

# ÉCOLE MORDEN MIDDLE SCHOOL

# HANDBOOK



ÉCOLE MORDEN MIDDLE SCHOOL  
150 WARDROP STREET  
MORDEN MB, R6M 1Z2



MR. G. SHINDLE, PRINCIPAL  
MS. A. ZYLSTRA-ADAMSON, VICE PRINCIPAL  
MR. J. PAULS, VICE PRINCIPAL

#WeAreBlazers



# CONTACT US



204.822.6225



EMMSOFF@WESTERNSD.MB.CA



WWW.WESTERNSD.MB.CA/SCHOOL/MORDENMIDDLE



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# WELCOME TO ÉMMS!

## 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.



# WE ARE:

**B**RAVE

We try and do the right thing, even when it's hard or no one is watching.

**L**EADERS

We set a good example by being positive, respectful, and hardworking.

**A**CTIVE

We care for our physical and mental health.

**Z**EALOUS

We work with enthusiasm and dedication to pursue our goals.

**E**MPATHETIC

We are sensitive to the feelings, thoughts, and experiences of others.

**R**ESILIENT

We keep going, even when we experience disappointment or failure.

**S**INCERE

We are honest and treat others with kindness and respect.

# #WeAreBlazers







# PHILOSOPHY OF LEARNING



École Morden Middle School believes that its programs and its approaches to education must center on the child. Children develop through certain ages and stages that determine what and how they can learn. As they develop from concrete to more abstract thought, they must have opportunities to be involved in active, hands-on, discovery types of learning. Programs must be developed to take into account that each child develops at his/her own rate and has different strengths. In order for children to become independent learners, teachers must guide and monitor learning rather than simply lecture or provide knowledge. Our emphasis is on how each child learns and progresses rather than on comparing him/her to other children at the same grade level.



The education of children at our school must be a team effort shared by school staff, parents and institutions in our community.

École Morden Middle School is committed to upholding this philosophy through these goals:



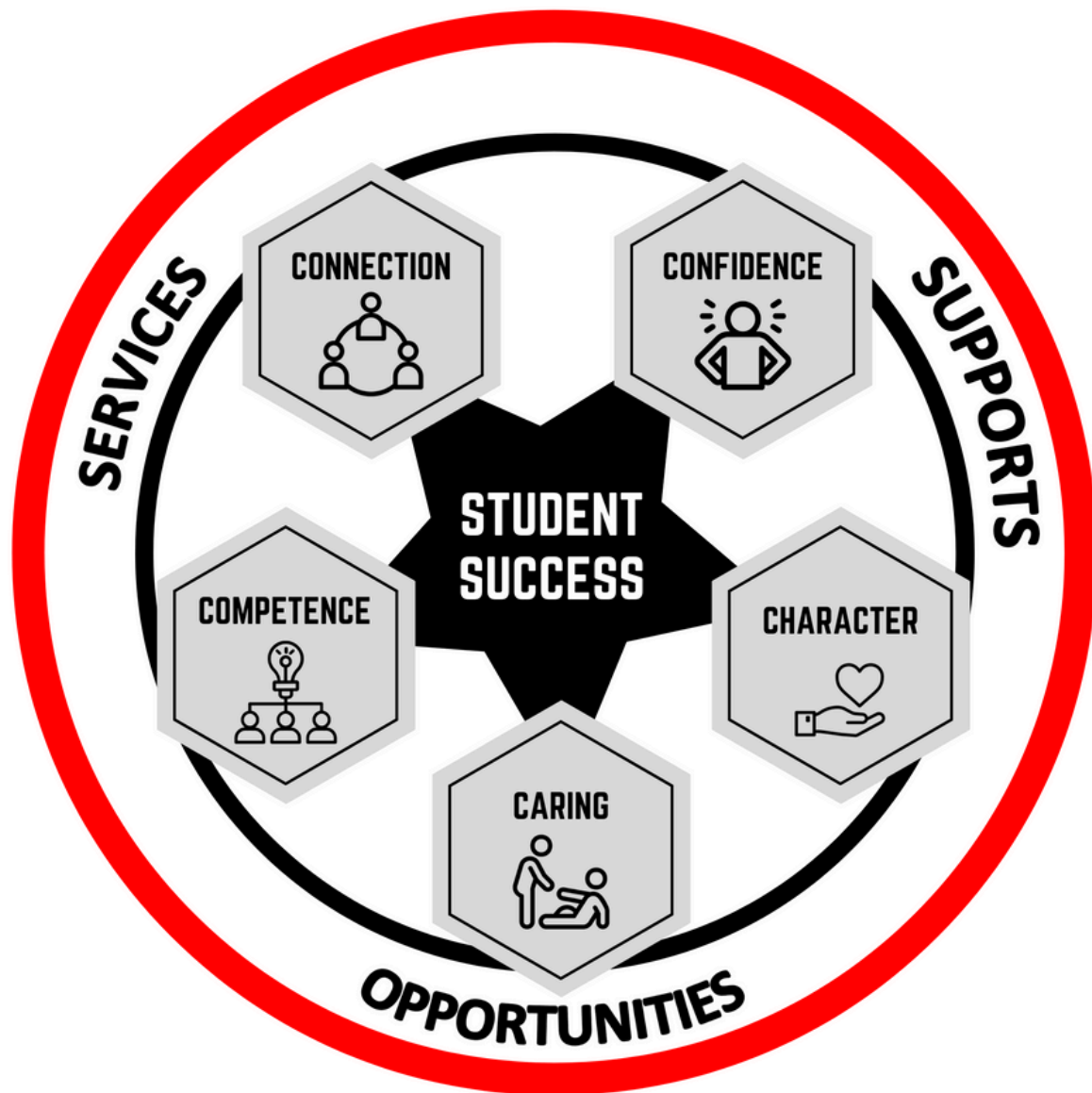
- To make learning an enjoyable experience for each child while developing his/her abilities and skills to the maximum.
- To provide programs that will enable every child to achieve the most he or she can with respect to individual differences.
- To help each child develop a positive self-concept through the recognition and cultivation of his/her unique strengths and abilities.
- To stimulate innovative, creative and critical thinking through activity-based and discovery learning.
- To develop in each child an understanding of the process of learning.
- To develop programs which provide fundamentals in communication and base of knowledge in the arts and sciences.
- To provide a positive school environment that demonstrates caring and nurturing attitudes.
- To develop in each child the ability to work effectively in groups with respect and empathy with his/her peers and others, younger and older.
- To provide programs that increase each child's awareness of positive lifestyles in areas of physical development, health, and social emotional well-being.
- To promote a set of common values that form the basis of our Canadian society including democracy and acceptance of other cultures and different beliefs.



# MIDDLE YEARS PHILOSOPHY

The middle years' philosophy builds on and extends the philosophy of the École Morden Middle School. The primary concern is to provide a curriculum that is responsive to the needs of young adolescents while providing a smooth transition between elementary and high school. The term middle years refers more to stages of development than to chronological age. Children between the ages of 10 - 14 show the behaviour and learning characteristics of people in transition from early childhood to adolescence. At École Morden Middle School, the 'middle school' includes grades 5-8.

At ÉMMS, we use the 5Cs model of positive youth development as a framework for school planning. This model is based on resiliency research done over the past 25 or 30 years and has the broad goal of helping youth make the transition to healthy adulthood. The 5 C's are as follows:





# SCHEDULE

Students are to be seated in the classroom for attendance. They are to have the necessary equipment and correct books with them for the first two periods.

| Period       | Time        | Minutes                |
|--------------|-------------|------------------------|
| Warning Bell | 8:55        | Students head to class |
| Homeroom     | 9:00-9:05   | 5                      |
| 1            | 9:05-9:45   | 40                     |
| 2            | 9:45-10:25  | 40                     |
| Recess       | 10:25-10:37 | 12                     |
| Transition   | 10:37-10:40 | 3                      |
| 3            | 10:40-11:20 | 40                     |
| 4            | 11:20-12:00 | 40                     |
| Lunch        | 12:00-12:55 | 55                     |
| Homeroom     | 12:55-1:03  | 8                      |
| 5            | 1:03-1:42   | 39                     |
| 6            | 1:42-2:21   | 39                     |
| Break        | 2:21-2:31   | 10                     |
| 7            | 2:31-3:10   | 39                     |
| 8            | 3:10-3:50   | 40                     |



**GRADE 5  
SOUTHEAST DOORS**



**GRADE 7  
UPPER WEST DOORS**



**GRADE 6  
NORTHEAST DOORS**



**GRADE 8  
LOWER EAST DOORS**



# ÉMMS CODE OF CONDUCT

## AT ÉMMS, EVERYONE WILL:

- Be responsible and accountable for the choices they make.
- Have respect for self, others, and property.
- Treat each other with courtesy and compassion.
- Have a right to a safe and healthy environment.
- Treat each other in a fair and equal manner.
- Communicate in an open, honest and appropriate manner.

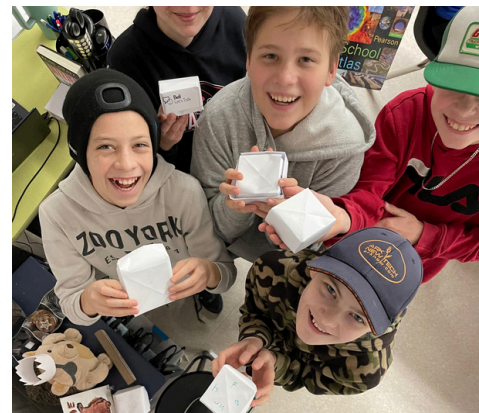




# EXPECTATIONS FOR EMMS SCHOOL COMMUNITY MEMBERS

## STUDENTS WILL:

- Be in class on time.
- Be prepared to learn, complete assignments, to study and actively participate in school matters.
- Strive to do their best.
- Use appropriate language, and show courtesy and compassion in school, on the way to and from school, and at school activities.
- Show respect towards staff, other students, guests and property.
- Solve problems or conflict by talking openly or seeking help from peers, staff or parents.



## TEACHERS WILL:

- Establish and maintain a safe, healthy and non-threatening environment.
- Be a good role model by showing courtesy and compassion, being sensitive to individual needs and being respectful to all.
- Treat individual students fairly and consistently.
- Communicate effectively about student progress and behaviour with students, parents, and staff.
- Use teaching methods which actively engage all students in learning.



## PARENTS WILL:

- Be a good role model by showing courtesy and compassion, using appropriate language, being sensitive to individual needs and respectful to all.
- Be supportive of the school's responsibility to maintain a safe, healthy and non-threatening learning environment.
- Provide space, time, encouragement and support for their child(ren) to study and complete assignments.
- Support the consequences and ensure restitution for the improper behaviour of their children.
- Provide the necessary supports for their children to attend class on time, to be prepared and to learn.



# RESTITUTION

Students at École Morden Middle School are expected to behave in a manner that is respectful to peers, adults, younger children, and to property. Students are to be both responsible and accountable for their actions. École Morden Middle School recognizes that students make mistakes and believes these mistakes offer an opportunity for learning. The school uses Restorative Practices when dealing with student behaviour, which emphasizes the following:

- Proactively building positive healthy relationships within the school community.
- Repairing harm and restoring relationships when conflict and misbehavior occurs.
- Each individual accepting responsibility for their role in conflict and misbehavior.
- Holding individuals and groups accountable for their choices and behaviours.





# RESTITUTION

Student behaviour is most often driven by underlying student need. When working with students, ÉMMS staff seek to understand students' needs and teach strategies of self-management and self-regulation that will lead to improved behaviour moving forward. When students do not meet behaviour expectations, they can expect any of the following interventions/consequences:

- Participation in corrective discussions with staff members.
- Participation in conflict resolution meetings supported by staff members.
- Visitation to school office to discuss behaviour with school administration.
- School contact with parents to support and reinforce positive expectations.
- Issuing of an "Extension" to reflect on and consider behaviour choices (Student stays at school from 3:50 pm - 4:30 pm and works with a staff member).
- Issuing of "Internal Suspension" (served in the office) or "External Suspension" (served at home) for offenses that are more serious.

When determining consequences for misbehaviour, consideration will be given to the age of the student, circumstances of the situation, severity of misbehaviour, and the likelihood that the intervention will lead to changed future behaviour.

For students displaying persistent negative behaviours, a specific plan will be developed by the school team, and implemented by all staff. The school team consists of Administration, Resource Teachers, Guidance Counsellors, and Classroom Teachers.

Parents are notified of student behaviour concerns at the discretion of school staff, however, parents will always be notified if a student is issued an extension or a suspension of any type.

Each teacher is responsible for creating a discipline plan in their classroom in accordance with school expectations.



# RESPONSE TO SERIOUS VIOLATIONS

Students who commit serious violations of the Code of Conduct in the categories outlined below will be subject to any or all of the following at the discretion of School Administration:

- Parents/guardians may be contacted and involved in a plan to take steps to change a specific unacceptable behaviour.
- Student may be issued a warning and referred to the school counsellor with parental notification.
- Student may be issued an “Extension”, providing an opportunity to work with school staff for 30 minutes after school to review the cause and impact of their behaviour.
- Student may be suspended from school (Internal or External). Re-entry will be contingent upon a successful meeting between school administration and parents/guardians and assurances that the school community will be safe.
- Expulsion of the student can be recommended to the school Board in extreme situations.

## **Bullying**

Bullying is behaviour that is intended to cause fear, intimidation, humiliation, distress, or other forms of harm to another person’s feelings, self-esteem, body, or reputation or is intended to create a negative school environment for another person. Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically, but need not be, repeated behaviour. It may be direct (face to face) or indirect (through others), and it may take place through any form of expression—including written, verbal, or physical—or by means of any form of electronic communication (referred to as cyberbullying), including social media, text messaging, instant messaging, websites, or email.

At École Morden Middle School, bullying, including cyber-bullying, is not acceptable. Students violating these rules will be subject to a range of interventions and consequences.

## **Racism**

All forms of racism are prohibited at ÉMMS. This includes, but is not limited to, words used or actions taken in an abusive or persistent manner by anyone, such that another person is disparaged or caused to feel humiliation because of her or his race, colour, creed, ancestry, place of origin, or ethnic origin. Racial harassment may be overt or subtle, explicit or in a disguised form such as humour or joking.

## **Sexual Harassment**

Sexual harassment is any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way. In the middle school context, it can include behaviours that indirectly make other members of the school community feel uncomfortable and unsafe. Sexualized humour and inappropriate physical contact are examples of such behaviour.



# RESPONSE TO SERIOUS VIOLATIONS

## **Weapons**

Possession and/or use of a weapon (as defined in section C (2) of the Criminal Code of Canada) is not acceptable at École Morden Middle School. As required by Provincial Statute [P.S.A. Section 96 (f)] any offensive or dangerous weapon will be seized and handed over to the Principal who shall notify the parent / guardian. School Administration may take disciplinary action as well as initiate a formal threat assessment to ensure the ongoing safety of the school community.

## **Alcohol and Drugs**

The possession, use, and trafficking (selling/sharing) of alcohol and/or drugs will not be tolerated at École Morden Middle School. Any alcohol or drugs will be confiscated and destroyed or turned over to Police. If deemed necessary, a search of personal effects may be conducted and police may be contacted as per Western School Division Policy. Students will be referred for appropriate counselling services and other relevant support with an expectation they fully participate. Parents/guardians will be involved in all stages of the discipline and support planning process.

## **Gang Involvement**

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property, or that disrupt the school environment are harmful to the educational process. Indications such as apparel, graffiti, and hand signals that, by virtue of its nature, imply membership or affiliation with such a group present a clear and present danger. Incidents involving initiations, hazing, intimidations and/ or related activities of such group affiliations are prohibited.

## **Inappropriate Use of Divisional Technology**

Appropriate use of divisional hardware and software is expected of all staff and students. Accessing, viewing, uploading, downloading, or distributing material that is inappropriate is wholly unacceptable. Inappropriate use of any technology, including hardware and software, provided by WSD will result in disciplinary action and communication with parents/guardians.

# RESPONSE TO INTERVENTION

The following systems are in place to ensure all students are supported in their learning:

|                                                                                           |                                                                                                                                                                |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Class List meetings (June)</b>                                                         | Assists with transition from teacher to teacher. Individual strengths and needs discussed                                                                      |
| <b>Transition Meetings (September)</b>                                                    | Opportunity for parents/students/teachers to discuss needs/strengths                                                                                           |
| <b>Familiarization with students through pupil files (September)</b>                      | Classroom and Resource Teachers become more familiar with student needs through pupil file                                                                     |
| <b>Resource teacher meets with classroom teachers to go over APs and SSPs (September)</b> | Resource and Classroom Teachers meet to discuss/plan for students who have been already identified as having special learning needs; documentation is reviewed |
| <b>Differentiated Instruction/Classroom Management</b>                                    | Teachers plan and manage with student needs in mind                                                                                                            |
| <b>On-going Formative Assessment</b>                                                      | Assessment is on-going and reflective and students are part of that process                                                                                    |
| <b>Re-teaching, Intervention, Focus on Essential Learning Outcomes</b>                    | Instruction is driven by results of formative assessment and adjusted accordingly                                                                              |
| <b>Teacher - Student conversations</b>                                                    | Teachers touch base with student on a regular basis to ask the student what they need or what they feel is getting in the way of learning                      |



# RESPONSE TO INTERVENTION

|                                                                                                                                     |                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching Teams meet to reflect on student progress</b>                                                                           | Teachers meet to discuss student progress and to address concerns                                                                                                                         |
| <b>Teacher/Student/Parent communication when learning is not happening or when there are difficulties interfering with learning</b> | Email, phone calls, in-person meetings                                                                                                                                                    |
| <b>Resource Teacher Involvement</b>                                                                                                 | Resource Teacher, together with Classroom Teacher, parents and student, do a student profile which looks at background information, strengths, needs, possible factors affecting learning |
| <b>Divisional Supports</b>                                                                                                          | Clinicians and Student Services Specialist are consulted when difficulties are apparent. A formal referral process is in place.                                                           |
| <b>Partnership with outside supports</b>                                                                                            | Consultants, Mental Health, Department of Education, etc.                                                                                                                                 |
| <b>Adaptation Profile</b>                                                                                                           | An adaptation profile is a written form which identifies necessary and deliberate adaptations for the student to be able to meet grade level outcomes                                     |
| <b>Modifications/SSP/IEP</b>                                                                                                        | Student has some modifications in some or all of the subject/domains; An SSP/IEP addresses significant factors affecting learning                                                         |
| <b>Individualized Program</b>                                                                                                       | Program is highly individualized with very exceptional needs and student is not working toward grade level outcomes                                                                       |

# RESPONSE TO INTERVENTION

Student learning needs are addressed through the pro-active systems in place which are described above. If a student is still having difficulty learning, the following is also in place:

## STEP 1

- Teacher and student meet to identify what is working and what is not working. Strategies are discussed.
- Teacher and student make plan to address identified challenges and strategies are put into place
- Phone call to parent/guardian
- Continue monitoring

## STEP 2

- Further communication with parent/guardian
- Involvement of support team as needed/identified (Teacher, Parent/Guardian, School Administration, Home-School Support Worker, Guidance, Resource)
- Additional strategies identified and implemented
- Continue monitoring

## STEP 3

- Meeting with parent/guardian and school team to reassess and discuss plan/strategies
- Discuss involvement of Divisional support and support from outside agencies (Psychologist, Speech/Language, Mental Health, Family Doctor, etc.)
- After new data from Divisional support/outside agency support, review and revise plan
- Regular team meetings to monitor, review, and revise plan



# REGULATIONS & PROCEDURES



## **ALLERGY AWARENESS**

There are a number of allergies present in the school in any given year. Signage is posted around the school indicating the various allergens that can cause harm in any given room. Students are expected to be mindful of this signage and to show respect for the safety and well-being of others.



## **DRESS CODE**

Students are expected to be dressed comfortably for any and all school activities throughout the day. Clothing may not promote or advertise values contrary to that of public schools in Manitoba. This includes, but is not limited to, inappropriate and/or discriminatory humour, alcohol branding, and drug culture references. Parents are required to ensure their child is dressed appropriately for an educational setting.



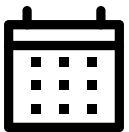
## **STUDENT ABSENCES**

If a student is to be absent from school, a parent/guardian is requested to call the school by 9:00 AM. École Morden Middle School has a callback system whereby Administrative Assistants call the home or parents' work numbers of all students with unexplained absences both for the morning and afternoon.  
(204-822-6225 or [emmsoff@westernsd.mb.ca](mailto:emmsoff@westernsd.mb.ca))



## **PROCEDURE FOR DEALING WITH SICK OR INJURED STUDENTS**

A parent/guardian will be notified and asked to pick up their child(ren) in cases where they are injured or sick. Parents/Guardians are required to leave a phone number of an emergency contact who can pick up their children in the event they are injured or sick.



## **NEWSLETTER AND CALENDAR**

A newsletter and monthly calendar will be emailed throughout the year.



# REGULATIONS & PROCEDURES

## LEARNING RESOURCE CENTER

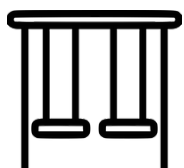
The LRC serves both students and teachers. It is a source of reading, study, and resource materials. All LRC material must be handled carefully and LRC property must be treated with respect.



- Books may be borrowed for a period of 13 days (1 cycle). Books may be renewed at the end of a borrowing period. A student may take out no more than five books at one time.
- Students who fail to return their books may have their borrowing privileges withdrawn until the book is returned or payment is made. Fines are charged only for lost and damaged books.
- LRC Hours will be posted at the entrance.

## SUPERVISION OF PLAYGROUND

Students are supervised inside and outside, at recesses and at noon hours. The playground is supervised from 8:30 AM to 8:45 AM. Students reporting injuries or problems on the school-grounds are reminded to report these to the staff on playground duty.



## STAYING IN AT RECESS

Students are expected to be outside during all recess breaks. If a student needs to stay in at noon hour or at recess for specific reasons, parents are asked to send an explanatory note asking the classroom teacher to allow the student to stay inside. This applies only to short term times as students are required to go outside during the recesses and noon hours.



## CLOTHING SUITABLE TO WEATHER

Students are asked to wear clothing so as to receive maximum protection from rain, snow and cold. Warm winter clothing, boots and hats are especially essential for bus riders during the cold season in case of bus breakdowns.



## STORM DAY

If a storm occurs overnight and cancellation of school is necessary, local radio stations will be notified by 7:30 AM. School cancellations and closures are posted on the Western School Division website and the ÉMMS website as well as on our Social Media feeds. In the event a storm develops during the day, classes will continue as usual; however, buses will be cancelled and rural students will be billeted in town.



# REGULATIONS & PROCEDURES



## **SCHOOL SAFETY PATROLS**

Each year, grade 6 students volunteer to act on our School Safety Patrol. This is a very responsible position requiring these students to remain outside in all kinds of weather to assist and protect other students.



## **DROPPING OFF & PICKING UP STUDENTS**

Students are to be dropped off on Wardrop, 4th, or 5th Streets. Please do not drive into the school parking lot to drop students off, as the added cars leaving the lot puts our crossing guards in danger. When dropping off or picking up your child(ren), please encourage them to cross at the crosswalk with the patrols to keep themselves safe. Also, please note there is no crosswalk between 3rd & 4th Streets. Children are to cross at 4th Street.



## **PICKING UP STUDENTS DURING SCHOOL TIME**

If a parent/guardian wishes to pick up a student during school hours, please check at the Central Office for assistance from the Administrative Assistants. All students leaving school property during school hours must sign out and sign back in upon return to school. Advance notice to teacher or school office would be appreciated.



## **BICYCLES & SCOOTERS**

Students who bring bicycles to school are required to park them in the south west bicycle racks (by the bus stop). There are to be no scooters in the school. Scooters are to be locked up in the racks as well. Please remember to walk your bike and scooter from the corner of 5th Street to the end of the staff parking lot on 3rd Street. The school does not take responsibility for loss or damage of bicycles. It is recommended that all bicycles and scooters be locked up.



## **CAFETERIA**

Our school has a cafeteria to which our students are required to go to if they stay for lunch or bring their own. The cafeteria menu rotates on a three-week cycle. Due to crowded conditions in the cafeteria at noon hours, students living within walking distance are asked to go home for lunch. To provide the safest possible environment for all of our students, our school is attempting to be nut safe. We ask that no students or adults bring foods or materials to school that contain nuts or traces of nuts. Thank you for your cooperation. Please note that students do not have access to a microwave to warm up food.

# REGULATIONS & PROCEDURES



## EARLY CLOSING

On early closing days, students are dismissed at 2:20. Busses leave school at 2:30



## WEBSITE

The EMMS website can be found at [www.westernsd.mb.ca/school/mordenmiddle](http://www.westernsd.mb.ca/school/mordenmiddle). It is updated regularly and contains the following information:

- News items
- Staff listing
- Daily announcements
- Extra-curricular handbook
- Calendars
- Cafeteria menu
- Continuous Improvement Plan



## SOCIAL MEDIA

EMMS can be found on Facebook, Instagram, Twitter, and YouTube. Follow our accounts to keep up with the latest happening from around the school.



# REGULATIONS & PROCEDURES



## **CELL PHONE POLICY (in accordance with provincial and divisional guidelines)**

Students are expected to have their phones turned off and out of site during the school day. This includes during recess breaks and noon hour while on school property. Students will not be permitted to leave class to make phone calls, send text messages, or send direct messages via the internet. This provincial directive will require some adjustments in how we communicate as families. Please consider the following:

- Help your child learn your phone number. We are concerned our office staff may be inundated with kids asking for phone numbers, making it difficult to complete regular tasks. Our student phone will continue to be available, and we may add another phone or two depending on the demand.
- Make sure your kids know the plan for the day when they leave for school in the morning. Again, our office staff can only pass on so many messages per day regarding after-school plans, so we ask that you help us by communicating them to your kids beforehand. Obviously, when the unexpected arises, we will continue to help with relaying messages. Students will be able to check their phones after the Speak with your child about this policy and the realities of it. If they are in violation, a parent/guardian will be called to come and pick up the device from the office. If your child chooses not to hand in the phone, they will wait in the office until a parent arrives to get the device directly. We wish to avoid conflict between staff and students regarding phones and recognize the impact this policy will have on some kids early in the year. However, we will be enforcing the rule and expect cooperation from students.
- Accommodation for medical needs will be granted when necessary. Students with diabetes or other conditions requiring a device will be able to have their phones for appropriate use. For most students requiring accommodation, their medical needs are already documented, and no parental action is required. If an issue arises for other students, accommodation will need to be formally requested and supporting documentation provided before it is given consideration.

For the full Western School Division policy, click [HERE](#)

# REGULATIONS & PROCEDURES



## LUNCH HOUR

### Grade 5/6 Students

Regarding lunch hour expectations, students in Grades 5/6 fall into one of two categories:

1. "Town Students" are grade 5/6 students who walk/ride to school and do not qualify for divisional transportation. Town kids may walk/ride home for the lunch hour at their parent/guardian's discretion. **Students who go home for lunch are not to return to school until 12:30 pm and should go straight to the playground upon arrival.** There is no supervision on the playground prior to 12:30 pm.

2. "Bus Students" are rural and city grade 5/6 students who qualify for divisional transportation. **If your child is a "bus kid" they are expected to eat lunch at the school unless they are signed out, in-person, by a parent/guardian at the office.**

If your grade 5/6 child is a "town student" and you would like them to go home for lunch some of or all the time, please complete the form below and return it to their homeroom teacher. No daily communication is required.

**If your grade 5/6 child is a "bus student" but there are special circumstances requiring them to leave at lunch on any given day, please email their homeroom teacher in the morning. We would prefer to avoid handwritten notes and/or phone calls to the office.**

All students are required to be in the place their parents/guardians expect them to be and to behave appropriately and respectfully during the lunch hour

# REGULATIONS & PROCEDURES



## LUNCH HOUR

### Grade 7/8 Students

With parental/guardian permission, grade 7/8 students are eligible to leave school property to go home or to a local food vendor over the lunch hour. If you wish to grant your grade 7/8 child permission to leave the school over the lunch hour, please complete the form available in the office. In the absence of this form, students are required to be signed out in-person by a parent/guardian at the office each time they wish to leave for lunch.

**Students who leave the school during lunch hour are required to stay off-property until the recess portion of the break begins at 12:30 pm and must be back on-property by 12:55 pm.** Students are expected to behave responsibly, clean up after themselves, and demonstrate respect for their community. Behaviour that jeopardizes the safety and well-being of other students will be addressed by the school in conjunction with families. In the past two years, we have seen a rise in unacceptable behaviour off-property during the lunch hour. This has included significant violence and vandalism and the school will continue to work with the City of Morden and Morden Police Services to ensure community safety and respect.

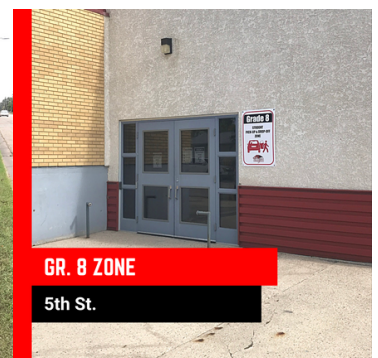
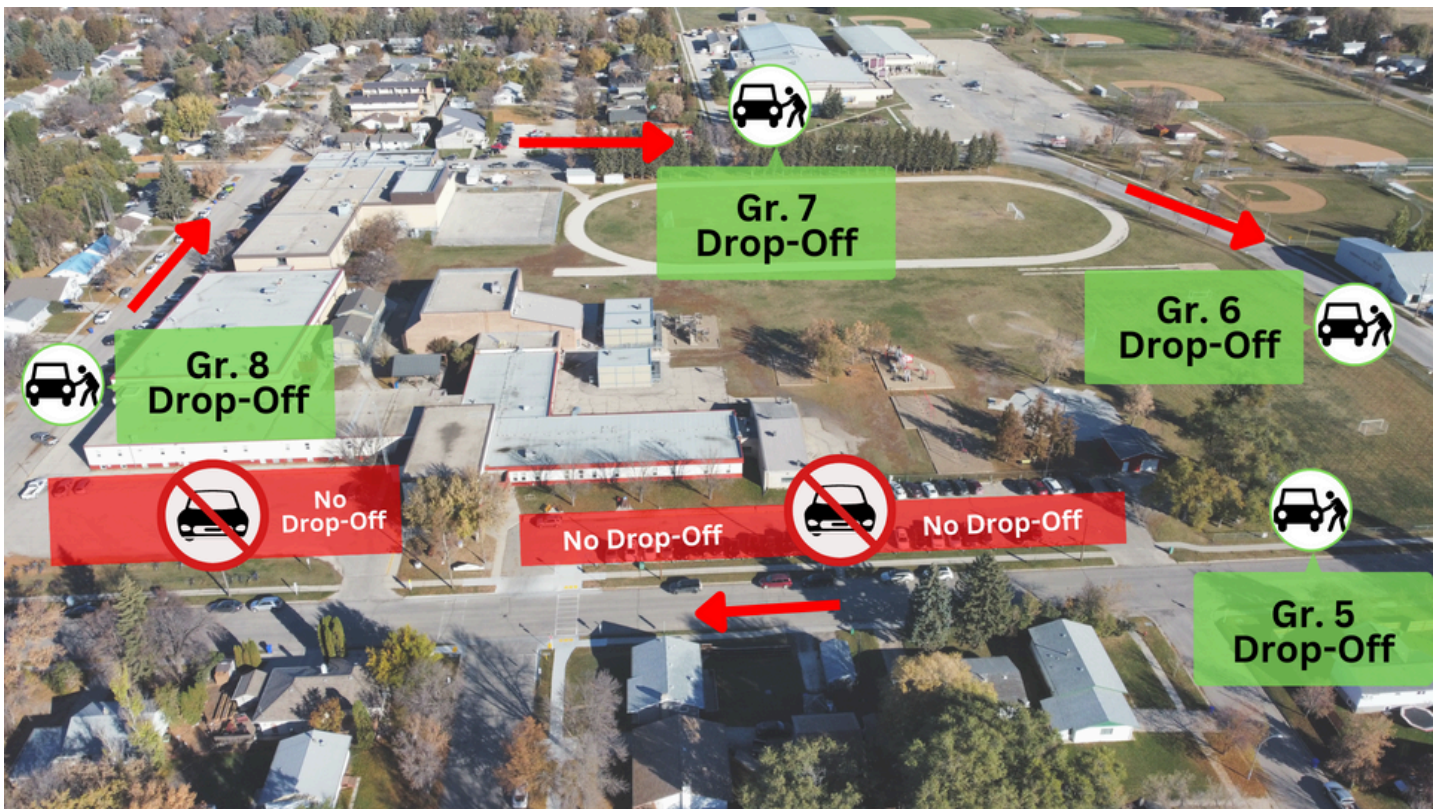
The school expects all students to be exactly where their parents/guardians want them to be during the lunch hour. If granting off-property permission, please ensure that your child knows your expectations each day.

*Please note, the Access Event Centre remains OFF-LIMITS for ÉMMS students during lunch hour. However, students can utilize other public spaces, like the skate park and basketball court beside the curling rink as well as Morden Park.*



# DROP-OFF ZONES

To reduce traffic congestion and improve student safety, we ask that parents use grade-level drop-off and pick-up zones whenever possible. Students should be dropped on the curbside, with vehicles moving around the school in a clockwise manner. If a student does need to cross a street, they should do so at a designated crosswalk. For safety reasons, please avoid making drop-off and pick-ups in the bus loop and staff parking lot.





# OPPORTUNITIES FOR STUDENT INVOLVEMENT



## EVENTS & CLUBS

- Musicals/Drama
- Choir/Concerts
- Card/Chess/Games Club
- Art Club
- Terry Fox Run
- Computer Club
- Dances
- Work-a-thons
- Freedom Fighters
- Robotics Club
- Lego Club



## ATHLETICS

- Track and Field
- Cross Country
- Marathon
- Badminton
- Basketball
- Soccer
- Wrestling
- Volleyball
- Floor Hockey
- Gymnastics
- Intramurals

