' S MESSAGE

Dear École Neil Campbell School Community,

Happy Holidays to all! It has been truly wonderful to be with your children everyday. They are very happy to be at school and are learning many new things! Their smiling faces and engagement inspire me and the staff everyday. The fall has felt a little closer to normal as the public health orders are considerably easier in schools than they were a year ago. Classes have gone on field trips, we are singing again, and using and playing with shared items. Small steps back to normal!

Thank you to all parents for continuing to be diligent with screening your children before sending them to school and for coming quickly to pick up sick children. You are helping us create the safest environment for all people in this building everyday.

We have had many fun events for the students such as pickle ball club, broom ball club, colouring/drawing club, and library club. The music teachers worked hard with the students to have a performing piece ready to share with the school body and many staff and students participated in Spirit Week. It has been an exciting place to be in November and December.

There have been a few staffing changes. Congratulations to Mme Fraser on the birth of her child. She is being replaced by Mme Earle on Fridays, sharing the class with Mme Dufort. We wish Miss Tina Cronin (library technician) all the best as she moves on. We are thrilled to welcome back Mrs. Wilma Bagay to the library. Welcome to Emily Perrier who is a new Educational Assistant in the building.

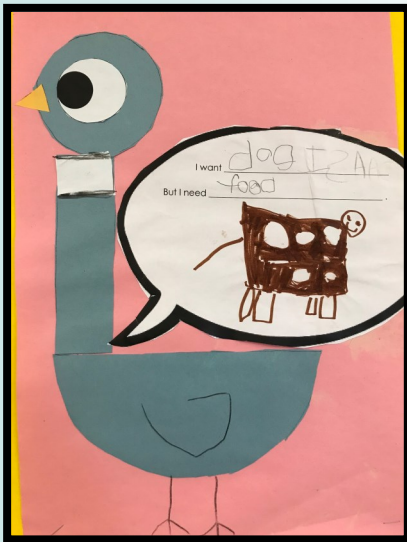
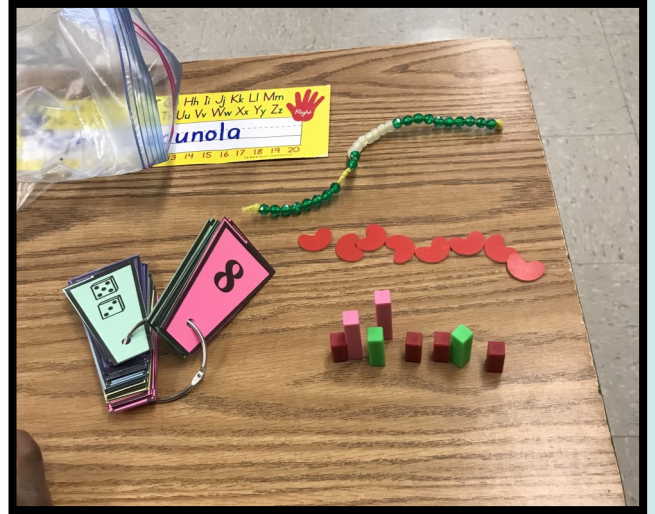
As we move into the holidays, I want to wish everyone health and happiness. I hope you all enjoy relaxing with your families. The staff at École Neil Campbell School wish you a wonderful holiday season full of laughter and joy.

See you in 2022!

Ms. Christi Qua

Kindergarten Classes

Lately in Kindergarten, we have been exploring the numbers 1 through 10 in a variety of ways, to develop our number sense. To strengthen this fluid and flexible understanding of numbers, we have been working with a variety of manipulatives to discover the different ways a set of items can be arranged into smaller groups or quantities. This exploration will help build a better understanding of numbers so that we may become adept at solving mathematical problems as the year progresses.



In Social Studies, we focused our attention on the important difference between what our “needs” are to grow up healthy and happy versus what our “wants” are. While exploring this topic, we enjoyed listening to and discussing the Pigeon Book series by Mo Willems. We also identified the people who are important in our lives at home, at school, and in the community.

In Science, we have been investigating trees. We have learnt the parts of a tree, what trees needs to grow,

and we continue to explore how trees are affected by and adapt to the changing seasons.

We are also exploring the many storybook versions of the Gingerbread Boy and examining the elements of a good story. Finally, we are excited to be working on Christmas crafts for our family so that we can enjoy the gift of giving our cute creations to those we love, on Christmas Day.



Ms. Sherby's Grade 1/2 Class

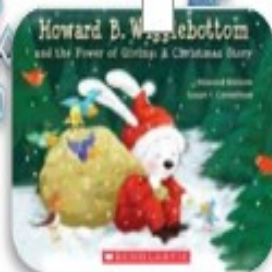


Room 3 students read books about showing kindness during the holiday season and decided to write a list as a class of different ways we can show kindness to others in our class, school, and community. We made sure to read our list everyday in December to see which act of kindness we can show and/or do to others.



12 Days of Holiday Kindness
Written by Room 3 Students

- Play with a new friend.
- Share with others.
- Include others in an activity.
- Take turns with someone.
- Draw a picture or make a card for a friend or family member.
- Help a neighbour or friend.
- Give someone a compliment.
- Read to someone.
- Spend time with a loved one.
- Hold the door for someone.
- Tell someone you care or love them.
- Give a thumbs up/wave to as many people as you can.



How to Say Peace in Different Ways?

Do you know how to say peace in different languages? We read the book, Can You Say Peace? and it showed us how children around the world say peace. It was MARVELOUS to learn how to say peace in several ways. Can you try saying peace in a different language?

Written by The *Fantastic* Kids in Room 3



Peace is in our Hands

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

What does peace mean to you? In room 4, we all agree that peace is extremely important. It can mean lots of different things and can be shown in many ways. We have been talking a lot about peace and what we can do to make peace in our lives. We would like to share some of our ideas with you please and thanks.

Peace is friendship. We can make peace by helping people when they need help.

Peace is love and happiness. We can make peace by being kind to others and showing them that we all care about them.

Peace is playing with someone. We can make peace by inviting people to play with us.

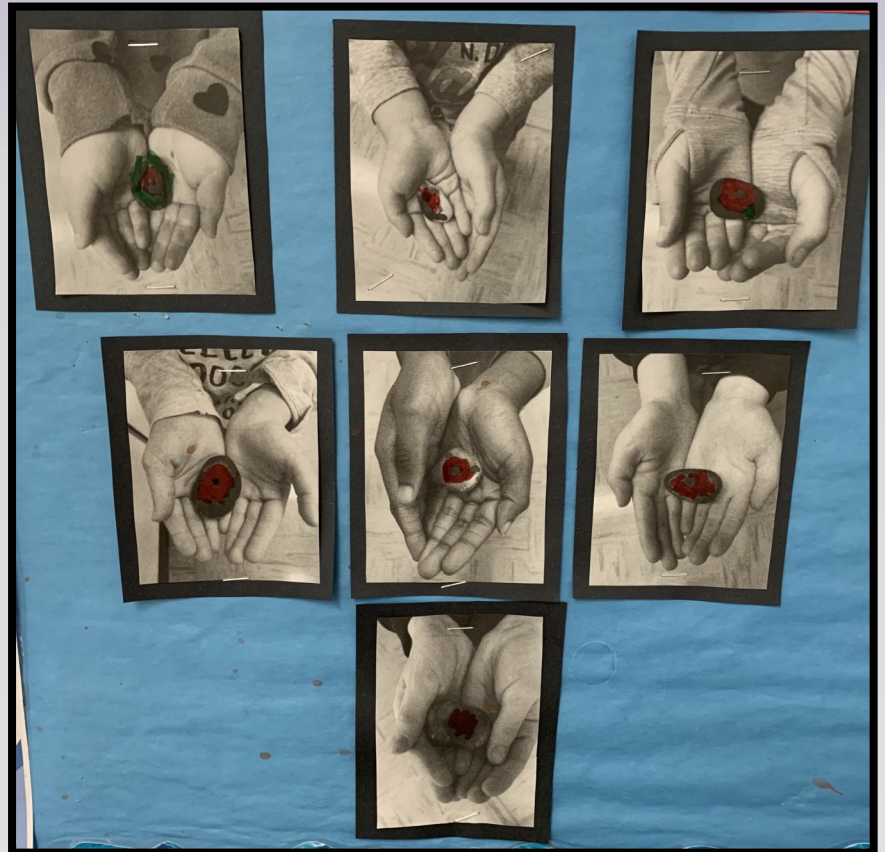
Peace is quiet and calm. We can make peace by doing deep breathing and by using an indoor voice.

Peace is helping others in need. We can make peace by donating food to people who need it.

Peace is cheering people up. We can make peace by helping people who are sad or lonely, feel happy.

We believe that peace is super de duper important and because of that, we need to remember it every single day and to work hard to make sure that we are always sharing peace.

We hope that you will keep peace in mind every day and think about ways to make peace too. We also wish that you will always feel peace! Merci beaucoup!



MME DUFORT & MME EARLE 'S GRADE 1 CLASS

The students of room 5 are busy learning about and celebrating the Holiday season. We are practicing new vocabulary words like – *le sapin (tree)*, *le lutin (elf)*, *la couronne (wreath)*, *un renne (reindeer)*, *une canne de Noël (candy cane)*, and *un cadeau (present)*. We are making Holiday crafts and decorations and all sorts of surprises! We are also learning about other Holiday celebrations like Hanukah-we made a fun toy called a *dreidel*; and Diwali-we made a colorful lantern to celebrate light. We are looking forward to our Holiday break, spending time with our families and putting milk, cookies, and carrots out for Santa and his reindeer.

Joyeux Noël! Happy Holidays!



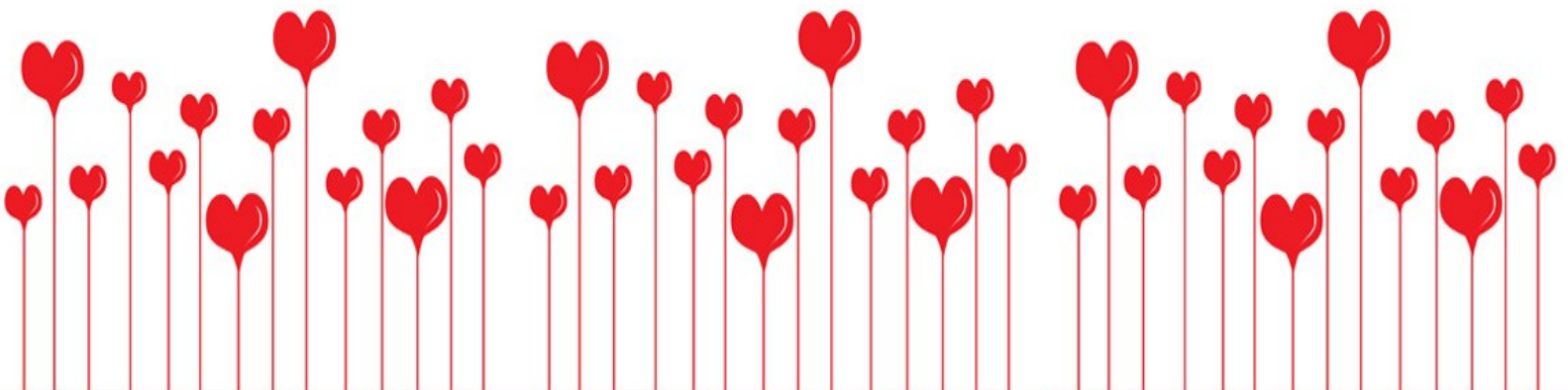
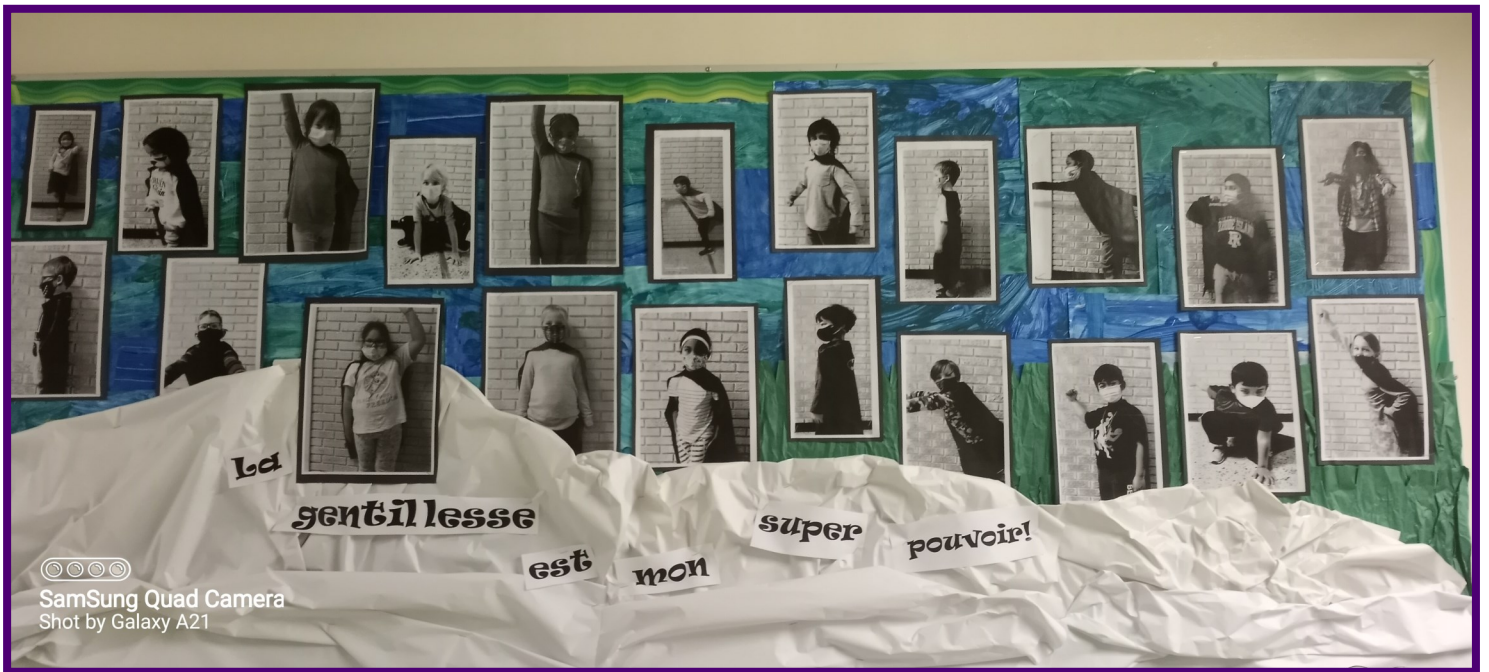
Mme Workman & Mme Gudmundson's Grade 1 Class

CHOOSE
Kindness



In Room 7 we have been busy talking about kindness. We notice that we feel better when we are being kind and when people are kind to us. We read the book: Kindness is my Superpower by Alicia

Ortega. The story inspired us to think about how we could show kindness. We have been working hard performing many acts of kindness. We all took turns wearing a superhero cape and showing off our best superhero pose! Don't we look great!



Mme Sabourin's Grade 2 class

Represent the number...

Look at all the different ways we can represent a number! We each chose a number that suits us. Then we represented them with base 10 blocks, fingers, money, tally marks, a place value chart, etc. Can you think of other ways to represent a number?

By : Room 6 ☺



Mrs. Verhaeghe's Grade 2/3 Class

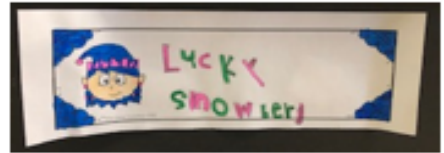
Room 13 - The 13 Days of Christmas



Day 1 - Christmas Tree Day
Trees inspired by stained glass.



Day 2 - Candy Cane Day
Dissolving candy canes.



Day 3 - Elf Day
What's your Elf name?



Day 4 - Gingerbread Man Day
Writing our own story.



Day 5 - Snow Day
Yarn snowflakes.



Day 6 - Santa Claus Day
Santa around Europe.



Day 7 - Stocking Day
Time to stuff the sock.



Day 8 - Kindness Day
Kindness from A-Z.



Day 9 - Christmas Cookie Day
What happens in the story?



Day 10 - Carol Day
Practicing reading fluency.




Day 11 - Reindeer Day
Problem solving.

There were 25 grey reindeer and 16 dark brown reindeer. How many reindeer were there in all?



Day 12 - Polar Express Day
Hot chocolate recipe.

 **I Wanna Go to Hawaii**
I wanna go to Hawaii
Where the palm trees sway
Where the beach is sandy
And the children play.

Day 13 - Room 13 Day

Happy Holidays!

Mme Scheelar's Grade 3 Class

We have been busy in room 15. It was lots of fun to have our school holiday Spirit Week last week. Our favourite dress up day was pajama day. We also had our chance to record our song in music for the virtual winter concert with Mrs. Groess. We can't wait to watch our performance in class together.

Madame read us *The Nutcracker* in English and the French version, *Casse-Noisette*. We learned the story of *Casse-Noisette* and then watched the movie. We also created an art piece with a winter scene and a character from the story.

Last week we created our own versions of ugly Christmas sweaters. We had so much



fun! Madame showed us some real-life examples and we used those to come up with our own ideas. Then in French, we wrote sentences describing our sweaters. We are looking forward to doing some more holiday themed activities before the break. Here are a few pictures of our art! Hope you enjoy!



Mme Sotiriadis' Grade 3 Class

Bonjour et Joyeux temps des fêtes! Happy Holiday season to everyone!

It was a pleasure to meet so many of you during virtual parent-teacher conferences. Thank you to those who were able to attend.

Lately, room 17 has been learning strategies to add two- and three-digit numbers and where to place continents and oceans on a map of the world. We have also had discussions about conflict resolution strategies and safety. Our class will be getting into the holiday spirit by listening, watching, discussing, and writing about The Nutcracker. Poems and hopefully some holiday art are to come!

We were lucky enough to receive two visits from one of our school elves. We hope he was able to report back to Santa all the good things he saw from his spot on the clock and the projector!

Wishing all of you a very safe and happy holiday season!

Mme Sotiriadis' class



M Reimer's Grade 4 Class

As we approach the winter break and even though it has been a very different school year, the learners in Room 20 have been working very diligently, challenging themselves, and setting goals for themselves and their Grade 4 school year.

Social distancing has continued to make our classroom a little more 'formal' than normal as learners work hard to remain at their space in their chairs. However, they deserve to be applauded because they continue to work to adapt to the in-class requirements very respectfully and very responsibly. Thank you to you all!

Our learning this year has cycled from Addition Strategies to Subtraction Strategies in Math with a special focus on problem solving and estimation as of late. In Science, we've studied Rocks and Minerals and recently started looking closely at how Light works and travels. In Social Studies, we've spent a great deal of time learning about the geographical regions of Canada as well as the different symbols of the Canadian provinces.

During our English Language Arts time we're reading and writing a ton. While writing, we're focusing very hard on writing conventions, always capitalizing the letter at the beginning of every sentence and bookending our sentences with punctuation marks. Our reading recently has taken us to "The Chocolate Touch," a story of a young boy who only tastes chocolate, regardless of what he puts in his mouth. A dream of many young people, maybe, but it quickly becomes a nightmare for our main character.

Finally, in Français, we're beginning some of the very heavy lifting of Grade 4 as we are really focusing in on developing our skills as readers and writers in French. We're trying our best to read and re-read every day out loud in class. As well as develop our vocabulary of commonly used words and terms by adding to our Word Wall and practice using those words as often in writing and reading as possible. The goal is to increase our confidence and take more risks sounding out words aloud when reading to allow all of us to hear, recognize and practice those sounds.

Happy Holidays from M. Reimer and all of the learners in Room 20



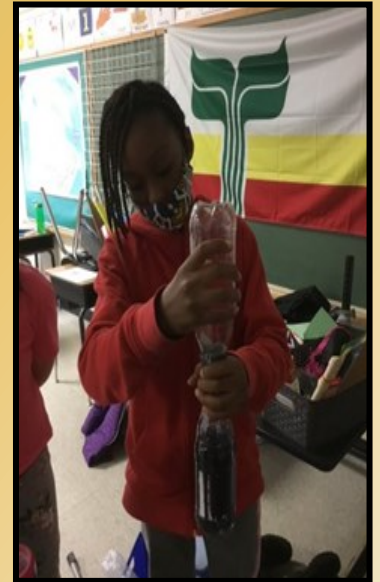
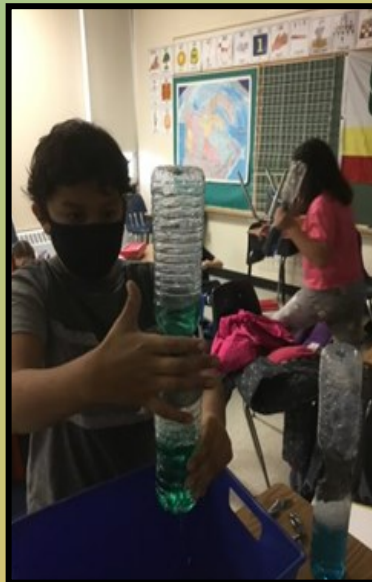
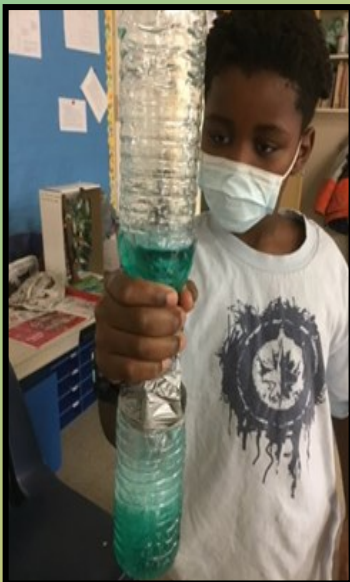
Mme McKay - Vielfaure's Grade 4/5 Class

Les 4^e et 5^e dans la salle 21

The Grade 4 and 5 students in room 21 have been very busy and are so excited to share what we've been up to since the fall. Here are two of the projects we are especially proud of.

In French, we got together as a group and talked about what makes someone a hero. Everyone was then asked to think of a real person and write about why this person is a real-life hero. We spent time writing up our rough drafts, making changes and improvements, then producing our final copy. We found a lot of different people we can call heroes and we thank them for all they have done for us.

During science class, we created tornadoes!! Well, in a bottle. We learned about what tornadoes are and how they can form. We then built our very own tornado in a bottle. It wasn't easy and we had to go through a lot of bottles, tape, and water, but we never gave up. After many tries, we were able to capture this awesome weather phenomenon in a safer way. Check out our photos for our final products!



Mr. Moffatt's Grade 4/5 Class

The **Fabulous Fours** and **Fantastic Fives** in Room 18 had an absolutely delightful time at the Manitoba Museum this month. Field trips always feel special, but they feel especially exciting this year because we have not been able to go on a field trip for nearly two years. We learned a lot! We had a self-guided tour for over two hours and discovered so many interesting things. If you look at the picture, you might think we are standing in front of a dinosaur, but, believe it or not, we are actually standing in front of a Giant Ground Sloth! Who would have thought? After our self-guided tour and a brief lunch, we had a presentation about the Fur Trade. We even got to handle traditional tools and beaver pelts.

The students also received a compliment from the museum staff for being such good listeners and for being so respectful. This got us thinking... where should we go next?

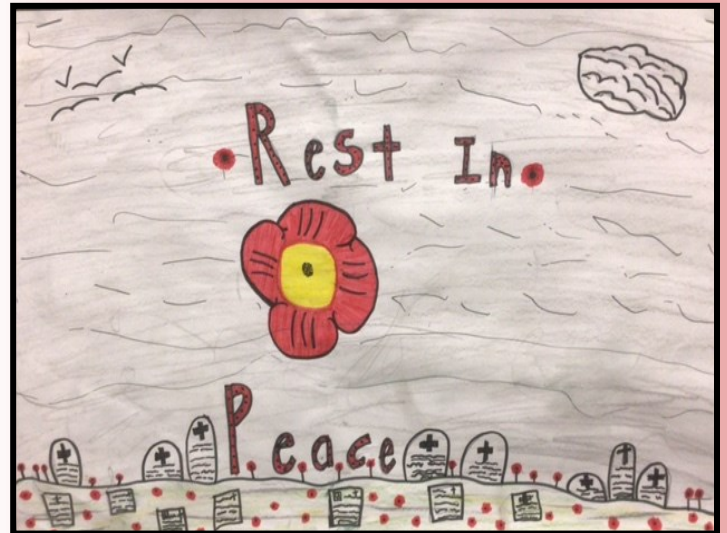
-Signed, the Fabulous Fours and Fantastic Fives.



Mr. Dyck's Grade 5 Class

Lest We Forget

In November, our class did a variety of meaningful activities to deepen our appreciation for what Remembrance Day is really all about. It started with a trip to the Elmwood Cemetery. Our first job was to check and maintain some duck boxes but after that was complete, we walked over to the section of the cemetery dedicated to fallen soldiers and viewed some of the gravestones. In class, I recited the famous poem *In Flanders Fields* while the students silently responded by drawing whatever came to mind. We wrote postcards to veterans as part of the *Postcards for Peace* initiative and visited the cenotaph behind our school. All classes participated in the virtual Remembrance Day ceremony at school. The highlight of our learning was a virtual presentation by Mr. Terry Dickison (Kayla's grandfather) who is a veteran himself. Our class brainstormed a list of questions for him and he shared about his experiences after 30 years of serving in the military. He kindly took all our postcards and distributed them to other veterans in Winnipeg.



Mme. Gutierrez Grade 5

It's hard to believe that it's already December. It has been a busy and successful start to the school year. Students have been working hard.

Science

We just finished learning about natural disasters in science. Students were very curious learning about tornadoes and earthquakes.

Social Studies

In social studies, we compared the ways of life of two Indigenous cultures in Canada.

Math

We have been focusing on place value, reading big numbers in French, problem solving, and long division. It has been a lot of hard work and a lot of fun!

French

Students have been working hard writing French comics, partner reading, and singing French songs together.

ELA

In English, we have been reading the novel "I want to Go Home" as a class. This novel has really grabbed hold of everyone's interest! It's about a boy who keeps finding sneaky ways to escape the summer camp he is refusing to enjoy. We have also done letter writing, grammar work to enlarge our vocabulary, and creative story writing.

Art

We have enjoyed creating some seasonal art inspired for our Snowman stories! We designed our own books!

Wishing you all a very warm, restful and healthy winter break with your families! I look forward to hearing all about it in the new year!!

Mme Gutierrez



A Note from the Music Room

Sing, Sing, Sing!

We were given the best news at the beginning of November! After many months, we were allowed to sing in music classes. We continue to follow all public health orders by seating the students 6 feet apart, wearing masks, and sanitizing equipment between uses. We have missed hearing the kids' voices so much and look forward to helping improve their vocal skills!

Remembrance Day

A special thank you to rooms 1, 3, 6, 7, 15, 17, 18, 20, 21, 22 for their participation in the Virtual Remembrance Day Assembly. The poems that were recited, songs that were sung, and stories that were read were wonderful additions to the service which helped communicate the importance of observing the day of Remembrance every year.

Holiday Music Activities

For the past few weeks, we have been busy learning songs from a variety of holiday celebrations from around the world. Each class has been preparing one song to share with each other. Some of the pieces feature celebrations including Christmas, Hanukkah, Kwanzaa and Las Posadas. The students have added choreographed movement or instruments to their performances. We will continue to practice our performance skills for the remainder of the year and look forward to the day when we can share them with the community!



Library Learning Commons

What's new in the library? "Books on Diversity" in our Library Learning Commons. It is important to have as many books as possible to represent everyone. Students need to be able to see themselves in the books.

As the teacher librarian, I have worked with many classrooms on various projects such as celebrations around the world, French authors, and a citizen project about the Afghan refugees. I hope to go into many other classrooms after the holidays.

During the holidays, I encourage students to read as much as possible. If you do not have any books or haven't had a chance to go to the library you may find digital books at [Sora - Explore \(soraapp.com\)](https://soraapp.com) If you have a library card, you may log in with your library card and password, or you can log in with your RETSD login.



GYM NEWS

Holiday season is in full swing in Phys-ed. All classes have been taking part in holiday and winter themed movement activities. We are looking forward to cross country skiing in the new year.



GUIDANCE

We have been working on the Zones of Regulation in many of our classrooms. You can help us by talking to your child about their feelings and identifying their zone (blue, green, yellow & red).

If your child is in the yellow or the red zone, encourage them to use a strategy to get back to the green zone. Deep breathing exercises are a great place to start.

THE ZONES of regulation

sad bored tired sick	calm happy focused ready to learn
excited silly frustrated nervous hyper	out of control anger rage terror



BALLOON BREATHING

Step 1: Inhale Fully

Place your hands on your belly. Breathe in slowly through your nose to fill your lungs all the way to the top, as you feel your belly, abdomen and chest expanding out like a big balloon...



Step 2: Exhale Fully

Now open your mouth and slowly blow all of the air back out of your lungs, letting your belly sink down flat, as if deflating that imaginary balloon. Repeat, but the next time close your mouth and practice breathing in, and out, through your nose, as you feel your belly expanding and shrinking.



Little Twisters Yoga.com

Resource News

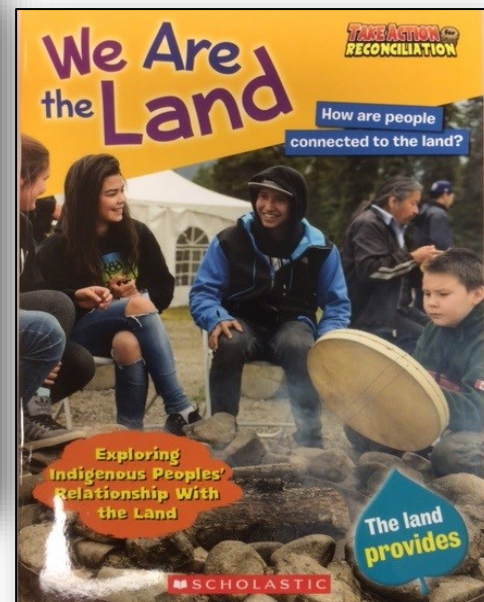
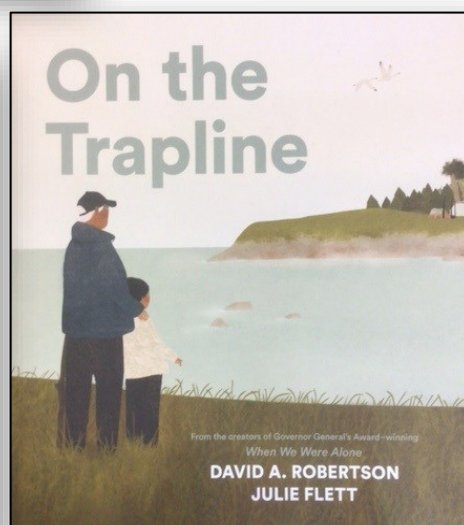
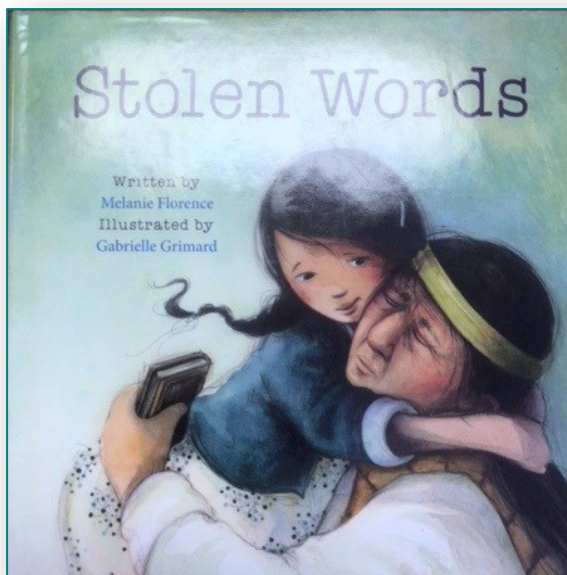
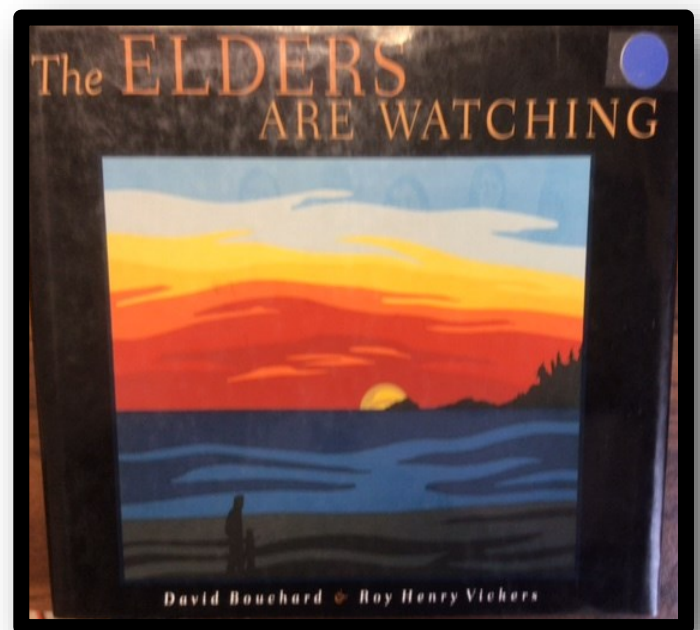
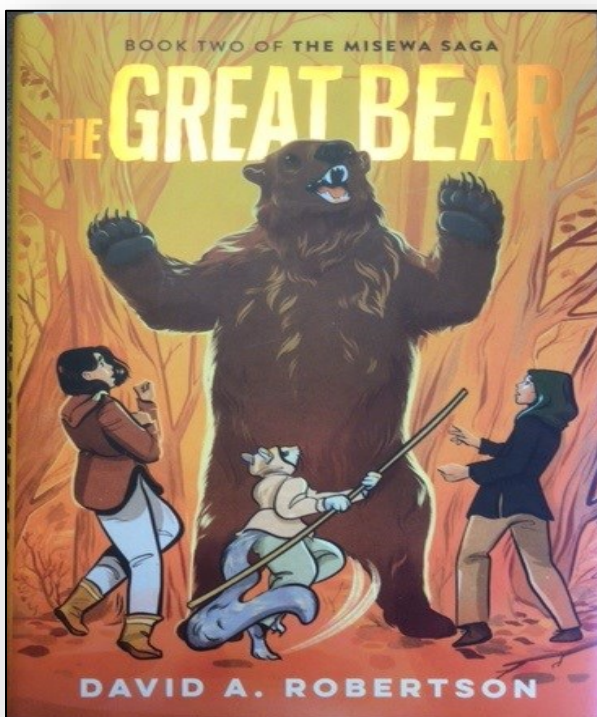
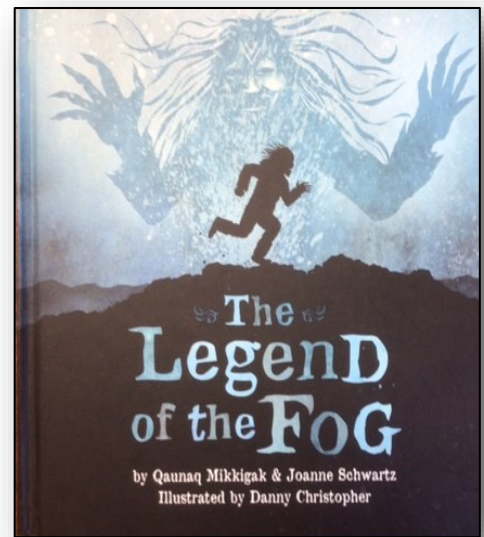
What is Student Services? In RETSD, we believe that all students can learn and that all students want to learn. Students with learning, social/emotional, sensory, behavioural, physical, cognitive, adaptive, communication, and health-care needs are supported to reach their academic and social potential. Teachers, resource teachers, and counsellors, in collaboration with divisional specialists/clinicians, develop student-specific plans to meet the student's learning and behaving needs. Built on a foundation of inclusion, the division provides appropriate educational programming for all students based on a continuum of supports and services and a framework for service delivery.

Thank you on behalf of our Resource Team
Mrs. Bostick and Mrs. Pauls



IAA Committee

At Neil Campbell school we are passionate about Indigenous education. Making time to incorporate Indigenous perspectives into our everyday teaching is a goal we value. We have a growing variety of resources on hand including teaching materials as well as literature for all ages. From picture books to short stories and novels, we are fortunate to be able to share many educational stories and values with our students.



Literacy Committee

Please check out the importance of Reading Aloud

READING ALOUD AT HOME

Percentage of parents with kids ages 0–5 who started reading aloud to their child before

35% **70%**

3 MONTHS OLD

AGE 1

Percentage of parents with kids ages 3–5 reading aloud to their child 5–7 days a week

65%

KIDS AGES 3–5



The frequency of parents reading aloud 5–7 days a week decreases dramatically after ages 5 and 8

41%

KIDS AGES 6–8

16%

KIDS AGES 9–11

58% of kids ages 6–8 want reading aloud to continue



PARENTS ARE READING SEVERAL BOOKS ALOUD

Percentage of parents with kids ages 0–5 who read aloud at least weekly, and who read more than one book each time

61%



THE POWER OF CHOICE

Percentage of kids who are read aloud to at least weekly who pick their own books

73%



KIDS & PARENTS WHO SHARED READ-ALoud TIME ENJOY IT!

87%

KIDS AGES 6–11

86%

& THEIR PARENTS

LOVE(D) OR LIKE(D) READ-ALoud TIME

90%

OF PARENTS WITH KIDS AGES 0–5

ALSO AGREE



TOP REASON KIDS & PARENTS LOVE READ-ALoud TIME

It is a special time together!

71%

OF PARENTS WITH KIDS AGES 6–11

69%

KIDS AGES 6–11



'Tis the Season to be Kind

For the month of December, students at Neil Campbell School are celebrating kindness by giving compliments to one another, being polite, holding the door for others, sharing, and helping when someone is hurt. When a student is noticed for being kind, they are given an ornament to decorate our kindness trees. Look at all the decorations! Ask your child what they've done to show others they care!

The Wellbeing Committee



Numeracy Committee

The numeracy committee has been having discussions about collaborative problem solving and has provided digital posters to classroom teachers to engage students in the process. In the coming months, we are hoping to have ongoing conversations with teachers about what the problem-solving process looks like in their classrooms.

Here are some more numeracy resources that you can try out during the break:

[Mathies](#)

[Prodigy](#)

[Math is Fun](#)

[Math Storytime](#)

Wishing everyone a wonderful Holiday Season and a Happy New Year!



Anaphylaxis Policy

The division recognizes that some students attending schools may require the administration of medication in response to an acute allergic reaction. Therefore, for the safety of students, staff, and parents/guardians, Anaphylaxis Procedures and Anaphylaxis Avoidance Strategies must be followed within the division. The complete policy is available on the website at:

<http://www.retsd.mb.ca/yourrets/Policies/Documents/JLCG-R1.pdf>

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

Concern Protocol

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

<https://www.retsd.mb.ca/yourrets/Policies/Documents/KE-R.pdf> (Policy KE-R Concerns & Complaints Procedures)



**Check out our new digital
Community Bulletin Board to
learn more about events, camps,
and special offers for RETSD
students and their families.**

retsdb.ca/community

CONCERN PROTOCOL

The River East Transcona School Division has established this policy to ensure effective steps in communication of concerns and/or questions between parents/guardians, adult students, members of the community and divisional staff and between staff members. Each member of the division's staff and the board of trustees should follow these steps.

If a parent/guardian, adult student, a member of the community or a staff member has a concern or question they should follow this sequence:

- (1) Contact the employee's work place and request to speak to the person. The employee may be unavailable, so leave a message with telephone numbers where you can be reached during the day as well as the evening.
- (2) If you are not satisfied with the employee's response to your concern, contact their supervisor. If you contact the supervisor first, s/he will refer you to step one.
- (3) If your concern is not resolved to your satisfaction, contact the superintendent. If you contact the superintendent first, s/he will refer you to step one or two.
- (4) In the event that you believe that your concern has not been addressed, you may write a letter to the chair of the board of trustees. If you contact the chair or any trustee without going through steps one to three, they will refer you back to step one. A trustee may assist you in making the appropriate contacts in steps one through three.
 - When a written concern about a staff member is received, the individual named will be notified and provided with a copy of the written concern and given an opportunity for explanation and written response.
 - At any point in the complaint process, the individual named has the right to have an advocate present.
- (5) All correspondence to the chair of the board of trustees is reviewed at a board meeting. However, all personnel matters must be dealt with in-camera.
- (6) At all steps in the process, you are requested to tell each level that you are not satisfied and are going up to the next level.

CONCERN PROTOCOL

This policy does not supercede:

- The Child and Family Act of Manitoba
- Student Welfare (Reporting Child Abuse)
- Harassment Policy
- Contractual Agreements with the Division
- Codes of Professional Practice of Staff Members

Effective Date:	June 30, 2003	Review Date: May 8, 2018
Amended Date:		
Board Motion(s):	288/03 JLEB - Children in Need of Protection; JLEB-E – Report of Suspected Child Abuse;	
Legal/Cross Reference:	GBAA/R – Respectful Schools and Workplaces *Harassment (Employees); The Child and Family Services Act, C.C.S.M. c. C80	

CONCERNS AND COMPLAINTS PROCEDURES

The formal procedures for managing a concern or complaint are as follows:

- (1) Contact the person who is most directly involved and ask to speak to the person. If the individual is not available, leave a message including daytime and evening telephone numbers.
- (2) If the concern has not been resolved, contact the individual's supervisor. Complaints that are brought directly to the supervisor will be redirected to step one.
- (3) If the concern still has not been resolved, contact the superintendent or designate. If contact begins at the superintendent's department, it will be referred to step one.
- (4) In the event that the concern has not been addressed, an appeal of the superintendent's decision shall be handled by the board of trustees through written correspondence to the chair. Neither the board, a committee of the board, nor a trustee shall consider or act on a complaint that has not been explored at the appropriate administrative level, nor shall they contact staff directly in a personal attempt to resolve the problem. A member of the board of trustees may assist the complainant in making the appropriate contacts required to complete steps one to three.
 - (a) When a written concern is received that names a staff member, the individual named will be notified and provided with a copy of the written concern and given an opportunity for explanation and written response.
 - (b) At any point in the complaint process, the individual named has the right to have an advocate present.
- (5) All correspondence to the chair of the board of trustees is reviewed at a board meeting. All personnel matters shall be dealt with in camera.
- (6) Written response of the board of trustees' decision will be provided to the parties involved in the complaint.

Effective Date: June 19, 2007
Amended Date: June 19, 2018
Board Motion(s): 218/07; 172/18
Legal/Cross Reference:

Review Date: May 8, 2018