

Mother Teresa



Middle School

A Jesuit Academy

ANNUAL REPORT 2018 - 2019



"Yesterday is gone. Tomorrow has not yet come.
We have only today. Let us begin."

Front Door, Mother House, Calcutta 1995

*"It was from here, that we first saw
amazing futures for ourselves."*

- MTMS Grade 8's



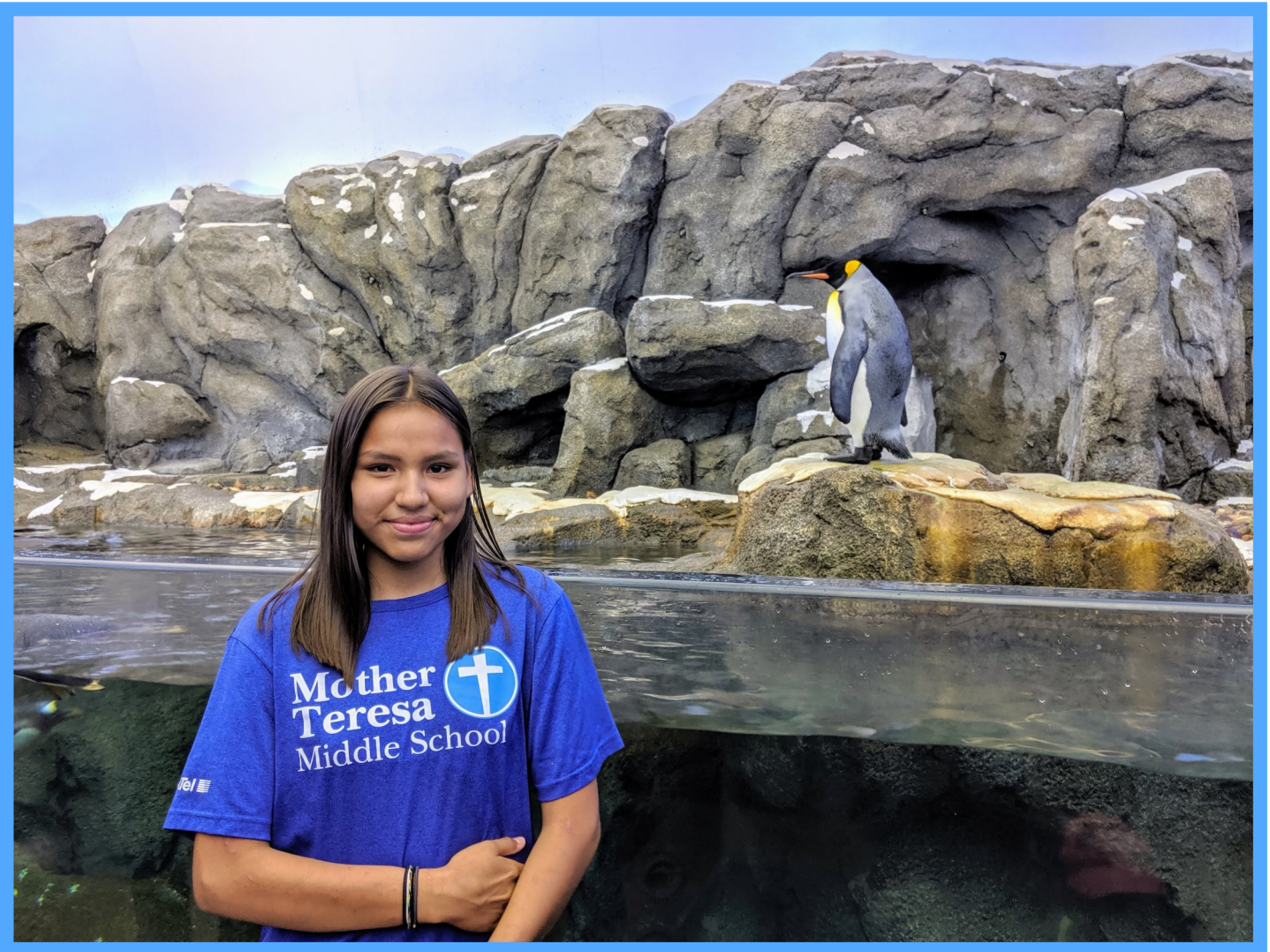
TABLE OF CONTENTS



MTMS MISSION
MTMS MODEL
STATEMENT OF RECONCILIATION
PRINCIPAL'S MESSAGE
PARTNERSHIP ROOTED IN SHARED VALUES
EXECUTIVE DIRECTOR'S MESSAGE
GRADUATE SUPPORT DIRECTOR'S MESSAGE
GRADE SIX CLASS
GRADE SEVEN CLASS
GRADE EIGHT CLASS
GRADE EIGHT CELEBRATION
VALEDICTORIAN ADDRESS
GRADUATE SUPPORT PROGRAM
POST-SECONDARY SUPPORT PROGRAM
VOLUNTEERS
MENTORSHIP PROGRAM
MTMS COMMUNITY SPOTLIGHT: STEPHEN MCINTOSH
MTMS OPERATIONS
AFTER—SCHOOL ENRICHMENT PROGRAM
BLUE'S ATHLETICS
SUMMER STUDENT RETREAT
SUMMER LEADERSHIP ACADEMY
BRINGING BACK THE BUFFALO
CELEBRATING CULTURE THROUGH DANCE
MTMS DONORS
GIFTS IN KIND
MEN AND WOMEN FOR OTHERS
ROOT BELIEFS
CORE VALUES
MTMS IMPACT
CONTACT US

MISSION

Mother Teresa Middle School's (MTMS) mission is to provide an enhanced, holistic, Saskatchewan Ministry approved, faith-based, middle school education to highly motivated, marginalized students who live in inner city Regina, Saskatchewan. MTMS aims to help break the cycle of poverty among its target families through the application of its unique model.



A key component to MTMS's innovative and transformative education model is extended school day and year programming. MTMS's Summer Student Retreat and Leadership Academy provides three weeks of optimized time for learning and summer enrichment. Students have the opportunity to experience hands on learning to reinforce core curriculum. As pictured above, students visited the Calgary zoo to complement units on biodiversity.

MTMS BOARD OF DIRECTORS

Paul J. Hill

Mo Bundon

Reverend Dr. Sami Helewa, S.J.

MTMS MODEL

<p>THERE MUST BE <u>ENGAGED PEOPLE</u></p>	<ul style="list-style-type: none"> • MTMS Board • Administration (Executive Director, Principal) • Teachers • Director of Development • Director of Student Supports • Graduate Support Director, School Community Outreach Coordinator, College & Career Coach, Graduate Outreach Coordinator, Intervention Facilitator • Support Staff (Office Manager, Administrative Assistant, Student Support Assistant, Graduate Support Assistant, Bus Drivers, Nutrition Support) • Families • Volunteers • Donors • Mentors • Community supports/partnerships (Regina Catholic Schools, Campion College, Independent Schools/Ministry of Education, NativityMiguel Coalition of Schools, Jesuits of English Canada, Jesuit Schools Network, University of Regina, First Nations University, Mosaic Company Foundation)
<p>STRATEGICALLY TEAMING ON THE MTMS <u>MISSION</u></p>	<p>To provide an enhanced, holistic, Saskatchewan Ministry approved, faith-based, middle school education to highly motivated marginalized students who live in inner city Regina, Saskatchewan. MTMS aims to help break the cycle of poverty among its target families through the application of its unique model.</p>
<p>USING PRACTICE STANDARDS BLUEPRINT</p>	<p><u>Optimized Time for Student Learning</u></p> <ol style="list-style-type: none"> 1. School Culture of Delivered High Expectations and Mutual Accountability. 2. Active Student Engagement in Academic Goal Setting and Chartering Progress. 3. Expanded Time - School Day and Year. <p><u>Time to Help Students Thrive in School and Beyond</u></p> <ol style="list-style-type: none"> 4. Faith based Jesuit Academy – Ignatian Pedagogy 5. Holistic Education – Mind, Body, Spirit 6. Commitment Beyond Graduation <p><u>Continuous Improvement of MTMS Staff</u></p> <ol style="list-style-type: none"> 7. Evidence Based School Relentlessly Assessing, Analyzing, and Using Student Data. 8. Innovative Team with Strategic Learning and Alliances.
<p>TO RELIABLY SUPPORT AND MEASURE ENGAGED STUDENTS FOR SUSTAINABLE READINESS FOR NEXT GRADE, HIGH SCHOOL, POST-SECONDARY, CAREER, LIFE</p>	<p><u>Mission Measurement Outcomes</u></p> <ul style="list-style-type: none"> • 97% student attendance. • 1 year academic progress based on potential (locally, provincially and internationally). • Sustained well-being, hope and engagement. • Holistic assessment – physical, social, emotional, family. • Application of developing strengths and social entrepreneurship. • Documentation of enrichment opportunities in extended time-school day and year and enrichment opportunities. • Growth in the application of technology. • Growth in community service. • Honouring the Truth and Reconciliation Calls to Action.

STATEMENT ON RECONCILIATION

Mother Teresa Middle School – Statement on Reconciliation

Regina: February 17, 2016

2015 marked a historic time in Canada with the publication of the Final Report of the Truth and Reconciliation Commission (TRC) of Canada and the establishment of the National Centre for Truth and Reconciliation at the University of Manitoba. The Mother Teresa Middle School Board as well as its staff and entire school community, profoundly respect the Commission's work and acknowledge the sorrowful legacy of residential schools with respect to Indigenous peoples, cultures, spiritualities and families.

The decisions, policies and actions which led to the legacy of residential schools must never be repeated in this country. The Commission calls institutions and Canadians from all walks of life to take actions that contribute, in a practical way, to reconciliation of Indigenous and non-Indigenous Canadians. Mother Teresa Middle School is committed to doing its part.

Mother Teresa Middle School (MTMS) is working hard to be sensitive to this historical context and to build trust with all communities with whom we will work. We are committed to participating in meaningful and lasting change and creating a peaceful and respectful relationship with parents, students, and communities while building a better Canada.

MTMS is a school for students from low income families who live predominantly in the North Central and Core areas of Regina. It accepts students of all faiths, ethnic and cultural backgrounds. This includes Indigenous, new-Canadian and other visible minorities. We recognize that the neighbourhoods we serve are home to organizations and community leaders whose work and contributions are incredible examples of resiliency and reconciliation that are strengthening our city for everyone. MTMS's model of additional supports, programming and long-term educational commitment reflects the longstanding values and traditions in these neighbourhoods.

Leaders from Indigenous and non-Indigenous communities have graciously provided their advice and expertise upon start-up of the school and continue to do so today. They have reminded us of the TRC's findings with respect to the sorrowful legacy of residential schools and also of the important challenge it provides all Canadians: "to establish new relationships embedded in mutual recognition and respect that will forge a brighter future."

MTMS is inspired by Catholic and Jesuit values according to the "Nativity" school tradition and the spirit of reconciliation. It operates inclusively, being open to a variety of cultural traditions and expressions of spirituality including Christian and Indigenous traditions. MTMS does not proselytize, or aim to "convert" students of non-Catholic backgrounds. While students will be expected to participate in lessons, ceremonial activities and celebrations held throughout the school year, accommodation can and will be made for any student's additional spiritual needs in a way that is respectful of their own and other students' backgrounds. It is the hope of all involved in Mother Teresa Middle School that all students will be exposed to a breadth of spiritual traditions and practices from all walks of life.

The concern for a holistic education is seen as part of a Jesuit endorsed school's mission, "to develop men and women for others", where we will support our students of all cultural and faith backgrounds becoming hopeful, confident, morally responsible leaders for love and service of their families and communities. MTMS will strive to encourage our students to become people who are loving, intellectually competent, open to growth, spiritually alive and committed to doing justice. These five key aims are common to all Jesuit schools. MTMS will strive to create a school culture of individual care and concern for each student – where students feel they are known and cared for by their teachers, where they feel respected and where they learn to respect themselves and others and learn a sense of responsibility for serving their community.

Concern for the spiritual development of our students is seen as part of providing a holistic education which also attends to students' academic preparation, physical health and general wellness, and development of social skills. MTMS does not follow the traditional approach to teaching religion. Instead Catholic and Christian beliefs and spiritual practices will be infused into the overall curriculum and school practices. Teaching about and showing respect

STATEMENT ON RECONCILIATION

for other faiths, beliefs and traditions including Indigenous beliefs, and prayer practices are also included in curricula and the school day. In keeping with the mandate of the Truth and Reconciliation Report, MTMS teaches curriculum regarding the residential school legacy in Canada as well as the Catholic Church's role in its development and delivery.

MTMS's goal of encouraging students to be "spiritually alive" means to help them learn to respect their own faith and spiritual traditions, to understand where they come from and who they hope to become and to also learn to respect other faiths and traditions. We will encourage the understanding that we are all Treaty people and that we need to nurture a relationship of mutual care and support between Indigenous and non-Indigenous people. As suggested in the TRC Report, Indigenous Studies will be part of the curriculum and we will continue to seek the support of Indigenous educators and consult Indigenous elders with respect to this curriculum and Indigenous spiritual teachings and practices.

Finally, we endorse and encourage the Calls to Action of the TRC Report with respect to education and also with respect to how we treat each other: that "reconciliation must become a way of life" and that it is "about respect – both self-respect for Aboriginal people and mutual respect among all Canadians." We understand that we will need to continue to learn from the community and our students as we embark together on our educational journey. The TRC Report concluded, "Establishing respectful relationships involves learning to be good neighbours. This means being respectful—listening to, and learning from, each other; building understanding; and taking concrete action to improve relationships." Our commitment at Mother Teresa Middle School is to put that conclusion into action. It is an incredible privilege and responsibility — and it is essential for our city, for our province and for future generations.

Curtis Kleisinger

Executive Director

Mother Teresa Middle School

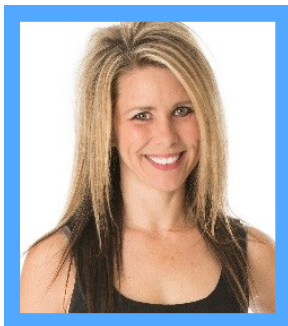


Witness Blanket

"Inspired by a woven blanket, we have created a large scale art installation, made out of hundreds of items reclaimed from Residential Schools, churches, government buildings and traditional and cultural structures including Friendship Centres, band offices, treatment centres and universities, from across Canada. The Witness Blanket stands as a national monument to recognise the atrocities of the Indian Residential School era, honour the children, and symbolise ongoing reconciliation."

Source: witnessblanket.ca

PRINCIPAL'S MESSAGE



Terri Cote
B.Ed., M.Ed.
Principal

Reflecting on the 2018-2019 school year, the “Big Moments” seem natural to the Mother Teresa Middle School (MTMS) team. To start the year, the MTMS staff was gifted with the book, ***The Power of Moments***, by Chip & Dan Heath. The four elements that are present in “memorable moments” are: **Elevation, Pride, Insight and Connection (EPIC)**. Together, the MTMS team intentionally and strategically embeds these elements into everyday practices, creating defining moments for our MTMS students both inside and outside the four walls of MTMS. Creating moments that were strategically aligned to the mission and vision of MTMS, enlivened the culture that is deeply rooted in the Catholic Faith, Ignatian Spirituality and Traditional Indigenous Spirituality.

Elder Harry Francis, speaking in his native tongue, says “*sákihítók mina wicíhítók*”, which translated into English means, “*Love one another and help one another*”. MTMS staff and students shared in this love by engaging in a traditional sweat and feast at the White Raven Lodge in Fort Qu’Appelle. Elder Harry lead the sweat that started and ended with a traditional pipe ceremony. The sweat was an opportunity to pray in a traditional way prior to beginning year three of our

Bringing Back the Buffalo Project. The Buffalo continues to teach at Mother Teresa Middle School. When the Buffalo Boys gather at the drum, in reciprocal ways, the young men are deeply developing their cultural identity, inspiring and engaging a community and most importantly, creating a new narrative. Two defining moments saw the MTMS Buffalo Boys and Dancers perform at the half time show during the Saskatchewan Roughrider Game on August 9th and on August 19th, make their first appearance at a pow wow in the Qu’Appelle Valley. At MTMS, we continue to honor the Truth and Reconciliation Reports: Calls to Action through authentic engagement with an incredible network of individuals who are striving to revive and enliven language and culture that was silenced through Residential Schools.

At MTMS, our data begins with the collection of numbers. The data becomes useful when, in team, we turn it into a data-driven story that is rooted in ***Cura Personalis*** (care for the whole person) which is a hallmark for Ignatian Spirituality. Telling great data-driven stories is essential for our MTMS team, our students and their families.

The MTMS team is grateful to the MTMS Board for supporting the hiring of an Intervention Facilitator this past year. Our Intervention Facilitator, Jane Brundige, led the charge in the design and development of a proactive, multi-year, system of supports and safeguards, to support our MTMS students from 6th grade through post-secondary. The MTMS team took a proactive approach in addressing the areas of mental health and academic excellence. Researched based surveys and assessments were used to identify strengths and challenges. Jane, in collaboration with the MTMS administrative team and staff, worked strategically, collecting and analyzing multiple measures of data including: STUDENT LEARNING (Standardized Tests, Norm/Criterion-Referenced Tests – for example: IQ tests, Teacher Observations of Abilities, Authentic Assessments), SCHOOL PROCESSES (Description of School Programs and Processes), DEMOGRAPHICS (Enrollment, Attendance, Grade level), PERCEPTIONS (Perceptions of Learning Environment, Values and Beliefs, Attitudes, Observations) and RESILIENCE & MENTAL HEALTH (PEAR Survey). With this data, the MTMS team was able to proactively respond with evidenced-based interventions that provided the foundation that allowed us to address areas of risk academically, emotionally, mentally, physically and socially that directly affects school success. Over time, we believe using multiple measures of data and profiling individual students will provide richer information, allowing the prediction of actions, processes, services and programming that will best meet the learning needs of all students. This process of tracking and more importantly monitoring interventions will help us to be more proactive and timelier when responding to individual student needs. The success, at the heart of Jane’s work thus far, has been creating data-driven action plans and holding all stakeholders accountable. As the MTMS team continues to handle situations well, challenges will be transformed into strengths. Transforming lives in the space of strategic ,data-driven interventions takes time and great love.

The spiritual vision of St. Ignatius of Loyola was to help others and seek God in all things. MTMS students continue to be inspired by St. Ignatius and live out his spiritual vision in the wider community. To start the year, 7th grade student Michaelynn Whitecap, attended the September 100 Women Who Care Meeting to share our MTMS gratitude for the generous gift that was donated to support the MTMS Summer Leadership Retreat in Calgary. She had the audience captivated with her story about how her confidence was built on a mountain in Canmore, Alberta. Our 6th grade students visited Great West Life (GWL), delivering handwritten letters of gratitude, acknowledging the generous donation of backpacks, zipper binders and school supplies that were provided by Mike Horton and his team from GWL. At MTMS we see God in the newcomers that have made their home in Regina. MTMS 6th grade students hosted a Welcome to Canada Party at the Regina Open Door Society. In the spirit of reciprocity, all participants learned from and with each other. For the 8th year in a row, 6th, 7th and 8th grade students bagged rice at the Regina Food Bank with MLT Aikins. Eden Care Lutheran Home has provided a space for MTMS 6th and 7th

PRINCIPAL'S MESSAGE

MTMS students to focus on simply “being with and giving of their time. The Elders have helped MTMS students build social skills, compassion and empathy in the space of unconditional love.

Two firsts and highlights for MTMS this year were the 2nd Chance Art Sale hosted by 8th grade students and the Jolly Gingerbread Jamboree hosted by MTMS Alum who attend Luther College High School. Funds raised by the 8th grade students were donated to the Come N’ Learn Aboriginal Head Start Program as well as Peace and Development. The Jolly Gingerbread Jamboree monies were donated to Programa Valasco to support Women’s Empowerment. It is evident that Mother Teresa Middle School is forming young men and women who understand the importance of living life in the service of others. Inspired by St. Ignatius of Loyola, the education of every MTMS student is focused on having them graduate as young men and women who are spiritually alive, committed to doing justice, open to growth, intellectually competent, and loving.

PARTNERSHIP ROOTED IN SHARED VALUES



Collaborative innovation and strategic partnerships are fundamental to improving desired outcomes and solve complex challenges – like the complexities of poverty. Whether creating internal partnerships between our staff and students, or their families, to larger corporate partnerships between businesses and foundations with the community, harnessing the strengths and abilities of others from different corners of our networks is one way MTMS fosters collaboration and longevity in its model.

EXECUTIVE DIRECTOR'S MESSAGE



Curtis Kleisinger
B.Ed., B.A., M.A.
Executive Director

The 2018-2019 school year was all about the **MOMENTS** at Mother Teresa Middle School (MTMS). We started the year with a teacher institute where we gathered as a staff and were introduced to the book, *The Power of Moments*, by Chip and Dan Heath. The book looks at why some moments in our lives tend to stick with us while others fade into oblivion. Elevated, powerful moments stay with us because they are “**E.P.I.C.**” and have elements of **Elevation, Pride, Insight and Connectedness**. The MTMS staff was surprised that day when, at lunch, a group of past and present students showed up to read a letter detailing why they admire a specific member of the staff. This allowed our staff to see, first hand, the impact that an **E.P.I.C. Moment** can have and how powerful they can be. After lunch, the staff concluded the time together by brainstorming ways in which they could elevate moments and make them **E.P.I.C.** for students in the coming school year. From the first day of the school year to the last, we were witness to some amazing, **E.P.I.C. Moments** in the MTMS Community.

We gave the MTMS students the VIP Treatment on the first day of school, complete with security, paparazzi and a red carpet that ran down the hallway! You had to be on the guest list (which all the students were) to get in that day and have your VIP Pass at the ready in order to gain access to exclusive perks. We had a photo booth, introduced the students with personalized biographies and enjoyed a special breakfast together. In October, we surprised the

students by taking them to Mosaic Stadium for our annual MT Cup football game. Students had the opportunity to run out of the tunnel, experience what it felt like to be a professional athlete and the winning team got to hoist the MT Cup at centre field. Our Summer Leadership Retreat to Calgary, Cochrane and Banff was pretty **E.P.I.C.** as well – filled with hikes, horses and healthy relationships. There was **E.P.I.C.** capture the flag games as well as soccer and football. The Buffalo Boys played around the campfire while the MTMS dancers danced and Elder Harry Frances offered traditional teachings—set against a beautiful Rocky Mountain backdrop. It was a powerful experience that is sure to stick with all of us.

We taught the students about the Power of Moments throughout the year and they too had the opportunity to create **E.P.I.C. Moments** for others. This was evidenced in many ways but in particular, by how Ms. McMillian’s Grade 6 class welcomed new immigrant families by teaching them about Canada and by spending time with the elders at the Eden Care seniors home. Our Grade 8 class also got into the action by putting on a Second Chance Art Sale to raise money for the Come N’ Learn Aboriginal Head Start Preschool Program and Development and Peace. Our **E.P.I.C. Moments** were not limited to our students in Grades 6-8 and our high school students got in on the action as well. A couple of our post-secondary and high school students resurrected our Jolly Gingerbread Jamboree in December that raised funds for Programa Velasco. In June we celebrated our Grade 12 students at our MTMS The Sky’s the Limit Event at the Travelodge Hotel. The theme for the evening was Red Bike Moments which was in reference to Mohamed Ali getting his red Schwinn bike stolen as a youngster and how this event proved pivotal in his life. The policeman that he reported the theft to that day would end up inviting him to a boxing gym – thus changing the trajectory of his life. What is often seen as a setback in life can turn out to be an opportunity.

Overall, the entire school year was **E.P.I.C.**, with moments too numerous to mention. The creation of a new Intervention Facilitator position at MTMS was an **E.P.I.C. Moment** for the school as we were now able to better support students by creating detailed, individualized intervention plans. Jane Brundige moved into this position seamlessly and helped our team rectify situations that may have been memorable for all the wrong reasons. Jayde McFee also joined the staff at the beginning of the 2018-2019 school year and helped create **E.P.I.C. Moments** for her students in her Grade 7 classroom. Upon completion of a novel that involved a mystery, Jayde accompanied her class to an Escape Room where they worked on their problem solving, communication and team work skills.

The 2018-2019 school was another one for the books. We graduated nineteen students from Grade 8, thirteen from Grade 12 and had eleven enter post-secondary programs. We are so proud of our MTMS community, it doesn’t get much more **E.P.I.C.** than that. We look forward to creating more **E.P.I.C Moments** in 2019-2020.

GRADUATE SUPPORT DIRECTOR'S MESSAGE



Ron Gonzales
BPAS, B.Ed.

**Director of Student Supports/
Graduate Support**

We have just finished our eighth school year at MTMS! The feeling is always positive and fulfilling when the team is able to look back and reflect on the wonderful accomplishments and hard work achieved in the year! The Student Support Team (SST) continued to work passionately with all of our students in high school and post-secondary. We continue our passion of being truly focused on the mission to follow our student's to employment!

In the 2018-2019 school year, there were 82 former MTMS students who graduated from MTMS. They attended 13 different high schools including, Luther College High School, Athol Murray College of Notre Dame, Dr. Martin Leboldus High School, Balfour Collegiate, Martin Collegiate, Miller Comprehensive Catholic High School, Archbishop M. C. O'Neill High School, Scott Collegiate, St. Luke Alternate, Carry the Kettle, Thom Collegiate, Campbell Collegiate and Greenall High School.

This year, we added a new position to our SST which is the Response to Intervention Facilitator. This position enabled our team to work more effectively in connecting with all of the high school/post-secondary students, to monitor attendance, provide consistent follow-ups and oversee their academics. We also have our College Career Coach position for the second year in a row, which focused on the Grade 12's and post-secondary students and their academic planning. We continued to meet with the administrators, teachers, and counsellors. Transportation continues to be a barrier for many of our students. The SST

continues to navigate and problem solve in this area. Meeting families in their homes when needed, continues to be a high priority in order to create a joint effort between home and school problem solve issues that arise. We have realized over the years that a strong bond with families makes the student much more successful in school. The SST team create monthly (evening) high school meetings at MTMS where students and families can create more engagement and communication with everyone.

Starting in September, MTMS begins the transition process for our grade 8's into high school. Early intervention and being proactive helps the students discern where the best place is for them to attend high school. Many guest speakers from different high schools come in to present to students, which creates more confidence and comfort for the Grade 8's entering high school. High school tours and visits start in November and continue until March. Students are able to visit public, separate and private high schools.

It is also very important that we stay connected with the students as they enter Grade 9. The new building and surroundings can be overwhelming. Together, we monitor and continue to set goals for all of the students in regards to attendance, homework, study time, extra-curricular involvement and providing supports to them and their families.

Everyday our students deal with fitting in, building relationships, adjusting to a new timetable and classrooms that are double in size. Our team will continue to problem solve and help students overcome the fears that come with their educational journey. We understand that all students are unique and what works for one student may not work for another. The SST team always adapts and continues to be flexible.

Some of the highlights of the 2018-2019 school year were:

- ★ 16 students in high school entering grade 9.
- ★ 79.1% attendance rate for high school students.
- ★ 70.9% Cumulative student grade point average (grade 9-12)
- ★ 33 students provided bus passes in high school.
- ★ 27 students held summer jobs (summer 2019)

I am very proud of the MTMS Student Support Team as they have many strengths and talents. We combine them all together as a team to work collectively to find solutions and answers for the students. The team continues to go, "above and beyond" in helping our students succeed. We will continue to take one day at a time and do "whatever it takes" to have students reach their full potential.

Mother Teresa's quote, "It's not how much we give but how much we put into giving," truly fits the staff in the MTMS Graduate Support Program.

GRADE SIX CLASS



After a Year in the Design Studio

"MTMS has given me lots of opportunities such as, a chance to dance and when I started I never knew that I would be gifted regalia; so it is proven that limitations are truly endless."

"MTMS is amazing because it has opened me to many opportunities like being on the leadership team and getting to be the CEO of the Entrepreneurial Club at MTMS."

"My experience at MTMS has taught me people are unique and everyone is worth a chance."

"MTMS has taught be to read better; I've read 41 lengthy books in two years."

"Something I appreciate at MTMS is how I was taught a lot more about my culture and who I am."

"One thing I really love about MTMS is that there is a high expectation of work which has helped me strive for excellence."

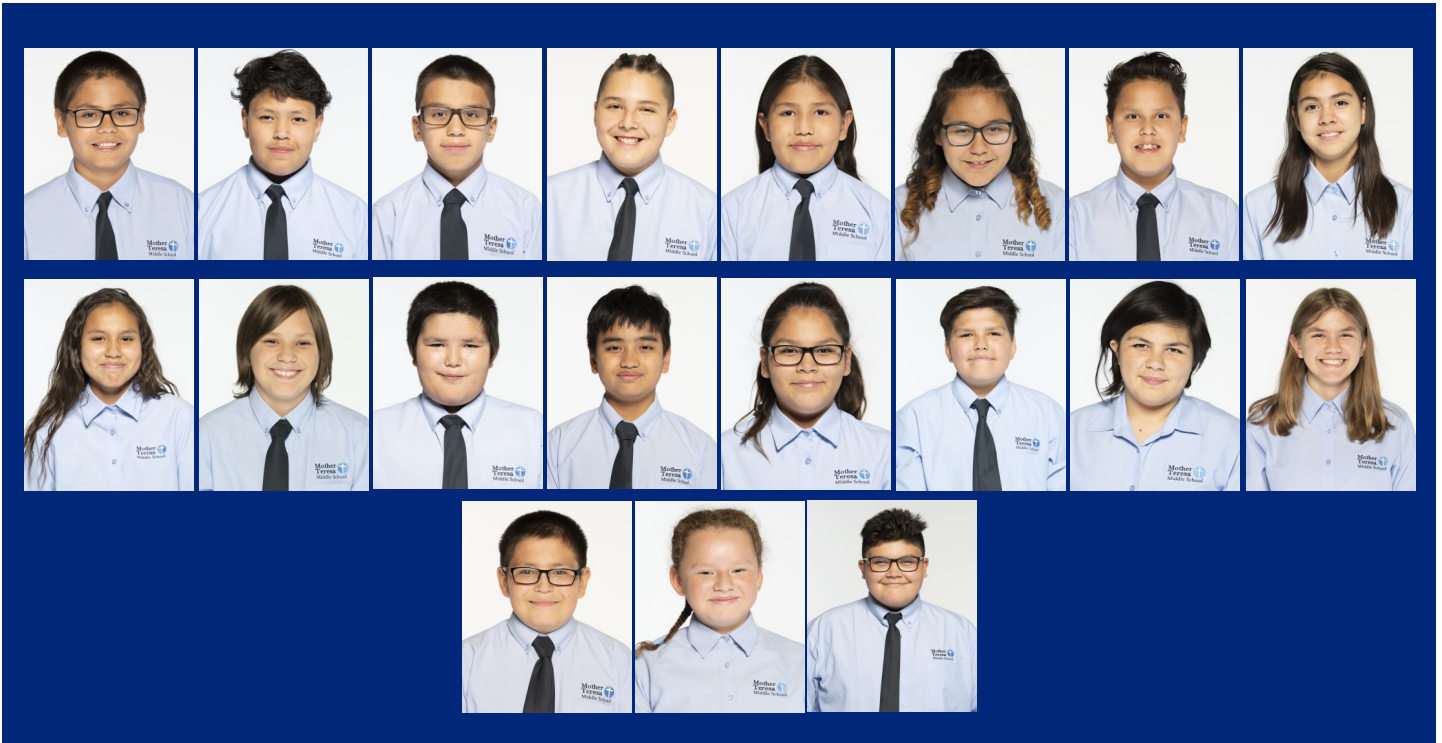
"At MTMS, my teachers helped me in subjects I struggled in and it makes everything so much easier to do, since I now understand how to do it."

"The one thing I appreciate about MTMS is that they have a wrestling program and I am now a second and third place medalist."

"MTMS bought all the students a laptop to do our work and play math games."

"Something I appreciate about MTMS is how everyone is so caring and loving."

GRADE SEVEN CLASS



The Power of a Grateful Heart

"I am grateful for MTMS because they count as my family."

"MTMS taught me integrity and how to be honorable."

"I am grateful for the food they provide every day – two meals and two snacks."

"I've learnt to be a man for others."

"I'm grateful MTMS has given me the opportunity to read 15 minutes in the morning and 30 minutes in the afternoon at school every day. Every book I read, I feel I'm becoming a stronger reader which makes me want to do more than become a stronger reader, I want to become stronger in my education, my ability to make decisions and my every day life."

"MTMS taught me loving."

"Life's going to knock you down it depends on how you get back up."

"MTMS has taught me to be respectful to others."

"We have after school programing, it's so fun you can be in different programs and trying new things. I always have fun in what we do in the programs."

"MTMS has taught me that I can strive for excellence further than I ever thought I could."

GRADE EIGHT CLASS



CLASS OF 2019



Roamin Bunnie-Wapemoose



Tajzya Desjarlais



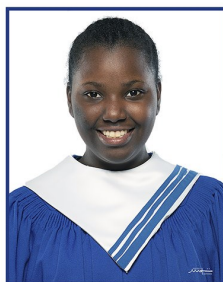
Alicia Finlay



Evan Gelsinger



Olivia Goforth



Octavia Grey



Abdullah Hashmi



Keona Juhlin



Andre Klyne



Jorja Maxie



Jada McKay



Drayden Nayneecassum-Toto



Destiny Peepeetch



Luke Peters



Brayden Priddell-Racette



Sarah Racette



Paiton Sorensen



Emilie Sylvestre-Crowe



MacKenzie Wyatt

GRADE EIGHT CELEBRATION

Every year, at the end of June, MTMS celebrates the accomplishments of Grade 8 students as their time at MTMS comes to an end and a new journey begins. MTMS honours them with stories told by Grade 8 teacher, Mr. Rieder about their time at MTMS. The last two years Grade 8 students were gifted with an item that was made by them with the help of Lorne Kequahtoway and Joely BigEagle-Kequahtoway. This year students were gifted with a pair of moccasins. MTMS Buffalo Boys and Fancy/Jingle dancers performed for all.

MTMS was also honoured to have many special guests in attendance including families, friends, and mentors along with founders Paul & Carol Hill, Mo Bundon & Michelle Carr, and MTMS champion, Maurice Laprairie.

At the Grade 8 celebration, MTMS presented five students with the following Jesuit awards:

LOVING—Tajzya Desjarlais

COMMITTED TO DOING JUSTICE—Keona Juhlin

INTELLECTUALLY COMPETENT—Sarah Racette

RELIGIOUS—MacKenzie Wyatt

OPEN TO GROWTH—Emilie Sylvestre-Crowe

Four students were also presented with the following awards:

Angela Oxman Reading Award—Keona Juhlin

Keith Grandmother Spirit Award—MacKenzie Wyatt

Ashrae Science Award—Luke Peters

Executive Director Award —Keona Juhlin



A display of the class of 2019 class and the moccasins they designed and created as part of the Bringing Back the Buffalo Program.

VALEDICTORIAN ADDRESS

By: Sarah Racette



My name is Sarah Racette and I am valedictorian of this year's graduating class. Before I started at MTMS, I attended Sacred Heart Community School. I regularly missed school and had no value or respect for my education. Meaning, I didn't have the best grades. At the time I was living with my mom and three brothers. I was the oldest sibling in the house. Though I wasn't the best in school I still wanted to set an example for them.

At the end of 5th grade, I was accepted into MTMS. Starting 6th grade. That made me feel was nervous, I had no idea what to expect. That made me hesitant. My mom was the one who told me about MTMS and its programs. And before you knew it, I got my acceptance letter in the mail. My Nana came over with lemon cake and we all celebrated. Honestly, I was ready for the change because I've moved schools before. But what I didn't know was how different and amazing my experience would be here at MTMS.

One of my highlights from 6th grade is when I took my first few steps. I was immediately greeted by a girl named Rae. "Sarah right? You sit here." We continued to have positive conversations on the bus throughout the year. Another one was Ms. McMillian's famous smarty parties. It feels like yesterday we were counting down the days until the next one. In Ms. McMillian's exciting lessons and constant helping hand helped us to succeed. Speaking of exciting lessons, we played plenty of Minecraft that year in math. She really helped me out with making connections to math to real life.

In grade 7, I really enjoyed baking. Ms. Brundige found a way to make a lesson out of it. I always appreciated the fact that Ms. Brundige would do so much to help us to be successful in our MAPS testing. For example, turning the lights off, handing out snack and even letting us use a dictionary. Ms. Brundige knew I had an appreciation for the arts so she let me draw in class as long as I was paying attention. I even had the privilege of attending art classes that were sponsored by MTMS. I've always loved beading and thanks to the school I found my passion for beading and jambe drumming.

My last year at MTMS has probably been the best. I really enjoyed band, speaking at events and making my moccasins. Ms. Lucyk really helped me understand and get the pieces we performed in band. With music you really have to feel and understand, and thanks to Ms. Lucyk I was able to do that while having a good time doing what I love. During my last year here, I've had a lot of opportunities to speak. I really enjoy speaking because I can give back to the school and to our sponsors. I had the honor to speak at an event for Prairie Action Foundation along with Andre Klyne. There, we were able to socialize and develop positive connections while representing the school in a positive way. Last but not least, I really enjoyed making moccasins. I was able to use my strength in sewing to help out my classmates and make my own pair. Making the moccasins gave me time to think and reflect. I loved smudging and hearing what Lorne and Jolie had to say. Their teachings gave me something to reflect on while working. The last three years have gone by so fast and I can't believe were here celebrating and preparing for our transition to high school.

To finish of my speech, I'd like to express gratitude. First off, a big thank you to the MTMS staff. Thanks to them, I felt heard and accepted. Opinions were always taken into consideration. Thank you to Ms. McMillian for dealing with our constant chaos and shenanigans. Thank you to Ms. Brundige for your patience and kindness. Thank you to Mr. Nelson for your well planned lessons and humor. Thank you to Mr. Rieder for your patience, awesome math lessons and jokes on Friday. Thank you to Ms. Cote for always speaking out and teaching us. Thank you to Stephen Macintosh for running the entrepreneurial program. Without you, I wouldn't be who I am today. Secondly, thank you to my classmates. If I could do these three years again, I would. Because of you my experience here was an amazing one. You all make me so happy and I'm glad that we spent the past three years together. I can't help but think about all of you and smile. All of you mean so much to me and I will cherish the memories we share forever. Last but not least, a big thank you to Mr. and Ms. Hill, Mo Bundon, and Michelle Carr. Without you, I wouldn't be where I am today. I am stronger in my academics and I feel more confident in myself and my art. I'm glad I can take these gifts with me in my transition to Luther and give back to my community. I am forever grateful.

GRADUATE SUPPORT PROGRAM

The 2018-2019 school year provided instrumental opportunities for MTMS graduates, where they experienced success, challenges and triumphs all amounting to growth for the 66 high school students. Graduates from cohorts B, C, D and E attended one of 12 high schools in and around Regina. The Graduate Support Team worked collectively to eliminate barriers that would hinder high school students' success and provided the coaching, mentorship and supports needed to ensure progress throughout the year. Below are statistics from 2018-19:

- 16 students entered high school in September 2018
- 79% attendance rate for all high school students
- 65% of high school students passed all courses (Grade 10/11/12) taken in the 2018-2019 academic year
- 71% cumulative high school student grade point average (Grade 9 to 12)
- 32 Students participated in extracurricular programming at their respective schools (sports, clubs, SRC, etc.)
- 15 students living in dorms – 7 at Notre Dame and 8 at Luther College High School
- 9 students made the Honour Roll in 2018-2019
- 36 students access the MLT Aikins Bursary which totaled \$10,937 in support
- 27 students were able to obtain summer employment and some continue to work part-time throughout the academic year
- 13/18 Grade 12 students graduated on-time (within 3 years of beginning grade 10) in June 2019

MTMS's model is continually evolving and adapting. In recognition of the growing number of MTMS students who have experienced various levels of Adverse Childhood Experiences (ACE's) and the prevalence of the corresponding social, emotional and cognitive challenges, MTMS recognized the need for a second School Community Outreach Coordinator to effectively care for each student. In April 2019, MTMS made this transition. The current SCOC, Courtney MacDougall, assumed the School Community Outreach Coordinator position while Becky Bernhardt, the former SCOC at MTMS, who was on maternity leave, transitioned to the role of Graduation Outreach Coordinator (GOC). The transition was fairly seamless as Becky already had relationships with the high school students from years prior and could re-engage knowing a trusting relationship had already existed. This continuity of service will help the Graduate Support Staff be more responsive to the individual students' need.



In preparation for the gathering, we asked our Indigenous Elders to share with us some words that embody what were celebrating. "Mamawai-Pimohetowin." In the Cree language this means, The Journey—Travel Together. Pictured is MTMS's Class of 2012, celebrating their seven year journey at The Sky's the Limit Event in June 2019, as they near their high school graduation.

The Sky's the Limit celebration was proudly presented by:

MLT AIKINS

WESTERN CANADA'S LAW FIRM

POST-SECONDARY SUPPORT PROGRAM

As MTMS continues to evolve and see its' students' progress into higher education, our goal is to meet the demands of those wishing to continue their post-secondary education. With 11 graduates eligible to enter post-secondary school in the fall of 2018, it was the first time navigating this phase of MTMS's innovative education model. Nine of those students would begin the next chapters of their educational journeys in various post-secondary programs in Regina and Saskatoon in the September of 2018.

Of the students attending post-secondary schools, seven students passed all of their courses and the cumulative GPA for Cohort A was 68.4%. Additionally, many continued to explore their passions through extra-curricular activities and part-time employment. Two students continued to play university rugby for the Champion Grads and one received the Most Outstanding Rookie Award. The Graduate Support Team continued to provide both affective an academic supports to these students throughout the year, establishing over 500 contacts, including face to face visits, academic support, texts, emails and phone calls.

It should be noted that three of the students who did not graduate on time in June 2018, worked over the course of the 2018-2019 academic year to complete their Adult 12 and receive their High School Diploma.

Students worked closely with the College and Careers Coach, as well as the Graduate Outreach Coordinator (GOC) throughout the year, to problem solve social, emotional, academic and financial barriers in regards to their education and overall well-being. This included additional touch-points through the drop-in zone offered by the Graduate Support Team throughout the summer months. Heading into the 2019-2020 academic year we are excited to have 11 of the 13 graduates from Cohort B pursue higher education and we look forward to navigating this space with them.



VOLUNTEERS

Thank you to the volunteers for providing support to the students in a variety of academic and non-academic areas.

Jean MacKay	Valerie Caza	Irene Russon	Gord Runtz
Debby O'Malley	Valentine James	Crystal Massier	Jaezila Wushke
Donna Brunskill	Katie Abramone	Aimee Garchinski	Anne Mariz Anonas
Lori Punshon	Anna Sousa	Chloe Flota	E.Y.E.S. Regina
Elora Shandler	Michael Ralman	Jordan Liebel	Maurice Laprarie
Judith Zawacki	Landon Rohatensky	Travis Horton	Troy Fleece
Jan Forrest	Erin McLellan	Amy Horton	
Laura Whitestar	Ana Maria Gonzales	Kendall Kleisinger	
Eric Hanna	Frank Meyers	Mosaic Holiday Helpers	
Corey Niedermayer	Rose Manoah	Conexus Volunteers	
Cailin MacPherson	Darlene Leamon	Jessica Bihun	
Matt Carr	Stephen McIntosh	Tim McMillan	

MENTORSHIP PROGRAM

MTMS has students in Grade 7-12 matched with 96 mentors. Many positive experiences and special memories were made. Mother Teresa Middle School would like to say **THANK YOU** to all mentors for volunteering their personal time to such a great and worthy program. With every outing, mentors are creating a positive experience and special memories for each student at Mother Teresa Middle School. Thank you for sharing your time and making a difference in the lives of MTMS students.

Reflections From Current Mentors

"I feel very fortunate to be able to participate in the MTMS mentoring program. It has been a very rewarding experience, watching Sienna grow and mature into someone who is confident and courageous. Seeing her come out of her comfort zone fills me with such a great sense of pride. Every outing is an opportunity for me to help set her up for future success, like helping her grow her network by introducing her to my friends and colleagues. Let's not forget about having fun! Being a mentor has been so much fun, whether it's going to see a movie, visiting the science centre or baking cookies, we always have fun."

~Darlene~

"Volunteering at Mother Teresa Middle School, I learned that they provide above and beyond education and supports to enhance some of Regina's youth who are in social and economic disadvantage. During my time at MTMS, I was fortunate enough to help and observe in some of the classrooms and experience the learning environments the children receive. I am in awe of the program as a whole; I am thankful for the opportunity, and I look forward to continue to volunteer at MTMS."

~Mariz~

MTMS COMMUNITY SPOTLIGHT: STEPHEN MCINTOSH

I speak from my own experience, in suggesting that my relationship with Mother Theresa Middle School has been fluid, evolving, and always rewarding.

I initially learned of MTMS through friends and colleagues who themselves, had become involved. By extension, when I approached the school to determine how I may help, it was with at least a basic understanding of the school's motivation, process, and the tremendous success they were achieving in enhancing the lives of disadvantaged youth. More specifically I'd been made aware of how that success manifested in the development of talented and socially conscious young adults – young adults to serve as role models to those following behind them, and meaningful contributors to the society around them. One need spend just minutes, be introduced to only a few of the students, to fully appreciate the fruits of this labour. These are middle-school aged children, grateful for their opportunity, smart, humble, respectful, and motivated. Spend days at MTMS and meet all the students, and the beneficiary becomes you.

Mother Teresa Middle School is a Program that requires funding to operate, and time spent to enhance. I began as simply a charitable contributor and later was afforded the opportunity to engage on a personal level. To that end, I am in the second year of working with the incredible faculty in teaching an after-school Entrepreneurial Studies Course. I do this on a bi-weekly basis, work with a class of ten students, and commence every session with Curriculum in hand. Literally within minutes, we have dispensed with form and instead have followed these kids down crazy paths of life learning and experience sharing. I genuinely worry sometimes that I am getting more out of this exercise than even the kids are. I have just this year, supplemented my experience at MTMS by taking on a mentorship role with a designated grade 7 student. While very early, I am confident that this path will replicate in every way, the same magnitude of fulfillment and enjoyment, that I receive every other Tuesday in the MTMS Entrepreneurial Studies class.

These are great kids being led by the very best educators and singularly most caring, compassionate and committed faculty imaginable. We are all busy in our lives and likely as a result, naturally averse to adding to that burden. Few have endless resources to donate to all the charitable causes presented them. I can affirm to anyone reading this, that charitable monies donated cannot be better spent, and that time expended cannot be more rewarding. I am proud to be a champion of this cause, happy to discuss my experiences with it further, and very encouraging of others to give it a chance. You will not be disappointed.

Stephen McIntosh

President and C.E.O., The Factory Optical and Optiks International group of companies

MTMS OPERATIONS

Curtis Kleisinger - Executive Director

Terri Cote - Principal

Ron Gonzales - Graduate Support Director

Mira Trebilcock - Director of Development

Becky Bernhardt –Graduate Outreach Coordinator (as of April 2019)

Courtney MacDougall- School Community Outreach Coordinator

Lyndsay MacPherson - College & Careers Coach (until March 2019)

Dale Reed - College & Careers Coach (beginning March 2019)

Liza Fogarty - Graduate Support Assistant

Evan Whitestar - Student Support Assistant

Jane Brundige - Intervention Facilitator (new position)

Greg Rieder - Grade 8 Teacher

Jayde McFee - Grade 7 Teacher

Harmony McMillan - Grade 6 Teacher

David Nelson - Phys. Ed./Science Teacher

Laura Liebel - Executive Assistant

Nicole Rueve - Administrative Assistant

Imelda Nacional - Nutrition Support

Stan Klisowsky - Bus Driver



Mother
Teresa
Middle



Men and Women for Others

- ★ Religious
- ★ Loving
- ★ Open to Growth
- ★ Intellectually Competent
- ★ Committed to Justice

AFTER-SCHOOL ENRICHMENT PROGRAM



Forty after-school activities were planned throughout the year. Students also participated in six inter-school sports activities over the 2018-2019 school year.

AFTER-SCHOOL PROGRAMS

AR Reading	ASHRAE Science	Babysitting Club	Bannok Making
Battle of the Books	Board Games	Bringing Back the Buffalo	Cadets
Chess Club	Debate Club	Dungeons & Dragons	Eden Care
Entrepreneurship	EYES Science	First Aid	First Nations Beading
First Nations Dance	First Nations Drumming	Globe Theatre	Guitar Lessons
Happiness Project	Healthy Habits	Homework Club	IQ Metrix Computer Coding
Karaoke	LG Fitness	Leadership Team	MacPherson Engineering
Mask Making	Math Games	Mindful Colouring	Mindfulness Yoga
Moccasin Beading	Nurses Group	Photography	Reach Cooking
Singing Lessons	Watercolour Painting	Wrestling	Yoyo Club



The MTMS Blues (the “Blues”) name originated in reference to the blue colour that is synonymous with Mother Teresa Sisters of Charity and the three stripes of blue that adorns their habits. The winged “B” represents the schools Catholic roots: angels in heaven and the fact that they believe Mother Teresa is watching over them from above. The wing is also a symbol of speed, power, elegance and grace. It depicts how MTMS wants the athletes to perform. The logo adorns school athletic uniforms that the students wear while competing against other schools in the Regina Catholic School Division.

2018-2019 Sports Activities

Badminton	Basketball & 3 vs. 3 Basketball	Cross Country
Ariel Football	Frisbee Golf	Lacrosse
Outdoor Hockey	Track & Field	Volleyball

SUMMER STUDENT RETREAT



To start our Summer Leadership Retreat off in a good way, we were blessed to have Elder Harry send us off by smudging prior to boarding the bus to Alberta. We spent 6 action packed days exploring, building relationships, challenging our leadership skills and making lifelong memories while having a blast with our MTMS family! We hiked and explored in Canmore and Banff. Some of our exploration was done on foot while other portions included riding the Gondola. Our evening pipe ceremonies lead by Elder Harry Francis created a positive space for students to enjoy each other around the camp fire and listen to the Buffalo Boys drum. While in Calgary, we learned about animal diversity at the zoo. We were scheduled to participate in rafting and exploring the beautiful bike trails of Calgary but mother nature had other plans. As an alternative, we settled for a movie in the comfort of a brand-new cinema. We finished off our amazing trip by spending a day having fun at Calaway Park. Summer Leadership Retreat environment creates an authentic space to bond with each other and strengthen our family bond at Mother Teresa Middle School. Our summer trip to Alberta is always a favourite for both the adults and students!

SUMMER LEADERSHIP ACADEMY



Our Grade 6, 7 and 8 students attended a 2-week Summer Leadership Academy at the University of Regina from July 29th – August 9th. During these 2 weeks, students had the opportunity to explore and build on their strengths by participating in sports, swimming, team-building activities, math and science experiments and art. Once again, the Faculty of Engineering provided our MTMS students the opportunity to participate in a software engineering lab, students were also gifted the opportunity to participate in activities with the School of Journalism. During Summer Leadership Academy, students were able to build on their cultural connections by participating in powwow dancing and beading class with Paulete Poitras and cultural walks with Evan Whitestar. We had 24 students at the Lakeshore Tennis Club and another group of 11 students who spent every morning attending rowing lessons with the Regina Rowing Club. At the end of the first week, we spent the morning at the Royal Saskatchewan Museum and then had a picnic in the park followed by swimming at the Wascana Park Pool. On our last day of Summer Leadership Academy, we enjoyed going canoeing on Wascana Lake followed again by a picnic in the park and swimming.

BRINGING BACK THE BUFFALO



Bringing Back the Buffalo is about connecting land, language, cultural teachings and traditional spirituality in beautiful ways. To begin the 2018-2019 school year, MTMS staff and students participated in a Traditional Indigenous Sweat led by Elder Harry Francis from White Raven Lodge. Following the sweat, MTMS in partnership with Buffalo People Arts Institute, engaged in a 10-month program that teach and engage students in various traditional Indigenous practices. Through in-class workshops and after-school programming guided by local artists Lorne Kequahtoway and Joely Kequahtoway-Bigeagle, Terry Mosquito and Tracy George, students learned traditional teaching, scraped a buffalo hide and gained a sense of pride in their culture.

CELEBRATING CULTURE THROUGH DANCE



Powwow dances and regalia creation are a beautiful expression of Indigenous spirituality, history and culture. With the guidance and mentorship of Paulete Poitras, five MTMS girls from Grades 6 to 8 had the opportunity to design and create their own Regalia throughout the 2018-2019 year. Dancers performed at the Grade 8 Promotion Ceremony and various events around the city including; the Saskatchewan Heavy Construction Association AGM Breakfast, opening the Newo Yotina Friendship Centre and at traditional Powwows. MTMS dancers also had the opportunity to share their gifts and culture with their peers at elementary and high schools throughout Regina and surrounding area.

MTMS DONORS

From MTMS's beginning the school has had many supporters who have bestowed wisdom, resources and time because they believe in the mission. This list recognizes our community of 'believers' from the 2018-2019 year, who have helped make MTMS and its students what they are today with a financial gift to MTMS. Thank you for helping to us climb many mountains.

Styles Acoose
Dorothy Allan
Anonymous Donors
Benefaction Foundation
Erin Bokshowan
Eric Bower
Michelle & Jim Braun (Dairy Queen)
David Brundige
Randy Brunet
Jack Bundon
Canterra Capital Corporation
Christie Mechanical
Community Initiatives Fund
Melissa Coomber-Bendsten
Terri Cote
Rob Currie
Mark Docherty
Laura Dubois
Emerald Ridge Elementary School (ERES)
Factory Optical Holdings Inc.
Frank J. Flaman Foundation
Alain Gaucher
Gord Gillies
Government of Saskatchewan
Gina Grandy
Great West Life
James & Carmela Haines
Harvard Western Insurance
Reverend Dr. Sami Helewa, SJ
Angela Hickie-Miller
Rosanne Hill-Blaisdell
Marylyn & John Horsman
Carmen Humble
J.D. Mollard & Associates Ltd.
Gwen Keith
Curtis & Lana Kleisinger
Deron Kuski
Blair Ledingham

Albert Park Community Association
Len Andrychuk
Lynn Barber
Bill & Corinne Allen
Kelly Bourke
Cam Bower
Bravo Regina Winterfest
Carol Brundige
Donna Brunskill
Mo Bundon & Michelle Carr
Dr. Richard Carter
Commissionaires-South SK Division
Conexus Credit Union
Tony & Kim Coppola
LeeAnn Croft
John Dipple
Terry Downie
David & Sylvia Dykes
ERES School Community Council
File Hills Qu'Appelle Tribal Council
SK Liquor & Gaming Authority
George Reed Foundation
Glen Elm Church of Christ
Joel Graham
Global Philanthropic
Greystone Asset Management
Jordan Hardy
Kathreen Heisler
Riley Herman
Paul & Carol Hill
Bryan Hillis
Deann & Mike Horton
Indspire
Java Post Productions Inc.
John & Veronica Klebuc
Knights of Columbus, Campion College Council #15955
Maurice Laprairie
Jana Linner

MTMS DONORS

Lorne & Evelyn Johnson Foundation

Madonna Foundation

Elijah McMillan

Germaine Miko

MNP LLP

His Honour Tom Molloy †

Moose Jaw Refinery Partnership

Joshua Morrison

Jenny Avram & Paul Forer

Newo Yotina Friendship Centre

North Regina Little League

Corey O'Soup

Our Lady of Peace SWL Council

Hiedi Pearson

PFM Capital (2010) Inc.

Laurie Powers

Lori & Kevin Punshon

Regina Police Association

Rouleau School SRC

Aaron Runge

SK Knights of Columbus Charitable Foundation

SK Indian Gaming Authority Inc.

Bill & Shauna Sherven

South SK Community Foundation

Stantec

Taylor Automotive Group

Thyssen Mining

The Benevity Community Impact Fund

Mira Trebilcock

United Way of Toronto

Pauline Wagner

SK Workers Compensation Board

Jodi Wildeman

Yara Belle Plain

Jean & Harold MacKay

Dale & Leanne McFee

Mike's Your Independent Grocer

MLT Aikins LLP

Jason Mohrbutter

Mitch & Lisa Molnar

Morgan Charitable Fund

Mosaic Canada

David Nelson

North American Helium Inc.

Debby & Terry O'Malley

One Life Makes a Difference

Rob Palmarin

Richard Pearson

Dean & Tara Popil

PrairieAction Foundation

Kassandra Quayle

Regina Roman Catholic School Division

Nicole & Everett Rueve

Bryan & Elizabeth Saba

Saskatchewan Heavy Construction Assoc.

SaskTel

Sisters of Service of Canada Location #40

St. Gabriel School

Tina & Darren Svedahl

TD Bank Retired Members Assoc. of SK

TD Greystone Asset Management

Anita Tessier

United Way of Regina

Rob & Lois Vanderhooft

Rose Wangechi

Western Surety

Don Wilson



A special thank you to our Founding Supporters:

Paul & Carol Hill

One Life Makes a Difference Foundation

Mo Bundon & Michelle Carr

GIFTS IN KIND

MTMS has received a number of in-kind gifts and services during the year and are very appreciative of this significant support.

Tim Horton Children's Foundation
Maurice Laprairie
Anita Sehgal
Dr. Diana Monea
Dr. Maureen Lefebvre
Dr. Tony Romaniuk
Lisa Richardson
University of Regina
Mike's Your Independent Grocer
Regina Food Bank
Dairy Queen – Jim & Michelle Braun
Saskatchewan Heavy Construction
Mary Ann Jardine

Dr. Mike Ziglo
Troy Fleece
Canada Life/Great West Life
Neechie Gear, Kendall Netmaker
Indigo Love of Reading Program
RCMP Depot Division
Silver Screen Sportswear/Rod Zimmerman
Computers for Kids
Aase Choquette
Cobs Bread/Julie & Rick Turchet
PC Children's Charity
Darryl & Charleen Lees
Loretta Leibel



Saskatchewan Heavy Construction Association (SHCA) in collaboration with NeechieGear generously helped to create and provide a new piece of MTMS clothing for the 57 students in Grade 6 to 8. SHCA also sponsored Kendal Netmaker, founder of NeechieGear, as a key note speaker to visit MTMS and speak to students in October of 2018.

MEN AND WOMEN FOR OTHERS

ME TO WE: MTMS WELCOMES REFUGEES TO CANADA

After reading a novel about the experiences of refugees around the world, Grade 6 students created a plan to welcome recently arrived refugees to Regina. Working in partnership with the Regina Open Door Society (RODS), students planned a series of stations that helped refugees learn about different aspects of life and culture in Canada. Students raised money and connected with local businesses to support the event. The class then set up their “Welcome to Canada” party at RODS. The Buffalo Boys Drum group and Dancers also performed at the event, concluding the party with a beautiful round dance and celebration of diversity!



ME TO WE: Jolly Gingerbread Jamboree

The 2018 Jolly Gingerbread Jamboree held in December was a refresh of our formally annual contest. MTMS Alumni, Jasmine Grywachski, was inspired to bring this event back. Jasmine was a member of the first class who hosted the event in December 2012. She took the lead on organizing the event, with the support of Maize Mugot and Beatrice Domingo, two other MTMS alumnae. All funds raised were donated to Programa Velasco, an organization in El Salvador whose mission is “To educate and empower children and women entrepreneurs in El Salvador to build strong families and create better futures.” Jasmine had the opportunity to engage with the organization in 2018 during a service trip with her class from Luther High School. The December 2018 event was a huge success with over 15 teams participating and raising over \$1,000.00. Jasmine, Beatrice and Maize are all great models of what it means to live out Mother Teresa Middle Schools mission to raise “Men and Women for Others.”

ME TO WE: Second Chance Art Sale

On April 19th, 2019 the Grade 8 class at MTMS held a Second Chance Art Sale, with the goal of giving back to the community and fulfilling our Lenten promise to give alms. We gathered nearly 100 pieces of donated art and displayed it in the lounge that evening. The event helped to raise \$580, which was donated to the Come N’ Learn Aboriginal Head Start Preschool, to help them build their program and also to Development and Peace, to aid their work with refugees and forced migrants. The project also allowed students to view a variety of art works and then write about them in order to fulfill curricular requirements.

ME TO WE: Eden Care

In 2018-2019, Grade 6 and 7 students at MTMS continued to enjoy mutually rewarding visits with our friends at the Regina Lutheran Home. During our monthly visits, students developed connections with elders by sharing in different activities, such as leading bingo games, singing, playing a variety of games, colouring and more. MTMS students are blessed to have the opportunity to give and receive love, friendship and kindness in the space of the Regina Lutheran Home.



ROOT BELIEFS

We believe that God is present in all things.

We are a Catholic institution and we believe that God is present in all things. This principle unifies all of our other beliefs and reflects our Jesuit foundation. Our students need not be Catholic but they will understand that God has a place in their lives. If you understand this animating principal, you then have a good understanding as to why we hold our other values and beliefs. If we understand that all our students are children of God—no matter their background or circumstance or how they arrive at school each day—it validates all that we do. God guides us and is present in all that we see and do—every minute of every day. Our God is loving, accepting, compassionate, forgiving, caring and kind. At Mother Teresa Middle School, God comes first!

We believe that all students will learn and every minute counts.

Inside each student is the capacity to learn and grow - regardless of how much they have or where they grow up. Low income does not mean low impact. If given the right environment and supports, all students can thrive and become intellectually competent. Every minute, every second is important to learning and every interaction presents a learning opportunity. A good education is vital to breaking the cycle of poverty in our students' lives.

We believe that we are called to be “Men and Women for Others”.

Servant leadership and putting others before self is what it means to model Christ like behavior. Being loving, thoughtful, respectful, kind, caring and giving are valued assets in today's world. The way we treat others is incredibly important. Giving back to our communities, standing up for what is right and being committed to social justice projects is an important part of being a member of the Mother Teresa Middle School community.

We believe that setting high expectations enables us to meet our goals.

Excellence isn't a sometimes thing! Set the bar high and strive to live above it in all you do. Everyone is expected to set goals and constantly strive to attain those goals. All Mother Teresa Middle School scholars are expected to complete high school and go on to college or post-secondary. The hard work and effort we put forth and the accomplishments we realize are gifts to God. All students should strive for greatness and constantly seek “Magis” (the more).

We believe that educating the whole person is the best way for children to develop.

Developing the whole person means seeing them grow spiritually, intellectually, physically, socially and morally. MTMS believes in “cura-personalis”, which means care for the whole person. MTMS focuses on the affective domain and seeks to help students and their families overcome obstacles that might interfere with their development. MTMS scholars are continually open to growth and new experiences as they grow and learn.

We believe that authentic relationships build valuable networks in the community and the world.

Strong, firm, true, authentic relationships will prove valuable as students strive for excellence. Surrounding oneself with people who share the same goals, values and beliefs is vital to a MTMS scholar's (positive) growth and development. MTMS partners with the families of our students, our Board, our donors, the Jesuit community, our volunteers, our mentors and the community. We understand that it takes a village to raise a child.

CORE VALUES

Our school community encourages its members to:

Seek - Learn - Serve - Excel - Grow - Connect - Persevere - Love

Seek:	MTMS scholars are always seeking to find God in all things.
Learn:	MTMS scholars will acquire the knowledge, skills and abilities necessary to be successful in the next phase of their lives and they will be lifelong learners. They will use the knowledge, skills and abilities to break the cycle of poverty in their lives.
Serve:	MTMS scholars are willing to put others before themselves and they model Christ like behaviour. They are: loving, caring, compassionate and kind. They are committed to social justice and community service.
Excel:	MTMS scholars strive for excellence in all they do. They constantly strive for “Magis”, which means to do more.
Grow:	MTMS scholars are constantly open to new ideas and experiences in their lives. They are willing to try new things.
Connect:	MTMS scholars will become social entrepreneurs and connect with a wider community as they grow and build their networks.
Persevere:	MTMS scholars are resilient and do not give up. They face adversity but are tough and prove time and time again that they can get through anything.
Love:	MTMS scholars understand who they are and come to love themselves by realizing the unique skills and abilities God the creator has provided them. They then become better prepared to give and receive love from others.

We chose these words because they reflect our root beliefs and incorporate the Jesuit principles. We believe that they encapsulate the type of men and women we want to put out into the world and we believe that these values are ones that the world finds value in as well. Focusing our core values on eight words allows students to better understand what is expected of them and it allows us to easily articulate where we want them to be upon graduation. It is manageable, desirable and attainable. We also believe that these seven values align strategically with our animating principle, our root beliefs and our shared purpose.

MTMS IMPACT: FIVE KEY PILLARS

1. SPIRITUAL IDENTITY

MTMS is a community of learners who appreciate and are aware that human life is fundamentally spiritual.

MTMS ensures that all students and staff experience the presence of God/Creator in all things:



Private Prayer

10

Monthly Mass at
Campion College

Smudges
& Sweats

Indigenous
drumming &
dancing

MTMS encourages *Men and Women for Others* and helps to create opportunities for staff and students to give back to their community and around the world.

\$1000

Raised from the Jolly
Gingerbread
Jamboree for
Programa Velasco

Raising money and
using it to welcome
Refugees to Canada
& help them learn
about different
aspects of life &
culture in Canada

\$580

Second Chance Art
Sale for Come N'
Learn & Development
& Peace

11

Visits made by Grade
6 & 7 students to the
elders at Eden Care

7

Tons of rice students,
staff & MLT helped
bag at Regina Food
Bank

13

Times, muffins were
delivered to St.
Peter's Community
School by MTMS
Grade 8 students for
the "Happiness
Project."

MTMS IMPACT: FIVE KEY PILLARS

2. ACADEMIC EXCELLENCE

MTMS prepares students to engage deeply, to strive for excellence and become lifelong learners.



- ↑ 91% of MTMS students had a higher rate of participation in sports compared to the Canadian norm of 74%.
- ↑ 82% of MTMS students were interested & motivated in their learning compared to the Canadian norm of 52%.
- ↑ 6.8 out of 10 MTMS students rated advocacy at school compared to the Canadian norm of 5.7 out of 10.
- ↑ 7.8 out of 10 MTMS students rated positive teacher-student relations compared to the Canadian norm of 7.5 out of 10.



- ↓ 65% of MTMS students had a high sense of belonging compared to the Canadian norm of 72%.
- ↓ 33% of MTMS students had moderate to high levels of anxiety, the Canadian norm was 26%.
- ↓ 28% of MTMS students were victims of moderate to severe bullying in the previous month, the Canadian norm was 26%.
- ↓ 0.4 hours per day MTMS students spent on homework; the Canadian norm for these grades is 0.8 hours.

3Years

The Grade 8's grew 3 years in 3 years collectively in Math, Language Usage and Reading as measured by the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP).

2.3 Years

The Grade 7's grew 2.3 years in 2 years collectively in Math, Language Usage and Reading as measured by the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP).

1.7 Year

The Grade 6's grew 1.7 years in their first year at MTMS collectively in Math, Language Usage and Reading as measured by the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP).

2,112

Students collectively read 2,112 books and the Grade 8's collectively as a class achieved 93.5% overall in their reading comprehension according to Accelerated Reader.

63%

63% of MTMS Grade 8 students entering high school were reading at grade level according to the PM Reading Benchmark data.

MTMS IMPACT: FIVE KEY PILLARS

3. DEVELOPMENT, MARKETING AND COMMUNICATIONS

MTMS acknowledges that all members of our community are companions on the journey as we strive to pursue our mission and vision.

Growing Our Community



Financial



MTMS IMPACT: FIVE KEY PILLARS

4. FINANCE, FACILITIES, PARTNERSHIPS, HR AND GOVERNANCE

MTMS provides the governance and leadership necessary to achieve its mission and vision with clarity, collaboration and transparency.

\$8,545

The per student allotment for students in Grade 6, 7 & 8 that MTMS received from the Government of Saskatchewan in 2018-2019.

\$487,065

The total amount of funding MTMS received from the Provincial Government as an Associate School in 2018-2019.

\$1,936,244

Total actual expenditures for the 2018-2019 school year.

\$6,042

Annual cost per graduate (Grades 9, 10, 11 & 12).

\$25,490

Annual cost per student (Grades 6, 7 & 8).

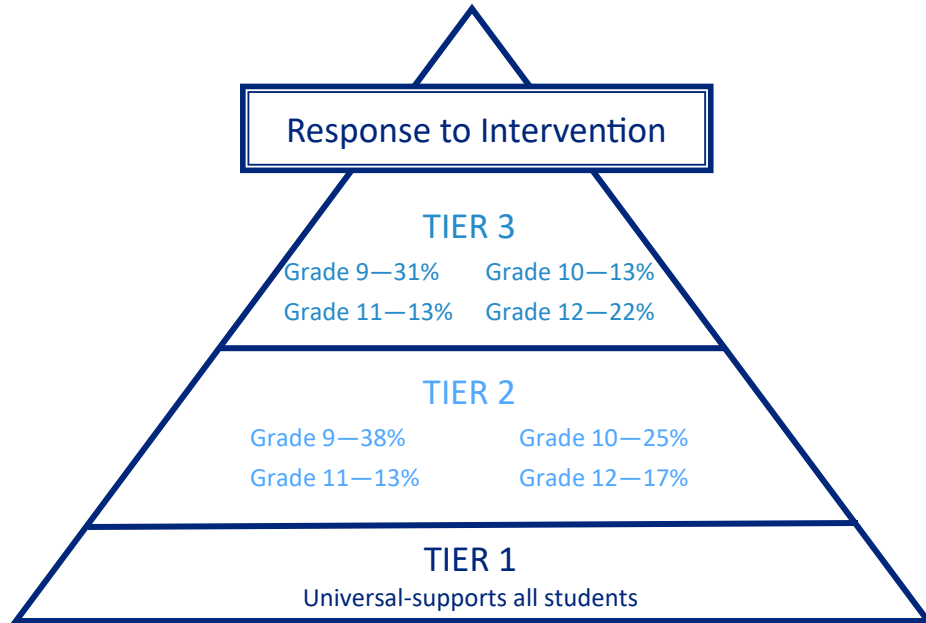
\$10,370

Average cost per post-secondary student (Cohort A).

MTMS IMPACT: FIVE KEY PILLARS

5. GRADUATE AND STUDENT SUPPORTS

MTMS ensures that all students have the knowledge, supports, advocacy and resources necessary to find success.



65%

Pass rate for high school students.

96

MTMS students and
alum matched with
mentors



79%

Attendance rate for high school
students.



Graduation Rates

Cohort B 72%

Overall (Cohort A & B) 67%



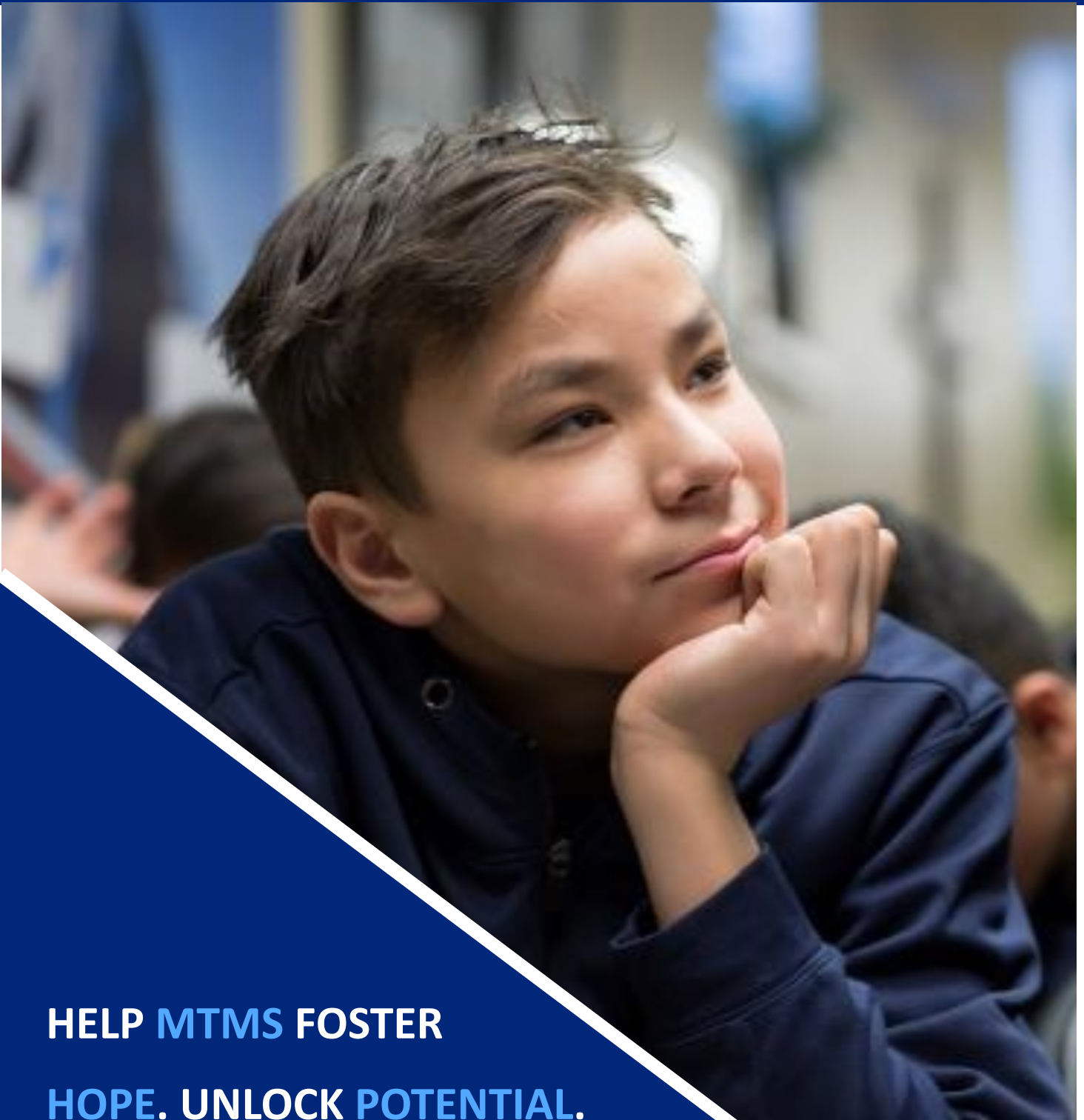
32

High School students were involved in
extra-curricular activities.



***“Let us always meet each other
with a smile, for the smile is
the beginning of love.”***

- Mother Teresa



**HELP MTMS FOSTER
HOPE. UNLOCK POTENTIAL.
EMPOWER STUDENT SUCCESS.**

Mother Teresa Middle School

1975 2nd Avenue North | Regina, SK | S4R 0Y1 | www.mtmschoolregina.com | 306-569-6867