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of opportunity
in our classrooms.



Building a Foundation for SUCCESS



WINNIPEG
Mennonite
Elementary & Middle Schools

WMEMS.CA

Train up a child in the way they should go, and when they are old they will not depart from it.

~ Proverbs 22:6

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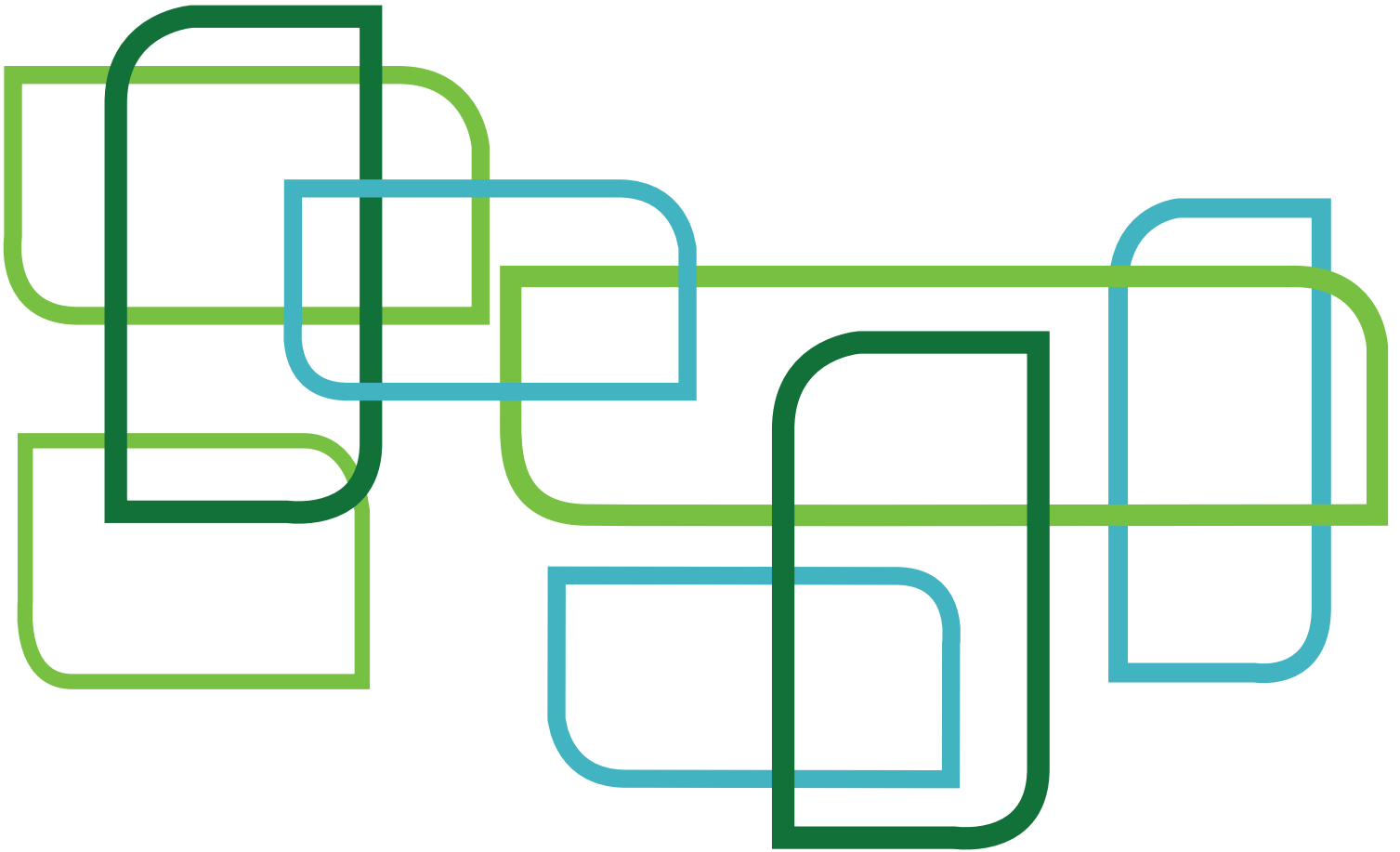
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SECTION 1: BACKGROUND INFORMATION



- **School Organization**
- **History & Facilities**
- **School Philosophy**
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- **Theological Basis**



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WMEMS Society

Parents/caregivers of students automatically become members of the WMEMS Society with the payment of their Society fees. Any individuals interested in the development of the school are welcome to become members of the Society. An annual fee is required for membership. The Society is a registered, non-profit corporation and is able to issue tax-deductible receipts for donations made to the operation of the school and also for the non-secular portion of tuition fees. Each year the WMEMS Society holds an Annual Meeting in the spring and a Semi-Annual Meeting in the fall to review the previous year's audited financial statements.

Board

The Board of twelve to fifteen members is selected from the WMEMS Society based on the gifts and abilities that they can bring to the administration of the school. It has representation from the education, business and church sectors, with a majority being members of a Mennonite Church. Members meet once a month with special meetings of the executive and various committees scheduled as required. The main areas of Board responsibility are in policymaking, financial planning, fundraising, curriculum development and staffing. The board also acts as a general liaison with school administrators. Society Members who are interested can contact the CEO/Superintendent at the school for more information.

Staff

- Are certified by the Manitoba Department of Education and are skilled and experienced in their fields
- Bring personal specialties in music, primary/elementary/middle years education, second languages and religious instruction
- Are united in a commitment to integrate their Christian faith with their teaching in the classroom

Individual attention and a warm relationship with the teacher are important to a child's development. Therefore, WMEMS is committed to maintaining low student/teacher ratios.

Volunteers

One of the unique characteristics of WMEMS is the strong parent involvement in all aspects of school life. Although our school community is widely spread out, parents see the school as a focal point of activity. Parent volunteers are encouraged to utilize their many talents and abilities at the school.

Volunteers Assist Teachers and Support Staff By:

- Helping in classrooms
- Attending field trips and various Band and Choir functions
- Assisting in the office, photocopying and laminating
- Providing library assistance
- Organizing and setting up various school and sporting events including the Arts and Learning Festivals, Discovery Fair, Winter Carnival, Field Day, Terry Fox Run and Graduation

Parents' Association (PA)

The PA is made up of all parents and caregivers of students attending WMEMS schools. All families are welcome to attend monthly meetings and become involved in the many school spirit and fundraising events organized by the PA. Fundraising efforts enhance various aspects of the school such as playground equipment, computers, curriculum enrichment events and capital budget items. Individuals can support the Parents' Association by:

- Attending monthly meetings
- Assisting with the organization of school spirit events
- Volunteering at monthly hot lunch days
- Supporting various fundraising events throughout the year and supporting various needs as they arise
- Serving on the PA Executive (Chair, Vice-Chair, Treasurer and Secretary)

*A member of the Parents' Association executive from each school campus serves on the WMEMS Inc. Board.

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History

Based on the vision of Dr. David and Katherine Friesen, in 1980 a small group of respected leaders from the Mennonite community explored the viability of starting an independent Mennonite elementary school in Winnipeg.

In 1981, Winnipeg Mennonite Elementary Schools opened its doors in a rented wing of Lansdowne School with an enrolment of 48 students. The purpose of WMEMS was to provide an example of how God should be included in everyday school life and how faith could be nurtured within a school setting. Students from all walks of life, backgrounds, denominational affiliations and academic and social abilities were invited to join.

WMEMS grew quickly from its humble beginnings. The following year, the school entered a lease agreement with St. James-Assiniboia School Division for the vacant Columbus School. In each of the ten years at that location the enrolment increased and academic programs expanded. In 1992 WMEMS moved to Bedson School to meet the need for increased space. The addition of grades 7 and 8 expanded the Bedson campus to a full Kindergarten to Grade 8 facility.

In 1994, WMEMS expanded again by establishing a second campus in Fort Garry, which was purchased in 1997. The Katherine Friesen Campus now serves students from Kindergarten to Grade 6.

Today, WMEMS has grown to become a school with enrolment of over 300 students. WMEMS continues to honour the commitment made many years earlier, to provide quality Christ-centered education to all children who attend.

Facilities

WMEMS - Bedson

The WMEMS Bedson School is situated in the quiet, residential area of Westwood near the western edge of Winnipeg in the former Bedson School. This two-storey building offers 24 classrooms, a modern computer lab, a large gymnasium, a well-stocked library, and SMART Boards in every classroom. Individual classrooms have been provided for Music, French and Art. There is a large playing field and a fully equipped playground for students to enjoy. The Bedson playground was newly upgraded in 2009.

WMEMS – Katherine Friesen Campus

The WMEMS Katherine Friesen Campus is located in Fort Garry in the quiet, residential area off University Crescent, near the Bishop Grandin and Pembina Highway interchange in the former Agassiz Drive School. This single story building has eight classrooms, a modern computer lab, a well-stocked library, SMART Boards in every classroom, Resource room, Music room and a gymnasium. Students enjoy a large playing field, natural areas and excellent playground facilities.

Katherine Friesen Campus 26 Agassiz Drive



Bedson Campus 250 Bedson Street



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3 General Aims

The Winnipeg Mennonite Elementary Schools Inc. was founded in order to operate and maintain a school or schools that would provide daily instruction to children, in accordance with the Mennonite faith. WMEMS seeks to be a servant to Mennonite (Christian) Congregations as well as the larger community of families and children in Winnipeg and surrounding areas.

Within the context of the school, WMEMS strives to:

- ✓ Stress the integration of faith and knowledge
- ✓ Interpret the world and the meaning of life from a Christian perspective
- ✓ Acquaint students with the Mennonite heritage
- ✓ Stress Christian values
- ✓ Give leadership in education
- ✓ Consider the changing needs of the students within the context of current day issues

Specific Aims

The Winnipeg Mennonite Elementary Schools Inc. operates to offer instruction from Kindergarten to Grade Eight. The specific aims of the schools are as follows:

- ✓ To provide a thoroughly Christian perspective and a high standard of instruction in all its course offerings
- ✓ To offer a curriculum that includes the prescribed school courses of the Department of Education in Manitoba as well as courses designed to lead the student to a thorough knowledge and understanding of the Christian faith as interpreted in the Anabaptist-Mennonite tradition
- ✓ To ensure that areas of study of particular interest to the school's Mennonite constituency such as the German language and church music, receive due attention
- ✓ To promote a Christian atmosphere by promoting and expressing a lifestyle that is congruent with the beliefs and ideals of the evangelical, Anabaptist community

The school fosters respect and concern for each individual student. It seeks to assist the student to respond with a commitment to follow Jesus Christ, to become a part of the worship and work of the church, and to order their life according to Holy Scriptures.

In order to pursue these aims, the school appoints teachers and support staff who model a Christian lifestyle. Teachers at WMEMS are not only trained in their teaching fields, but most have also achieved some integration between their faith and teaching specialties. When hiring teachers of religious subjects, WMEMS seeks individuals who have received theological training in the Anabaptist-Mennonite tradition.



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"The mission of WMEMS is to provide quality Christ-centered education, integrating faith and life within a caring school community."

Statement of Faith

Our school's mission is grounded in the following affirmations:

In Our Faith...

1. God is the creator of all that exists and sustains all that is good. God has given us freedom and responsibility for the choices we make in our lives. Through Jesus Christ, we are invited to commit our lives to God and to God's way.
2. Jesus Christ is God's only Son, who lived, died and rose from the dead in order that people could live in a loving relationship with God and with our neighbours. Jesus Christ offers forgiveness for our sins, the gift of a more purposeful life, and the promise of living forever with God. The life of Jesus is our example and his teachings are to be followed and obeyed.
3. The Bible is God's message to us. Through God's Holy Spirit, Scripture leads people to faith and guides them in the life of Christian discipleship. We are to search out God's will for us in the reading of Scripture.

In Our Lives

The journey of faith is a life-long process involving the total person. In faith and hope and in honest seeking, we participate in God's work of reconciliation through:

1. Discipleship: Through a life of joyful obedience, we are called to follow Christ's teachings and examples daily. Our faith is expressed through our words, caring for one another, by sharing with those in need and by recognizing each person's value and equality under God.
2. Peace: Jesus Christ has shown us the way of peace. He taught us to love our enemies, build relationships, and forgive wrongdoers rather than seek revenge.
3. Family: Children are a gift to be cherished and nurtured in accordance with the will of God. Singleness and marriage are equally valued by God. We believe that marriage is a committed relationship uniting a man and a woman. God intends family relationships to be characterized by love.

Christian education is a way of being with and relating to children and young people so that through opportunities for social, academic and spiritual growth, they are encouraged to accept themselves as persons of worth and purpose. We freely share the message of God's love with students of all ages while allowing individuals to make their own decisions. The call of Christian education is toward wholesome living in the family, church and community through lives of obedience to the way of Jesus Christ.



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Theological Basis

The curriculum is designed to lead the student to a thorough knowledge and understanding of the Christian faith interpreted in the Anabaptist-Mennonite tradition within the prescribed courses of the Department of Education in Manitoba.

The Mennonite church began as a branch of the Protestant Reformation of the sixteenth century. Its roots are in the Anabaptist Movement or the Radical Reformation. The term "Anabaptist" was at first a nickname given by persecutors to the group because membership in this new movement was gained by (ana)-baptism on the basis of a conscious decision of faith in Christ during youth or adulthood.

The name "Mennonite" is derived from an early leader of the movement, Menno Simons. He was a former priest and a scholar who brought stability and focus to the Anabaptist movement. At heart, the Anabaptist-Mennonite movement was a "back-to-the-Bible" movement in the sense that the Bible should become the radical authority for the faith and life of the believer and of the church.

In addition to the affirmations included in the WMEMS Statement of Faith, the following are some of the main theological beliefs held by the Mennonite church today:

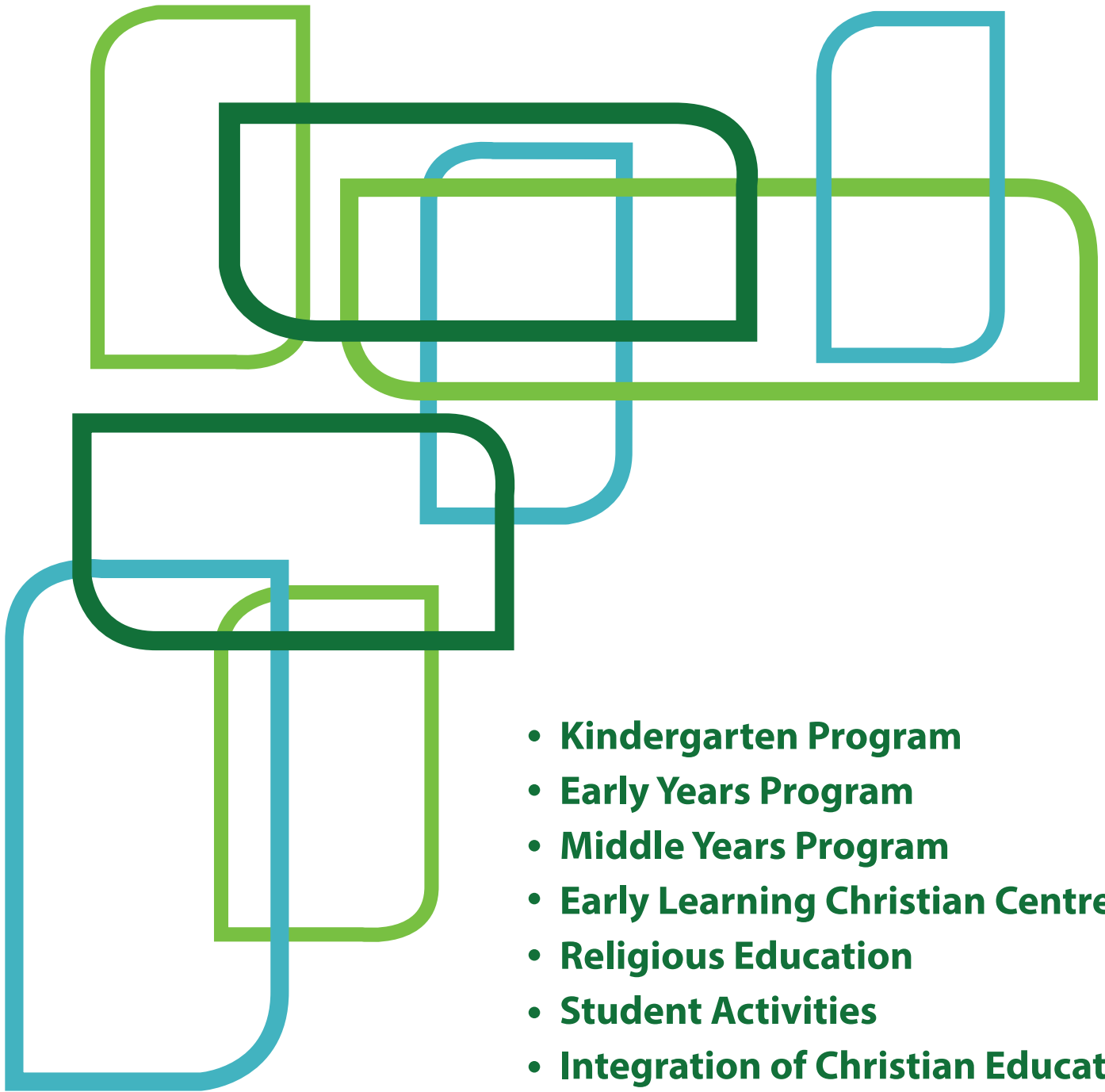
1. Adult Baptism
Believer's baptism (adult baptism) on the basis of personal salvation and a commitment to Christian living is practiced. This means that a child is not pressured to make an early religious commitment, but is surrounded with a positive environment that will prepare the way for a later decision.
2. Communal Character of Christian Life
There is a focus on the communal character of the Christian life. The importance of the fellowship of believers within the church is emphasized.
3. Separation of Church and State
Separation of church and state in the sense that the Christian's primary allegiance is to Jesus Christ as Saviour and Lord and to the Kingdom of God. Within this framework a Christian is called to responsible citizenship nationally and internationally.



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SECTION 2: SCHOOL PROGRAM INFORMATION



- **Kindergarten Program**
- **Early Years Program**
- **Middle Years Program**
- **Early Learning Christian Centre**
- **Religious Education**
- **Student Activities**
- **Integration of Christian Education**
- **General Program Information**
- **Student Progress Reporting**

General Information

Age Requirements

Children registering for Kindergarten at WMEMS must be 5 years old as of December 31st.

When Do I Register?

Because WMEMS is committed to maintaining small class sizes, there are a limited number of spaces available in the kindergarten programs. It is recommended that families apply for admission as early as possible. Applications and accompanying fees are accepted online, and/or may be mailed or dropped off in person to the WMEMS location you are applying to.

Kindergarten Program Highlights

Half Time Program (Bedson & Katherine Friesen)

Kindergarten classes run half days in the mornings

Full Time Program (Bedson and Katherine Friesen)

Kindergarten classes run full days Monday through Friday.

WMEMS Kindergarten Programs Offer the Following:

- Class size limited to 22 students
- Fun and colourful classrooms complete with excellent instructional aids, books, art supplies, educational toys and musical instruments
- Organized academic, artistic, musical and recreational centres for individual and group learning
- Program balances structured learning activities and play oriented learning activities
- Daily devotional and prayer time
- Computer studies that integrate other areas of learning in a modern computer lab
- French and German instruction begin in Kindergarten
- Comprehensive music program integrating music instruction with classroom themes
- Child-centred art program focusing on individual creativity and strengths using various artistic media
- Strong language arts and math programs meeting children at their own developmental levels
- Excellent physical education program focusing on fun and fitness



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Early Years Highlights

Classroom

- High academic standards and small class sizes
- Caring and nurturing teachers and support staff
- Guided reading and writing program allows students to work at an appropriate independent working level and to build on their successes
- Teachers provide many hands-on activities as well as practice on paper and computers to develop strong math skills

Support Staff and Teachers

- Skilled, enthusiastic and caring teaching and support staff
- Committed to providing a program that ensures students receive the literacy and numeracy skills that are needed
- Specialties in music, languages, physical education, art.
- United in commitment to integrate Christian faith with teaching in the classroom and on the playground

Christian Education

- Daily morning devotionals (approximately 20 minutes)
- Weekly chapels where students worship with staff
- Children study the Bible and the application of scriptural principles in formal Christian Education classes
- Participation in regular giving projects (MCC School Kits, Operation Christmas Child, Winnipeg Harvest)

Comprehensive Music Program

- Features Orff instrument instruction
- Instruction in Recorder starting in grade 4
- Students take part in music, singing, skits and poetry for weekly chapels
- Yearly spring musical, Christmas concert and Opening Concert
- Performance choir and hand bell choir
- Opportunity for children to take private piano and violin lessons during the school day



Athletic Program

- Excellent Physical Education Program focusing on fun and fitness
- Enthusiastic, energetic and creative teachers
- Daily intramurals, Runner's Club, Terry Fox Run
- WMEMS has partnered with the Manitoba Christian Schools Association and Pembina Trails School Division in order to participate at various levels of appropriate competition.

Languages

- French language instruction continues through all grades
- German language program continues from Kindergarten to grade 6 (grade 5 at Bedson)

Technology

- MAC computer lab, SMART boards in most classes, iPad program being explored.
- Computer studies integrate other areas of study (math, language arts, social studies, and art) using word processing, multi-media presentations, internet research and more

Library

- Thousands of well chosen books in a fun environment that encourages love of reading
- Careful consideration given to the choice of books in the library
- The school library policy outlines the criteria used for selecting materials for the library and details the procedures to be followed in the event that materials are challenged as to their appropriateness

Miscellaneous

- Spirit events: Family Picnic, Winter Carnival, Storybook Dress-up Day,
- Curriculum Enhancement: MTYP, Festival of Learning, Read-a-thon
- Leadership Opportunities: classroom monitoring, reading buddies, patrols
- Strong emphasis on peaceful play and interaction in classrooms and on the playground

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Middle Years Program Highlights

Ask any educator, parent, or psychologist, and you will find agreement that the adolescent years present one of the most significant periods of change in a person's life. The challenge for a middle school is to meet the unique social, emotional, spiritual, intellectual, and physical needs of these young adolescents.

So how does a school organize itself to educate these children, and how do the key components of an effective middle school come alive in a Christian setting? Teachers who love to be with adolescents are the key indicator of a successful middle school. The love, commitment, and energy of these teachers are the essential beginning, with structure and programming flowing from this imperative. Typically, middle schools will be characterized by a more flexible structure with a student-centered approach that provides opportunities for students to grow in all areas of their being.

If you are looking for a faith based Middle School with small class sizes, high academic standards, dedicated loving teachers, outstanding band and art programs, an excellent physical education program, superior French language program, modern computer labs, and numerous service and leadership opportunities for students...then look no further. Winnipeg Mennonite Elementary & Middle School offers students all of these opportunities and more.

Classroom

- Small class sizes and high level of teacher contact and supervision
- Safe, nurturing environment
- Committed educators who genuinely care about their students
- Teachers and Support staff are united in their commitment to integrate Christian faith with teaching in all school activities

Christian Education

Christian education is a way of being with and relating to children and young people so that through opportunities for social, academic, and spiritual growth, they are encouraged to accept themselves as persons of worth and purpose. At WMEMS there are:

- Daily devotionals
- Christian education classes
- Students study the Bible and the application of scriptural principles in formal Christian Education classes
- Weekly Chapels - Students take part in providing music, singing, skits or poetry. Guest speakers, films or groups are frequently featured and parents are always welcome to attend
- Many service opportunities in the community and school

Outdoor Education – Fall & Winter Camps

Outdoor Education Camp is designed to fulfill several objectives

- expose students to the enjoyment of outdoor recreational activities,
- build relationships among our students and staff
- build community through shared experiences of play, learning, and worship

There is an annual two-day outdoor education camp to kick off the school year in September, and a three-day outdoor education camp held every January. The campers are involved in a variety of activities that may include:

- worship times
- shelter building and survival skills
- snowshoeing
- cross-country skiing
- tube sliding
- sleigh rides
- crafts
- broomball/shinny



Art/Digital Arts/Drama/Outdoor Ed = Enrichment

- Focuses on the individual student's desire to create and appreciate various artistic styles and media
 - Studies have shown that Art education increases self-esteem, teaches teamwork, improves motivation, hones discipline and sharpens problem-solving skills
- Middle Schoolers at WMEMS are exposed to Art, Digital Arts, Drama and Outdoor Education as part of our Enrichment Program.



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Winnipeg Mennonite Early Learning Christian Centre

Winnipeg Mennonite Elementary and Middle Schools has a Christian Child Care Centre at the Bedson Campus.

There is a strong Christian component to the program, reflecting the beliefs, values and current faith based programming delivered to our K-8 students. The goal is to provide each child with a solid spiritual and educational foundation that will prepare them for success once they enter school on a full time basis.

The program has benchmarks and curriculum aimed at Kindergarten readiness.

Crestview Park Day Nursery, who has 27 years of successful experience, administers and operates the program. The program uses qualified, trained staff who possess valid provincial certification.

- There are 32 funded childcare spaces.
- The program is aimed at 2-5 year olds.
- The program runs 12 months of the year.
- Hours of operation are 7:30 am to 5:30 pm, with flexible drop off and pick up times.
- The program offers full time spaces (5 days) and a number of part time spaces (2 days or 3 days a week).
- Children enrolled in the program will be integrated into the life of the school and will have access to school facilities.



If you would like more information, please visit our website at www.wmems.ca, contact the school at 204-885-1032, or the Child Care Centre at 204-896-1887. Registration forms are available to download from our website.

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Development of the Whole Person

- Winnipeg Mennonite Elementary & Middle Schools will seek to provide a wholesome and nurturing environment in which children can develop to their full potential spiritually, socially, emotionally and academically
- Emphasis will be placed on the development of the whole person in all relationships
- The school environment will provide a social context that supports the communication of Christian teaching and values

Integration of Religious Education

Religious education will be integrated into school life in three ways:

1. The school environment will maintain and support Christian values
2. Elements of Christian studies will be integrated into all subject areas as appropriate
3. Religious education classes will be taught in all grade levels

Formal Religious Instruction

- Students in all grade levels will receive an average of 30-60 minutes of religious instruction each day
- The main textbook will be the Bible
- Bible stories, messages and precepts will be taught at levels appropriate to the ages of the children
- Curriculum will be less formal in the lower grades and more formal in the upper grades
- Church history and the Mennonite story will be emphasized as an important continuation of the Biblical story
- Students will learn how to apply the messages of the Bible to their daily lives in ways that are relevant within personal and social contexts
- Various media will be used to teach religious instruction such as spoken and written word, art, music and drama

Worship at WMEMS

- Worship is an important element of school life at WMEMS
- Worship happens daily through devotional Bible reading, prayer and singing
- Each week staff and students worship together at Chapel.
- WMEMS recognizes that everything in life and learning is a divine gift from God
- Emphasis will be placed on our stewardship of God's gifts



Christian Ethics

Christian ethics will be taught through formal study and through integration of Christian themes into the regular curriculum. These themes include:

- Personal respect for one's body and life as a gift from God
- Wholesome and caring attitudes towards family, friends and neighbours
- Attitudes of care and concern for all peoples of the earth

The guiding principle of Christian Ethics is summed up in this Biblical word: "You shall love God with heart and soul and mind and strength, and your neighbour as yourself." Mark 12: 30 & 31

Understanding of the Christian Faith

While the school will lead the child to a thorough knowledge and understanding of the Christian faith, the main responsibility of the child's primary spiritual commitment will be placed on the individual, home and church.

All Backgrounds are Welcome

Children from all backgrounds are welcome at WMEMS and will be respected. WMEMS will seek to maintain positive relationships with parents/guardians of students and supporting churches of the school. Members of Mennonite churches have initiated the development of the school and are entrusted with its developing program. WMEMS is based in the Mennonite faith.

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Lunch

Since many students come to school by bus, there is a supervised lunchtime in the classroom. Staff as well as senior student monitors assist in supervising the lunch hour. The Parent Association also organizes optional special lunch days every month, which may include pizza, hotdogs, pita and subway sandwiches.

Recess

All students are required to be outside for all recesses unless special permission is granted or the parent, requesting a child be kept inside, provides a valid written reason. During wet, muddy conditions, students are instructed to remain on the pavement area adjacent to the school building. In severely cold winter weather, outdoor recess time may be shortened or cancelled.

Throughout most of the year, intramural activities are organized for the lunch hour recess. Students have opportunities to sign up to play baseball, soccer, floor hockey and other special sports activities.

Monitors

Middle School students are given opportunities throughout the school year to be in leadership roles with younger students. They may be asked to assist in classrooms over the lunch hour, to help younger children dress for outdoors, to monitor on the school bus and playground and to assist in milk and juice duty. These leadership opportunities promote close relationships between older and younger students.

Field Trips

Each class has the opportunity to plan at least one urban and one rural field trip each school year. The outings are planned to supplement course work in the particular grade. Students may occasionally be required to pay admission fees. All busing and school regulations apply to field trip situations. Some outings such as choir tours or special events arranged by the school are not counted as class field trips. Extra trips may be planned by special arrangement.



Special Events

Some of the major highlights of the WMEMS school program include the many special events that are planned each year. All students are required to attend these events, as they are part of the school program and are not optional. Special arrangements should be made with the school if a student is unable to be in attendance.

The Opening Program gives the school community an opportunity to meet the staff, students and board members. The Christmas and Spring Concerts provide an opportunity for all students to be involved in either the choirs, singing ensembles or drama performances.

Other special events that the students enjoy and have an active part in are our weekly chapel time every Friday morning (parents are always welcome), field trips and special curriculum enrichment events.

Special Note Regarding Injury and Sickness

Minor injuries, scrapes and bruises will be given first aid treatment at the school. In the event of more serious sprains, cuts, etc, parents will be called to take the student to a doctor. In an emergency situation, the school will call for medical aid. The school has an area where students may rest if they become ill during the day. Parents will be contacted to pick up the student as soon as possible. The school will not administer any medication to students except under approved written arrangement.

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Guiding Principles

- We believe in the centrality of Jesus Christ as a key to an understanding of the Scriptures and of Christian faith and life. "For no other foundation can anyone lay than that which is laid, which is Jesus Christ." (1Cor. 3:11)
- We believe that the Bible is the authoritative guide for faith and life.
- We believe that in the education process, all truth is God's truth.

The Education Process

I. Education must emphasize the process of discovery:

We must discover the following in God's story:

- The whole Jewish-Christian story with its rich heritage, beliefs and tradition
- The Mennonite story, particularly the story of peace, discipleship and community
- The recognition that these stories are about God's Good News for human beings

We must discover the following in the World's story:

- An understanding of human nature, human differences and the nature of the world
- An exposure to the complexity, diversity and beauty of God's creation

II. Education must emphasize the process of integration:

Here we must make the following connections between God's story and the world's story:

- That our understanding of ourselves and of our world needs to be a Theo-centric one
- That the purpose for developing skills and understanding needs to be within the framework of God's purposes for us and for our world

III. Education must emphasize the development of the whole person (including academic, physical, social, emotional and spiritual aspects in all relationships).

- The teaching of Christian ideals is most effective and best understood within the framework of a caring Christian community. The school environment can play an important role in the integration of Christian education through relationships that exist between the many individuals and groups within the school community (students, parents, board members, WMEMS Society).
- Every person is created in the image of God and recognized as having infinite worth. We must love all people as children of God. Each one is unique and should feel wanted, needed and accepted as a significant member of the group.

IV. Education must emphasize the importance of doing.

- In response to the teachings of Christ, we give evidence of our faith in our daily action, i.e., in student behaviour, in teacher modeling, curriculum planning and involvement in a number of local and global giving projects.

Parents and Education

We believe that in God's creative design, parents are given the primary responsibility of nurturing and educating their children. Parents cannot do this alone and therefore look to a wider community of extended family, church and educational institutions to assist in this task. Since parents and teachers share in the mutual task of nurturing and educating children, they must work together closely in achieving these goals.

Linking Home and School

- Parents and teachers should maintain frequent and open dialogue about a child's overall learning and growth. Either the teacher or parent may initiate this.
- Parents/caregivers are encouraged to share their time and expertise in various vocational, educational and recreational areas.



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Selection and Review of Instructional Materials

The school policy, which governs the selection and review of instructional materials, seeks to ensure that the materials chosen for use will:

- Enrich and support the curricular guidelines established by the Department of Education
- Enhance the teaching/learning process
- Provide a wide range of learning resources:
 - At varying levels of difficulty,
 - With a diversity of appeal
 - That present different points of view
- Be consistent with the goals and objectives of the school as outlined in the School Handbook.

The policy also details the procedures that are to be followed in the event that an informal or formal review of instructional materials is indicated.

Library Policy

The school library policy outlines the criteria used for selecting materials for the library and details the procedures to be followed in the event that materials are challenged as to their appropriateness.

Opening Conferences

There will be a teacher/parent conference session at the beginning of the school year at which time details of coursework and classroom procedures will be presented.

Remedial Instruction

At times students come to us with specific learning needs that require special attention. Resource programming has been established with a coordinator who is in charge of working with teachers in assessing learning needs, coordinating resource material, training and scheduling volunteer help and working in association with the clinicians from Education Support Services.

Special Needs Programming

At this point, while WMEMS has accepted a few students, on a case-by-case basis, with special needs (needs which require more than remedial education programming identified above), WMEMS has not had the resources available to develop a full Special Education Program.

Educational Support Services

Students who are accepted with learning disabilities may obtain limited assistance through the divisional clinic. This includes the services of a psychologist, speech and language pathologist and a social worker. The parent or teacher may make referrals. In either case, the parent must be in agreement with the referral and sign any referral made to the clinic. All information relating to the referral, as well as assessments and reports on the student given by the clinician will be kept in strict confidence.





Evaluation and Communication

Teachers monitor, assess and evaluate students' work and conduct on an ongoing basis. They maintain accurate records of student performance in order to derive marks for the term reports. We use a variety of ways to communicate student progress with parents, including agenda booklets and our classroom websites. Using our Parentsweb Portal, parents have access to school announcements, calendars, homework, and their child's grades. Teachers at all grade levels make every effort to communicate a student's strengths and weaknesses so that parents will be well informed of their child's progress.

Term Reports

- Progress reports are sent out three times per year (November, March and June). Parent/Teacher interviews are scheduled and conducted after reports are sent home in November and March.

Promotion and Retention

- Students who meet basic grade requirements will be promoted to the next grade level at the end of the school year.
- Generally, students will not be permitted to skip a grade. Exceptions to this will be considered only after progress reports are considered, psychological testing is conducted and the student's teacher from the previous school year makes a qualified recommendation.
- Students who do not meet grade requirements may be kept back to repeat a year so they may acquire the necessary skills and knowledge to succeed at the next grade level. A student who constantly lives with failure and frustration because of the difficulty of work may benefit greatly by repeating a year. Factors such as age, social maturity, work habits and ability will be considered before a decision is made. The school will seek to inform parents of the advisability of retention as early as possible. Parents will be encouraged to support decisions that are in the best interest of the child.



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Proverbs 22:6

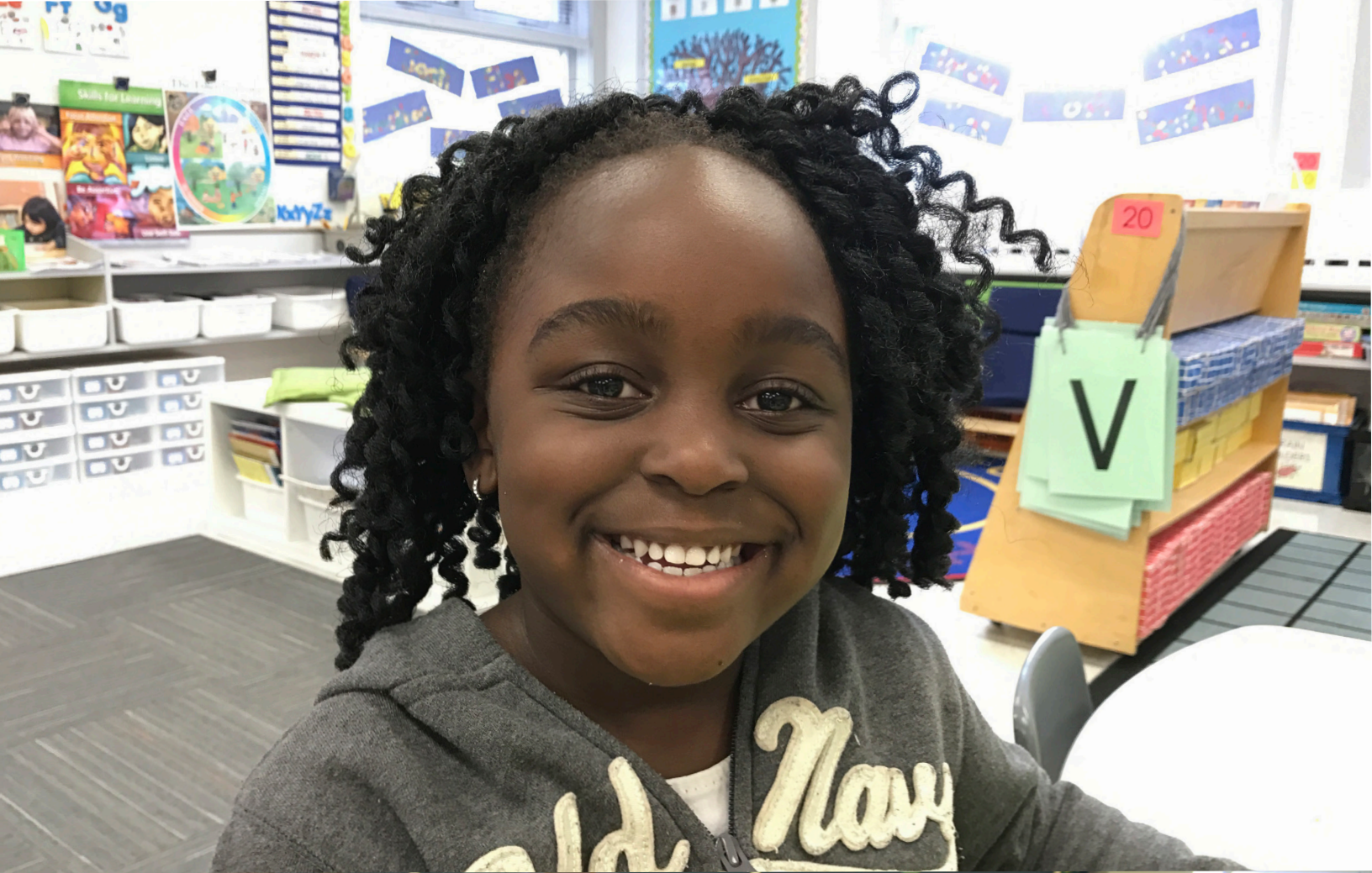


EXIT

SECTION 3: ADMISSIONS & APPLICATION



- **Admissions Procedures**
- **Fee Information**
- **Payment Timetable**
- **Busing and Before & After Care**





When to Register

Parents/guardians who wish to enrol their child at WMEMS are encouraged to apply as early as possible. To apply on-line, go to the **Register Now** section of our website. Paper applications can be downloaded or picked up at the school office. These applications should be mailed or submitted in person to the school location where the children hope to attend.

Application Checklist

1. A completed on-line or in person Student Application
2. A \$60.00 per child non-refundable Application Fee
3. A recent progress report (not required for Kindergarten applicants)
4. A copy of the child's birth certificate

Once the completed application is received, the school will contact the parent/guardian to set up an interview.

Student Interview

Student interviews generally take place in February/March and April (for entry in the following year), but can take place at other points during the school year for students wishing to apply and enter during the school year (if spaces are available). Once a student has been interviewed and accepted, families must submit the following fees to confirm their child's spot :

1. A \$20.00 non-refundable WMEMS Society Membership fee (1 per family)
2. A \$140.00 non-refundable WMEMS Capital Replenishment fee (1 per student)

Kindergarten - Age Requirements

To register for the full time or half time Kindergarten program, a child must be five years old on or before the 31st day of December. No exceptions will be made.

Grades 1-8

At the time of application, a new student registering for grades one to eight should present the school with a copy of his/her most recent progress report. A student's cumulative records will be requested from the previous school at the beginning of the school year. Parents may need to sign a release form for these records.

Admission Priority Policy

Due to a limited number of spaces, families who are seeking admission to WMEMS should be aware that students who meet admission requirements might not be offered placement. WMEMS is committed to maintaining small class sizes and therefore has limited availability. The WMEMS Inc. Admissions Policy gives placement priority to returning families in good standing. Preference is given next to applicants from families who are members of Mennonite Churches. Approximately half of our students have affiliations with churches other than Mennonite churches. Church attendance is not a requirement for admission to our schools. All families are welcome to apply to WMEMS.

General Information

Parents who wish to register their children at WMEMS are encouraged to:

1. Become well acquainted with the school by:
 - ✓ Reading printed information
 - ✓ Taking a tour of the school during regular class time
 - ✓ Meeting with the principal
2. Determine a mutual understanding with school administration as to the suitability of the school program and environment for the student.
3. Discuss with administration whether the student is academically and socially prepared to fit into the school program.
4. Be in agreement with the school's philosophy and policies.
5. Support the school in teaching the Christian faith to students.

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Proverbs 22:6

Tuition & Busing

Automatic Debit or Post-dated Cheques:

- 12 month option: payments may be made beginning July 1st *
- 10 month option: payments may be made beginning September 1st*

Full Payment

- Families wishing to pay their tuition in full may do so September 1st or at the time of registration if the student is registering after the school year has begun.



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Busing

WMEMS draws students from all areas of the city. For most young children, using the city transit system is not desirable or feasible. For many families, driving children to school may be difficult or impossible. To meet the needs of families requiring this service, WMEMS is happy to provide busing in many areas of Winnipeg. In order to keep busing fees affordable, families are only charged about half of the price of the transportation costs.

The school owns the buses, employs the drivers and establishes the bus procedures. Drivers are appropriately licensed and buses are given regular and thorough safety inspections by certified mechanics.

Bus routes are determined by:

- Location of students' homes
- Major roads which provide the most direct access to the schools
- Concentration of students within a given area
- The age of students (older students may be able to safely walk further to meet their bus)

Door to door service may not always be available due to the logistical challenges of planning a route.

See the fee schedule for busing fees.



Before and After School Care

In order to meet families' childcare needs, both WMEMS locations offer on-site Before and After School Care Programs.

The Before School Care Program begins at 7:30 am and the After School Care Program continues until 5:30 pm. For more information and program availability, please contact the school office

Before & After Program Options

Full Time Use:

Regular Part Time: (every am or pm)

Casual: (occasional use with 24 hrs notice)

Drop in: (with less than 24 hrs. notice)



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Funding Information

Government Grants

WMEMS is registered and fully recognized by the Provincial Department of Education and is eligible for student and language grants. These grants help to keep tuition fees at a more affordable level. Tuition and transportation fees cover only a portion of the costs of education. The balance of finances necessary to meet budget requirements must be acquired through fundraising efforts and donations from parents, churches, businesses and individuals. WMEMS Inc. is registered as a charitable organization. Tax-deductible receipts are issued for donations and a portion of Tuition, Society Fees, Capital Replenishment Fees and Registration Fees.

Fundraising

Fundraising plays a very important role at WMEMS.

- The Annual Spring Bursary Concerts put on by both the Bedson and Katherine Friesen schools are special events that raise money to support the Bursary Fund.
- The Parent Association (PA) organizes fundraisers each year including hot dog days, hot lunch days and various other events. These fundraisers support the purchase of various capital items and they support school spirit and curriculum enrichment events.

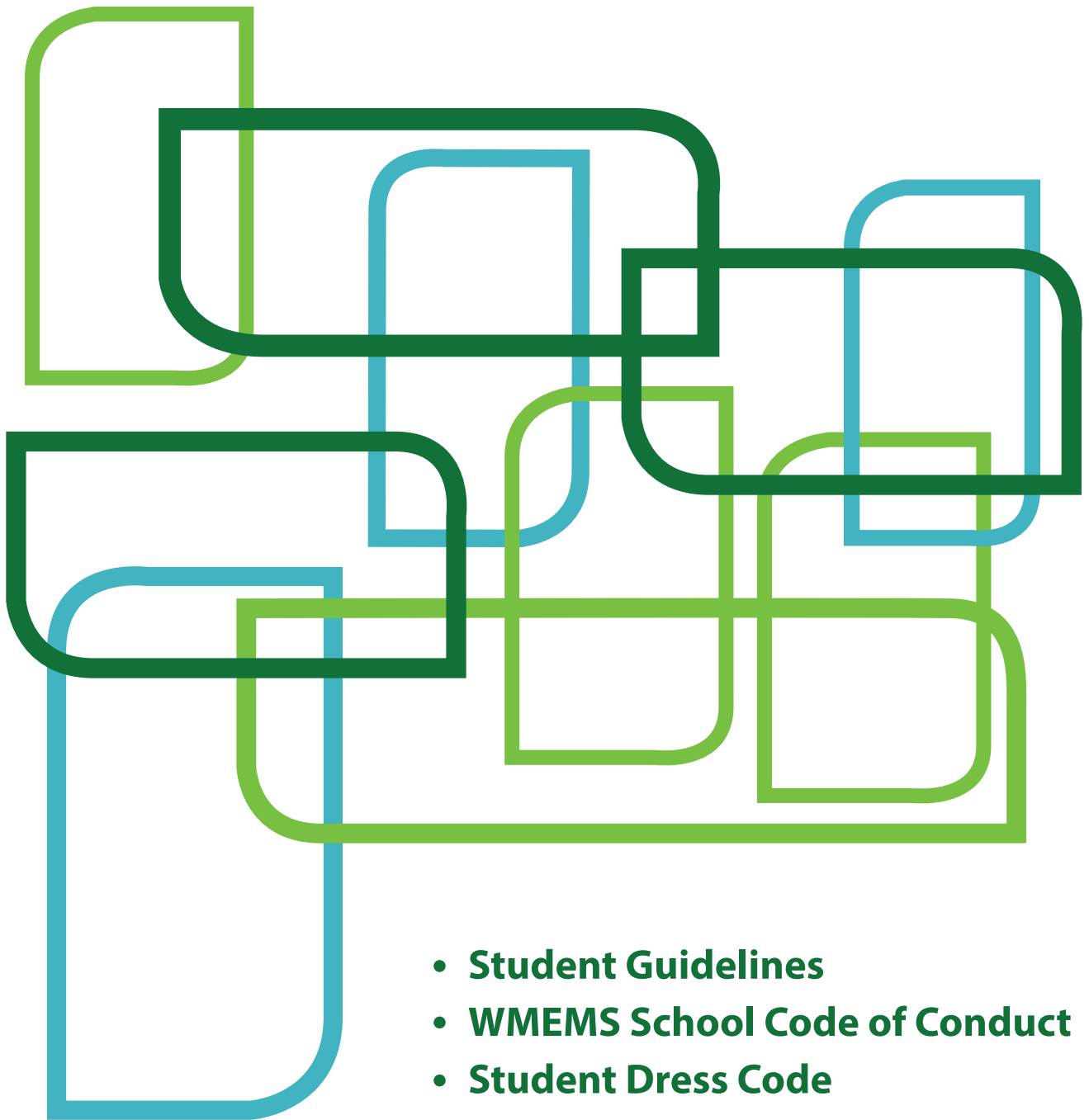


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SECTION 4: STUDENT CODE OF CONDUCT



- **Student Guidelines**
- **WMEMS School Code of Conduct**
- **Student Dress Code**

Student Handbooks & Agendas

At the beginning of each school year, families are emailed a copy of the current Student Handbook. This handbook is also available on our website. It contains important, current information about school programs, routines and guidelines as well as a copy of the WMEMS Code of Conduct. Parents/guardians are asked to acknowledge that they and their children have read this important document.

Behaviour Management

WMEMS is committed to providing a learning atmosphere that is safe, happy and secure. Because teachers and support staff recognize the importance of focusing on a child's positive behaviour, students are acknowledged and encouraged for peaceful play, kind acts and other constructive behaviour that is noticed in classrooms and on the playground.

All staff members work together to create a positive and peaceful learning environment. Students will be informed about what the expectations are for appropriate behaviour and the consequences that can be expected should they not meet these expectations. These expectations and

consequences are stated in the Student Handbook and will also be communicated to students by teachers and staff. This instruction is usually sufficient to ensure appropriate conduct. However, in isolated incidents of misbehaviour, students will be dealt with as outlined in the WMEMS Code of Conduct. Parents will be called in during the early stages if a pattern of misconduct emerges.

In situations of persistent misbehaviour or gross misconduct, the principal, teacher and parent will be involved in determining an appropriate course of action. Students who have a long-term negative influence on the school, thereby deteriorating the quality of education for other children, may be required to withdraw from the school.

For further information about the WMEMS discipline policy, harassment policy or general behaviour management information, please contact the school.



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WMEMS School Code of Conduct

Introduction

It is our clear expectation that students and staff must at all times behave in a respectful manner and comply with the *WMEMS School Code of Conduct*.

WMEMS is committed to providing a learning atmosphere that is safe, happy and secure. Simply put, bullying and abusing others is unacceptable. We believe that a well-disciplined environment is essential to the learning process. Mutual respect, co-operation, kindness and consideration for the needs of others are but some of the virtues that are to be evident in our students and staff. When parents/guardians enroll their children at WMEMS, one of the conditions they accept is that their child/ren will comply readily with the *WMEMS School Code of Conduct*.

All staff members work together to create a positive and peaceful learning environment. Students will be informed about what the expectations are for appropriate behaviour and the consequences that can be expected should they not meet these expectations.

In situations of persistent misbehavior or gross misconduct, the principal, teacher and parent will be involved in determining an appropriate course of action. Students, who have a long-term negative influence on the school, thereby deteriorating the quality of education for other children, may be required to leave the school.

Disciplinary Consequences

WMEMS is committed to working with students and families when difficult situations arise. Our goal will always be to correct behavior and to do so in a loving and caring manner, while adhering to the mission of the school and minimizing risk to others. Many factors are taken into account when making decisions about disciplinary consequences. A student's age, stage of development, capacity for understanding and severity of the infraction are a few of the items that are taken into account.

Consequences for behavior in violation of the *WMEMS School Code of Conduct* can vary from an informal discussion to suspension or expulsion. For an in full explanation of disciplinary consequences utilized within WMEMS Schools please see the *WMEMS Discipline Policy*.

The Principal maintains the authority to determine which consequences are appropriate in a given situation. Parents are free to voice concerns with the process and may utilize the *WMEMS Concern Protocol* to do so.

WMEMS School Code of Conduct

Behaviour	Expectations	Prevention/Intervention by school staff	Indications of appropriate behaviour	Consequences of inappropriate behaviour
<p>1. Respect for God</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> Show honour and respect for God in all our school and classroom activities 	<p>Staff will:</p> <ul style="list-style-type: none"> By example act as appropriate role models Explain the Christian rationale for this type of behaviour 	<p>Students will:</p> <ul style="list-style-type: none"> Refrain from using God's name in vain in the school setting and at school initiated activities Display a positive attitude toward WMEMS Christian philosophy 	<p>One or more of the following actions will be taken if a student does not meet these expectations:</p> <ol style="list-style-type: none"> Interview with student by teacher/supervisor. Parent/guardian contact Removal of privileges Interview with student and administration Contract for improvement Temporary removal from class (suspension) Meeting with parent/guardian In-school suspension (length determined by administration) Suspension from school Expulsion from school
<p>2. Respect for others</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> Treat each other with respect and courtesy and respect the right of fellow students to a school environment free from fears, prejudice and distractions 	<p>Staff will:</p> <ul style="list-style-type: none"> By example, act as appropriate role models Discuss school policy regarding respect for others <p>Use special programs and presentations to enhance respect for others (i.e. Second Step, chapels, devotionals)</p>	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate a cooperative attitude toward fellow students Be respectful in physical and verbal interaction with other students Use appropriate language Respect the right of others to learn without disruptions <p>Respect the multi-cultural nature of the school</p>	<p>One or more of the following actions will be taken if a student does not meet these expectations:</p> <ol style="list-style-type: none"> Interview with student by teacher/supervisor Parent/guardian contact Removal of privileges Interview with student and administration Contract for improvement Temporary removal from class Meeting with parent/guardian In-school suspension (length determined by administration) Suspension from school Expulsion from school

<p>3. Respect for Property</p>	<p>Students are expected to: Respect personal property, school property and the property of others</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • By example, act as appropriate role models regarding care of classroom and building • Encourage students to take responsibility to protect their property • Discuss the classroom aspects of theft and vandalism 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate respect towards personal and school property and the property of others <p>Contribute to maintaining and enhancing a clean and positive school environment</p>	<p>One or more of the following actions will be taken if a student does not meet these expectations:</p> <ol style="list-style-type: none"> 1. Interview with student by teacher/supervisor 2. Parent/guardian contact 3. Interview with administration 4. Restitution for damage or theft 5. In-school suspension 6. Suspension from school. 7. Expulsion from school
<p>4. Respect for Authority</p>	<p>Students are expected to: Respect all school staff, volunteers and all school policies</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • By example, act as appropriate role models • Approach the education of students in a respectful manner <p>Discuss school policy regarding respect for authority</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate a cooperative attitude towards staff members • Use appropriate oral, written and body language <p>Be respectful in physical and verbal interaction with staff and other adults in the building</p>	<p>One or more of the following actions will be taken if a student does not meet these expectations:</p> <ol style="list-style-type: none"> 1. Interview with student by teacher/supervisor 2. Parent/guardian contact 3. Removal of privileges 4. Interview with student and administration 5. Contract for improvement 6. Temporary removal from class 7. Meeting with parent/guardian 8. In-school suspension (length determined by administration) 9. Suspension from school
<p>5. Punctuality</p>	<p>Students are expected to: Be punctual when attending classes and all school related activities (i.e. recesses, chapels, changing for Physical.Education)</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • By example, act as appropriate role models <p>Discuss school attendance policy</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be on time for classes • Check in at the office if late or absent at 8:55am or 12:55pm • Check out at the office when leaving for appointments and check back in upon return <p>Parents/Guardians will:</p> <ul style="list-style-type: none"> • Phone to inform the school when a student is going to be late • Provide notes for appointments 	<p>One or more of the following actions will be taken if a student does not meet these expectations:</p> <ol style="list-style-type: none"> 1. Interview with student by teacher/supervisor 2. Parent/guardian contact 3. Interview with administration 4. Contract for improvement 5. Meeting with parent/guardian 6. In-school suspension 7. Suspension from school. 8. Expulsion from school

<p>6. Proper Dress</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> Wear clothing appropriate for the school setting <p>See "dress code "policy</p>	<p>Staff will:</p> <ul style="list-style-type: none"> By example, act as appropriate role models <p>Discuss appropriate dress with students</p>	<p>Students will:</p> <ul style="list-style-type: none"> Wear footwear appropriate to the occasion <u>Not</u> wear hats in school during classes or lunch hour Wear clothes that are suitable for our wide range of climactic conditions <u>Not</u> wear revealing clothing or clothing with offensive logos and/or pictures 	<p>One or more of the following actions will be taken if a student is wearing inappropriate clothing, including those with offensive logos or pictures:</p> <ol style="list-style-type: none"> Will be asked to change into appropriate clothing Will be asked to discontinue wearing the offensive item of clothing to school Will be sent home, if necessary, to change once parents have been contacted. In-school suspension (length determined by administration) Suspension from school Expulsion from school
<p>7. Substance Abuse</p>	<p>Students are expected to:</p> <p><u>Refrain</u> from using, possessing or being under the influence of alcohol, tobacco, cannabis (marijuana) and non-medical drugs (illicit/illegal substances) at school, within the school, school grounds or within the context of a school initiated activity.</p>	<p>Staff will:</p> <ul style="list-style-type: none"> By example, act as appropriate role models Make use of special programs and presentations to promote a healthy lifestyle 	<p>Students Will;</p> <ul style="list-style-type: none"> <u>Refrain</u> from bringing alcohol, tobacco, cannabis (marijuana) and non medical drugs (illicit/illegal substances) on to school property and to school initiated functions 	<p>One or more of the following actions will be taken if a student does not comply with one of these expectations:</p> <ol style="list-style-type: none"> Confiscation of substances Referral to administration Parent/guardian contact Police may be contacted Suspension from school Expulsion from school
<p>8. Possession of a weapon</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <u>Not</u> be in possession of a weapon. (i.e. pocketknives, matches etc.) 	<p>Staff will:</p> <ul style="list-style-type: none"> Discuss with students in classrooms what may be considered a weapon 	<p>Students Will:</p> <ul style="list-style-type: none"> <u>Not</u> bring a weapon to school or school sponsored activity <u>Not</u> use any instrument as a weapon 	<p>One or more of the following actions will be taken if a student brings a weapon to school:</p> <ol style="list-style-type: none"> The weapon will be seized Parents/guardians will be contacted Suspension from school Police will be contacted Expulsion from school

<p>9. Gang Behaviour</p>	<p>Students are expected:</p> <ul style="list-style-type: none"> Not to participate in gang activities or wear gang-related clothing, jewelry, and other paraphernalia 	<p>Staff will:</p> <ul style="list-style-type: none"> Discuss with students in classrooms (age-appropriate) what is considered gang behaviour and gang clothing and paraphernalia 	<p>Students will:</p> <ul style="list-style-type: none"> <u>Not</u> wear gang related clothing, jewelry, or tattoos <u>Not</u> participate in any gang-related activities 	<p>One or more of the following actions will be taken if a student is involved in gang activities:</p> <ol style="list-style-type: none"> Parents will be contacted Students will be expected to remove any gang related paraphernalia and change their clothes if they are wearing gang-related clothing Mediation between students or groups of students Suspension from school Police will be contacted Expulsion from school
<p>10. Cyber bullying</p>	<p>Students are expected:</p> <ul style="list-style-type: none"> To use the internet (including all social media), text messaging, instant messaging, websites, email, digital cameras, cell phones, electronic/personal communication devices in an appropriate manner at all times Not to use any of the aforementioned devices, forums or technology to harm another person. 	<p>Staff will:</p> <ul style="list-style-type: none"> By example, act as appropriate role models Discuss with students in classrooms (age appropriate) cyber bullying and the appropriate use of technology 	<p>Students will:</p> <ul style="list-style-type: none"> Use technology only for appropriate purposes Follow acceptable use policy guidelines when accessing and using technology. 	<p>One or more of the following actions will be taken if a student is involved in cyber bullying:</p> <ol style="list-style-type: none"> Parents will be contacted Students will be expected to hand over electronic devices/data for inspection. Mediation between students or groups of students Suspension from school Police will be contacted Expulsion from school

*Approved by the WMEMS Board September 24, 2018



WMEMS STUDENT DRESS CODE

Appropriate Dress:

School climate is an important aspect of life at WMEMS, and how we dress plays an important role in this regard. Dress expectations in our school reflect the following priorities that we believe are important:

1. Students have a right to self-respect, and a responsibility to reflect this in how they dress.
2. Students have a right to a safe and healthy learning environment, and a responsibility to dress in ways that promote safety and health.
3. Students have a right to a learning environment free from distractions, and a responsibility to dress in ways that minimize distractions for others.
4. Students have a right to respect from others, and a responsibility to act and dress respectfully.
5. We promote modesty in how we present ourselves, and dress should reflect this.

The WMEMS Code of Conduct gives general guidelines concerning what the School expects in terms of student dress:

There is a wide variety of clothing acceptable for students. Students are expected to wear clothing appropriate for the school setting:

- *Students should wear footwear appropriate to the occasion*
- *Generally, hats/caps will not be worn in school during classes or lunch hour*
- *Students should wear clothes that are suitable for our wide range of climatic conditions*
- *Students should not wear revealing clothing or clothing with offensive logos and pictures*

The over-riding consideration is that students are expected to be discreet, modest and clean in appearance. In a sense, school is the place of work for students and as such they need to dress appropriately for the activities. Students are keen to express themselves as unique individuals but, while we want to give them room for such expression, we do not want them to identify with any groups that exemplify a negative lifestyle, or wear revealing clothing such as muscle shirts, halter tops, string strap tops, tops exposing the mid-riffs or low necklines, or short skirts/skorts/shorts.

- appropriate short length = of mid-thigh length or longer
- appropriate skirt/skort length = mid-thigh length (if worn with leggings) or not shorter than 5 cm above the knee w/o leggings
- undergarments should not be visible at any time (whether boys' or girls')

As the Code of Conduct states, students who come to school dressed inappropriately will be asked to change, and if they are unable to comply, may be sent home (after parental contact has been established) to change.

PE dress expectations continue to be a t-shirt, shorts and appropriate footwear.

Performance dress expectations will be outlined by the staff in charge.

Discretionary matters regarding this policy will be governed by the school administration.

Train up a child in the way they should go, and when they are old they will not depart from it.

Proverbs 22:6

Notes:



WINNIPEG
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Elementary & Middle Schools
 — WMEMS.CA —

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