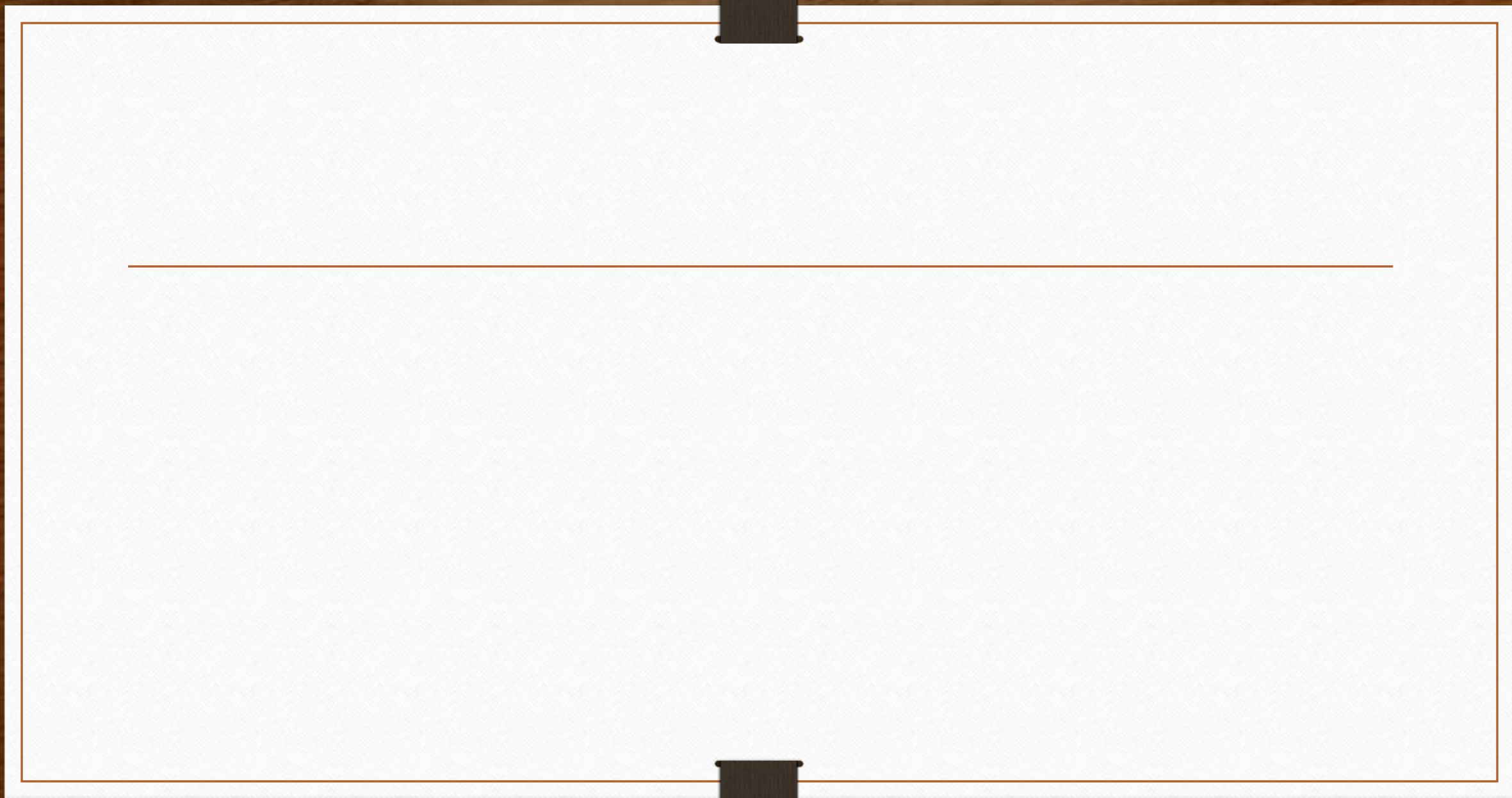


Cornwall Alternative School

Annual report 2021-2022





Annual Report

4

Values

6

Chairman's
Report

8

Principal/
CEO

11

By The
Numbers

15

Looking
To
the Future

18

Annual
General
Meeting

21

Audited
Financial
Statement
Excerpts

22

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Partners

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Board of Directors

David Halvorsen -
Chairman

Jamie Struthers -
Vice Chairman

Tara Amyotte

Michelle Amyotte-Kupusa

Richie Hall

Debbie Hill

Scarlett Kelly

Ryan Malley

Cornwall really helped me get my grades up. I really enjoyed how nice the teachers were. **Not having stress** helped me learn a lot. I enjoyed the flexibility and how much faster I learned.

- CAS Student

I'm the mom of a Cornwall Alternative student. They don't have an easy job teaching teens, but also teens that are a bit more complicated to teach. My daughter, is one of those students. She was a kid that hated school. She has many mental disorders. She went from HATING school to LOVING school. I believe this is because CAS teachers' takes the time to teach the child the way that child learns.

They don't teach a cookie-cutter way. *They learn the child and teach them the way they actually learn.* They know each kid is different. That they all have different styles of learning. My daughter is one that learns the old school, book way. They took the time and taught her that way. Plus, they are teaching all the other students the way they need. Not only does he do this, but he makes it fun. My daughter loves to tell my how CAS staff made learning fun each day. Because of Cornwall, my child will be attending a mainstream high school this year. She went from never thinking she could do a normal high school to pushing herself to overcome her fear of learning. They did this. They pushed her to become what they saw she could do. From a girl that would scream at math to actually loving it. From a girl that would cry for hours while writing a small essay to a girl that now loves to write in her spare time.

Gill is the teacher she will always remember. He is the teacher that will let his students' text or call him for help on assignments. He is the teacher that on winter breaks and HIS own time would tutor the Kids. He has a heart of a teacher. We are so blessed to have him as our daughters' teacher. I know many teachers shy away from at risk teens, but he just jumps in and helps them become more than that. We are very appreciative that he came into our lives to teach her. As now she is on a mission to become a Pysch nurse. I'm so thankful for his teacher heart. Who helped my child.

Thank you!

-CAS Parent

Cornwall Alternative School

Introduction - Cornwall Alternative School Incorporated is a community-based, non-profit charitable corporation.

Mission - Cornwall Alternative School offers a student-centered education program for, those who are at-risk in the traditional educational setting.

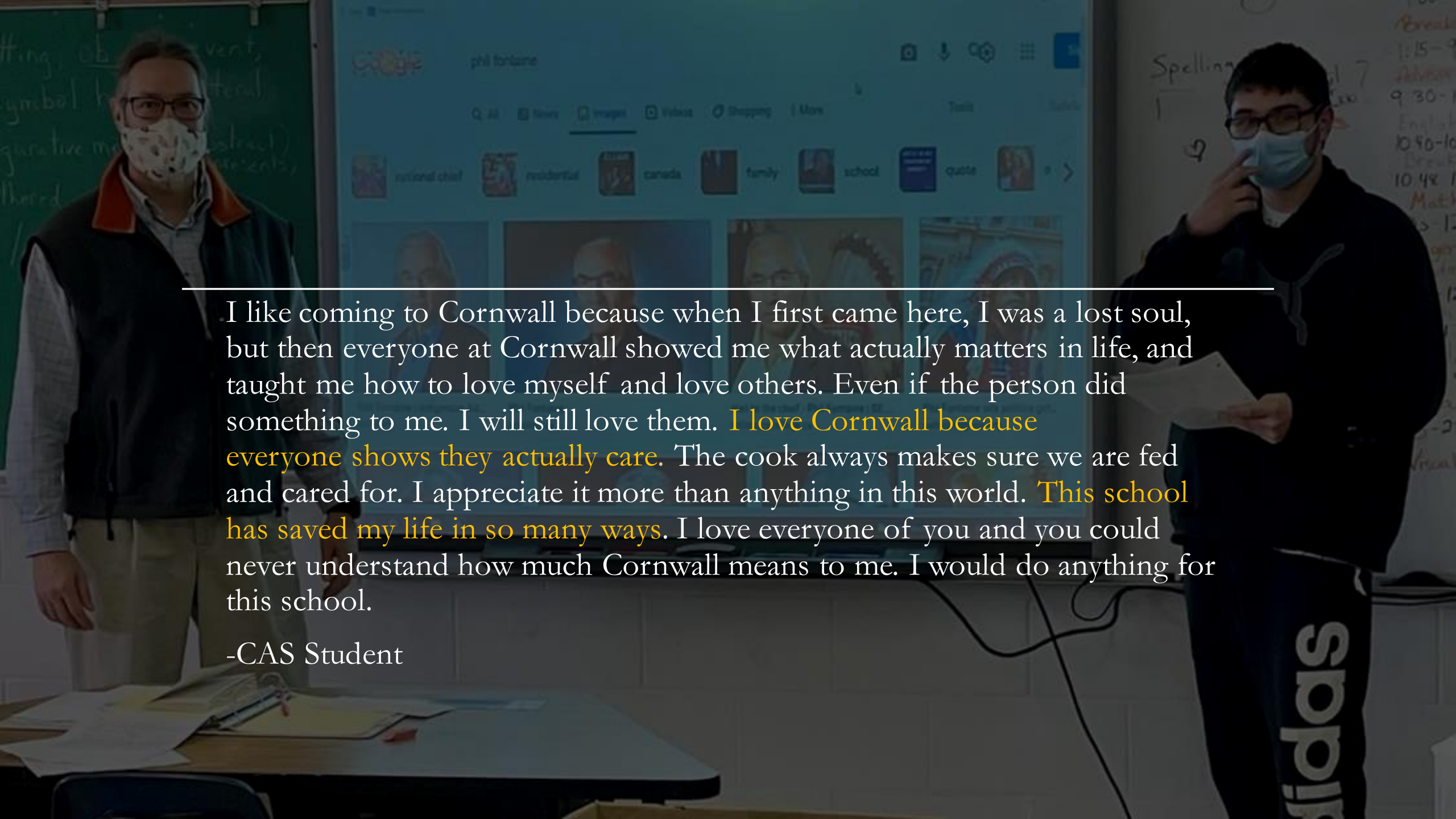
Mandate - to meet the needs of individual students and their families who are referred by the Regina Public School Board, Regina Catholic School Board, Prairie Valley School Division, the Ministry of Education, the Ministry of Justice and the Ministry of Social Services.

Objectives -

To create a learning environment to aid in stimulating the social, emotional, and educational growth of the individuals registered in the program.

To teach the educational and social skills required to re-enter mainstream education and facilitate life-long learning.

To provide direct support services to individuals and families, including counseling, information, referrals, assessment, and therapy.

A student wearing a face mask and a dark jacket is standing in a classroom, holding a piece of paper and looking at it. In the background, a large screen displays a search engine interface with various search results and a grid of images. To the right, a whiteboard has some handwritten notes, including the word 'Spelling' and a list of items. The student is wearing a dark jacket with 'adidas' written on the side of the pants. The overall scene is dimly lit, with the screen and whiteboard providing the main light source.

I like coming to Cornwall because when I first came here, I was a lost soul, but then everyone at Cornwall showed me what actually matters in life, and taught me how to love myself and love others. Even if the person did something to me. I will still love them. **I love Cornwall because everyone shows they actually care.** The cook always makes sure we are fed and cared for. I appreciate it more than anything in this world. **This school has saved my life in so many ways.** I love everyone of you and you could never understand how much Cornwall means to me. I would do anything for this school.

-CAS Student



Chairpersons Report 2022

The school welcomed a new principal in September of 2021, Mr. Bryan Rice. The position that he has filled more than adequately is well beyond what would ever be required of a "normal" school principal. His initiative and leadership have been appreciated by the board and I'm sure the staff.

Our staff made it through a second covid year. They never cease to amaze me observing their relationship with our students. We are just over two years since covid interrupted our normal day-to-day operations. Financially, with extra grants and fewer costs, our board did very well in being able to balance the budget- almost for the first year. This year our financial position has become the most precarious since I entered the board a long time ago. The government has refused/neglected to keep our funding up with inflation. In the past I have always been optimistic about the continued financial viability of the school. I don't have that same feeling any longer. Unless something changes philosophically within government, I or one of the other board members wins the lottery, or external funding is found, the school will not be able to last in its present form much longer.

This year saw the departure of four board members for various but all good reasons. The longest serving was Jody Lefebre, who served as the board's secretary for longer than I can remember. Close on her heels in terms of longevity was Dawn Cassell, who did a lot of work with the hiring of our new principal. Both Anthony Rodier and Wanda Clare were relatively new to the board. We had hardly got to know Wanda before she found it necessary to depart. Anthony, as a result of his employment as the school liaison officer was well known and liked by teachers and students. The board will miss the input of these four individuals, and on behalf of the board I thank you all personally for the time you took from your lives to try to take the lives of our students better.

The school remains an awesome place for our students to be and I am proud to be part of it.

Respectfully submitted,

David A. Halvorsen



This is the first school I have ever felt accepted. I used to be a bad kid and do bad things, and now I go to school, and I try hard, and I tell my older brothers they need to go to school too!

-CAS Student



DEAR CORNWALL COMMUNITY

LETTER FROM OUR PRINCIPAL/CEO

If I had one word to describe my first year at Cornwall, it would be "Inspiring". I was told this would be a job like no other. The diversity in this job has been astounding, challenging, and exciting. I have needed to find my own way, be stubborn and problem solve continually. It has been welcome, and I have enjoyed each day.

Our students come each day with something weighing heavily on their lives. This creates an individual struggle that looks impossible, but our students overcome, grow, and they achieve. Our students develop healthy habits at their pace and although they may have setbacks, as a team, we get them back on their feet and work on progress that is maybe small steps at times and sometimes unimaginable life change.

The words "Meet the students where they are at" truly encompass our operations. At Cornwall, our needs are complex, and our staffwork tirelessly to support students in finding their "Why". I see the reciprocal learning between our staff and our students. I am amazed by the relationships and how over 49 years, this place has evolved to meet student's needs in special ways.

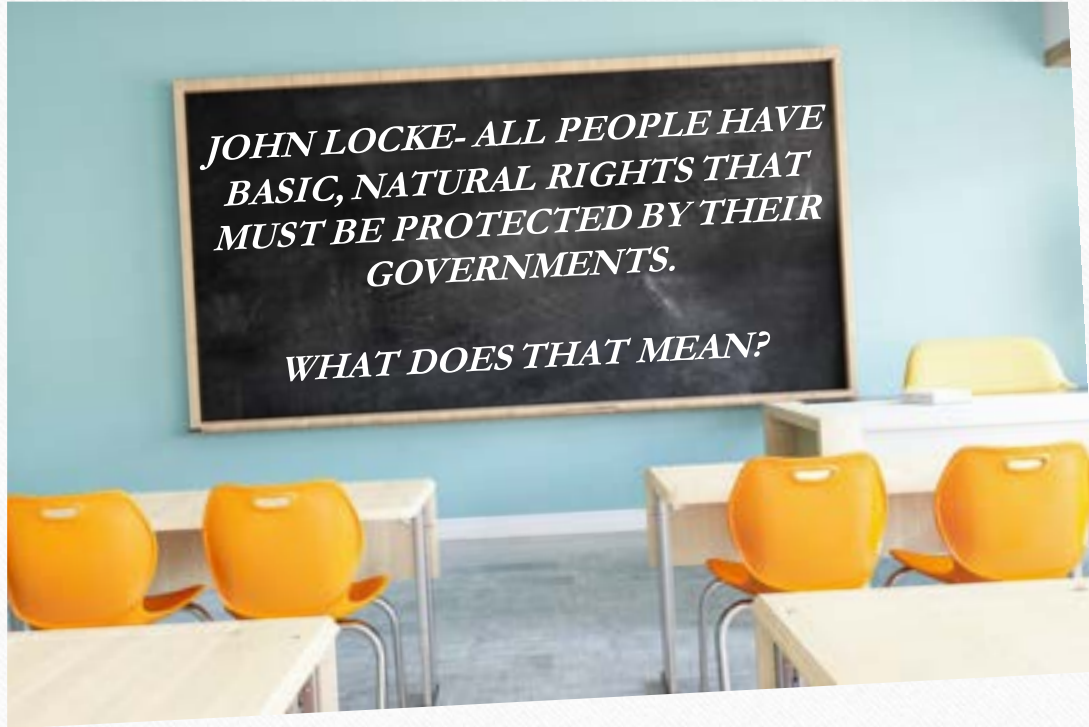
I am thankful for our community partnerships that keep us up and running. Amazing experiences like snowboarding, sleigh rides and outdoor education learning experiences are integral in our programming. We look forward to building new partnerships in the coming years and welcome new ideas and creative relationships. Evolution is key in our operations and taking any steps necessary is integral to be successful with our changing world.

We are extremely proud of Cornwall Alternative School!

We have immense gratitude for our community support, and we look forward to many more years ahead.

Sincerely,

Bryan Rice



While creating a class study guide and reviewing some of the key players of the Renaissance, we found our way in to talking about the people who had been influential in Renaissance government. One quote sparked a conversation. John Locke's "All people have basic, natural rights that must be protected by the government." I asked the students if they thought that was true? Did everything change once Locke made that statement and what group of people was, he referring to?

P- Well yeah, all people should have the basic human rights.

J- But when did that occur?

P- going back to that whole FLGA things, can you choose who can go on and off onto your land?

H- I'd kinda like a guillotine, that's my thoughts on this. I can put cucumbers in it and pretend I'm beheading people.

L- Hey wait, when did this take place? Did this take place before Rosa parks?

Teacher - Yeah, this would have been about 3-400 years before. What else do you think happened in between.

P- Like all of slavery. Wait, how did all of slavery happen if everyone was supposed to be born with life liberty and property?

Teacher - Well, what groups do you think Locke was referring too.

P- White people

Teacher - All white people

P- No wait, couldn't just the men own property? We were talking before about how women were literally their husband's property so it doesn't make sense that they could own the property. Well, that's not very fair

Teacher - No its not

L- What was that thing we were talking about during our Haunted Tour, about how women weren't really allowed to do a bunch of things?

Teacher - Definitely.

L - What was that thing we learned about with Jay, in Fort Qu-Appelle?

Teacher - You're going to have to be more specific.

L - Remember, like in the beginning of the year when we did that Treaty stuff.

Jaimie- Like, when we did that Treaty Four Walk?

L- Yeah that. We talked about how when the Europeans came over, they just claimed land and it didn't matter who was here before. It had a fancy name.

P - Wait, was this Renaissance stuff before or after everyone came over here on boats.

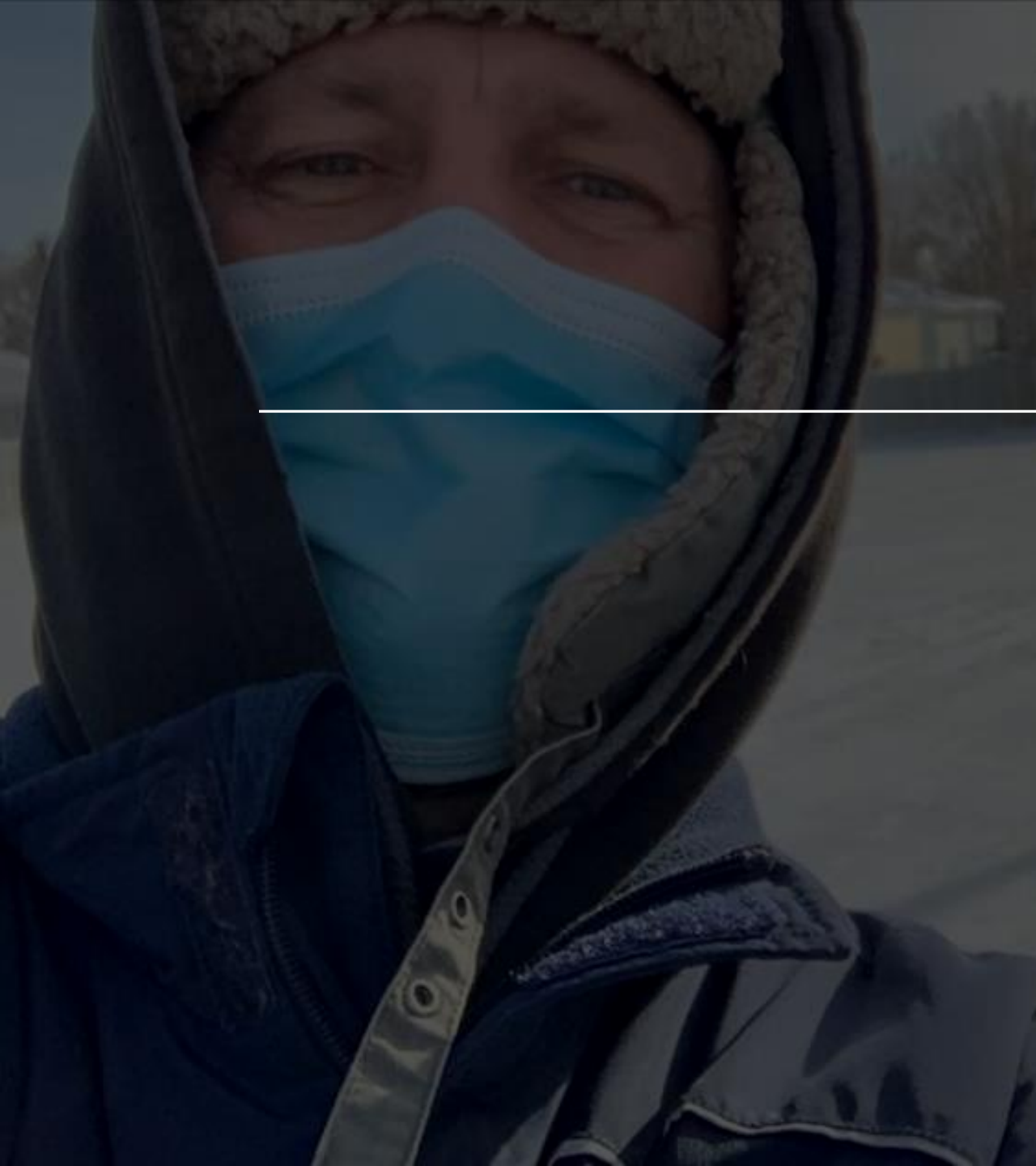
Teacher - This was all pre-colonization

P- Wait, so you're telling me that this guys is saying all people have rights to life, property and liberty and this all happened before slavery and civil rights and colonization and stuff.

Teacher - Yeah

L- Well that sucks.

- Grade 9



I would like to thank you, and the staff for making this happen. I really appreciate all the extra work it takes to get my son to attend Cornwall.

I feel like today is such a success because of the struggles we've endured in the last while and I know you all had to figure out how to do this the best way. I'm so grateful. I will do everything I can to be supportive, please know that I am very active in my son's life now, we've come a long way. And I just want this to be a good step forward.

-CAS Parent

Our students

91% of our population identify as Indigenous

100% had achieved credits and performance below grade level in previous school experiences

100% experienced long term school interruptions before Cornwall

80% had been suspended or expelled in previous schools

95% presented diagnosed mental health and learning challenges

50% have justice histories

95% reported as coming from low-income families

25% are in the care of the province of Saskatchewan

Impact by the numbers

	2020-2021	2021-2022
Total At-risk Students Served	69	86
Serious Health and Safety Incidents	0	0
Outreach total students	31	43
Credits Attained	49/107	60/82
Students promoted to next grade level	41	25
Attendance Improvement Percentage	100	100



Our student's historical mainstream academic performance would have been less than a 30% average for both ELA and Math.



We are making a difference!

Core Subject Performance

ELA	
Provincial Average	75.5%
Non-FNMI	78.7%
FNMI	71.0%
CAS	64.9%
Math	
Provincial Average	76.0%
Non-FNMI	78.1%
FNMI	63.8%
CAS	62.8%

Monthly Information – Ministry of Education Sept. 2021- June 2022

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Yearly
Total # of youth registered at CAS	41	44	43	43	43	43	46	42	42	42	42.9
Total # of youth served (including external outreach)	68	74	74	74	77	79	86	85	85	85	78.7
Total # of students on internal outreach	2	5	4	5	8	7	10	2	4	4	5.1
Reason for internal outreach using Code #1 (could be more than 1 reason)											
# of students for A	2	3	4	5	8	7	10	2	4	4	4.9
# of students for B	0	0	0	0	0	0	0	0	1	1	0.2
# of students for C	0	0	0	0	0	0	1	0	0	0	0.1
# of students for D	0	2	2	2	2	3	0	2	0	0	1.3
Progress of internal outreach students using Code #2											
# of students for 1	0	0	0	0	0	0	0	0	0	0	0
# of students for 2	0	0	0	0	0	0	0	0	0	0	0
# of students for 3	2	5	4	5	8	7	10	2	4	4	5.1
Total # of youth referred	15	5	6	0	9	7	3	8	0	0	4.5
Total # of youth admitted	15	5	6	0	9	7	3	8	0	0	4.5
Total # of youth discharged	4	1	4	0	10	0	1	6	0	0	2.6
Referral Source											
Regina Public Board	9	4	2	0	6	5	2	6	0	0	3.4
Regina Catholic Board	6	1	4	0	3	2	1	2	0	0	1.9
Other Referral	0	0	0	0	0	0	0	0	0	0	0
Total # in each grade											
Grade 7	3	4	5	5	6	6	5	5	5	5	4.9
Grade 8	9	10	9	9	12	12	11	11	11	11	10.5
Grade 9	16	17	17	17	16	15	17	14	14	14	15.7
Grade 10	13	13	12	13	9	10	13	12	12	12	11.9

Gender											
Male	19	16	16	16	18	19	21	20	20	20	18.5
Female	22	22	21	21	21	19	19	16	16	16	19.3
Other	0	6	6	6	4	5	6	6	6	6	5.1
Age											
Born in 2009	3	3	4	4	5	5	4	4	4	4	4.0
Born in 2008	8	10	10	10	12	13	12	12	12	12	11.1
Born in 2007	12	13	14	14	16	15	16	14	14	14	14.2
Born in 2006	13	11	9	9	5	5	8	7	7	7	8.1
Born in 2005	4	5	5	5	5	5	6	5	5	5	5.0
Born in 2004	1	2	1	1	0	0	0	0	0	0	0.5
Reason for admission using code # 3 (could be more than 1 reason)											
# of students in A	37	40	40	40	38	39	42	39	39	39	39.3
# of students in B	29	33	32	32	31	32	35	32	32	32	32.0
# of students in C	30	34	35	35	32	32	35	32	32	32	32.9
Progress of students using code # 4											
# of students for 1	24	21	22	21	22	21	22	20	21	21	21.5

CODES FOR TABLES

Code #1 Reasons for Internal Outreach A – truancy B – behavioral difficulties C – difficulty with completing work D – on the run from home or social services or in custody

Code #2 Progress of Internal Outreach 1- Working on a plan to re-enter 2 - committed to completing re-entry plan 3 – other issues interfering with re-entry (addictions, parenting, not motivated, etc)

Code #3 Reason for admission A – truancy B – behavioral difficulties C – difficulty with completing work Code #4 Progress Scale 1 – Outstanding 2 – Good 3 – Acceptable 4- Improvement needed

Code #5 Reason for Contact of External Outreach 1 – need for school support 2 – need for personal support 3 – help with work preparation (including resume writing) 4 - tracking students

External Outreach – Students who are not registered at CAS but still use our services

Internal Outreach - -Students who are registered at CAS and receiving extra counseling to get them classroom read

# of students for 2	7	7	6	8	9	9	10	8	7	7	7.8
# of students for 3	6	10	10	9	8	7	8	9	8	8	8.3
# of students for 4	4	6	5	5	4	6	6	5	6	6	5.3
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Yearly
# of students N/A (accepted but haven't started yet)	0	0	0	0	0	0	0	0	0	0	0
Total # of students on external outreach	27	30	31	31	34	36	40	43	43	43	35.8
# registered at another school	19	20	19	19	23	26	28	25	25	25	22.9
# working or parenting	4	4	5	5	5	5	6	7	7	7	5.5
# on the run from home/social services or in custody											
# not currently in school or working	4	6	7	7	6	5	6	11	11	11	7.4
Gender of external outreach											
Male	10	11	12	12	13	12	14	16	16	16	13.2
Female	17	19	19	19	21	24	26	27	27	27	22.6
Other	0	0	0	0	0	0	0	0	0	0	0
Reason for outreach contact using code 5 (could be more than 1 reason)											
# of students for 1	19	20	20	20	21	24	26	25	25	25	22.5
# of students for 2	27	30	31	31	21	22	26	25	25	25	26.3
# of students for 3	0	0	0	3	1	0	2	0	0	0	0.6
# of students for 4	19	20	20	20	27	29	32	43	43	43	29.6

Looking to the Future...

Cornwall Alternative works in the spirit of **truth and reconciliation** through teaching and learning, while acknowledging Saskatchewan as a traditional territory of First Nations and Metis People

Cornwall has received funding and is in the development stages of a new school based outdoor learning pavilion.



We have begun our participation in the Following Their Voices Program, the focus of improvement in qualitative measures will be data-driven through this locally developed, unique and highly regarded process of engaging Indigenous students.

-Improved Social and family relationships

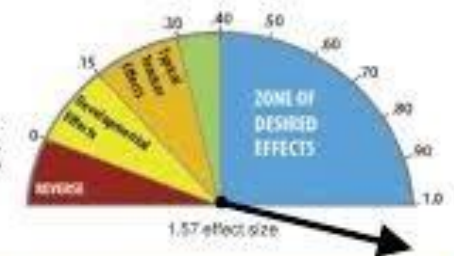
-Personal navigation of addictions, anxiety, depression and mental health

Staff will use Following Their Voices as our professional development framework and further progress in the area of **teacher efficacy**.

We are building relationships with community partners that will benefit our students and school community.

Research-Based Best Practice - Dr. John Hattie

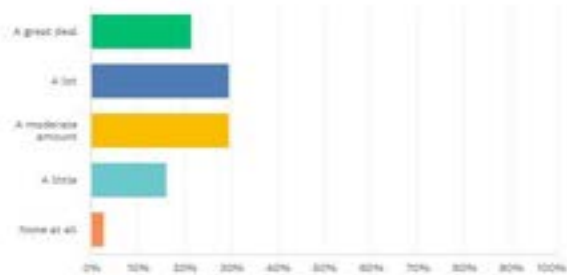
Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



Collective Teacher Efficacy

How well does your school help students speak out against racism or discuss major news events related to race, how often do adults at your school talk about them with students?

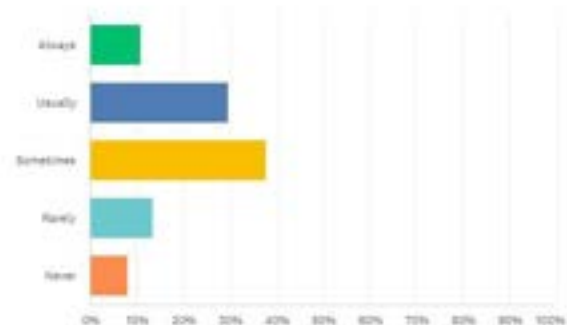
Answered: 37 Skipped: 1



ANSWER CHOICES	RESPONSES	COUNT
A great deal	16.22%	6
A lot	29.73%	11
A moderate amount	29.73%	11
A little	16.22%	6
None at all	8.11%	3
TOTAL		37

How often do students at your school have important conversations about race, even when they might be uncomfortable? How comfortable are you sharing your thoughts about race-related topics with other students at your school?

Answered: 37 Skipped: 1

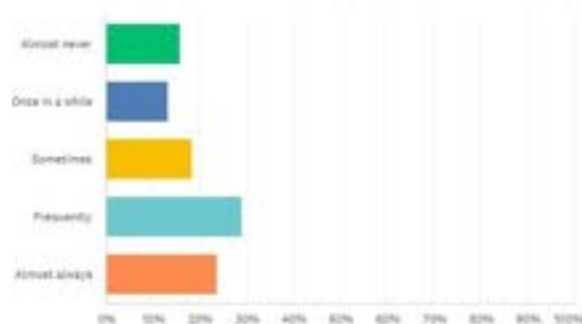


ANSWER CHOICES	RESPONSES	COUNT
Always	10.81%	4
Usually	29.73%	11
Sometimes	37.84%	14
Rarely	13.51%	5
Never	8.11%	3
TOTAL		37

Student Surveys 1

How often do you spend time at school with students from different races, ethnicities, or cultures?

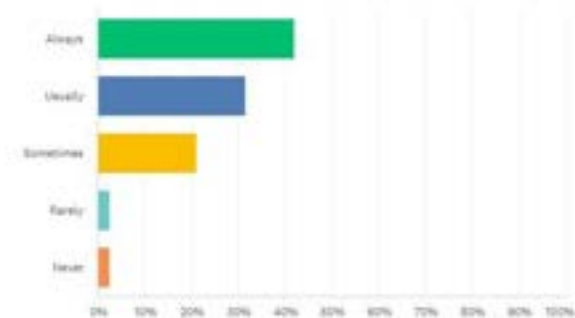
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	COUNT
Almost never	15.79%	6
Once in a while	13.16%	5
Sometimes	18.42%	7
Frequently	28.26%	11
Almost always	24.35%	9
TOTAL		38

At your school, How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

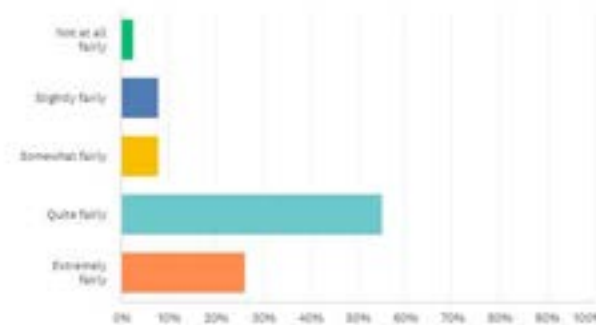
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	COUNT
Always	42.11%	16
Usually	31.58%	12
Sometimes	21.05%	8
Rarely	2.63%	1
Never	2.63%	1
TOTAL		38

How fairly do students at your school treat people from different races, ethnicities, or cultures?

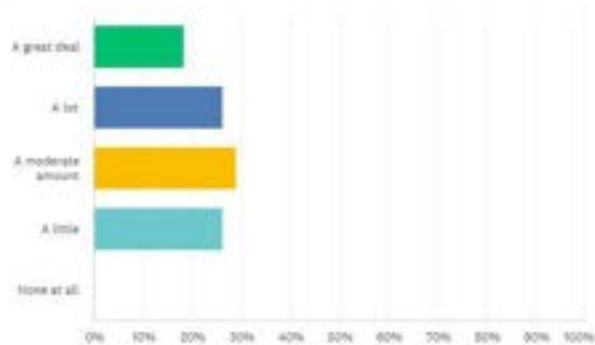
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	COUNT
Not at all fairly	2.63%	1
Slightly fairly	7.89%	3
Somewhat fairly	7.89%	3
Quite fairly	39.47%	15
Extremely fairly	26.32%	10
TOTAL		38

Overall, how much do you feel like you belong at your school?

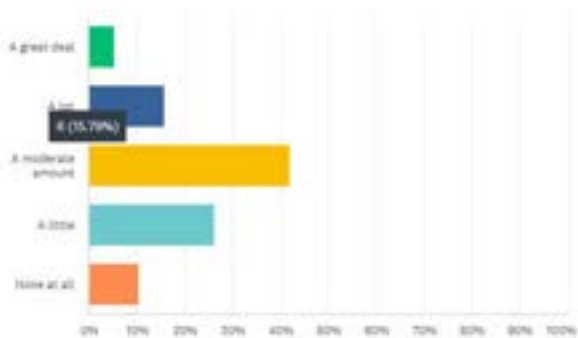
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES
A great deal	18.42% 7
A lot	26.32% 10
A moderate amount	23.91% 9
A little	26.32% 10
None at all	0.00% 0
TOTAL	38

How much do you matter to others at your school?

Answered: 38 Skipped: 0

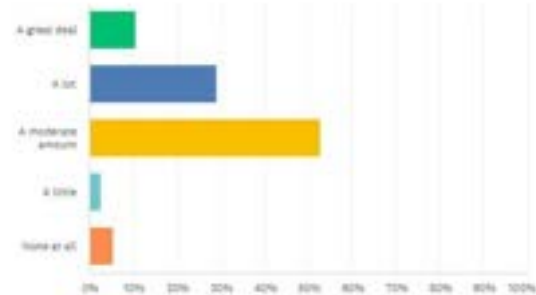


ANSWER CHOICES	RESPONSES
A great deal	5.26% 2
A lot	15.79% 6
A moderate amount	42.11% 16
A little	26.32% 10
None at all	10.53% 4
TOTAL	38

Student Surveys 2

How much respect do fellow students in your school show you?

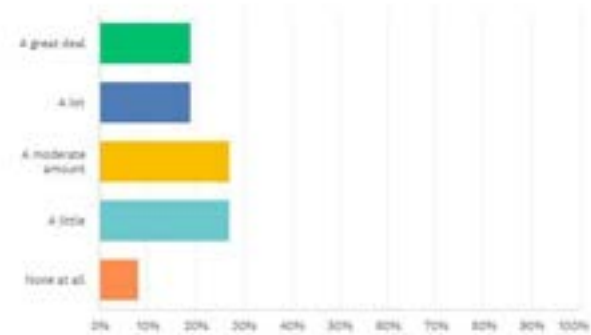
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES
A great deal	10.53% 4
A lot	26.32% 10
A moderate amount	52.63% 20
A little	2.63% 1
None at all	7.58% 3
TOTAL	38

How connected do you feel to the adults at your school?

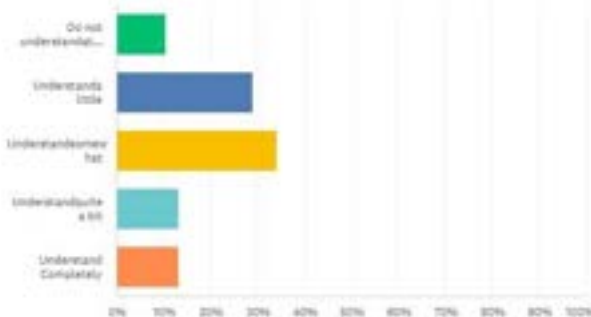
Answered: 37 Skipped: 1



ANSWER CHOICES	RESPONSES
A great deal	18.92% 7
A lot	18.92% 7
A moderate amount	27.03% 10
A little	27.03% 10
None at all	8.11% 3
TOTAL	37

How well do people at your school understand you as a person?

Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES
Do not understand at all	10.53% 4
Understands little	26.32% 10
Understands somewhat	34.21% 13
Understands quite a bit	15.79% 6
Understand Completely	13.16% 5
TOTAL	38



**Cornwall Alternative School
2020-2021 AGM Minutes
June 23, 2021**

Meeting via Zoom

Attended:

David Halvorsen (Chair)
Eunice Cameron (Principal/CEO)
Amanda Worms
Anthony Rodier
Bryan Rice
Debbie Hill
Jody Lefebvre
Michelle Amyotte-Kupusa
Ryan Malley
Tara Amyotte

Regrets:

Jamie Struthers (Vice-Chair)
Dawne Cassell
Michelle Amyotte-Kupusa
Richie Hall
Wanda Clare

INTRODUCTIONS

- I MEETING CALLED TO ORDER** at 6:33 pm and welcomed by David Halvorsen
 - a. Minutes taken by: Jody Lefebvre
- II ADOPTION OF AGENDA** – Moved to adopt – Debbie Hill, Second- Ryan Malley – carried.
- III ADOPTION OF 2019-2020 AGM MINUTES** – Moved to adopt – Tara Amyotte, Second – Debbie Hill – carried.
- IV CHAIRMAN’S REPORT** – submitted by David Halvorsen (attached to pre-meeting pkg)
 - Tribute to Eunice read by David at meeting.
- V FINANCE COMMITTEE REPORT** -submitted by Ryan Malley & Jamie Struthers (attached to pre-meeting pkg)
 - a. Moved by Ryan Malley to adopt the Finance Committee Report as submitted, Second – Debbie Hill - carried.
 - b. Moved by Ryan Malley to adopt Virtus Group as the school’s Auditor for the 2021-2022 school year, Second – Debbie Hill – carried.
- VI PRINCIPAL/CEO REPORT** – submitted by Eunice Cameron (attached to pre-meeting pkg)
 - a. Statistics
 - b. Annual Report

2021 AGM Minutes

- VII NOMINATING COMMITTEE REPORT**– submitted by D. Halvorsen on behalf of Board
 - a. Anthony Rodier nominated as a new member on the Board of Directors by acclamation.
 - b. Moved by David to place the names contained in the Committee’s Report, in to the nomination as Directors for the 2021-22 school year. Elected by acclamation were the following people to serve a two-year term on the CAS Board of Directors: David Halvorsen, Debbie Hill, Jody Lefebvre and Michelle Amyotte-Kupusa.
 - c. The Nominating Committee is pleased to report that the following people will remain as Directors for the 2021-22 school year: Amanda Worm, Dawne Cassell, Jamie Struthers, Richie Hall, Ryan Malley and Wanda Clare.

VIII OLD BUSINESS

IX NEW BUSINESS

X ADJOURN – 6:50 pm



Words From Our Students

This past school year was a fascinating experience with great people and activities. Field trips, skiing, outdoor walks, science, and wellness were so fun. Our school provides lunches and activities to do and when we do something fun you can learn from it as well. Sometimes we get to cook our own food. We made jigging skirts and shirts and the elder we have come to see the students. All the students get along and amazing teachers we have at this school and the times me and my friends would do work together and I like that we are planting flowers. I made friends this school year. This was a great school year.

This school year was great. From meeting new people to field trips, it was a great experience. I met a few friends, from a scooter guy to a roller blade guy, and I had a great time. My favourite was the Snowboard trip. It was fulfilling. In conclusion, I am very grateful.

This school year was an amazing experience. Even though I have not been at CAS for very long, I have had some of my best times here. I have made some amazing friends. My first day here I felt very welcome and fit right in. The teachers are so nice and treat all students like we are normal people. I am sad the school year is coming to an end. This will always be the best school I have been to.

My first time here at CAS was incredible. There were so many new nice people. A warm and welcoming environment. Incredible teachers and amazing lunches and snacks are readily available. It is a very relaxed environment and easy to break in and become settled. My best teacher I have ever had, My teacher, Gill has made it easy to work he always helps me when I need it.

Going to school this year was better than expected. I do feel I could have done better than the effort I put into my assignments. After getting used to not staying home every day for 2 years it got easier. It feels better going to school than being at home and not knowing what to do.

Words from our students continued...

- I enjoy this school because it makes me feel loved and makes me feel like I have support. Every day I want to come. My old school said I was better off at this school because I never went and missed months of school so they send me here it's actually not bad, others said it's only for bad kids, but it really isn't. Cornwall the staff, are great people. The teachers mean a lot to me I'd never thought I would be coming to this school it helps a lot. I never actually had a teacher like Joe, he's the best teacher I could ever ask for. Cornwall does the best as they can and I can see it. I love helping others even if they didn't ask I'm still going to help out I like volunteering because it makes me feel good about myself and makes me feel like I can keep going. Cornwall means a lot to every student.

- I like Cornwall because of the teachers, counselors, cook, rides, outings, and friends. The teacher sometimes helps kids for rides home. The hours of school, seeing the teachers every day, the kids are nice when they want to be here. My class went to Moose Jaw. At my old school I never come to school but at Cornwall I feel like I can come to school. At my old school all the teachers hated me and were very mean but at Cornwall some of the teachers likes me and not mean or rude, I feel like Cornwall is safer. I can be me at Cornwall and not someone I'm not like at my old school.

- What I like about Cornwall

I like the school hours

I like playing badminton with Joe and Rob

I like that we get to go on outings like the park and 711 if we behave

I like the new cook she makes good food

I enjoy all the one-to-one time the teachers give us and they say good morning to me!

CORNWALL ALTERNATIVE SCHOOL INC.
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED MARCH 31, 2022
(with comparative figures for the year ended March 31, 2021)

	Operating Fund	Capital Fund	Total 2022	Total 2021
Revenue				
Grants - Sask Learning	\$ 769,000	\$ -	\$ 769,000	\$ 769,000
Grants - United Way	102,030	-	102,030	108,124
Grants - pandemic funding	8,314	-	8,314	13,538
Donations and fundraising	32,833	-	32,833	70,380
Other	20,610	-	20,610	17,995
	<u>932,787</u>	<u>-</u>	<u>932,787</u>	<u>979,037</u>
Expenses				
Advertising and promotion	426	-	426	1,332
Amortization	-	20,480	20,480	21,879
Automotive	22,409	-	22,409	12,369
Bank charges and interest	212	-	212	240
Building supplies and repairs	20,917	-	20,917	25,595
Education	44,224	-	44,224	42,181
Equipment repairs	2,752	-	2,752	238
Food services	24,920	-	24,920	20,642
Insurance	13,552	-	13,552	12,199
Office and general	6,068	-	6,068	5,890
Professional fees	7,194	-	7,194	7,276
Staff development	2,781	-	2,781	1,201
Utilities	28,402	-	28,402	26,717
Wages and benefits	872,411	-	872,411	794,857
	<u>1,046,268</u>	<u>20,480</u>	<u>1,066,748</u>	<u>972,616</u>
Excess (deficiency) of revenue over expenses	<u>\$ (113,481)\$</u>	<u>(20,480)\$</u>	<u>(133,961)\$</u>	<u>6,421</u>

CORNWALL ALTERNATIVE SCHOOL INC.
STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2022
(with comparative figures for 2021)

	Operating Fund	Capital Fund	Total 2022	Total 2021
ASSETS				
Current assets				
Cash	\$ 324,285	\$ -	\$ 324,285	\$ 281,483
Term deposits	-	-	-	162,452
Accounts receivable	18,979	-	18,979	6,129
Interfund receivable (payable)	(131,385)	131,385	-	-
Prepaid expenses	14,447	-	14,447	14,305
	<u>226,326</u>	<u>131,385</u>	<u>357,711</u>	<u>464,369</u>
Tangible capital assets (Note 3)	<u>-</u>	<u>317,010</u>	<u>317,010</u>	<u>337,491</u>
	<u>\$ 226,326</u>	<u>\$ 448,395</u>	<u>\$ 674,721</u>	<u>\$ 801,860</u>
LIABILITIES				
Current liabilities				
Accounts payable	\$ 98,123	\$ -	\$ 98,123	\$ 79,486
Deferred revenue	-	-	-	11,814
	<u>98,123</u>	<u>-</u>	<u>98,123</u>	<u>91,300</u>
FUND BALANCES				
Invested in tangible capital assets	-	317,010	317,010	337,491
Internally restricted (Note 4)	128,203	131,385	259,588	373,069
	<u>128,203</u>	<u>448,395</u>	<u>576,598</u>	<u>710,560</u>
	<u>\$ 226,326</u>	<u>\$ 448,395</u>	<u>\$ 674,721</u>	<u>\$ 801,860</u>

Highlights from Audited Financial Statements

For Year Ending March 31st, 2022

Friends and Partnerships

Organizations

Amakon, Woman Empowerment Inc.
SGEU
Farm Credit Canada
Sask Power
Sask Energy
St. Peter's Parish
Regina and District Labour Council
Co-Op Gas Station
Reebok Boks Program
United Way
The Canadian Tilling Foundation
Community Initiatives Fund
FHQ
Gold Business Solutions
Gilko Electric
CCR Construction
Peepeekisis Band 81
Access Communications
RIOKK (Regina Institute of Kenpo Karate)

Community Partners

Regina Public Schools
Regina Catholic School Division
Saskatchewan Ministry of Education
Saskatchewan Ministry of Health
Saskatchewan Ministry of Social Services
Following Their Voices
City of Regina
Regina City Police

Individuals

Eunice Cameron
Arlene McCreary
Joel Peterson
Janis Campbell
Donna Kane
John Lax
Terri Lang
Myrna Switzer
Jane Ekong
Leona Lang
Diane Will
Wilfred Dieter
Betty Mills
Linda Huber

This past year has been quite interesting. At the start of the year, I was quite happy, but nervous because I felt I was having bad grades. I also started the year with a broken hand and that created a lot of stress. I didn't go to school for two weeks, but the school supported me. When I got back, I went on adventures to the corn maze, haunted tour and many more. My year has been stressful, but I have gotten through with the help of the staff and friends.

- CAS Student

THANK YOU!

Back to school
I lost all the love
and resources

Maybe I like the lunch.

Jessie
I like how understanding
the staff are

TY DANA GEE

Lacey Davis
Thanks for the amazing
Staff

Tyson

Best
environment

Kyle C3

Monica Johns
great school

Daniel Akachukwu
Thanks

THANKS
JOAN

Jacob Ross
2022
Thanks for the
welcoming environment

Pravias

Haven Tolleson

Jerry Lee
"good soup"



Proud to be working with Regina's Youth for 50 Years!

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