

# Mother Teresa



# Middle School

A Jesuit Academy

## ANNUAL REPORT

### 2019-2020



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

*Front Door, Mother House, Calcutta 1995*

*"I love that MTMS is so loving. When I come to school, I always feel welcomed."*

*- MTMS grade 6 student*





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# MISSION

**Mother Teresa Middle School (MTMS) aims to break the cycle of poverty among socially and economically disadvantaged youth through the application of its innovative education model.**

## STATEMENT ON COVID-19

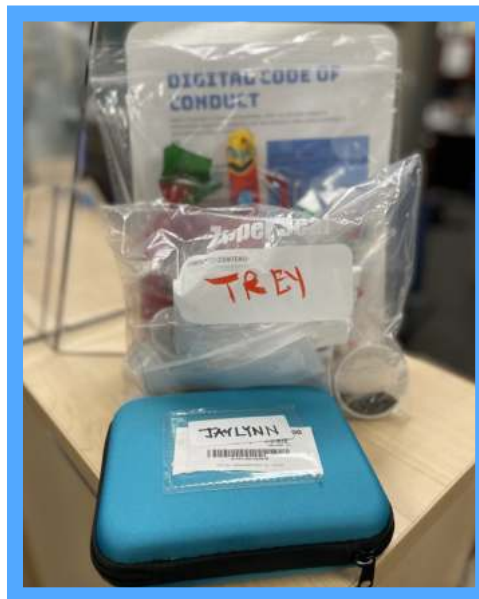
In March of 2020, due to the global pandemic known as COVID-19, the Government of Saskatchewan closed down schools and we transitioned to online learning. Mother Teresa Middle School (MTMS) could not have imagined, nor predicted, the COVID-19 pandemic that we experienced this year. MTMS made every effort to ascertain what the short and long-term impacts of the unprecedented school closures would have on MTMS and its graduates.

Knowing that marginalized people often become more marginalized in times of crisis, MTMS's goal throughout the first phase of the outbreak was to ensure that students, alumni and their families had all their basic needs met and were not rendered more vulnerable. A dynamic collaboration between our community partners emerged and resources from an Anonymous Donor helped MTMS develop a coordinated, multi-dimensional response plan – informed by the voices of our community and anchored in the school's philosophy of *cura personalis* or care for the whole person.

The COVID-19 pandemic put into stark focus, the systemic and structural inequalities of our social, economic and educational institutions. The Graduate Support Team at MTMS worked diligently to provide the resources necessary to ensure that alumni were safe, supported and had all their physical, emotional and intellectual needs met so virtual learning could take place.

That being said, the complexities of poverty manifested themselves differently for each student over the last 5 months of the 2019-2020 school year. We believe that the adverse effects of the COVID-19 pandemic will be seen for years to come and impact areas such as: student attendance, academic achievement, mental health, physical health, overall well-being, student engagement, engagement with the MTMS staff and motivation for higher education.

The Annual Report data may look incomplete or skewed compared to past years data, because in many areas, the MTMS team was not able to collect data from the beginning to the end of the year. Activities such as the Summer Leadership Retreat/Summer Leadership Academy were cancelled. MTMS was able to provide extra supports like bi-weekly Food Bank hampers and hygiene products to all the MTMS and alumni families. Technology was provided for all students so that they could participate in remote learning, be connected with their teachers and classmates and keeping up to date with their school work.



## MTMS BOARD OF DIRECTORS

Paul J. Hill

Mo Bundon

Reverend Dr. Sami Helewa, S.J.

# MTMS MODEL

<p><b>THERE MUST BE <u>ENGAGED PEOPLE</u></b></p>	<ul style="list-style-type: none"> <li>• MTMS Board</li> <li>• Administration (Executive Director, Principal)</li> <li>• Teachers</li> <li>• Director of Development</li> <li>• Director of Student Supports</li> <li>• Graduate Support Director, School Community Outreach Coordinator, College &amp; Careers Coach, Graduate Outreach Coordinator, Intervention Facilitator</li> <li>• Support Staff (Office Manager, Administrative Assistant, Student Support Assistant/Cultural Liaison, Graduate Support Assistant, Bus Drivers, Nutrition Support)</li> <li>• Families</li> <li>• Volunteers</li> <li>• Donors</li> <li>• Mentors</li> <li>• Community partners &amp; supports (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)</li> </ul>
<p><b>STRATEGICALLY TEAMING ON THE MTMS <u>MISSION</u></b></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><b>USING PRACTICE STANDARDS BLUEPRINT</b></p>	<p><u>Optimized Time for Student Learning</u></p> <ol style="list-style-type: none"> <li>1. School culture of delivered high expectations and mutual accountability.</li> <li>2. Active student engagement in academic goal setting and chartering progress.</li> <li>3. Expanded time - school day and year.</li> </ol> <p><u>Time to Help Students Thrive in School and Beyond</u></p> <ol style="list-style-type: none"> <li>4. Faith based Jesuit Academy – Ignatian Pedagogy</li> <li>5. Holistic education – mind, body, spirit</li> <li>6. Commitment beyond graduation</li> </ol> <p><u>Continuous Improvement of MTMS Staff</u></p> <ol style="list-style-type: none"> <li>7. Evidence based school relentlessly assessing, analyzing, and using student data.</li> <li>8. Innovative team with strategic learning and alliances.</li> </ol>
<p><b>TO RELIABLY SUPPORT AND MEASURE ENGAGED STUDENTS FOR SUSTAINABLE READINESS FOR NEXT GRADE, HIGH SCHOOL, POST-SECONDARY, CAREER, LIFE</b></p>	<p><u>Mission Measurement Outcomes</u></p> <ul style="list-style-type: none"> <li>• 97% student attendance.</li> <li>• 1 year academic progress based on potential (locally, provincially and internationally).</li> <li>• Sustained well-being, hope and engagement.</li> <li>• Holistic assessment – physical, social, emotional, family.</li> <li>• Application of developing strengths and social entrepreneurship.</li> <li>• Documentation of enrichment opportunities in extended time-school day and year and enrichment opportunities.</li> <li>• Growth in the application of technology.</li> <li>• Growth in community service.</li> <li>• Honouring the Truth and Reconciliation Calls to Action.</li> </ul>

# 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



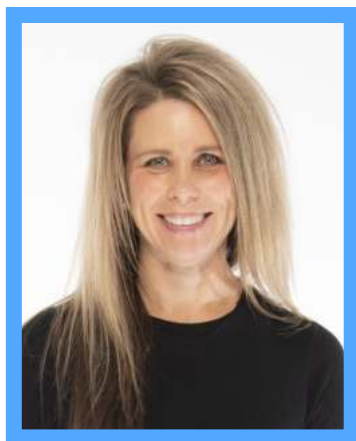
## Witness Blanket

"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](http://witnessblanket.ca)



# PRINCIPAL'S MESSAGE



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

Senator Murray Sinclair, First Nations lawyer, who served as the Chairman of the Indian Residential Schools Truth and Reconciliation Commission said, “We have described for you a mountain. We have shown you the path to the top. We call upon you to do the climbing”. At Mother Teresa Middle School we believe that in community, we are doing the genuine climbing that Murray Sinclair speaks of through authentic relationships, a focus on identity and culture, intentional and strategic programming (affective and academic), along with data collection and analysis.

The 2019-2020 school year began with the MTMS team committing to collaborate with God to create **HOLY MOMENTS**. The book, *How Modern Culture is Robbing Billions of People of Happiness; THE BIGGEST LIE IN THE HISTORY OF CHRISTIANITY*, written by New York Times Bestselling Author Matthew Kelly was gifted to the MTMS staff. Kelly reminded us that, “we can leave our mark moment by moment as we fulfill the ordinary duties of our daily life with gentleness, humility, thoughtfulness, generosity, kindness, service, hospitality, lightheartedness and joy.”

The time spent and the reciprocity of Holy Moments between the MTMS staff and Eden Care Elders to start the school year created positive ripple effects. Eden Care Communities is Regina’s leading integrated and intergenerational housing and healthcare organization operating world-class seniors, adult and childcare facilities and programs. The profound experience of “togetherness” resonated in and through the MTMS students and staff who committed to spend time, during the year, with the Elders who make their homes in the Eden Care Community. As a team and in community, we learned and grew spiritually. Creating “Holy Moments”, that were strategically aligned to the mission and vision of MTMS and to the Universal Apostolic Preferences (UAP’s) of the Jesuits of Canada, the MTMS culture was invigorated and deeply rooted in the Catholic Faith, Ignatian Spirituality and Traditional Indigenous Spirituality.

For the first time, we opened the school year with a Family BBQ that included current and former MTMS students. MTMS Alumni spoke to the middle years students and their families; sharing stories of the transition to high school and post-secondary. Jason Whitecap, parent of two MTMS students, shared with the 6<sup>th</sup> grade families how his girls, being at MTMS, inspired him to go back to school, get out of bed each morning and on the bus to head to the First Nations University of Canada, where he was enrolled in his first year of studies. This was a proud moment for the MTMS family and a testament to fulfilling the mission of breaking the cycle of poverty through education.

MTMS middle years students created “Holy Moments”, at Eden Care Lutheran Home, that were strategically aligned to the mission and vision of MTMS. Participating in and creating “Holy Moments” cultivated gratitude. Students’ hearts were disposed to receive more, to appreciate more, to love and be loved more. Spending the day at the Regina Open Door Society Newcomer Welcome Center gave students, in reciprocal ways, an opportunity to share their culture and the Canadian culture with the newcomers to Regina both refugees and immigrants. Intercultural dialogue is alive and well at MTMS.

After attending the Heritage Classic hockey game in October, MTMS students wrote letters filled with gratitude and sent photos to Mark Chipman, owner of the Winnipeg Jets, to thank him and his team for the tickets. For MTMS students, this experience was their first opportunity to attend an NHL hockey game and a moment in time they will never forget. MTMS Buffalo Boys and Dancers gave back to The Mosaic Company on the opening day of the rodeo at the Canadian Western Agribition. Earl Greyeyes, Indigenous Engagement Coordinator for The Mosaic Company, commissioned the MTMS drummers and dancers to perform at the half time show. For the 9th year in a row, MTMS staff and students joined forces with MLT Aikins LLP at the Regina Food Bank during the Christmas Season to bag 7 tonnes of rice and half a tonne of lentils.

MTMS Alumni also created “Holy Moments”. Luther College High School created a space for Evan Whitestar, MTMS Student Support Assistant who is Cree from Pasqua First Nation, to come to the school to smudge with a small group of staff and students who were interested in learning more about Traditional Indigenous Spirituality. This initiative was thanks to a former MTMS student who currently attends Luther. This is the path to the top of the mountain that Senator Sinclair spoke of and



# PRINCIPAL'S MESSAGE

On March 20<sup>th</sup>, the COVID-19 pandemic made its way into our every day lives at MTMS. The MTMS team was healthy and functioning well prior to the transition to remote learning. As a result, we were poised and ready to take on this new challenge under the direction and leadership from our Executive Director, Curtis Kleisinger, while adhering to the guidelines and directives from Saskatchewan's Chief Medical Health Officer and the Ministry of Education.

During the pandemic, a story of togetherness and hope emerged. It was a story of the power of Mother Teresa Middle School's, "way of proceeding", and how engaging a community allowed the MTMS Team to care deeply, connect strategically and look forward. We entered our new reality by asking the following questions that allowed us to craft a remote learning plan strategically rooted in the mission and culture of all that is MTMS.

**Care:** How can we help students, their families and the MTMS staff manage the worry, fear, or isolation they may be experiencing because of this pandemic?

**Connection:** How can we leverage digital platforms to provide learning experiences rich in connection, engagement, social interaction, and feedback? How can we design learning experiences that address the needs of different types of learners who need different kinds of support and guidance? Which of the key understandings, skills, and habits of learning previously identified for the classroom learning experience are transferable to a remote experience? How can we help students construct their own understandings?

**Looking Forward:** What are the authentic, learning opportunities that have resulted from this time and place? Where might students' curiosity and motivation open other new possibilities?

From March 30<sup>th</sup> to the end of the school year, the various levels of engagement noted saw 88% (49/56) of students engaging in TEAMS Meetings and completing assignments in the remote learning spaces. Our biggest challenge was finding ways to support students in completing all the assigned work. To address this challenge, homework check-ins were implemented, classroom teachers shorten the length of lessons and had students completing the work independently while on-line in Microsoft TEAMS. As well, small groups were created for individual instruction, and assignments were adjusted so that students could complete them independently.

The other 12% (7/56) of students who were not engaging fully required more intense interventions that included connections with the individuals and their parents/guardians in our virtual spaces, texts, emails, phone calls and social distancing visits to the homes along with one-on-one support. The heightened anxiety for the students and their families saw greater symptoms of mental health in all 7 cases. Our work with these students was on-going and extended into the summer months.

It became evident that students' curiosity and motivation opened several new opportunities for learning that will be foundations upon which to build upon during the 2020-2021 academic school year. The academic staff leaned into students' interests, listened to their voices, and capitalized on the enriched learning that emerged because of students' engagement, contextual learning and desire to lead.

Doing whatever it takes to bridge the learning and connection gap for our new 6<sup>th</sup> grade students and those moving to 7<sup>th</sup> and 8<sup>th</sup> grade will be at the front and center of our planning for the Fall. Providing mental health and wellness supports and positioning the MTMS Student Support Team to deliver the necessary supports and programming will be our priority as we make our way into the summer and prepare for our return to MTMS in the fall. At the same time, we will continue to engage in conversation regarding what comes next and look forward with HOPE while awaiting direction, from the Chief Medical Health Officer and the Ministry of Education, as to what the reality of our return will look like for the fall of 2020.

Our Mother Teresa Middle School story is a celebration of community and the impact of coming together. It was and will continue to be a story of the power of unconditional love, connection, compassion, and kinship. May the words of Father Kevin Boyle SJ, "We Belong to Each Other" and those of Elder Harry Francis, "Love one another and help one another...sákihitók mina wicíhitók." continue to inspire us and lead us well into the future.

# EXECUTIVE DIRECTOR'S MESSAGE



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

The 2019-2020 school year has been like no other I have experienced in my 25 years as an educator. The academic year was really divided into two halves: Pre COVID-19 and COVID-19. The first six months of the school year were much like any other... only better! We had an amazing group of students who were doing incredibly well. Our MTMS students were attending classes as they normally would, engaging in athletic activity, spending time with friends and having a blast. In March, the COVID-19 pandemic took the world by storm and required us to quickly change the way we educate and support our students. While we changed how and where we worked, our love and commitment towards our students and their families only grew! The COVID-19 crisis put into stark focus, the systemic and structural inequities in our social, economic and educational sectors. Knowing that marginalized people become even more vulnerable in times of crisis, our goal since March of 2020, was to ensure these gaps did not grow and families are not rendered more disadvantaged. This meant providing resources and supports to MTMS students, alumni and their families - keeping them academically engaged and ensuring their wellbeing, safety and overall good health during this time of uncertainty. Throughout the 2019-2020 school year, many key learnings, observations, struggles and celebrations took place. MTMS did everything possible to identify, address and deliver much needed supports to our community that involved 131 families and 422 individuals. In order to navigate the challenges we encountered, the MTMS team rolled out a plan and a systematic

approach that prioritized the needs of students and families - keeping in mind three goals:

- **Ensuring health/safety/security**
- **Supporting physical/social/emotional wellbeing**
- **Fostering engaged learning**

If there is one thing we know how to do at MTMS, it's how to respond and adapt in times of crisis. I would also like to say that COVID-19 has only reinforced and strengthened the impact and importance of our school model. When COVID-19 first reared its head, our first response was to ask, "How can we prevent our students and staff from contracting it?" Based on the information we had at the time, we cleaned and cleaned and then cleaned some more. We disinfected our busses and entire school multiple times each day and we closed the school to all outside visitors and guests. We also went into public health mode and educated our entire community on the virus; what it was, how it spread and what we could do to avoid contracting it. We bombarded our community with information, emails, texts, phone calls and letters. We also informed them of what could happen with regards to possible school closures and how we planned to respond. We created contingency plans for when our regular routine would be disrupted and stressed that the expectation for all MTMS students was continual learning and growth. When we were informed by the Provincial Government that schools would be closing, we were faced with many challenges but felt we were well positioned due to the proactive work we had done. We knew that we would have to get resourceful and creative in overcoming some of our challenges and we would have to definitely tap into our network going forward.

When we moved to online learning in March, we made sure that our students and staff had everything they needed to be successful and do their jobs effectively. We mobilized our computers and ensured that all staff and students had adequate access to the Internet. We adopted the Microsoft TEAMS platform to meet with our students each day and trained everyone on how to use it. We did all we could to ensure that our most vulnerable families had a safe place in which to learn and isolate and we put things in place to be able to monitor their situations closely. Our counsellors moved their sessions online and our Student Support Team made sure that they were checking in and getting eyes on our kids regularly. We know that the situation could lead to increased incidences of physical/mental/sexual abuse in our student's household and we did all we could to mitigate this from a distance and protect our MTMS Community. We have many students with existing mental health concerns, self-harm, depression and anxiety. We had to find ways to continue to address these as well as the new cases that would be brought on by the pandemic and the feelings of isolation that accompanied it. We also looked for ways to address situations where there was a lack of an adult presence in the home or little adult supervision throughout the day. We also helped our students stay physically fit with online exercise programs.

## EXECUTIVE DIRECTOR'S MESSAGE

Our Graduate Support Team had to find ways to help our high school and post-secondary students stay engaged in their learning as well and finish off the semester learning remotely. Many of our graduates struggled with virtual learning and needed a relationship to stay engaged and motivated. Many of our high school and university students struggled to find summer employment and MTMS provided additional supports to them during this time.

Food Scarcity was a major problem for our community and we addressed this via a generous donation and an amazing partnership with the Regina Foodbank. MTMS was able to provide safe, socially distanced, bi-weekly food drops for all our families. Some families didn't realize how much MTMS had provided and now with all the kids home, all day long, their grocery bill were much different.

Our MTMS Staff also worked from home for the last half of the school year. Some staff have children of their own who were now at home and had needs as well. MTMS supported the staff, maintained their own health and wellness, helped them find balance and navigate their own personal situations. MTMS was forced to move its student recruiting practices to an online format and despite the challenges, still managed to recruit an amazing group of incoming grade sixes. MTMS hired two staff during the pandemic and on-boarded them remotely while operating outside of the building. Unfortunately, MTMS had to deliver its Graduation Ceremony virtually and were unable to offer a Summer Leadership Retreat or Summer Leadership Academy. The Graduate Support Team was also faced with trying to help grade eight students select high schools when they were unable to tour them and spend any time there prior to their decision.

MTMS also found itself in a difficult financial situation this year as a result of the pandemic. Luckily, we were able to keep all of our staff members engaged and employed but we took some hits in our ability to fundraise. Having the school closed made it impossible to bring in and tour perspective donors. They were unable to meet our students and see what we do at MTMS first hand. As such, we had to seek other ways to connect. With the economy taking a hit from the lockdowns, many of our corporate donors were reevaluating their giving practices and their ability to give with some putting their charitable giving on hold. On the flip side of that, we had numerous friends and donors call to ask how they could help and what we needed. This was incredibly humbling and very much appreciated. We unfortunately had to cancel our annual, ***Sky's the Limit Event*** which is a major fundraiser for the school. Although we were able to find savings in some areas, COVID brought with it some unexpected expenses (PPE, masks, disinfectant, shields, desk barriers, increased cleaning, new technology) and with our diminished capacity to bring in funds, 2020 was definitely a tough year. We look forward to a brighter year in 2020-2021.

Another thing that we came to understand this past year was that no two situations are the same and each students/family's needs are unique. When COVID reared its head, we started with what we knew about our families and we focused on the relationships we had with each of them. We asked the question, "Who has the best relationship with each student/family and who is best positioned to know their situation, provide information and supports, and who do they trust most?" We then assigned families to staff members accordingly. We also relied heavily on the profiles and information we had already gleaned. From there, we circulated a short Wellbeing Survey which helped us collect more information about their current situation, preferred form of communication, safety, anxieties, major concerns and current mental health status. From there, we classified their needs based on a Tier System (1 to 3 with Tier 3 being higher risk) and then swiftly developed an appropriate response plan. The survey acted as a reference point for our Student Support Team and let them know where to begin when they begin to mobilize supports.

Without dwelling any further on the Global pandemic, I just want to say that although it tested all of us, there was some incredible work being done. I couldn't be prouder of our MTMS community and how everyone responded. In March, we offered the theme of, "We belong to one another", and I have to say that we lived these words each day over the past year.



# GRADUATE SUPPORT DIRECTOR'S MESSAGE



**Ron Gonzales**  
BPAS, B.Ed.

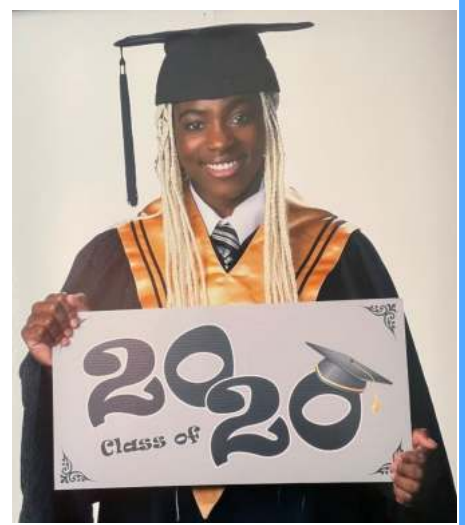
**Director of Student  
Supports/ Graduate Support**

We have finished our 9<sup>th</sup> year at MTMS! The end of another school year is always fulfilling and rewarding when the Student Support Team (SST) can look back on the wonderful accomplishments, sacrifices and hard work achieved over the year. The relationships continue to build with the students in high school and post-secondary. New challenges and obstacles also arose with a new cohort entering grade 9 and adjusting to their new high school environment. Students coming from a school of 56 students and entering a building that can range up to 900 students, can bring on some fears and anxiety. Positive things are also experienced by our SST when witnessing students from Cohort A finish their second year of post-secondary studies! It is hard to believe we are getting closer to this group finishing their post-secondary training and entering the workforce.

We have had a total of 104 students graduate from MTMS over the last 9 years. These students attended 15 different high schools, including Luther College High School, Athol Murray 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 Alternative, Carry the Kettle, Thom Collegiate, Campbell Collegiate, Cornwall Alternative and Adult Campus.

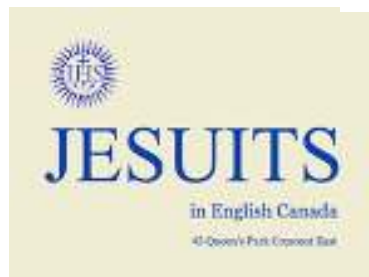
This was a very unusual year with Saskatchewan being affected by the COVID-19 pandemic. Schools were mandated by the government to completely stop in person learning on March 20<sup>th</sup>, 2020 and resume the rest of the school year online. The SST had to adapt quickly and find ways to connect with students and families when some of our supports had to be stopped due to safety issues (home visits, school visits, tutoring, one on one/group meetings, mentoring). The team had to be very creative and it was very important to keep communication with students using FaceTime, text messages, online meetings, and home visits with proper safety protocol ongoing, even though the provincial government granted passing grades for each subject, students still had the opportunity to increase their marks if they engaged with online learning. Our team did not want the students to discontinue learning as we knew the benefits that continuing to learn would have for them the following school year.

I want to congratulate and thank the Intervention Facilitator, College Career Coach, School Outreach Support Work and Academic Support Advisor that I have the pleasure of working with at MTMS. This team works very hard and exhibits their passion daily in trying to make a difference by ensuring students continue in their educational journey. Next year is number 10 for Mother Teresa Middle School! This is an important milestone to celebrate with the staff, students, families and supporters of the school. I know the team will continue to go, "above and beyond", and continue to do whatever it takes for students to reach their full potential. As Mother Teresa said, "Not all of us can do great things. But we can all do small things with great love." This is what truly embodies the heart and soul of the Graduate Support Program.





## 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.*

## GRADE SIX CLASS



### After a Year in the Design Studio, what MTMS has taught grade 6's to be grateful for...

"It is truly amazing how MTMS feeds us delectable meals. We have amazing bus drivers and after school programs for us to put our minds together and problem solve!" LJR

"I love that MTMS is so loving. When I come to school, I always feel welcomed. If I'm having a bad morning before school, I like coming to MTMS because the staff and students make me feel loved." BC

"Three things I like about MTMS are that we get two brain breaks which is awesome, we get new school supplies every year, and every morning we are greeted by Mr. Whitestar, who is always friendly when breakfast is being served." TP

"What I love about MTMS is that the staff help us reach our goals and always make sure we have a ride to school and home. If we need clothes, there is always something for us to wear." GW

"Some things I like about MTMS is that it was hard for my mom to buy us food because she had just had a baby in October 2019. MTMS sends us food when we need it. It is just super generous." NL

"One thing I like about MTMS is that it feels like home because everyone will always say "Hi" when they see you. The second thing I like is that the staff help you out with schoolwork, the school provides a ride to school and the staff always cares about your health. If a student is feeling sad or down, the staff will help them through it. MTMS helped me know how to do my multiples. I am good at them now. MTMS helped me with my reading. I read more books and longer ones." AD

## GRADE SEVEN CLASS



### What I love and appreciate about MTMS?

"I have support 24/7" KBW

"They are loving." GL

"All the different opportunities they give us." JF

"Everyone at MTMS is friendly and nice." CCD

"I love how we get opportunities at MTMS that we can't get anywhere else." MH

"MTMS helps me prep for high school." AL

"I love the reading program at MTMS." JW

"MTMS appreciates who I am." KNT

"I love the teachers, they are happy, enthusiastic and make learning fun. This makes me happy and want to learn." KP

"They help me to do my best." KC

"I love the after school programming." JW

"Caring environment." AR

"Before COVID, I loved the after school programs." JW

# GRADE EIGHT CLASS



## CLASS OF 2020



Prestyn Clampitt



Arieus Cyr



David Cyr



Michael Cyr-Yuzicappi



Judas Dubois



Sienna Gosselin



Nathaniel Heese



Lillian Kay



Kiera Keshane-Nagy



Nicholas Maier



Nataivus Papequash



Ethan Plazo



Danielle Scarlett



Konnor Shannon



Shyla Shepherd



Olivia Valley-Bruvold



Drayvin Wasacase-Maxie



Michaelynn Whitecap



Kadence Whitestar



# 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. MTMS honours them with stories told by grade 8 teacher, Mr. Rieder about their time at MTMS. The Buffalo Boys Drum Group & First Nations Dancers perform for everyone and bread is broken, together, as a community of parents/guardians, staff, founders and greater community who helped encourage and guide MTMS grade 8's on their journey to this point. However, in light of the COVID-19 pandemic, our grade 8 Celebration took on a virtual format. A video was shared with the staff, students and families illustrating the students time at MTMS and celebrating each one of them. Every family was gifted with a meal and snacks to enjoy while they had their own celebrations safely, in their homes.

## MTMS presented the following Jesuit awards to five students:

**LOVING**—Lillian Kay  
**COMMITTED TO DOING JUSTICE**—Olivia Valley-Bruvold  
**INTELLECTUALLY COMPETENT**— David Cyr  
**SPIRITUALLY ALIVE**—Kadence Whitestar  
**OPEN TO GROWTH**—Nathaniel Heese

## Students were selected as recipients of the following awards:

**ANGELA OXMAN READING AWARD** — Kiera Keshane-Nagy  
**ASHRAE SCIENCE AWARD** — Konnor Shannon  
**KEITH GRANDMOTHER SPIRIT AWARD** — Kiera Keshane-Nagy  
**EXECUTIVE DIRECTOR AWARD** — Kiera Keshane-Nagy/Kadence Whitestar  
**ELLIOT MCGUIGAN ATHLETIC AWARD** — Arieus Cyr

With online learning taking more commitment and intention, MTMS recognized those students who showed '*Magis*' throughout the online learning time:

## MTMS MAGIS AWARD

Arieus Cyr  
Kiera Keshane-Nagy  
Olivia Valley-Bruvold  
Drayvin Wasacase-Maxie  
Kadence Whitestar



On June 20, 2020, grade 8 students received their diplomas along with a special celebratory care package thanks to the generosity of the MTMS community.

# VALEDICTORIAN ADDRESS

By: Kadence Whitestar



My name is Kadence Whitestar and for the last 3 years, Mother Teresa has been by my side and guiding me toward a successful future.

MTMS has felt very comforting and like a second home. For the next few minutes, I would like to look back at my time at MTMS.

I first met the staff and the students at the University of Regina during the summer of my sixth-grade year. I felt nervous and out of place the first day. I sat down at a table and introduced myself to Ethan, we ended up doing the activities together and are still good friends to this day. When I first arrived at MTMS I met my grade 6 teacher, Ms. McMillan. And oh boy I thought she was crazy; she was full of energy and was a great teacher for transition to a new school. Going into grade 7, I was extremely excited for another year at MTMS. I quickly noticed that Ms. McFee was very friendly and had a nature to make everything fun and hilarious. I appreciate that Ms. McFee saw that going to Eden Care was important to us. Transitioning to my grade 8 year, I felt incredibly nervous because I knew that grade 8 would be my most challenging year. Me and my class were overly excited to have Mr. Rieder as our new teacher. We knew it was going to be fun because the first week he was blasting music in the morning and drew cartoons on the schedule

board. I appreciate that Mr. Rieder always did something extra in between lessons. Looking back, grade 8 was my best year regarding my work and behavior.

I will always remember the time when we were playing football and I slipped. It just rained the night before, but I still decided to play. Well anyways, I slipped and ate the dirt. My clothes had mud on them, and my shoes were ruined. Another time that will stick with me is when we went on our bike trip. We were riding and Ethan lost control of his bike, he knocked down a girl and just rode away saying sorry.

In these last three years the teachers made our experience here very enjoyable. Ms. McMillan was always full of energy and joyful. Ms. McFee was very kind and understanding. Mr. Rieder was very cool and always made sure the work was getting done. Overall, our teachers got us here today and we are way above high school ready.

I am definitely going to miss MTMS, I will miss the breakfast in the morning with my friends. We are all going to miss each other and the staff. And the thing I will miss the most about MTMS is the environment. MTMS gave me a reason to enjoy waking up in the morning and going to school. MTMS has done a lot for us and we have a lot to look forward to. Because of MTMS we will have a successful future. In the last 3 years we have lived our Jesuit Philosophies. We helped each other out when we were falling, we were truly men and women for others. Going into high school if we live our philosophies and are men and women for others there is no doubt that we will fulfill our dreams. MTMS has set us up for success and a bright future for our goals. My goals for the future are to graduate and become a lawyer. I also want to teach my culture to the next generation as I feel it is my responsibility after graduating high school. I want to take some time to give a special thanks to Mr. K. We have all learned so much from him in these last 3 years. Mr. K is loving, caring, smart, hard working and generous. I still have much to learn from Mr. K, but I have still learned very much.

I also want to thank Ms. Cote; Ms. Cote has been a great principal, she encouraged all of us to be better people and do bigger things. She never gave up on us, she has helped us a lot. I would also like to thank my classmates for making the time here even more enjoyable. I believe most of us have become lifelong friends. I also want to acknowledge the guardians of my fellow students for believing in us and supporting us.

There is no doubt in my mind that we won't struggle in high school. I also must thank my drum brothers. They have been there for me when I needed them the most and I cannot describe in words how much of an impact the Buffalo Boys had in my life. I would like to thank Ms. Liebel, Ms. Rueve, Imelda, Mr. Nelson, Ms. MacDougall, Mr. Whitestar, Ms. Bernhardt, Ms. Brundige, Ms. Trebilcock, Ms. Fogarty, Mr. G and of course Mr. and Mrs. Hill, Mr. Bundon and Michelle Carr.

# GRADUATE SUPPORT PROGRAM

The 2019-2020 school year continued to provide opportunities for MTMS graduates. They experienced success, challenges and triumphs all amounting to growth for the 67 high school students. Graduates from cohorts C, D, E, and F attended one of 13 high schools in Regina. It was unfortunate with the Covid-19 pandemic completely shutting down in person schooling on March 20<sup>th</sup>. Online learning began on March 30<sup>th</sup> and ran for the remainder of the school year. The Graduate Support Team (GST) had to be creative in connecting with students online and motivating them in continuing to be engaged with learning for the rest of the year. We were limited in our physical contact but continued to provide coaching, mentorship, tutoring, home visits and supports needed to ensure progress throughout the year. Nevertheless, the program continues to adapt and MTMS is quite proud to show some highlights of the 2019-2020 school year.

- 19 students entered high school in September at 8 different schools.
- 81.7% attendance rate for all high school students
- 69% of high school students passed all courses (grade 10/11/12) taken in the 2019-2020 academic year
- 32 Students participated in extra-curricular programming at their respective schools (sports, clubs, SRC, etc.)
- 12 students living in dorms – Notre Dame and Luther High School
- 51 students access the MLT Aikins Bursary
- 13 students were able to obtain summer employment and some continue to work part-time throughout the academic year
- 13/16 grade 12 students graduated on-time (within 3 years of beginning grade 10) in June 2019

MTMS's model is continually evolving, adapting and growing each year. The GST team consists of a **Graduate Support Director, Graduate Outreach Coordinator, Intervention Facilitator, Graduate Support Assistant, and the College and Careers Coach**. They continue to work collaboratively and strategically in order to reach the number of students effectively in the Grad Support Program. The students continue to experience different levels of cognitive, emotional and social challenges. Consistent communication and service to the students is imperative to successfully change their lives.



MTMS alumnus, Dustin attended Athol Murray College of Notre Dame, where he participated in extra-curricular activities such as football. Dustin graduated in spring of 2020 and is currently enrolled in Saskatchewan Indian Institute of Technologies (SIIT) Welding Technical Training Program.

# POST-SECONDARY SUPPORT PROGRAM

As MTMS continues to evolve, we see students' progress into post-secondary programs. The goal is to meet the needs of those wishing to continue their post-secondary education hence, the evolution of the Post-Secondary Support Program (PSSP). With 13 MTMS graduates eligible to enter post-secondary school in the fall of 2019, it was the second time navigating this phase of MTMS's innovative education model. The College & Careers Coach (CCC) works with students in high school to complete post-secondary applications and select the school and/or programming that is best suited for them. They will also provide guidance and support to those students applying for scholarships and Band Funding. The Graduate Outreach Coordinator (GOC) is also involved throughout this process when there is a need to find housing, work with students to ensure well-being throughout the transition period and implement any interventions required. The amount of post-secondary support provided by MTMS varies on an annual basis and is dependent on each individual's needs. In honouring the school's mission, MTMS needs to be able to meet the demands of those students who wish to pursue a post-secondary education, while simultaneously empowering students to continue striving for higher education. This will provide students with greater employment opportunities, all then to earn a higher annual income and ultimately change their life circumstances.

- 10 cohort B students started the year going to university (University of Regina, First Nations University, University of Waterloo, University of Saskatchewan)
- 2 cohort B students were working and waiting to get into their respective schools.
- 8 cohort A students attended university (University of Regina, First Nations University, University of Waterloo, University of Saskatchewan)
- 2 cohort A students completed their education at The Style Academy
- The cumulative GPA of cohort A & B was 65%
- 11 students passed all of their post-secondary classes



MTMS alumni and sisters, Jasmine (cohort A) and Jesse (cohort B), were both accepted into and began their journey at the University of Waterloo, in Waterloo, Ontario during the 2019-2020 academic year.



# VOLUNTEERS

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

Jean MacKay	Anno Bell	Graham Hanna
Debby O'Malley	Anne Mariz Anonas	Ava Bolons
Donna Brunskill	Riley Lloyd	Aimee Garchinski
Lori Punshon	Jordan Liebel	Munir Mugien
Judith Zawacki	Irene Russon	Jayne Atkinson
Jan Forrest	Tina Hamilton	Ben Camplin
Stephen McIntosh	Anna Sousa	Ese Peace Dukuye
Maurice Laprairie	Tanya Rogers	Mosaic Canada Holiday Helpers
Troy Fleece	Kelsey Hackewicz	Conexus Credit Union Volunteers
Julia Mitchell	Cat Stevenson	Everett Rueve
Gord Runtz	Hayley Hodson	Presley Gibler
Eric Hanna	Nicole Stauber	

## MENTORSHIP PROGRAM

MTMS has students in grade 7-12 matched with 49 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 positive experiences and special memories for each student from 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 joined MTMS mentorship program as I wanted my volunteer time to make a direct impact in someone's life. I have seen my mentee open up and gain confidence during our time together. It always made me happy when we would have our monthly meet ups (such as get coffee from Starbucks) something I would consider an usual occurrence, and her eyes would light up because she was experiencing something new and exciting. I appreciate this experience as it has also had a meaningful impact in my life."

~Kelsie~

"The mentorship program at Mother Teresa Middle school helps foster connections, establishes positive relationships and encourages both mentor and mentee to step out of their comfort zone. The staff and students at Mother Teresa welcomes everyone with open arms...and truly embodies love and kindness; this is showcased throughout the mentorship program. I am so appreciative of my experience and grateful for the opportunities I was provided to connect with my mentee!"

~Taylor~

# MTMS COMMUNITY SPOTLIGHT: JOSEPH PIOWAR

Mother Teresa Middle School (MTMS) thrives through the commitment and contributions of countless people who support our mission of breaking the cycle of poverty. Our community is essential to the experiences and opportunities provided to students throughout the potential 11-year educational journeys. This Community Spotlight aims to highlight the incredible contributions from individuals in the MTMS family that have truly demonstrated we are #strongertogether.

Joe Piowar has been part of the MTMS family for the last six years and his involvement as a mentor, volunteer and donor has positively impacted and inspired countless MTMS students and alumni. Joe is currently a Professor of Geography and Associate Dean for the Faculty of Arts at the University of Regina, where he has been for 19 years. Joe's passion for education and caring nature has helped students explore their interests and harness their inherent skills. Joe kindly shared the experiences in his own words:

"I was introduced to the MTMS community through my friend and MTMS teacher, Greg Rieder. I've long been in awe by the stories that Greg would share about the daily struggles that some MTMS students face. At first, I couldn't believe them. It's not that I doubted Greg - he is a man of great integrity - but it was that the stories were so troubling to my conscience that I thought such things could only happen to kids who lived in big cities in other countries. Yet, here was my friend assuring me that they happen in Regina. I was inspired knowing that the staff at MTMS do whatever they can to help their students overcome their struggles and be successful. The MTMS staff believe in their students' potential.

I didn't think I had it in me to help, but I wanted to try so I became a mentor. For the past six years I have mentored three incredible students, starting when they were in grade 7 & 8, the oldest will be entering grade 12 next year. Each moment that I spend with these students is special to me. Some personal highlights are: going to Rider games and watching performances of the Buffalo Boys and the First Nations Dance groups. It was really neat to keep in touch with my first mentee as he went off to high school and was achieving grades in the 90's! Last year, during the pandemic I helped tutor a grade 10 student and supported their Immediate Response efforts, to support families with basic necessities. I was also excited to help make the 2020 Promotion Ceremony for the grade 8 students a little more special by purchasing celebratory lunches for their families during the pandemic.

As an educator myself, the work of MTMS to give underprivileged students a quality education speaks deeply to me. I am convinced that this is a simple, yet powerful, way to break the cycle of poverty that many MTMS students find themselves in. Just being associated with the MTMS community has prompted me to reflect - in a good way - just how privileged my own life is. It has reminded me that there are many in my community who aren't as lucky and has motivated me to do something about it. Even if my contributions to MTMS are small, I make them in the hope that they can have a lasting impact.

I've come to understand my role as a mentor is not to directly teach my mentees, but to indirectly teach them by showing them a glimpse of what life could be like if they continued to work at their studies. This doesn't take any special skill or training ... all I need to do is be myself!" - Joe

## MTMS OPERATIONS

Curtis Kleisinger - Executive Director

Terri Cote - Principal

Ron Gonzales - Graduate Support Director

Mira Trebilcock - Director of Development

Becky Bernhardt - Graduate Outreach Coordinator (until June 2020)

Amber Bayda - Graduate Outreach Coordinator (beginning June 2020)

Courtney MacDougall - School Community Outreach Coordinator

Dale Reed - College & Careers Coach (retired March 2020)

Jordan Puscus - College & Careers Coach (beginning March 2020)

Liz Fogarty - Graduate Support Assistant

Evan Whitestar - Student Support Assistant/Cultural Liaison

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

Vlad Panio - Bus Driver



## Men and Women for Others

- ★ Spiritually Alive
- ★ Loving
- ★ Open to Growth
- ★ Intellectually Competent
- ★ Committed to Justice



# AFTER-SCHOOL ENRICHMENT PROGRAM



Thirty-two after-school activities were planned throughout the year. Students also participated in six interschool sports over the 2019-2020 school year.

## AFTER-SCHOOL PROGRAMS

AR Reading	Art with Serenity	Bannok Making	Battle of the Books
Bird Watching	Bringing Back the Buffalo	Cadets	Chess Club
Comic & Manga with Val	Community Wellness	Courageous Conversations	Cultural Hour
Debate Club	Dungeons & Dragons	Entrepreneurship	EYES Science
First Nations Beading	First Nations Dance	First Nations Drumming	Globe Theatre
Guitar Lessons	Happiness Project	Homework Club	LG Fitness
Lyric & Poetry	MacPherson Engineering	Math Club	Mindfulness
Nurses Group	Photography	REACH Cooking	Reflective Writing





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.

## 2019-2020 Sports Activities

Badminton*	Baseball	Basketball*	Cross Country*
Football*	Lacrosse	Outdoor Hockey	Track & Field*
Volleyball*	Wrestling		

\*Interschool sports with Regina Catholic Schools

## BRINGING BACK THE BUFFALO



Bringing Back the Buffalo is about connecting land, language, cultural teachings and traditional spirituality in beautiful ways. Each year MTMS staff & students scrape a buffalo hide with the Buffalo People's Arts Institute. Lorne Kequahtooway and Joely BigEagle-Kequahtooway are long time friends of the school and artists that have been working with the MTMS family for the last five years. Lorne & Joely share knowledge with students about traditional teachings, how to scrape a buffalo hide and traditional beading, in turn students gain a sense of pride in their culture.



## CELEBRATING CULTURE THROUGH DANCE



Powwow dances and First Nations Regalia creations are beautiful expressions of Indigenous spirituality, history and culture. With the guidance and mentorship of Paulete Poitras, seven MTMS girls from grades 6 to 8 had the opportunity to design and create their own Regalia throughout the 2019-2020 year. Dancers performed and shared their creations and talent at various events throughout the city including passion2action's INSPIRE 2020 event.

# 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 2019-2020 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.

Dorothy Allan	Len & Joni Andrychuk
Anonymous Donors	Eloise Arlint
Andrea Baker	Richard Bolianatz
Cam Bower	Carol Brundige
Randy Brunet	Donna Brunskill
Mo Bundon & Michelle Carr	Campion College
CanadaHelps.org	Canada Life— Regina Mid Market Team
Canadian Progress Club Regina Chapter	Richard & Melinda Carter
Christie Mechanical	City of Regina—Social Development Grant
Conexus Credit Union	Tony & Kim Coppola
Michelle Culbertson	Davey Plastics Inc.
John Davies	Stella & Steven Devenney
John Dipple & Michelle Sanché	Terry Downie
Sylvia & David Dykes	Lindsay Eger
Factory Optical Holdings Inc.	File Hills Qu'Appelle Tribal Council
Brenda Folk	Paul Forer & Jenny Avram
Jan Forrest	Ryan Geisler
Brent Gelsinger	Presley Gibler
Government of Canada Indigenous Services	Government of Saskatchewan
Government of SK Ministry of Social Services	James & Carmela Haines
Jordan Hardy	Harvard Western Insurance
Wanda & Barry Hermann	Angela Hickie-Miller
Paul & Carol Hill	Rosanne Hill-Blaisdell
Kathreen Heisler	Tyler Hopson
Marylyn & John Horsman	Deann & Mike Horton
Carmen Humble	Institute of Corporate Directors
Heather Ivey	Duane Johnson
Gwen Keith	John & Veronica Klebuc
Lana Kleisinger	Serena La Posta
Chuck Lafleche	Maurice Laprairie
Laura Lee	Jana & Jeff Linner
Lindsey & Andrew Longstaff	Jean & Harold MacKay
Madonna Foundation	Brian Mahoney
Celeste & Adam Mann	Leeah Matchett
Dale & Leanne McFee	Heather McMillan
Tammy Metz	Germaine Miko



# MTMS DONORS

Jason Mohrbutter	Mitchell Developments Ltd.
The Morgan Charitable Fund	Joshua Morrison
Mosaic Canada	One Life Makes a Difference Foundation
OH! Media	Pagliari Projects Ltd.
Pasqua First Nation—Chief & Council	Hiedi Pearson
Richard Pearson	Phoenix Group
Joseph Piwowar & Gloria De Santis	Dean & Tara Popil
Laurie Powers	President's Choice Children's Charity
Pro Metal Industries Ltd.	Rainbow Youth Centre
Regina Police Association	Greg & Ev Rieder
Aaron Runge	Heather Salloum
SaskCentral	Sask Knights of Columbus Charitable Foundation
Sask Liquor & Gaming Authority	Sask Organization for Heritage Languages Inc.
Sask Workers Compensation Board	SaskTel
Domenic Scuglia	Shauna & Bill Sherven
South SK Community Foundation	Mark Stefan
Claire Stinson	Tina & Darren Svedahl
Dana Szala	Louis Tapper
TD Greystone Asset Management	Anita Tessier
The Benevity Community Impact Fund	The Jesuit Fathers of Upper Canada
Thyssen Mining	Mira Trebilcock
United Way of Regina	United Way of Toronto
University of Regina	Lois & Robert Vanderhooft
Cathy Warner	Ted & Michelle Welter
Westburne Midwest	Western Surety
Yara Belle Plaine Inc.	Greg Yuel
Sister Adua Zampese	Jill Zimmer & Dufton Lewis

**A special thank you to our Founding supporters:**

Paul & Carol Hill  
Mo Bundon & Michelle Carr  
One Life Makes a Difference Foundation

# 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.

Thomas Benjoe	Tenille Bogdan
Canada Life	Campion College
Aase Choquette	Cobs Bread/Julie & Rick Turchet
Dairy Queen – Jim & Michelle Braun	Emerald Ridge Elementary School Community Council
Troy Fleece	Glen Elm Church of Christ Church Members
Earl Greyeyes	Harvard Developments
Indigo Love of Reading Program	Darryl & Charlene Lees
Dr. Maureen Lefebvre	Loretta Leibel
Mike's Your Independent Grocer	Dr. Diana Monea
President's Choice Children's Charity	RCMP Depot Division
Regina Food Bank	Regina KidSport
Resurrection Parish	Lisa Richardson
Dr. Tony Romaniuk	Sask Sports Inc.
SaskTel Pioneers	Anita Sehgal
Ron Senchuk	Silver Screen Sportswear
Staples	Dr. Mike Ziglo



The Glen Elm Church of Christ church members in collaboration with MTMS generously donated meals throughout the school year to MTMS families. A complete meal would be given to a family along with a note of blessing and a box of three Hershey kisses because at MTMS three means 'we love you'!

# MEN AND WOMEN FOR OTHERS

## MTMS Welcomes Refugees/Immigrants to Canada

The grade 7 class prepared and facilitated a Welcome to Canada celebration for over 200 new refugees and immigrants. Students were divided into pairs and prepared an activity for participants to engage in. The activities ranged from learning about First Nations culture through food, song and dance, as well as learning about Canadian currency, geography, art, sports, and landmarks. The students ran a full day session in which over 200 adult learners attended.

## Grade 6's & 7's Visit Eden Care

The grade 6 students enjoyed monthly visits to the Regina Lutheran Home (Eden Care). Students and elders connected in a variety of ways, playing games, coloring, creating art projects and singing together. There was so much joy and happiness shared in the building of relationships throughout the year!



Last year the grade 7 students went to Eden Care once a month to visit the elders. We spent time together singing, playing games, doing puzzles and learning from each other. The students always enjoyed our visits and appreciated the conversations with the elders.

## Intercultural Grandmothers Group

The grade 6 students also hosted the Intercultural Grandmothers Group to a special tea party. Students decorated the lounge with posters and tea party decor, as well as organizing and leading a special program. They enjoyed serving the grandmothers and shared in fun conversations together at their tables. It was a special intergenerational exchange that built a strong foundation for future connections with the grandmothers!



## Raking Leaves for Others

During the month of October 2019, the grade 8 class gave back to the community by raking leaves for others. During after school programming Mr. Rieder and groups of three or four students raked and bagged leaves for four different homes.



# 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 appreciates 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

7

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.

\$1800

Fundraised by MTEC  
(Mother Teresa  
Entrepreneurial Club)  
to invest in their  
t-shirt business.

7

Tons of rice and a  
half tonne of lentils  
were bagged by  
students, staff & MLT  
Aikins employees &  
the Regina Food Bank.

7

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

14

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

200

Adult learners attended a student run, full-day session  
prepared & facilitated by the grade 7 students to  
welcome refugees & immigrants to Canada

# MTMS IMPACT: FIVE KEY PILLARS

## 2. ACADEMIC EXCELLENCE

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



- ↑ 94% of MTMS grade 6 students had a higher rate of participation in sports compared to the Canadian norm of 48%.
- ↑ 84% of MTMS grade 6 students were interested & motivated in their learning compared to the Canadian norm of 82%.
- ↑ 94% of MTMS grade 7 & 8 students had a higher rate of participation in sports compared to the Canadian norm of 36%.
- ↑ 53% of MTMS grade 7 & 8 students were interested & motivated in their learning compared to the Canadian norm of 45%.



- ↓ 64% of MTMS grade 6 students had a high sense of belonging compared to the Canadian norm of 84%.
- ↓ 26% of MTMS grade 6 students had moderate to high levels of anxiety, the Canadian norm was 23%.
- ↓ 67% of MTMS grade 7 & 8 students had a high sense of belonging compared to the Canadian norm of 78%.
- ↓ 32% of MTMS grade 7 & 8 students had moderate to high levels of anxiety, the Canadian norm was 24%.

## 5.5 Years

The grade 8's grew 5.5 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).

## 0.8 Year

The grade 6's grew .8 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).

## 1,237

Students collectively read 1,237 books and combined the grade 8 class achieved 96% overall in their reading comprehension according to Accelerated Reader.

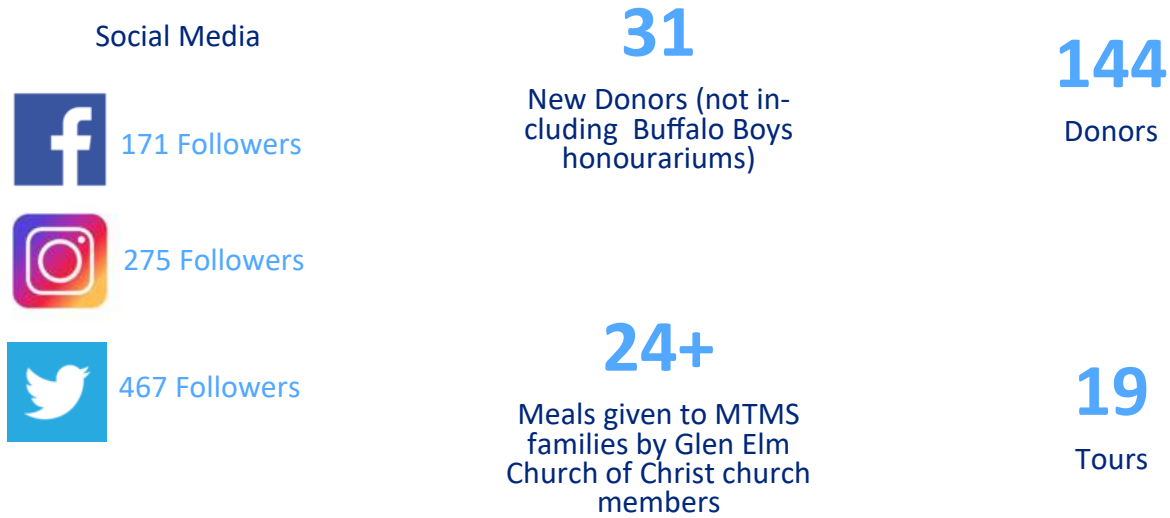


# MTMS IMPACT: FIVE KEY PILLARS

## 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



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### 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.

**\$8,565**

The per student allotment for students in grade 6, 7 & 8 that MTMS received from the Government of Saskatchewan in 2019-2020.

**\$479,696**

The total amount of funding MTMS received from the Provincial Government as an Associate School in 2019-2020.

**\$2,106,542**

Total actual expenditures for the 2019-2020 school year.

**\$6,132**

Annual cost per alumni (grades 9, 10, 11 & 12).

**\$26,082**

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

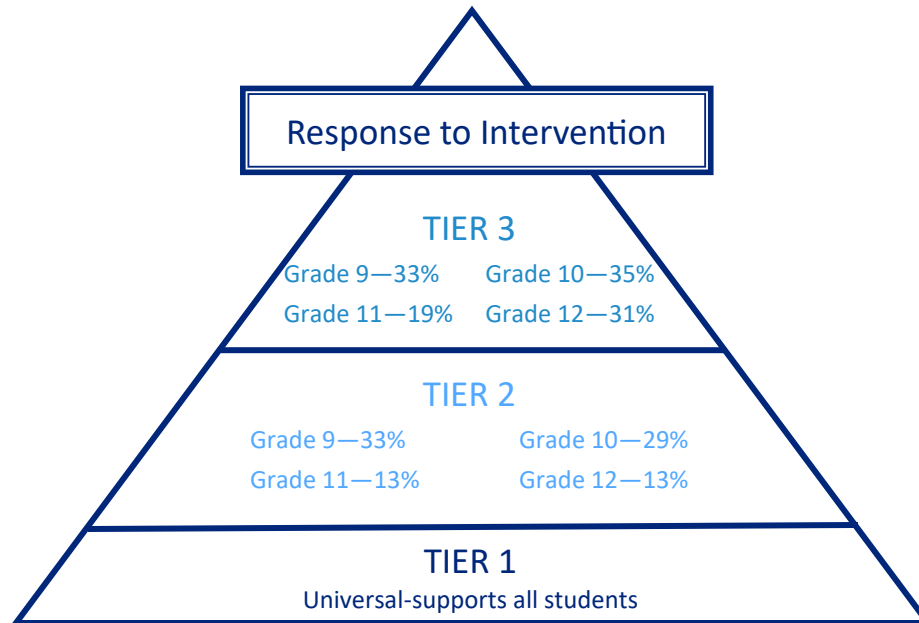
**\$10,194**

Average cost per post-secondary alumni (cohorts A & B).

# 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.



69%

Pass rate for high school students.  
(grade 10, 11, 12)

49

MTMS students and  
alum matched with  
mentors



82%

Attendance rate for high school  
students.



On-time Graduation Rates  
Cohort C 81% (lost contact with one student)  
Overall (Graduation Rate-74%  
(Cohort A, B & C)



32

High School students were involved in  
extra-curricular activities.





*“Spread love everywhere you go. Let no one ever come to you without leaving happier.”*

*- Mother Teresa*

## CONTACT US



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

**Mother Teresa Middle School**

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