



# SCHOOL PLAN

École Morden  
Middle School

2024-25



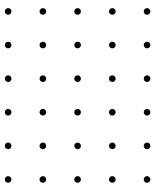


# Introduction



## Mission Statement

"École Morden Middle School is committed to providing children with experiences to help them develop intellectually, physically, emotionally, socially and morally. These experiences will take place in a caring, nurturing environment created and supported by a partnership of parents, students, educators, and the community. We are working to develop attitudes and abilities that will enable children to continue their education and learn skills for independent living. Through the shared responsibility of all the partners, the children are expected to acquire a sense of respect for self and others, a responsibility to the community and a lifelong desire to learn."



## School Administration



**Garth Shindle**  
Principal



**Ashley Zylstra**  
Vice Principal



**Jordan Pauls**  
Vice Principal

# School Profile

ÉMMS is a dual track Middle School (Grades 5-8) with an enrollment of approximately 620 students and 40 teachers. For the 2023-24 school year we will be operating the following classrooms:

- 5 Grade 5 Classrooms
- 6 Grade 6 Classrooms
- 7 Grade 7 Classrooms
- 7 Grade 8 Classrooms
- 3 Grade 7/8 Split Classrooms (F.I.)



Overall, there will be 27 operational Homerooms in the school, accompanied by specialist programming (Physical Education, Music, Basic French, Home Economics, Industrial Arts, Band, Art, Drama) and support programming (Resource, EAL, Guidance) to round out the teaching staff.

The facility includes a Gymnasium, Music Room, Cafeteria, and five Portable Classrooms which each house a Homeroom class. The Multi-Purpose Room is utilized for Robotics, as well as an overflow cafeteria. The school has a Resource Room and two Guidance offices as well as ancillary spaces to support students. These include a quiet Sensory Room, a Sensory Gym, and a fully functional Life Skills Room for specialized programming.

ÉMMS offers Grade 7/8 Options and Exploratory classes. For the 2024-25 school year, these include Industrial Arts, Home Economics, Art, Outdoor Education, Coding, Robotics, Creative Technology, Geopolitics, and Hands on Science. Grade 7 students participate in all these courses and Grade 8 students choose four, switching quarterly between their options.

The school offers a full range of Middle Years extra-curricular programming in Athletics and the Arts. There are also a wide variety of Clubs in the building, ensuring that students can get involved and make connections at the school.



## 40 Teachers

Our school features roughly 40 teachers with 30 support staff



## 620 Students

ÉMMS has a diverse student body spread between 28 homerooms



## Arts & Options

We offer a wide range of arts and options courses in grades 7 & 8



## Extra Curricular

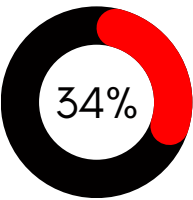
Students have the opportunity to participate in many clubs and sports

# Student Composition

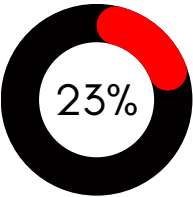


The student population at École Morden Middle School is diverse and had been growing rapidly until the opening of École Discovery Trails for 2024-25. The data shared in this document regarding demographics is largely taken from student surveys conducted in the spring of 2024 and it is acknowledged that the data has likely shifted due to the new catchment area.

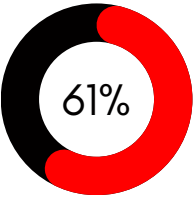
The number of English as an Additional Language students continues to climb with rapid immigration growth continuing in the city of Morden. At ÉMMS, 34% of students were born outside of Canada with 23% of students arriving here within the past five years. Immigration to Morden has been diverse, meaning students have moved here from all around Canada and the globe, providing rich perspectives to our classrooms. According to student survey data, 61% of students' families speak only English at home with another 20% speaking English along with another language. Approximately 2% of families speak English and French at home and 17% exclusively speak a language other than English or French.



**Students Born Outside of Canada**



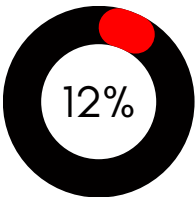
**Students Arrived in Canada in Last 5 Years**



**Families Speak only English at Home**



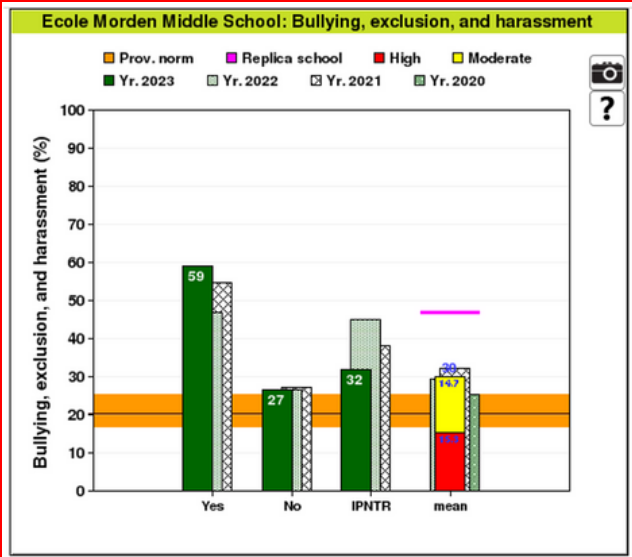
# Student Composition



Students Self-Identify as Indigenous

Approximately 12% of the student population self-identify as Indigenous. This number is not reflective of 2021 Census Data, where 6.6% of Morden Residents self-identify as Indigenous, or school registration data where 6% of students are voluntarily identified. There is an achievement gap between our Indigenous students and the rest of the school population in both literacy and numeracy, but this gap has narrowed a little in recent years.

Approximately 7% of ÉMMS students identify as members of the LGBTQ2S+ community. Another 7% preferred not to respond to this survey question while 86% did not identify as such. Students in this demographic report moderate to high anxiety levels at twice the rate of students who do not identify as members of this community. Members of this community also report experiencing bullying and harassment at twice the level of the general population and that they have fewer advocates and allies in the school and in the community. The LGBTQ2S+ community self-reports the same levels of achievement in ELA, Math, and Science with 67% reporting that they intend to attend University or College after graduation. This compares to 48% of the general population. Approximately 18% of students self-identify as allies of the LGBTQ2S+ community, 64% do not, and 18% preferred not to answer. The number of students identifying as allies of the LGBTQ2S+ community has dropped from 33% in 2022-23 to 18% in 2023-24.



Data indicates that approximately 66% of ÉMMS students identify as Christian while 19% did not identify with any religion. Three percent of students identify as Muslim, and eleven percent of students identified with “another religion or spiritual affiliation.” Data suggests that students from various religious backgrounds are performing similarly and have similar social emotional outcomes.

# School Strengths and Challenges



ÉMMS has demonstrated itself to be responsive, adaptable, and student driven, even during difficult times. The professional staff have committed to instructional excellence and engage in development activities that have led to positive results.

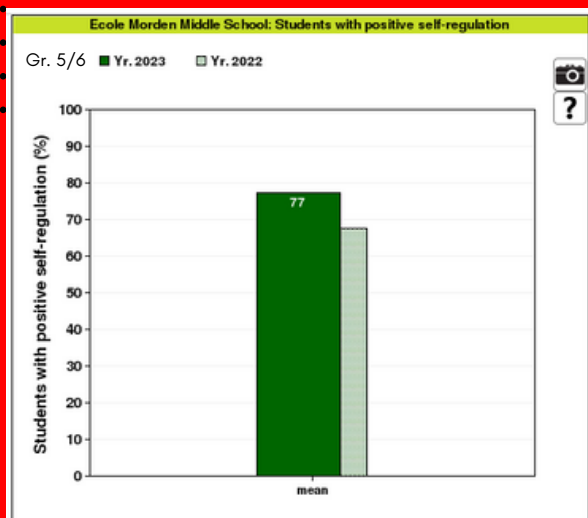
A particular area of strength for ÉMMS staff is the collective understanding of student individuality and diversity. Over the past number of years, much work has taken place to ensure the school is truly inclusive of every member of the school community. There are always “next steps” to be taken in developing inclusive communities, but the cornerstones are in place which allows for continued growth. Those cornerstones consist of:

- A collective belief that all students intend to bring the best versions of themselves to school each day and need caring adults to support them as they grow.
- A collective belief that all behaviour has meaning and expresses a need that adults can help make sense of, allowing for future growth and improvement.
- An honest respect for diversity in all aspects of humanity.
- A commitment to meeting each student where they are at and helping them move forward in their learning.
- A commitment to the standards of the Appropriate Education Act to ensure all students have access to their learning.





# School Strengths and Challenges



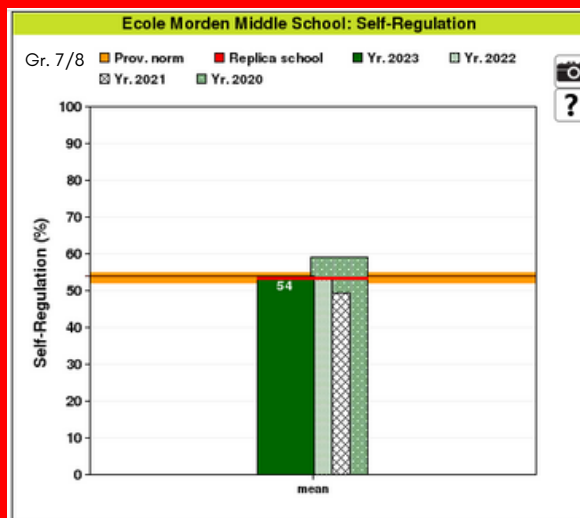
## Elementary students are asked:

Please indicate how much you agree or disagree with each of the following statements:

- I can stay calm even when things don't go my way.
- I stay focused on my schoolwork even when there are other things I want to do.
- I can move easily from one activity to another.
- I can control my temper.
- I can stay focused on a task even when I must change my approach.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

The data are scaled on a 10-point scale. The results are reported as "the percentage of students who had positive self-regulation".



## Secondary students are asked:

Please indicate how much you agree or disagree with each of the following statements:

- I think about how to complete a task first, before rushing into it.
- I can stay calm even when things don't go my way.
- I stay focused even when there are other things I want to do.
- I can control my behaviours even when under pressure.
- I can control my temper.
- I can stay focused on a task even if the requirements change.

(Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

The data are scaled on a 10-point scale. The results are reported as "the percentage of students who had positive self-regulation".

ÉMMS staff have a collective understanding of Self-Regulation and how it impacts learning capacity. Teachers provide direct learning opportunities so kids can discover how regulation impacts them and their ability to succeed along with strategies to self-regulate. These efforts are intentional and have resulted in improvements in the school data shown above. Academic data indicates that this investment has had a positive impact on achievement. The core beliefs of ÉMMS staff allow teachers to quickly identify students who are having difficulty and begin important discussions with the Resource, Guidance, and Admin. Team to intervene and ensure needs are met. Students are also screened by Resource Teachers at the start of grade 5 and grade 7 to identify anyone who may need support or have fallen behind. This, in combination with Fountas and Pinnell assessments and the Numeracy Achievement Program data ensures that a full understanding of each learner is established. Through this process, ÉMMS has successfully developed and implemented diverse programming reflective of individual student needs. This includes the successful implementation of recommendations from Psychology, Occupational Therapy, Physical Therapy, and other outside supports.

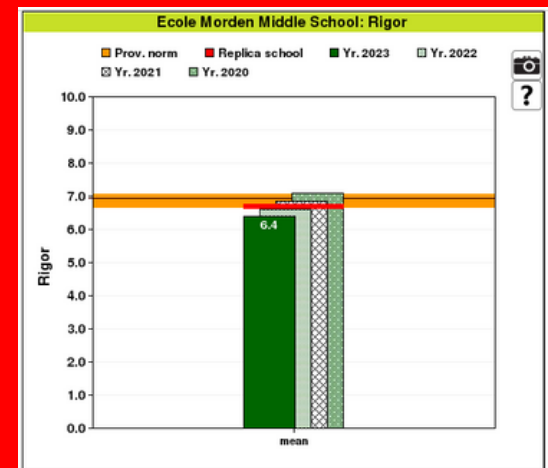
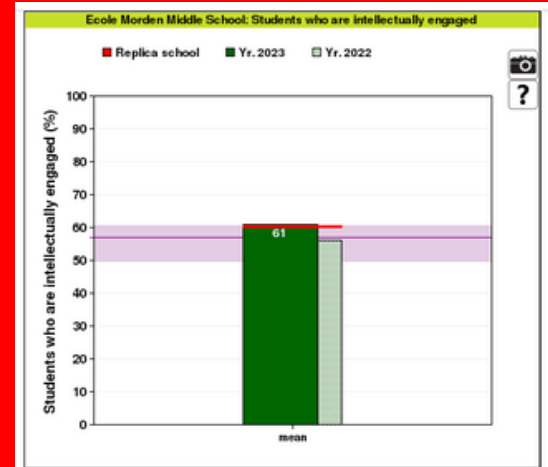
# School Strengths and Challenges



The primary challenges facing ÉMMS over the past 3 years have been post-pandemic recovery in both the academic and social emotional realms as well as the impact of overpopulation. However, there is evidence of recent positive change. Students reported higher levels of interest and motivation, effort, and intellectual engagement than in previous years. Along with internal growth, in each of these data sets, ÉMMS performs higher than a “Replica School” (Definition: compares similar populations of students based on where they fit in on a scale of grade, sex and socioeconomic indicators. The replica school is way to make comparisons between populations with similar socioeconomic compositions – shown as a red or purple line).

Provincial Assessment data supports these changes and indicates that ÉMMS is performing above the Provincial Avg. in 15 of 17 essential outcomes across English and French Immersion programming (based on % of students who are “Meeting” expectations for each outcome). These positive trends present a challenge in the form of opportunity. ÉMMS needs to meet this energy and commitment from students and capitalize on it by providing rich, interesting learning experiences across the curricular spectrum. This can be accomplished through the implementation of best practices in planning and instruction as well as through innovative thinking and creativity when developing programming and learning opportunities. The student survey indicates that we can improve in this area.

*The graph to the right represents the average score for “Rigor”.*



## Explanation of Rigor

Secondary students are only asked questions about subjects they are currently enrolled in and their skill level is assessed based on their current or most recent overall mark per subject area. For each subject area, they are asked: We want you to think about the [subject area] classes you have had over the past two weeks. Please indicate the extent to which you agree or disagree with each of the following statements:

- Our teacher clearly states the goals of each class lesson.
- At the beginning of the lesson, our teacher provides a summary of what we will be learning.
- When our teacher gives assignments, they provide examples of successful work.
- We have opportunities to revise and practice the things that are important.
- When I do not understand something, our teacher explains it another way.
- At the beginning of the lesson, our teacher reviews what we did in the last lesson.
- The feedback from tests and quizzes helps me learn.
- Our teacher quickly gives students specific feedback on their work.
- Our teacher checks our understanding of a topic before beginning a new one.
- Our teacher shows us how to make a plan to successfully finish an assignment.
- We are taught strategies for thinking about how to solve problems.
- I know what I need to work harder on in this class.



# School Strengths and Challenges



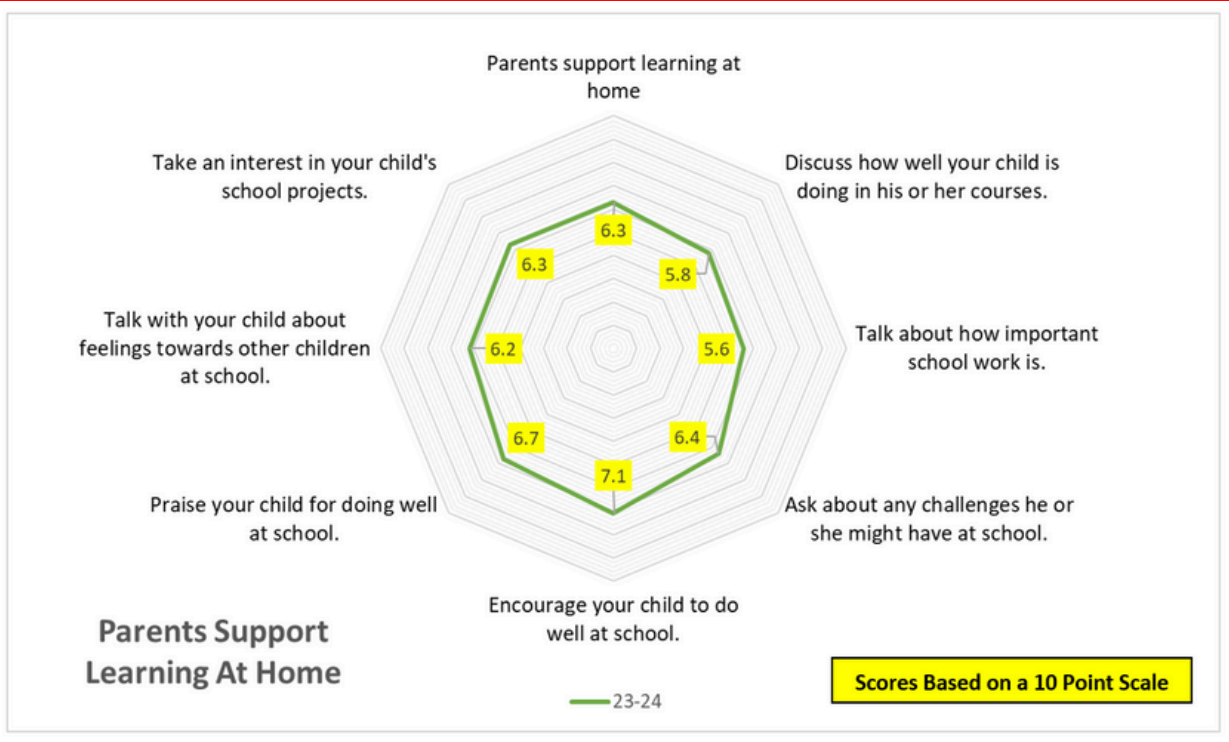
Despite the disparity between the improving engagement of students and the declining scores in “Drivers of Student Outcomes” such as “Rigor” and “Effective Learning Time”, students at ÉMMS report being appropriately challenged in their learning. The “Skills-Challenge” matrices below show that ÉMMS students largely feel that they have the necessary skills and confidence to be successful but are also pushed to do their best each day.



# School Strengths and Challenges



An interesting challenge facing ÉMMS relates to parental engagement. Over the past few years, there have been low scores on parent surveys for “Parents Support Learning at Home”. The chart below shows the scores and the recent trend. It will be important for ÉMMS, the Parent Advisory Council, and all parents to consider these scores as they connect to student success in school. Meaningful engagement from families relates to more than just communication between stakeholders. Encouraging and supporting parents can have a huge impact on student success.





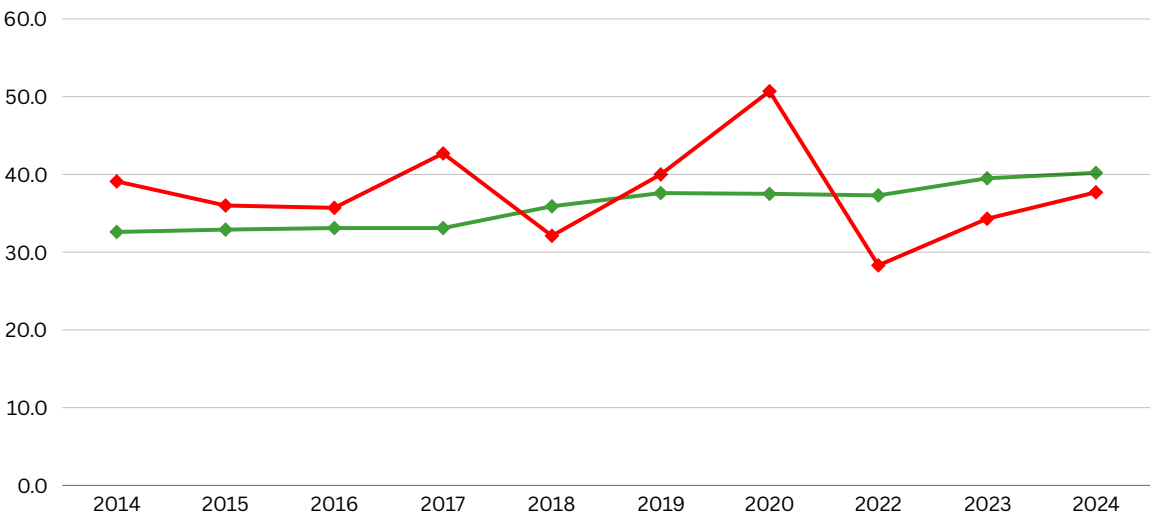


Provincial Assessment Data

Provincial Assessment Data is collected in February for students in Grades 7 and 8. The data reflects teacher reporting on their own students in relation to specific outcomes in literacy and numeracy in both languages. In Grade 7, the focus is on numeracy. In Grade 8, the focus is on literacy.



**GR. 7 PROVINCIAL NUMERACY (ENGLISH & FRENCH)**  
Students meeting in all 5 sub-competencies

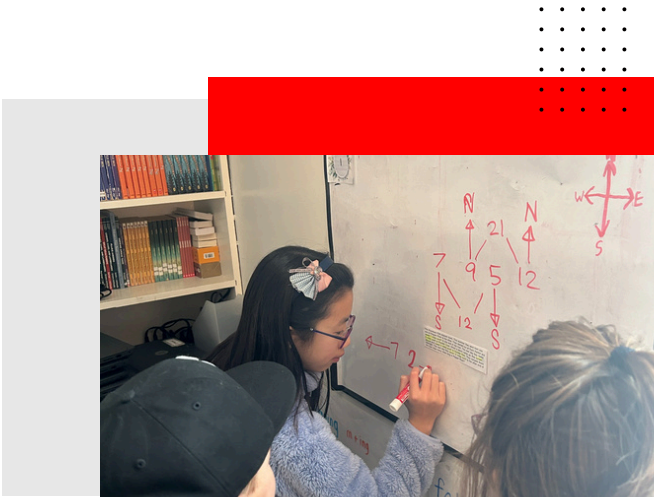
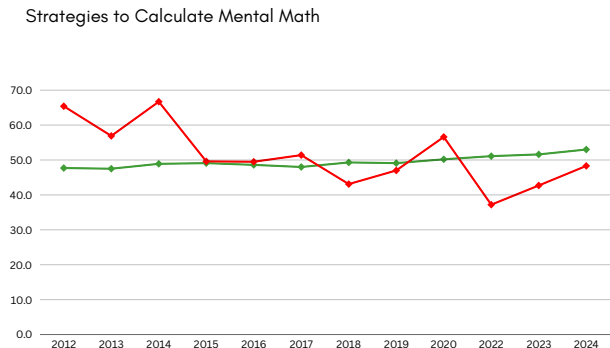
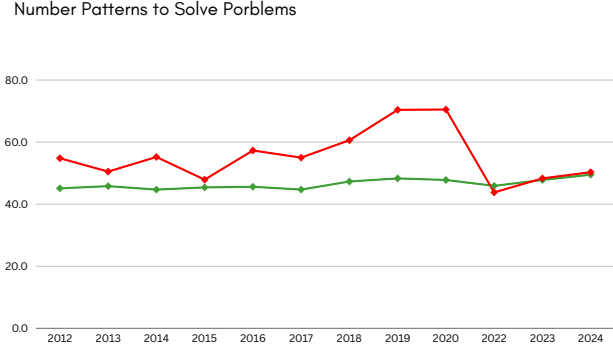
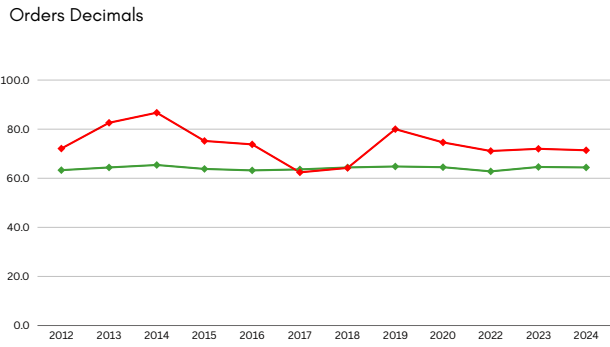
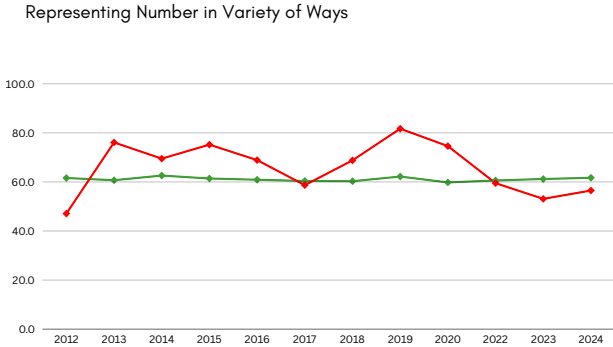
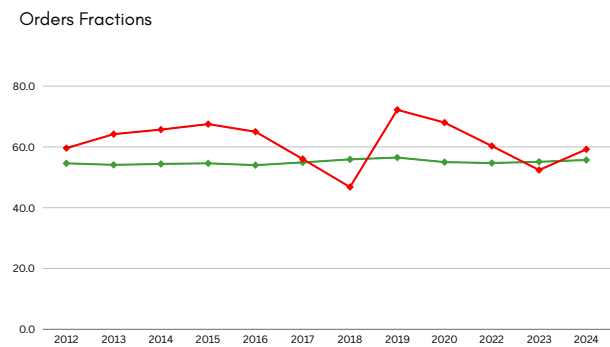


# Data Review



## GR. 7 PROVINCIAL NUMERACY (ENGLISH ONLY)

SHOWS PERCENT OF STUDENTS "MEETING" OVER 10-YEAR PERIOD IN NUMERACY SUB-COMPETENCIES COMPARED TO PROVINCIAL AVERAGE





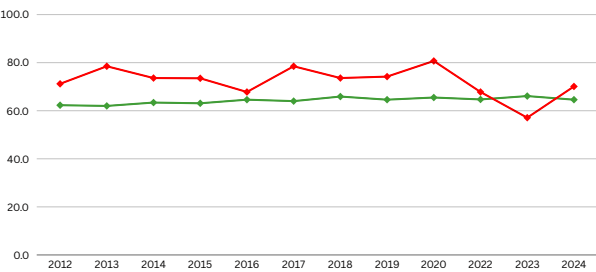
# Data Review



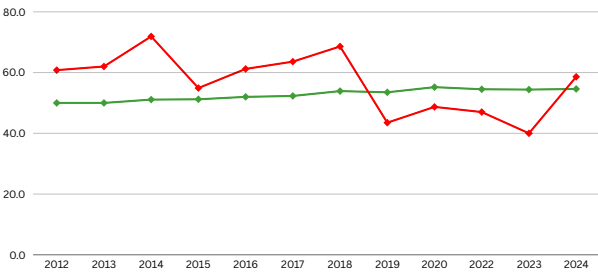
## READING COMPREHENSION (English Only)

SHOWS PERCENTAGE OF STUDENTS MEETING OVER TIME IN READING SUB-COMPETENCIES COMPARED TO PROVINCIAL AVERAGE

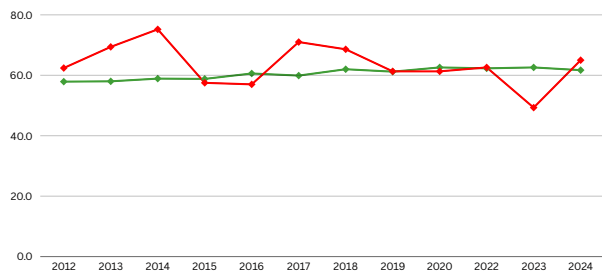
Understands Key Messages



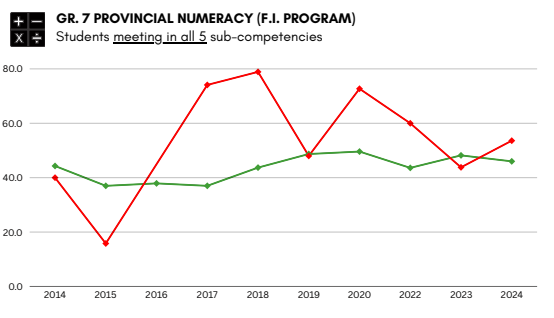
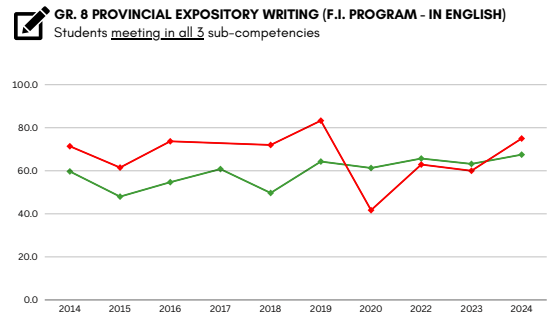
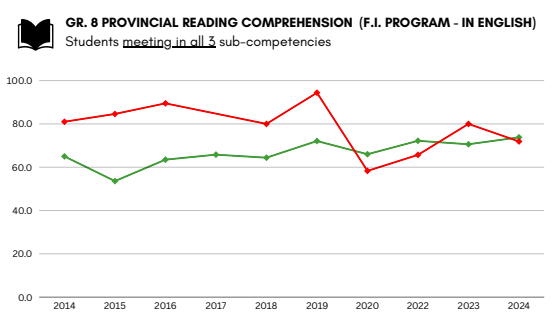
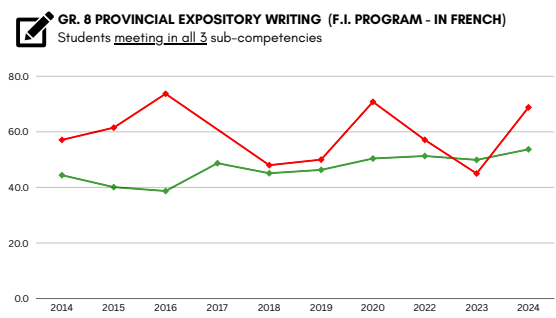
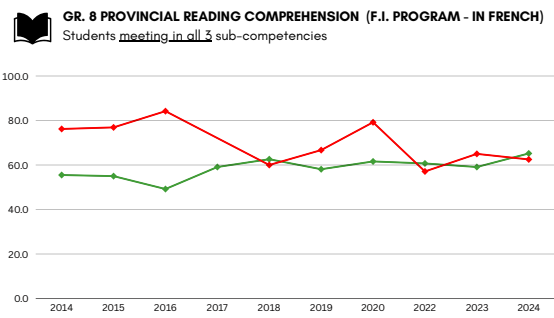
Responds Critically to Texts



Interprets a Variety of Texts



# Data Review



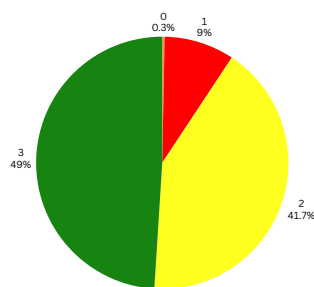


## Fountas & Pinnell Reading Assessment Data

Fountas and Pinnell reading data examines fluency and reading comprehension. Comprehension assessments examine students' ability to pull information from text (within), connect information from the text with other information and ideas (beyond), and deconstruct the author's work, the genre, and identify techniques that enhances the material (about).

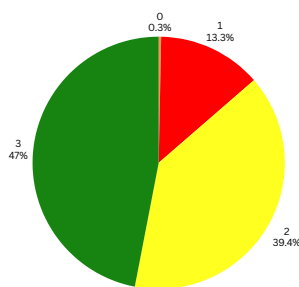
### Grades 5-8

#### Fluency



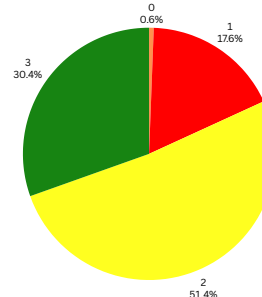
Reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).

#### Within



Thinking within the text refers to searching for and using information, monitoring and self-correcting, solving words, maintaining fluency, adjusting, and summarizing. By engaging in these strategic actions, readers acquire a literal understanding that they will use to expand their understanding of the texts as they think beyond and about the text.

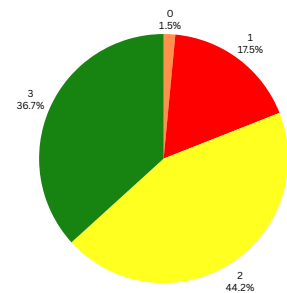
#### Beyond



When readers think beyond the text, they bring their prior knowledge and understanding of how the world works to the text in order to:

- make informed predictions
- make meaningful connections between the content of the text and their own life, other texts, and the world around them
- synthesize information and shift their thinking to incorporate new understandings
- infer what the author means but does not explicitly state.

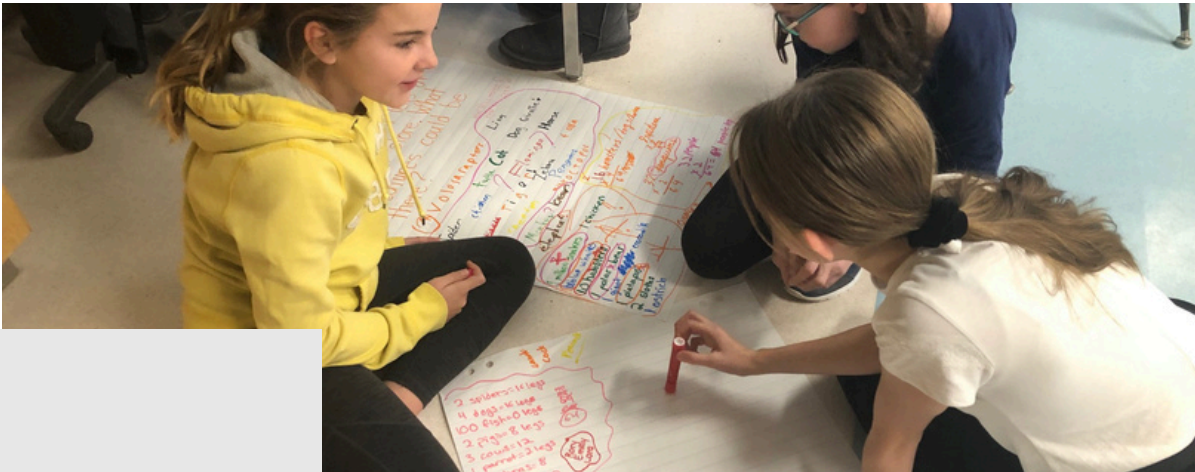
#### About



When readers think about the text, they are required to recognize the text as an object. Readers notice and analyze the crafting decisions that the writer made when writing the text. They critique these decisions by determining how effective the choices were in achieving the purpose. Thinking about the text enables the reader to learn more about how texts are structured and crafted by writers.

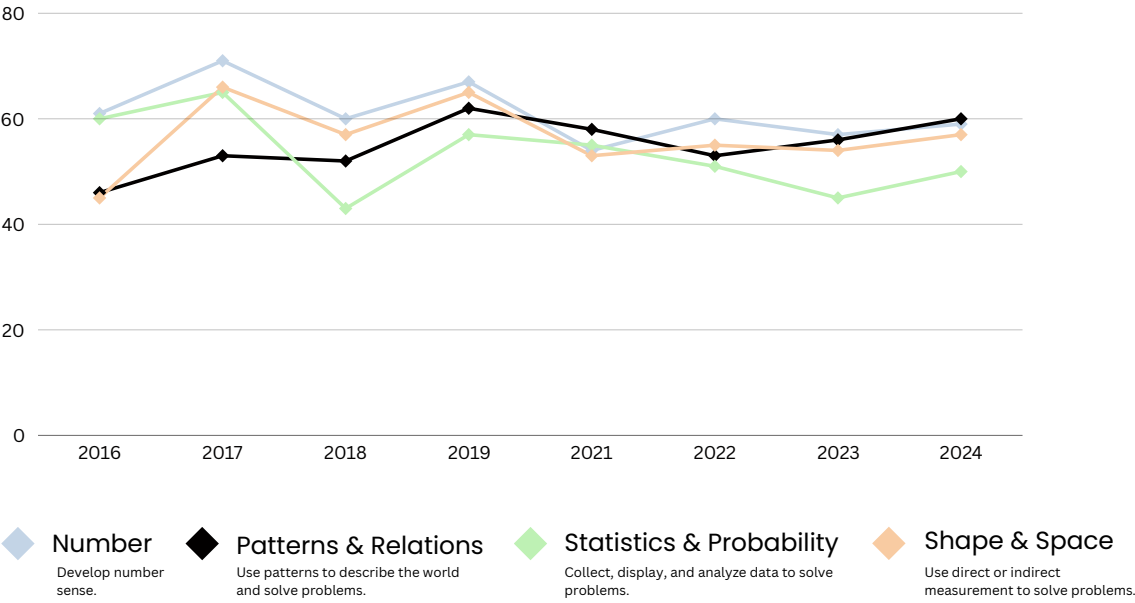
- ◆ 0 Student's comprehension is not proficient.
- ◆ 1 Student demonstrates limited proficiency in understanding the text.
- ◆ 2 Student is approaching proficiency in understanding the text.
- ◆ 3 Student demonstrates proficiency in understanding the text.





MRLC Numeracy Achievement Program Data

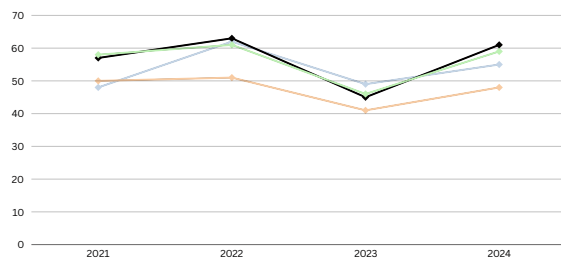
MRLC Numeracy Achievement Program Data provides insight into school performance in specific outcomes. However, each outcome is measured in a very specific “all or nothing” manner which makes using the overall percentage less important than performance over time and general performance comparing outcomes.



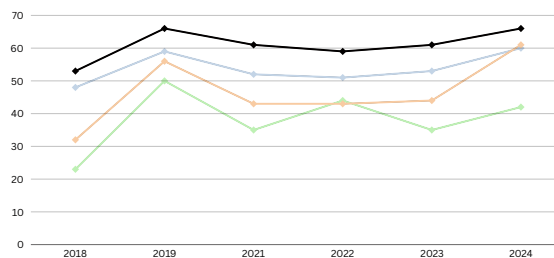
# Data Review



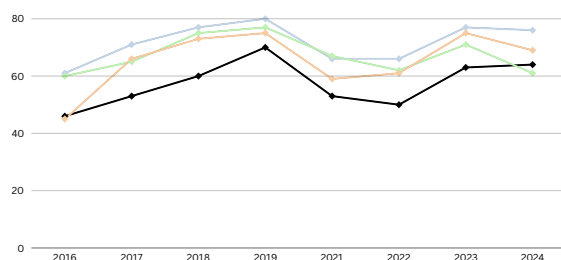
Gr. 5



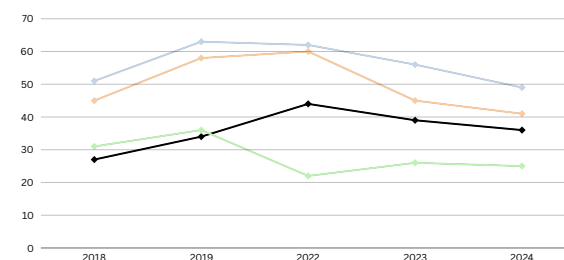
Gr. 7



Gr. 6



Gr. 8



**Number**  
Develop number sense.



**Patterns & Relations**  
Use patterns to describe the world and solve problems.



**Statistics & Probability**  
Collect, display, and analyze data to solve problems.



**Shape & Space**  
Use direct or indirect measurement to solve problems.

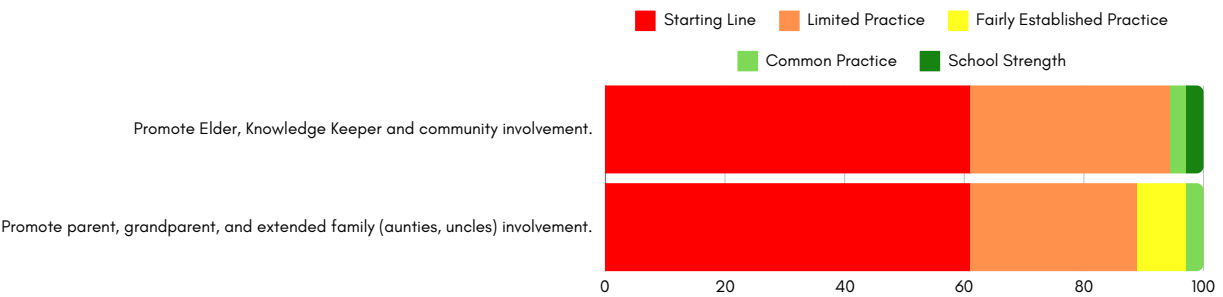




## Mamàhtawisiwin Implementation Staff Survey

“Mamàhtawisiwin: The Wonder We Are Born With” Implementation Staff Survey Data was collected during the 2023-24 school year. Staff were asked to consider and rate where they believe we are in the implementation process as a school. The data reveals that we have made great progress in some areas while remaining uncomfortable in others.

### Authentic Involvement

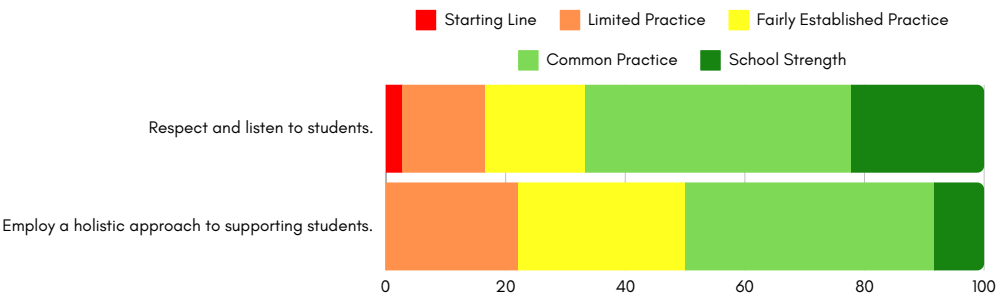




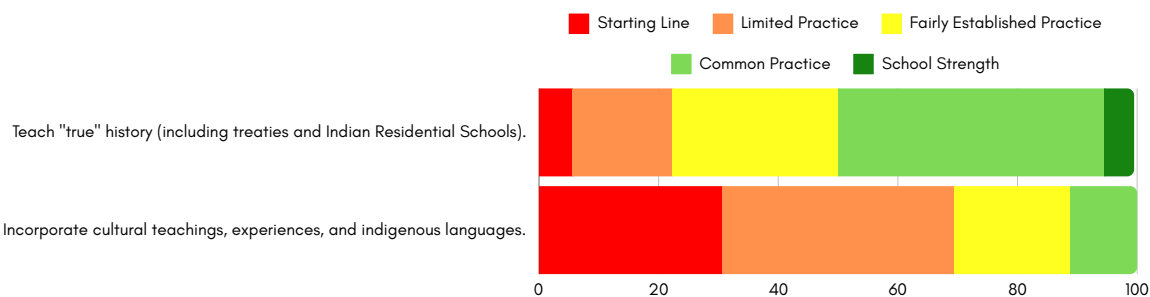
# Data Review



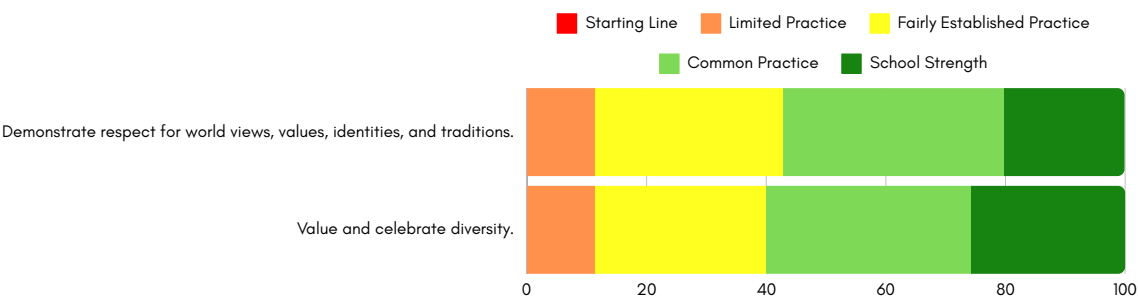
## Putting Students at the Centre



## Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles.



## Inclusive and Culturally Safe Learning Environment.

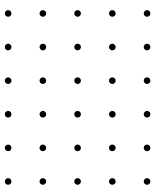




## Data Summary

Data from the 2023-24 school year reveals continued progress toward our targets. Student performance on Provincial Assessment outcomes continues the recent positive trends and students are reporting improved Social Emotional Outcomes from year to year. Student Self-Regulation and Executive Function have improved, allowing for increased engagement and improved commitment to learning and education. Staff are committed to meeting students where they are at in their learning and to challenge them at the appropriate level to their skill and capacity. The data also reveals some areas for growth, including a push to reach pre-pandemic levels in literacy and numeracy, further work implementing the Mamàhtawisiwin directives, and continual improvement of planning, instruction, and assessment to further inspire students who appear ready to stretch themselves in their learning.

The priority areas outlined below are intended to address these realities.



# Goal Setting



## Focus Area #1

**Create “Thinking Classrooms” across all grades/subjects.**

The “Thinking Classroom” is characterized by creative, collaborative, and critical thinking which can be fostered by use of best practices for instructional design. Students will develop the necessary skills and habits to become innovative and entrepreneurial adults.

### Board Priorities Links

- “Elevate and Deepen Learning”
- “Promote a Healthy and Thriving Community”
- “Foster Student Ownership”

## Strategies

1. School-wide professional learning on “The Thinking Classroom” with Garfield Gini-Newman.
2. Jerrold Wiebe residency to support enhanced lesson planning and classroom strategies to foster thinking in Mathematics.
3. Use of divisional Literacy and Numeracy Coaches to assist with implementation of best practices to foster thinking.

## Success Criteria

1. Fountas and Pinnell data on comprehension “Beyond the Text” will show 35% of students “Demonstrating Proficiency” (L3) and another 55% “Approaching Proficiency” (L2).
2. Numeracy Achievement data will show improvement on specific outcomes related to critical thinking and problem solving from previous year in all grade levels.
3. Report Card Data on “Problem Solving” and “Critical Thinking” outcomes will show growth from first term to last term across all grade levels and subjects.



### Data Sources

- Teacher Observation
- Report Card Data
- Fountas and Pinnell Data
- mRLC Numeracy Achievement Program Data

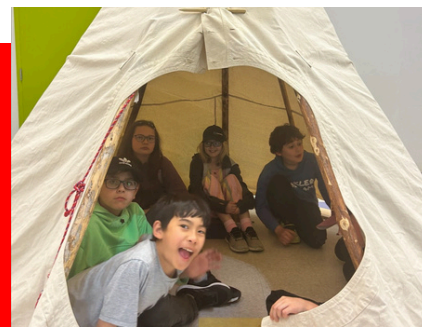


# Goal Setting

## Focus Area #2 Implementation of Mamàhtawisiwin

Mamàhtawisiwin is the provincial conceptual framework to inform and guide Manitoba along the path to an Indigenous-inclusive education system. There are four mutually supportive strategies identified:

- Authentic involvement.
- Putting students at the centre.
- Understanding world views, values, identities, traditions, and contemporary lifestyles.
- Inclusive and culturally safe learning environment.



### Board Priorities Links

- “Elevate and Deepen Learning”
- “Promote a Healthy and Thriving Culture”
- “Forge Meaningful Community Relationships”

## Strategies

1. Classroom learning throughout September in the lead up to Orange Shirt Day with emphasis on true history.
2. Continuation of school-wide Treaty and Land Acknowledgment activity – Every homeroom will create their own acknowledgement after exploring purpose, meaning, and intention.
3. Staff Professional Development on Land-Based Learning with an Elder.
4. Treaty Education training for all staff members.
5. Continual engagement with Elders and Knowledge Keepers whenever possible.
6. Utilization of “The Secret Treaty” as a teaching resource for local history.

## Success Criteria

1. 100% of students will learn key elements of the true history of Indigenous peoples and the impact of colonization.
2. 100% of students will understand the impact and importance of Treaty and Land Acknowledgments.
3. 100% of teachers will learn about Land-Based learning from an Elder and/or Knowledge Keeper.
4. Evidence of growth will be present in staff survey data collected in 2024-25 when compared to 2023-24.
5. 100% of staff members will receive Treaty Education Training.

### Data Sources

- Teacher Observation
- Participation numbers
- Classroom Treaty and Land Acknowledgments



## Focus Area #3

### Improve Student Learning Outcomes in Literacy

Literacy is the ability to read, write, speak, and listen in a way that gives students the confidence to acquire, construct, and communicate meaning in all aspects of daily living.

#### Board Priorities Links

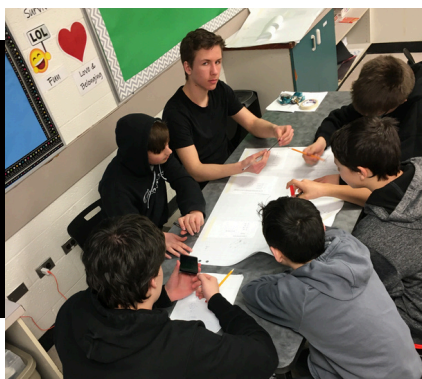
- "Elevate and Deepen Learning"
- "Promote a Healthy and Thriving Culture"
- "Foster Student Ownership"
- "Forge Meaningful Community Relationships"

#### Strategies

1. Engagement with Garfield Gini-Newman on developing "Thinking Classrooms".
2. Continued staff development on "Rich learning experiences" as described in the ELA curriculum.
3. School-wide professional development on how to effectively use Fountas and Pinnell data to inform instructional choices.
4. Re-engagement with "Visible Learning for Literacy" to identify best practices in literacy learning.
5. Implementation of Appropriate Educational programming for all students.

#### Success Criteria

1. School average will exceed Provincial average for percentage of students "meeting" grade level expectations on all six literacy outcomes on the Grade 8 provincial assessment in both English and French.
2. 85% of students will earn a score of 3 or 4 on ELA and FLA outcomes across all grade levels by the end of the year.
3. Fountas and Pinnell results will indicate a year of growth for all students over the course of the school year.



#### Data Sources

- Teacher Observation
- Report Card Data
- Fountas and Pinnell Data
- Provincial Assessment Data at Grade 8



## Focus Area #4

### Improve Student Learning Outcomes in Numeracy

Numeracy is the ability to engage with quantitative and spatial information in a way that gives students the confidence to acquire, construct, and communicate meaning in all aspects of daily living.

#### Board Priorities Links

- "Elevate and Deepen Learning"
- "Promote a Healthy and Thriving Culture"
- "Foster Student Ownership"
- "Forge Meaningful Community Relationships"

## Strategies

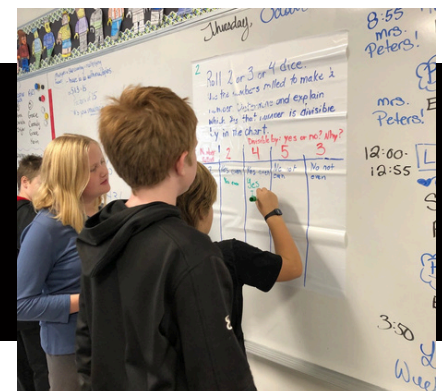
1. Continued expansion of the number of staff trained in the Numeracy Achievement Program, including effective use of the data tool to inform instructional decisions.
2. Engagement with Garfield Gini-Newman on developing "Thinking Classrooms".
3. Re-engagement with "Visible Learning for Numeracy" to identify best practices in numeracy learning.
4. Implementation of Appropriate Educational programming for all students.

## Success Criteria

1. School average will exceed Provincial average for percentage of students "meeting" grade level expectations on all five literacy outcomes on the Grade 7 provincial assessment.
2. 85% of students will earn a score of 3 or 4 on Math outcomes across all grade levels by the end of the year.
3. mRLC NAP results will show that 65% of students have achieved proficiency in each of the Foundational Outcomes at every grade level.

#### Data Sources

- Teacher Observation
- Report Card Data
- mRLC Numeracy Achievement Program Data
- Provincial Assessment Data at Grade 7





## Focus Area #5

### Improve Parental Engagement

Parental engagement in a child's education is proven to positively influence student achievement. Major components of parental engagement include:

- Discussing their academic progress.
- Talking about the importance of school work.
- Asking about challenges they may be experiencing.
- Encouraging them to do well at school.
- Praising them for doing well.
- Discussing their feelings toward other children at school.
- Taking an interest in their school projects.

### Board Priorities Links

- "Elevate and Deepen Learning"
- "Promote a Healthy and Thriving Culture"
- "Forge Meaningful Community Relationships"

### Strategies

1. Share data trends with PAC and the school community, highlighting the importance of their engagement.
2. Provide information and insight into strategies that will support positive parental engagement.
3. Provide an evening of learning for parents on how they can best support learning at home.

### Success Criteria

1. Parent Survey data will show a reversal of the current downward trend in the overall rating of "Parents support learning at home" as well as all seven sub-categories on the survey.
2. Student Survey data will show positive trends in "Advocacy at Home" as well as improvements in "Homework Behaviours".



### Data Sources

- Our School Parent Survey
- Our School Student Survey





## Education for Sustainable Development

Across all grade levels and subject areas, students will deepen their understanding of the delicate balance between societal, environmental, and economic interests when considering curricular content. This balance continues to be a focal point of local, provincial, national, and global politics and is fundamental to students' comprehension of the world around them. All three parts of sustainable development will be considered when addressing relevant curricular outcomes.

## Appropriate Educational Programming

ÉMMS remains fully committed to the "Standards for Appropriate Educational Programming in Manitoba" and recognizes the critical role they play in achieving the goals outlined in this plan. Every student has the right to programming that meets their needs and prepares them for "The Good Life". Recommendations from the 2023-24 student services review, conducted by the Department of Education and Early Childhood Learning, will be implemented in full.

## Career Development: "Ready for Life: A Model for Success Beyond K-12"

School survey data indicates that students at ÉMMS have, after a few years of declining interest, started to become more motivated to pursue post-secondary education at University/College or entering the Trades. ÉMMS staff will review the divisional "Ready for Life" model and provide ways for students to "Explore" and "Experience" a wide range of potential options for their future. This will include educational opportunities as well as opportunities within the community.

## Framework for Learning

Staff at the school will be introduced to the "Framework for Learning" through a series of learning opportunities throughout the year. These opportunities will be embedded in Professional Development Days, Early Closing Sessions, and Staff Meetings. The intent will be familiarizing staff with the vision and values behind the development and to connect them with the website and corresponding curriculum sites in a meaningful and useful way.

# École Morden Middle School



## Who We Are:

École Morden Middle School is a dual track (English and French Immersion) school located in Morden, Manitoba and is part of The Western School Division. Our school is home to approximately 620 students and about 70 staff members including 40 faculty members. We offer a full array of extra-curricular programs to go along with our commitment to academic excellence and restorative disciplinary practices. We are all Blazers, committed to creating new trails for others to follow.

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