

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE  
BATTLE RIVER REGIONAL DIVISION #31, HELD ON FEBRUARY 28, 2008,  
COMMENCING AT 9:34 A.M.**

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**PRESENT**

REBECCA HEIBERG  
PETER MILLER  
KEN OFFORD  
VICTOR PETRUK  
KENDALL SEVERSON  
CHERYL SMITH  
PATRICIA ZENIUK

**ABSENT**

HAMEED SYED  
RAY BOSH, Deputy Superintendent

**ALSO PRESENT**

LARRY PAYNE, Superintendent of Schools  
BILL SCHULTE, Assistant Superintendent (Business)  
DIANE HUTCHINSON, Communications Officer  
SYLVIA LAUBER, Recording Secretary

**C. SMITH IN THE CHAIR**

**CALL TO ORDER**

Chair Smith called the meeting to order at 9:34 a.m.

**ADDITIONS TO THE AGENDA**

- #21/08 K. OFFORD – That the items noted on the distributed agenda sheet be added to the agenda and the following items:
- 5.4 Trustee Absence
  - 5.5 ATA Letter
  - 5.6 Dismissal Time at New Norway School
  
  - 7.19 Board/Administrators' Workshop Follow-Up and **Consultative Process Follow-up**
  - 7.20 ASBA Task Force – High School Completion Rates

CARRIED



**IN-CAMERA SESSION (9:35 a.m.)**

#22/08 P. ZENIUK – That the regular meeting recess to permit the Trustees to meet in-camera and that all persons except Trustees, Superintendent of Schools Payne, Assistant Superintendent Schulte, Communications Officer Hutchinson, and Recording Secretary Lauber be excluded.

CARRIED

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Brenda Johnson, Director of Transportation, joined the meeting at 9:46 a.m. and left the meeting at 9:52 a.m.

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The in-camera session recessed at 10:32 a.m.

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Rick Jarrett, Assistant Superintendent, joined the meeting at 10:33 a.m.

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**APPOINTMENT – JEREMY HUET**

At 10:33 a.m., Chair Smith welcomed Jeremy Huet to the meeting and invited his presentation. He spoke as a community member with respect to the possible closure of the Alliance School.

Mr. Huet noted that he felt the Board's basic concern is that the students would not get enough interaction with the enrolment numbers being what they are at the Alliance School.

Mr. Huet chose to speak to the above-noted issue using a PowerPoint presentation which is attached to these minutes.

Mr. Huet left the meeting at 11:00 a.m.

**APPOINTMENT – ALLIANCE SCHOOL COUNCIL**

At 11:09 a.m., Chair Smith welcomed a delegation of four persons (and one baby) from the Alliance School Council to the meeting and invited their presentation. Raylene Bateman served as the spokesperson.

Ms Bateman thanked the Board for this opportunity to present and asked that the Board consider leaving the Alliance School open for another three years. She provided a PowerPoint presentation which is attached to these minutes.

Ms Bateman further noted:

- Alliance School is a terrific place for their youngest children to start the lifelong learning process.

- The Alliance Playschool was relocated to the "big school" this past fall.
- The Alliance and district ECS students have been in the school for a long time.
- The grades one, two, and three students are terrific ambassadors for the community and true role models for the younger students.
- On Tuesdays and Thursdays when all are together there are 21 students.
- They are all interacting and learning from one another.
- It may not be the formal curriculum that they are learning during recess, but it is just as important.
- They are learning how to treat other people, how to solve problems, and how to be self-confident enough to say what they think.
- The parents and community members feel that these learning experiences, or life lessons, are what is the most important at this young age.
- Alliance School is 39 km one way to the designated alternate school – the furthest school from another school in this entire region, which make [them] unique and should be treated uniquely.
- This distance is never going to change. Curriculums and budgets will change, distance will not.
- We cannot expect a five-year old child to get on a bus at 7:20 a.m., attend school for 6 hours, and arrive home at 4:45 in the evening. This becomes a 9.5 hour day and 165 km traveled.
- This kind of day is simply too much for our youngest children to endure. When do they have time to play? For dance? Hockey? Skiing? Music lessons? Or other activities?
- Physical activity is a very important part of a healthy lifestyle. Riding a bus for 3 or more hours per day is time they could be spending being active.
- Enrolment numbers for the next three years are actually on the rise. Why close the school when the numbers are in fact going up? In grade one next year, there will be six students.
- [they] have researched the new math curriculum and have found that it is mandatory for grade ones only next year. [they] feel that these six students will be able to bring a wide range of experiences and perspectives to the classroom and that they will be successful with this new curriculum.
- [they] also believe in their teacher. It is her job to be able to take the curriculum and modify it to meet the situation within her classroom. [they] have every confidence in Ms Poyser.
- Although there is only one student in grade two next year, [the Board] needs to remember that whenever possible, they all work together as one group.
- They have always been successful in the past and will continue to be successful in the future.
- Rosalind School has numbers very similar to [that of Alliance]. [they] realize that the numbers look worse when there are only eight students in the whole school, however with the same classroom numbers as Rosalind in grades one, two and three, [they] feel they should be allowed to stay open.
- [they] sacrificed the grades 1-6 so that their youngest community members could remain at this school – please do not take them from our community.

- Family and community are extremely important parts of successful learning. They are the foundation of the Board's Pyramid of Success.
- [they] feel very strongly that giving students the opportunity to attend school in their own community is a major step in ensuring their success.
- The Alliance Parent Council and Alliance community are committed to keeping this school open and look forward to working with the Trustees to come up with new and innovative ways to make this happen.
- One interesting idea is the use of technology to increase the amount of interaction that students receive.
- Technology, in particular computers, is the way of the future and using them to help broaden the horizon of students is an excellent idea.
- [they] would like the opportunity to explore this idea and others and make [their] school an even better place to be.
- [she] would like to remind Trustees what an amazing school Alliance is:
  - Students are responsible citizens
  - They do town clean up
  - Plant flowers on main street
  - Are a part of the Remembrance Day activities
  - Participate in activities at other schools
  - Known for their excellent manners and behavior
  - Visit the residents at the Galahad Long-term Care on a regular basis
  - Swim, skate and bowl as part of the phys-ed curriculum
  - Have music class with the ECS students
  - Put on an amazing Christmas concert each year
- Do the right thing, keep the Alliance School open.

Ms Smith informed Ms Bateman that the vote on the motion will be assigned a time at the March 13, 2008 meeting and that she will be informed when that time will be.

The delegation left the meeting at 11:24 a.m.

**IN-CAMERA SESSION (11:25 a.m.)**

#23/08 P. MILLER – That the regular meeting recess to permit the Trustees to meet in-camera and that all persons except Trustees, Superintendent of Schools Payne, Assistant Superintendent Schulte, Communications Officer Hutchinson and Recording Secretary Lauber be excluded.

CARRIED

Assistant Superintendent Jarrett left the meeting at 11:55 a.m.

The in-camera session recessed at 11:57 a.m. and the regular meeting reconvened at 11:57 a.m.

**TRUSTEE ABSENCE**

#24/08 P. MILLER – That the Board approves the absence of Trustee Syed from the January 24, February 14 and 28, 2008 regular meetings of the Board.

CARRIED

**MEETING RECESS**

The regular meeting recessed at 11:58 a.m. and reconvened at 1:18 p.m.

**APPOINTMENT – CORNERSTONE CHRISTIAN ACADEMY**

At 1:28 p.m., Chair Smith welcomed a delegation of four persons from the Cornerstone Christian Academy to the meeting and invited their presentation. Steve Ioanidis, Principal at the Academy, served as spokesperson.

Mr. Ioanidis noted that it is the wish of the Board of Cornerstone Christian Academy for this school to become a public Christian School within Battle River School Division #31. Mr. Ioanidis provided a PowerPoint presentation which is attached to these minutes.

Ms Smith advised the delegation that, according to administrative procedure 212 'Alternative Programs', their request will now be referred to and researched by administration and brought back to the Board with a recommendation.

Ms Smith thanked the delegation for their presentation.

Mr. Ioanidis questioned the Board with respect to timelines. Dr. Payne noted that the setting up of an alternative program will likely be a slow process and hopes that he can bring a recommendation to the Board by the end of April 2008.

The delegation left the meeting at 2:06 p.m.

#25/08 R. HEIBERG – That the Board directs the Superintendent of Schools to seek additional information and make a recommendation regarding the implementation of an alternative program at Cornerstone Christian Academy.

CARRIED

**ASBA (ALBERTA SCHOOL BOARDS ASSOCIATION) CALL TO ACTION**

The current Minister of Education is talking about increasing funding to private schools. ASBA issued a call to action for school boards on this issue.

The Board will take no action on this at this time.

**ASBA COALITION FOR HEALTHY SCHOOL COMMUNITIES SYMPOSIUM**

Vice-Chair Zeniuk will attend the ASBA Coalition for Healthy School Communities Symposium in Sherwood Park on March 19 and 20, 2008.

Any other Trustee wishing to attend this was advised that registration is to be done online.

**ASBA REPRESENTATION ON EXTERNAL COMMITTEE – JOINT STAKEHOLDER COMMITTEE ON CHILDREN AND POVERTY**

If any Trustee is interested in serving on the above-noted committee, he/she was urged to complete the form and fax it in by February 29, 2008.

**PSBAA (PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA) SPRING ASSEMBLY**

Trustees were informed that the PSBAA Spring Assembly is scheduled for May 31 – June 1, 2008 in Red Deer.

**ASBA SPRING GENERAL MEETING**

Trustees were informed that the ASBA Spring General Meeting is scheduled for June 2 – 3, 2008 in Red Deer.

**ASBA TASK FORCE – HIGH SCHOOL COMPLETION RATES**

The ASBA Board of Directors has identified improving high school completion rates as one of its advocacy priorities and the Board has established a task force to develop a plan focused on identifying the unique contributions school boards can make to address this issue and to identify and develop resources for school boards to help them with this work.

There was no Trustee interested in serving on this task force.

**COMMITTEE REPORTS**

Trustees had no questions coming out of the written committee reports distributed at the meeting on February 14, 2008. The format of submitting written reports will be followed for future meetings.

**2007-08 SCHOOL YEAR CALENDAR**

#26/08 P. MILLER – That June 27, 2008 be the last operational day and the last instructional day for the 2007-08 school year.

CARRIED



**APPOINTMENT – LORNE KLEVGARD**

At 2:25 p.m., Chair Smith welcomed Lorne Klevgard, Mayor of Edberg and the president of the Edberg School Council, to the meeting and invited his presentation.

Mr. Klevgard provided further information from his previous presentation on February 14, 2008 as to the cause and effect of the Battle River School Division #31 presence, and its decisions, within the Edberg community.

Mr. Klevgard noted:

- Thanked the Division for what it has done for his own children;
- Thanked the Board for its notice of motion as it has been taken seriously in the community and brought the community closer together to work with this and with the Mennonites in the community;
- Thanked the Board that this process has brought about a renewal of a friendship for him with someone in the community;
- These things indicate to him that he is on the right path in working to save the school;
- [he] believes that as mayor and president of the School Council he is to work to change some things in the community;
- This process [of enrolment declines] came about because important decisions that have been made were made in board rooms without community input;
- This process may be flawed, but it at least gives the community an opportunity for input;
- When the Mennonites left the Edberg School he was a young kid and didn't identify his friends as to whether they were Mennonite or not;
- The elders in the Mennonite church were concerned with what their children were learning and wanted a faith based teaching;
- When the new curriculum came out, and under the assertion that he had a legal right to do so and had to do it, the Superintendent imposed this [the new curriculum];
- This curriculum included social dance and that precipitated the leaving of the Mennonite students from the school;
- At that time (approximately 30 years ago) about half the school population left;
- There were other things that were taken away, such as the shop class (along with the funds from other schools that had students attending the shop class here);
- That knowledge was then also taken away so that students at Edberg could not benefit;
- The Board says that the boundaries have not changed – previously when he was in school there were students south of Edberg that came to Edberg, these residents now attend Bashaw school, thus a smaller school attendance area was created;
- [he] referred to an announcement from the Edberg Recreation Association which shows that there is a need for persons to stand for election to this association. The people who put this out have their children attending other schools than Edberg and there is some resentment against them in the community in their role on the recreation board.



- What can the school board use to identify concerns of those who have moved their children to other schools? What does the Board do to try to solve these issues before people move their children to other schools?
- [he] feels this process is somewhat flawed and would like to have some kind of mediator in the process so that the community would feel that it has some power;
- [he] has invested a lot of time on this issue and has done everything as honorably as possible to convince the Board to keep the school open;
- When in battle [ to keep the school open] he is concerned that he will create some animosity with the Board;
- [he] hopes to take this as far as he possibly can to keep the school in the community;
- [he] needs to clarify that they have a vision for their future which will be difficult for them [if the school closes];
- [he] was disappointed how the policy change for the notice of motion was handled this summer and was caught off guard;

Ms Smith informed Mr. Klevgard that the vote on the motion will be assigned a time at the March 13, 2008 meeting and that he will be informed when that time will be.

Mr. Klevgard left the meeting at 2:45 p.m.

### **MEETING RECESS**

The regular meeting recessed at 2:45 p.m. and reconvened at 3:11 p.m.

### **BOARD/ADMINISTRATORS' WORKSHOP AND CONSULTATIVE PROCESS FOLLOW-UP**

Ms Smith acknowledged and thanked each one for the work that was done with the Board/Administrators' workshop and the consultative process forums.

Trustees shared their perceptions of these two meetings.

### **ADJOURNMENT**

All items of business being complete and there being no dissent, Chair Smith adjourned the meeting at 3:49 p.m.

  
\_\_\_\_\_  
CHERYL SMITH, CHAIR

\_\_\_\_\_  
WILLIAM SCHULTE, ASSISTANT SUPERINTENDENT (BUSINESS)



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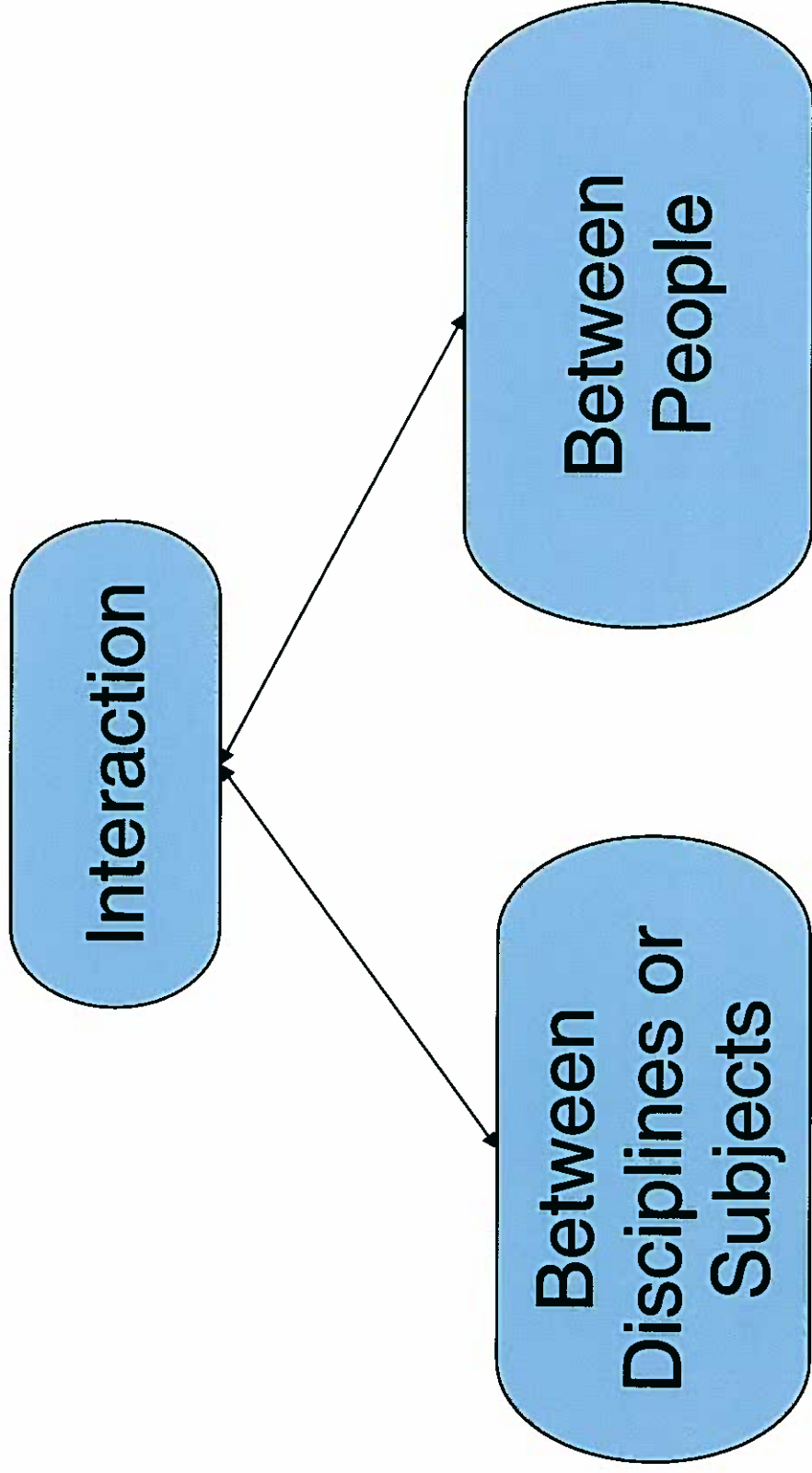
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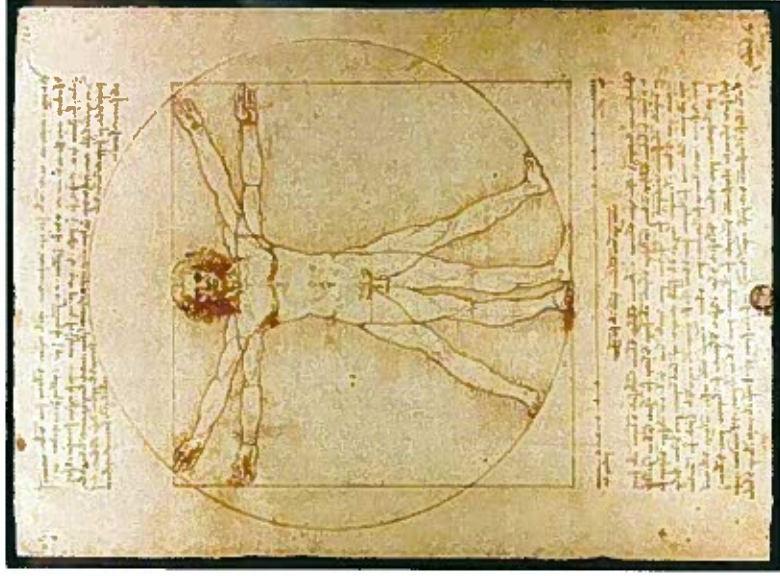
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CA

# Interaction: A key to creativity and learning



# Interaction between Disciplines/Subjects



- Historical References:
- Early education models and discussion of “ideal education” for architects in 1<sup>st</sup> Century by Vitruvius in De Architectura

The Vitruvian Man  
by Leonardo Da Vinci

# Interaction between Disciplines/Subjects

- Sir Ken Robinson (DVD Video)<sup>1</sup>
- Formal Educational created to fill workforce demand from industrial revolution<sup>1</sup>
- Industrial education model focused on hierarchy of subjects and rote learning<sup>1</sup>
- Develops “disembodied” heads<sup>1</sup>
- This industrial era system destroys creativity and does not prepare children for adaptation to future challenges<sup>1</sup>

1. Sir Ken Robinson (international creativity and educational expert): Do Schools kill creativity?  
*2006 Ted Video and interviews*

# Six key assumptions of the teacher-centric industrial classroom

- Don't give students any meaningful control over their own activities
- Ensure that the teacher is made to feel totally responsible for the behaviour of students
- **Segregate the students into developmentally homogeneous groups** (ie. Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, etc.)
- **Segregate the students from the community**
- Subject students to formalized, instructional environments as young as possible (starting in infancy if you can get them into child-care)
- **Set the student to teacher ratio by non-educational standards** (public schools use economies of scale)

# Advantages of the Multi-Grade classroom

- Students leaving multi-graded classes know how to develop relationships with their peers<sup>2</sup>
- Because of this they typically perform very well.<sup>2</sup>
- Students are encouraged to engage in non-homogeneous groups that more accurately reflect social and demographic situations
- Students are encouraged to “teach” and “learn” from their peers. This demonstrates understanding.<sup>2</sup>

2. From conversation with Rick Garrett. Feb 11, 2008

# Key to interaction between people?

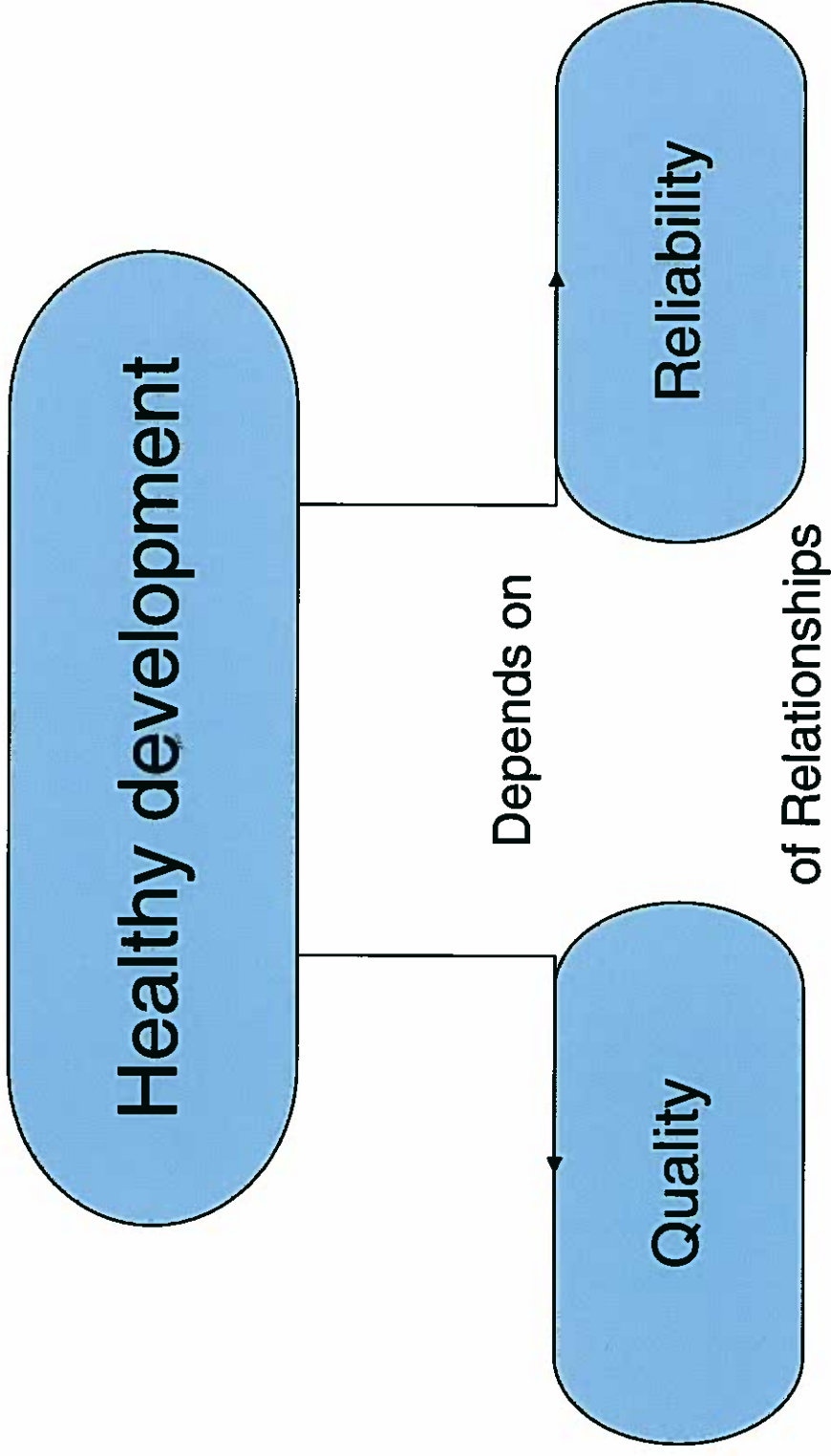


Relationships

Young children develop in a environment of relationships<sup>3</sup>

3. National Scientific Council on the developing child: *young children develop in a environment on relationships. Summer 2004*





3. National Scientific Council on the developing child: *young children develop in a environment on relationships. Summer 2004*

## Warm, Positive relationships

- Excitement about school
  - Self Confidence
  - Sound Mental Health
- Higher Achievement (School & Life)
  - Ability to control aggressive impulses
  - Ability to resolve conflicts non-violently
  - Development of sense of right and wrong
- A capacity to develop and sustain friendships and relationships
  - To ultimately be a successful parent

3. National Scientific Council on the developing child: *young children develop in a environment on relationships. Summer 2004*

# New Scientific Discoveries!

- Relationships affect brain development
- Relationships outside of the family are important (peers, teachers, neighbours, community members etc.)
- “Young children learn best in an interactive relational mode rather than through an education model that focuses on rote instruction”

3. National Scientific Council on the developing child: *young children develop in a environment on relationships. Summer 2004*

# What will moving children from Alliance K-3 do to their relationships?

- Limit (if not destroy) many community relationships and influence on the children
- Children will lose relational time with family, friends and community during bus travel.
- Putting the children in a larger, unfamiliar environment will lower the quality and reliability of their relationships. *(NSCOTSC downplays the role of casual acquaintances and unfamiliar peers) Shy or afraid children may not even develop crucial relationships or speak out in class.*
- *Hurt the children's well-being and limit their ability to learn to develop relationships*

# What will moving children from Alliance K-3 do to their relationships?

- Place the children into homogeneous groups (limiting their future ability to build relationships with people of different ages and skill levels)
- Give each student less teacher attention (larger class sizes) damaging their chances to build a successful relationship with the teacher.

# What is the minimum threshold (number of students) for quality learning?

- There isn't one
- Learning and creativity are more dependent on the quality of relationships and the exposure to ideas and people of different opinions than on pure numbers.
- Large class sizes (K-3) limit relationships and schools across North America are involved in Class Size Reductions
- Home school children that are involved in extra-curricular activities outperform their counterparts and national averages
- Minimum class sizes are limited depending on the activity<sup>2</sup>

2. From conversation with Rick Garrett. Feb 11, 2008

# Students learn from and interact with people other than those in their grade level

- The assumption that students only learn from and interact with students in their own grade level is a poor one.
- The optimal learning environment (including a broad range of skills, knowledge, experience and perspectives)<sup>5</sup> can be best found where a community of people take interest and interact in children's well-being – Alliance is that community!
- The risk of losing access to students at your “level” is present in every classroom. The way to mitigate this risk is to teach the student to access and learn from others at different levels. -One of the reasons that students graduating from Multi-graded classes are successful<sup>2</sup>.
- Students who have strong relationships are more likely to look out for each other.
- Prior graduates from the Alliance School prove through their academic achievement the positive effect that an interested community and multi-grading have on learning.

*2. From conversation with Rick Garrett. Feb 11, 2008*

*5. From Battle River School Districts slide show February 2008*



## Disagree with the multi-grading and community impact?

- Even if you disagree with multi-grading and the role of parents and community on a child's learning the fact remains that Alliance School is growing and that every child that enters the new math curriculum will be doing it in reasonable group sizes (4-6) people
- See the chart on the following page

# Implementation Schedule for new curriculum

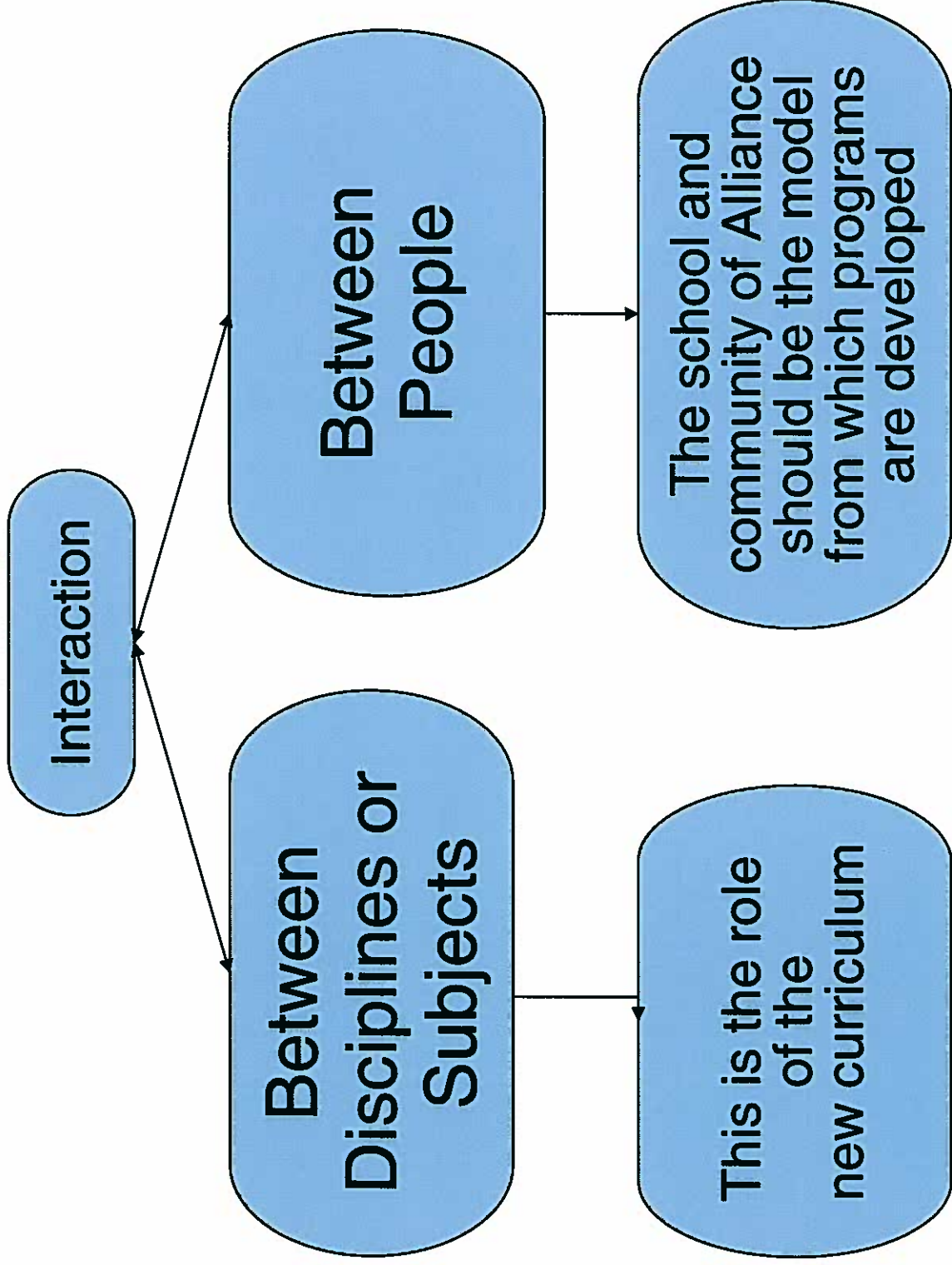
- The new curriculum is scheduled to be implemented next year for grade one, the year after for grade two and the following year for grade 3

School Year	Gr. 1	Gr. 2	Gr. 3	Total
2007 – 2008	1	3	4	8
2008 – 2009	<b>6*</b>	1	3	10
2009 – 2010	<b>5*</b>	<b>6*</b>	1	12
2010 – 2011	<b>4*</b>	<b>5*</b>	<b>6*</b>	15

\*The future estimates of class sizes are taken from existing enrolment in Kindergarten and Play school programs

\*Bolded numbers reflect when the new math curriculum will be implemented (Alberta implementation Schedule for Programs of Study and Related Activities June 2007)

# Personal Conclusions



# Pro / Con List

## **If Students Remain in Alliance**

- Students Remain Safe
- Enjoy School
- Education built on “Community and Family”
- Opportunity to interact with seniors, businesspeople and community members
- Community is “crazy” and interested about the development of the children
- More extracurricular activities available to children
- Curriculum Changes are harder on teachers
- Students likely to develop:
  - Self Confidence
  - Sound mental health
  - Higher Achievement
  - Ability to control aggressive impulses
  - Ability to resolve conflicts non-violently
  - Sense of right and wrong
  - Ability to sustain relationships
  - To ultimately become good parents

## **If Students are Bussed Elsewhere**

- Long Bus time (Safety risk + students are limited from quality development time)
- Community and family are forced to have minimal relationships with children (only 2hrs./child left per day)
- More expensive
- More students to interact with at grade level but opportunity to foster relationships is limited (other students from different community and in homogenous industrial classroom)
- Loss of true multigrading
- Hurts businesses
- Hurts community (both relationships and growth)
- Children lose that sense of community and belonging
- Students likely to have lower quality and reliability of relationships
- Likely bitterness from community towards school board



# Alliance School

"Every Student, Every Day. A  
Success."





# Alliance School

**"To provide the best possible education  
for every student in Alliance School."**







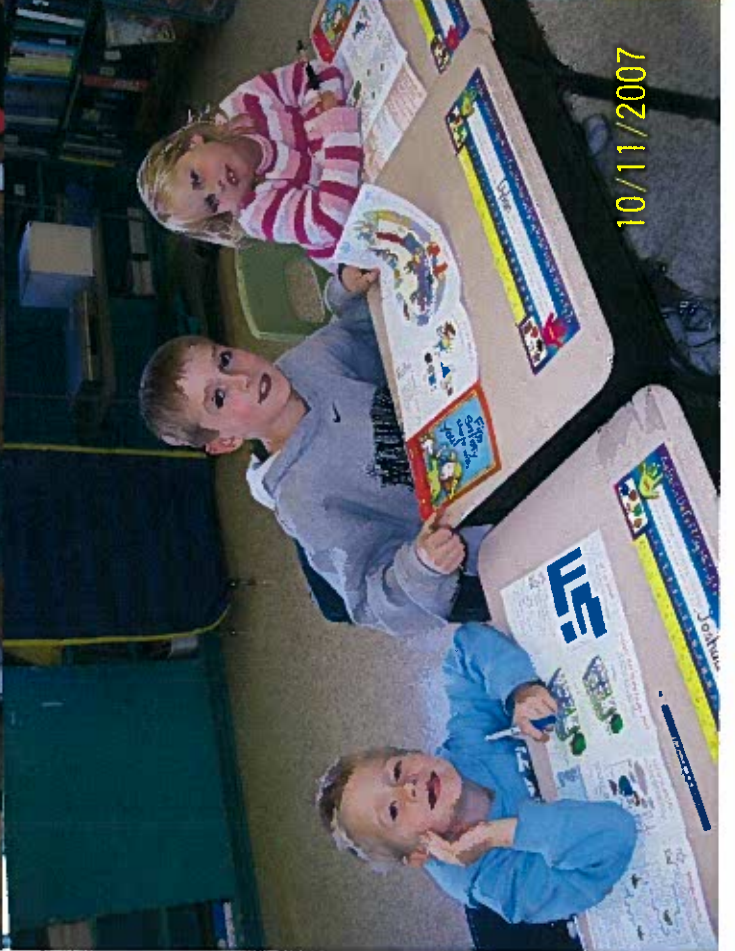
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09/27/2007



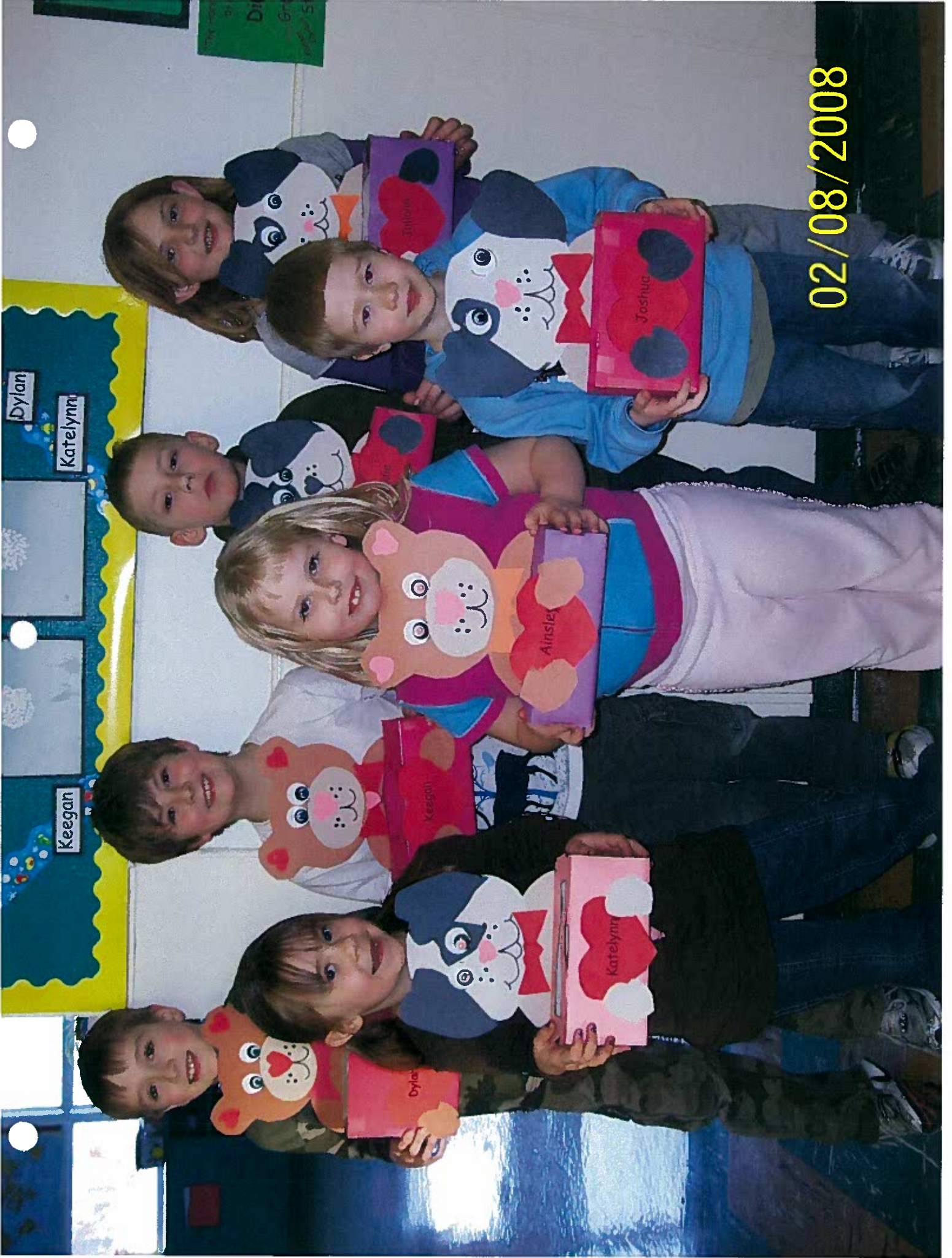
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Dylan  
Katelynn

Keegan

Dylan

Katelynn

Keegan

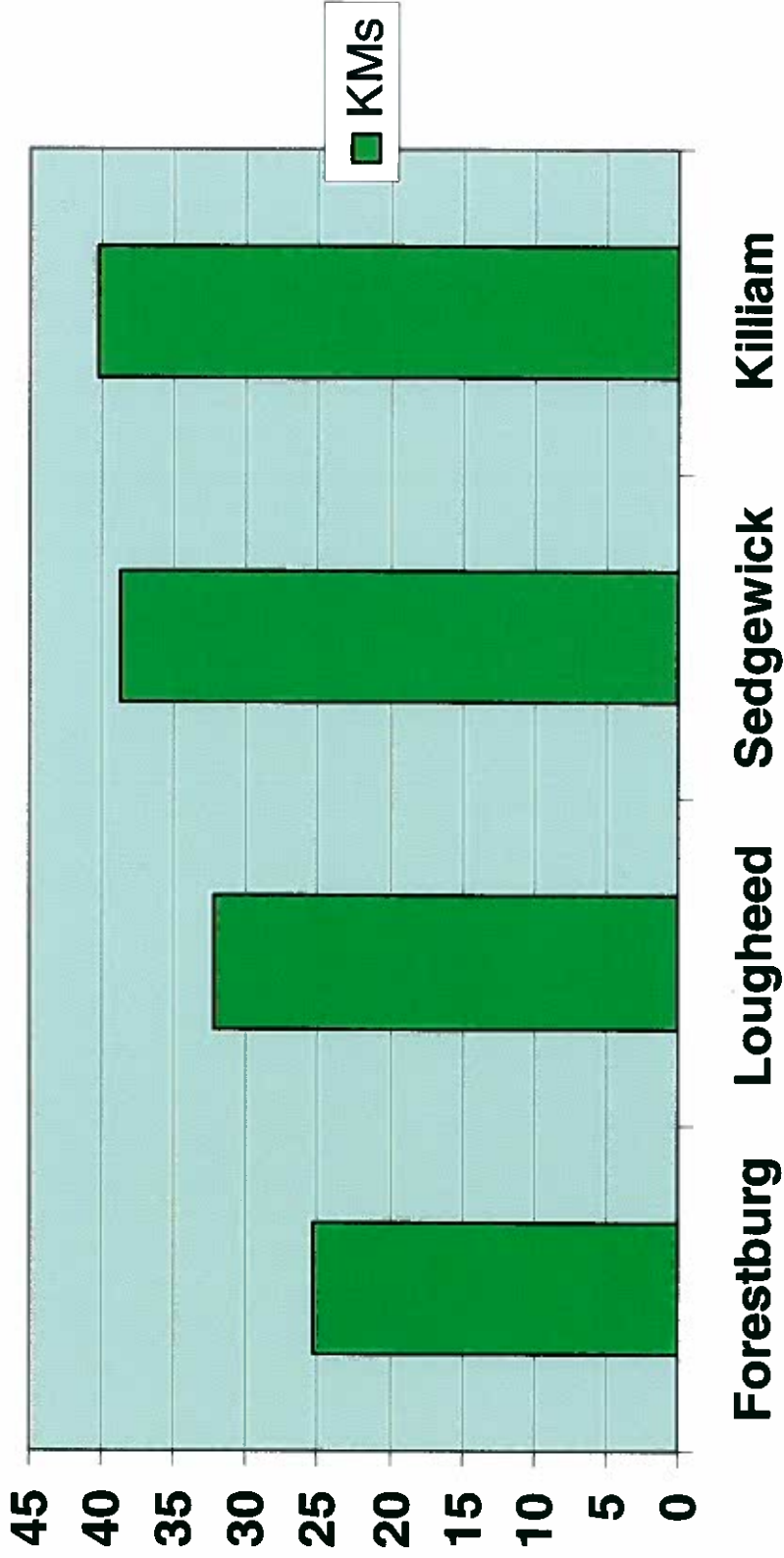
Ainsley

Joshua

Joshua

02/08/2008

# Distance from Alliance School to Other Schools in Battle River\*

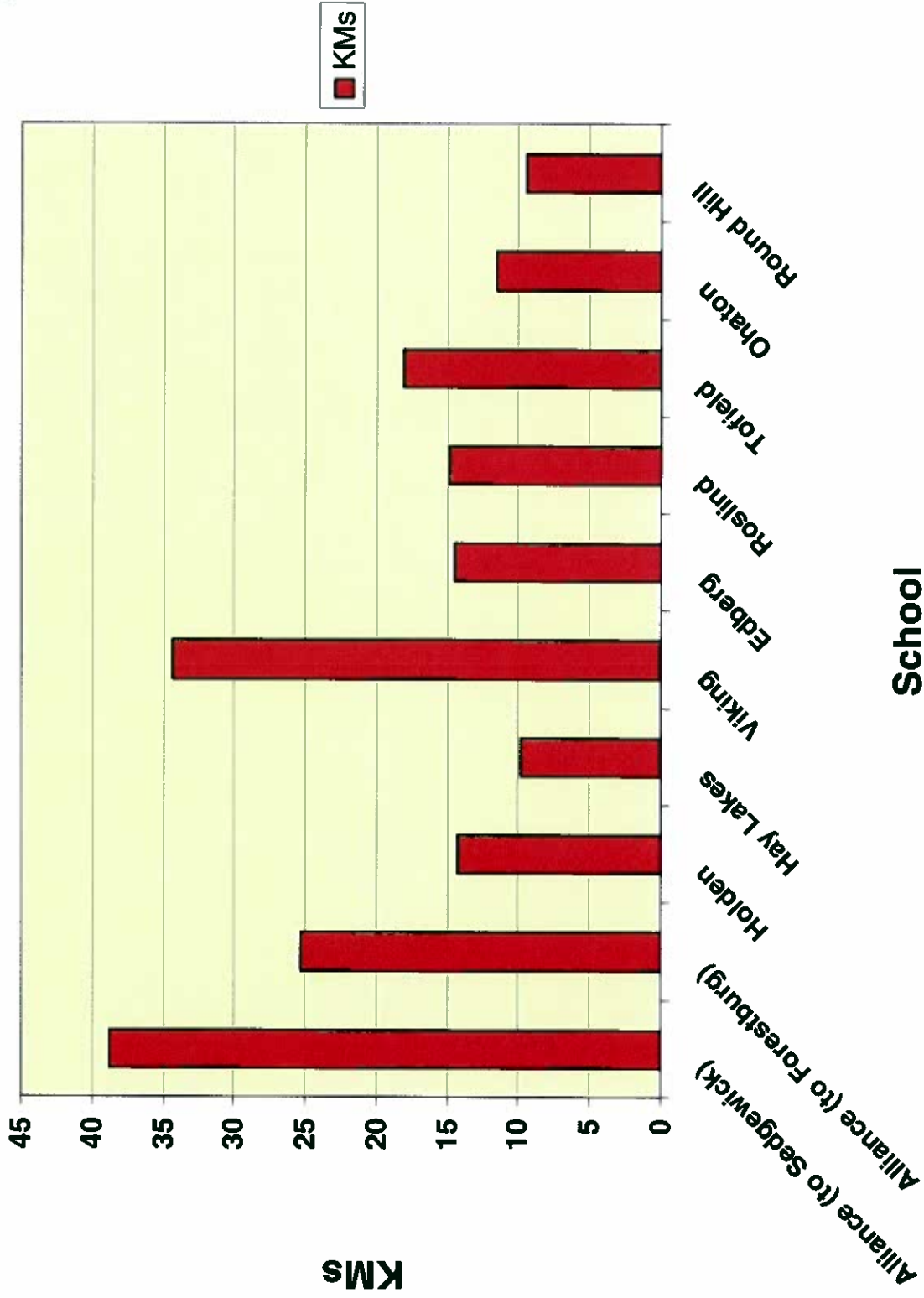


\*Direct highway distances, bus routes are double to triple the distance.





# Closest Alternate School in Battle River\*



\*Direct highway distances, bus routes are double to triple the distance.





10/11/2007







10/11/2007

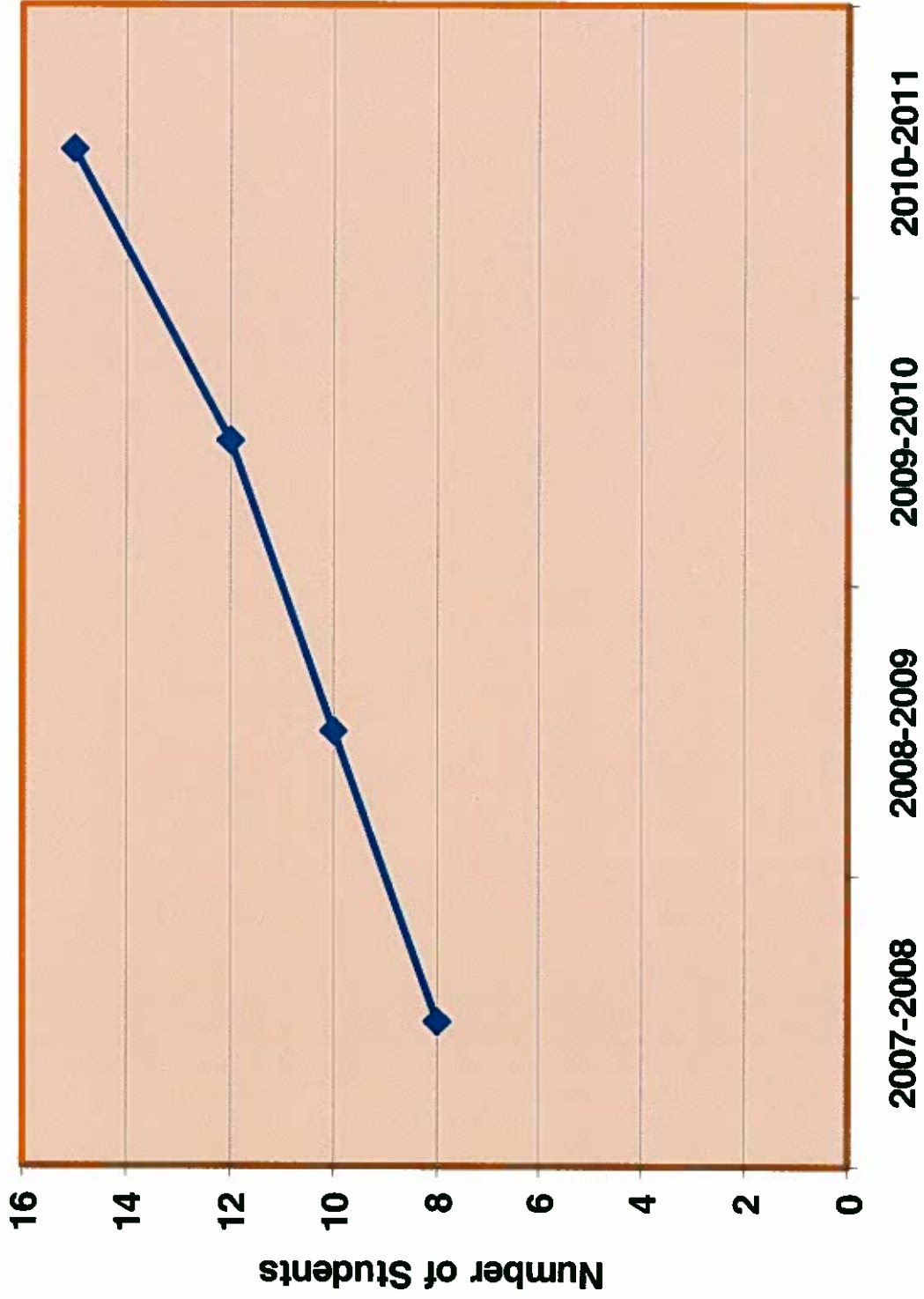




10/11/2007



# Projected Enrollments for Alliance School







61 63 64 65 66 67 68 69 70

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

**Phonics Trees**

W	Wh	Wk	Wl	Wt	Wx	Wy	Wz
X	Xh	Xk	Xl	Xt	Xx	Xy	Xz
Y	Yh	Yk	Yl	Yt	Yx	Yy	Yz
Z	Zh	Zk	Zl	Zt	Zx	Zy	Zz

**Letter Chart**

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Vv	Ww	Xx	Yy	Zz
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**Digraph Trees**

When two vowels go walking, the first one does the talking.

10/11/2007

Katalynn

Uchihara





10/19/2007

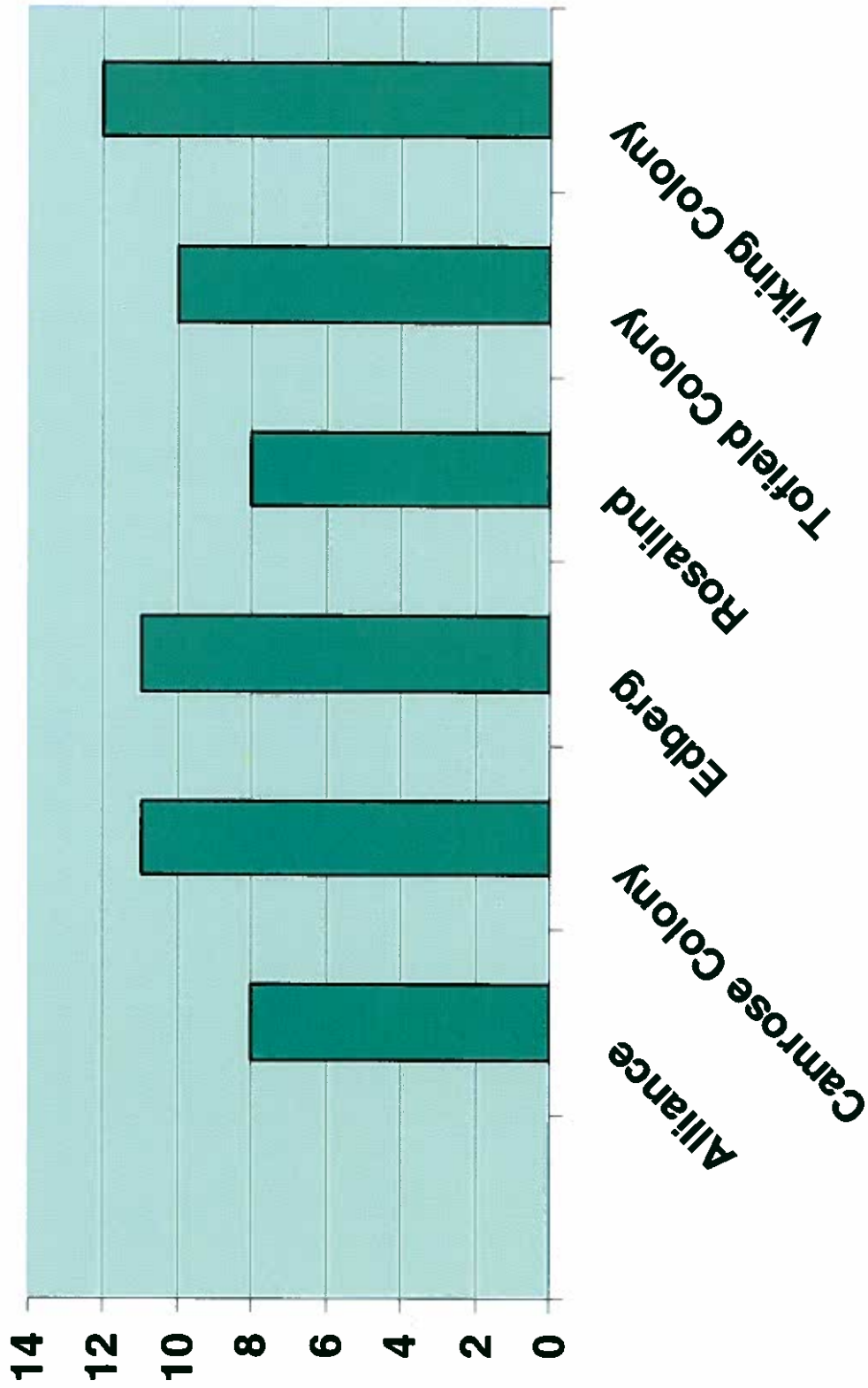
Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



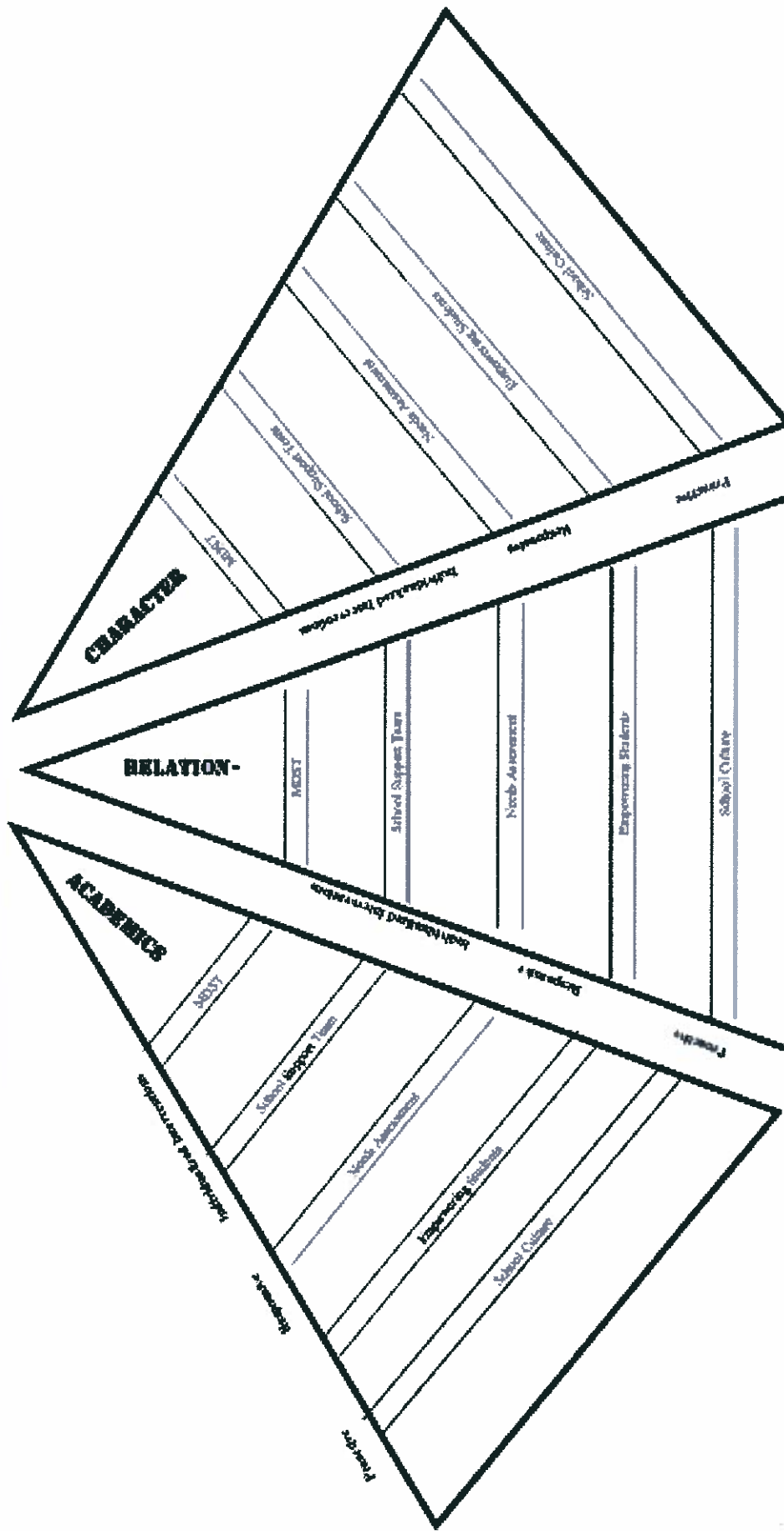
Let's make a paper airplane! Cut out the paper airplane. Glue the paper airplane to the paper.



# Enrollment for 2007-2008 Grades 1-3



# PYRAMID OF SUCCESS



Family  
Community







12/21/2007

ROOTS  
ATHLETICS

NIKE

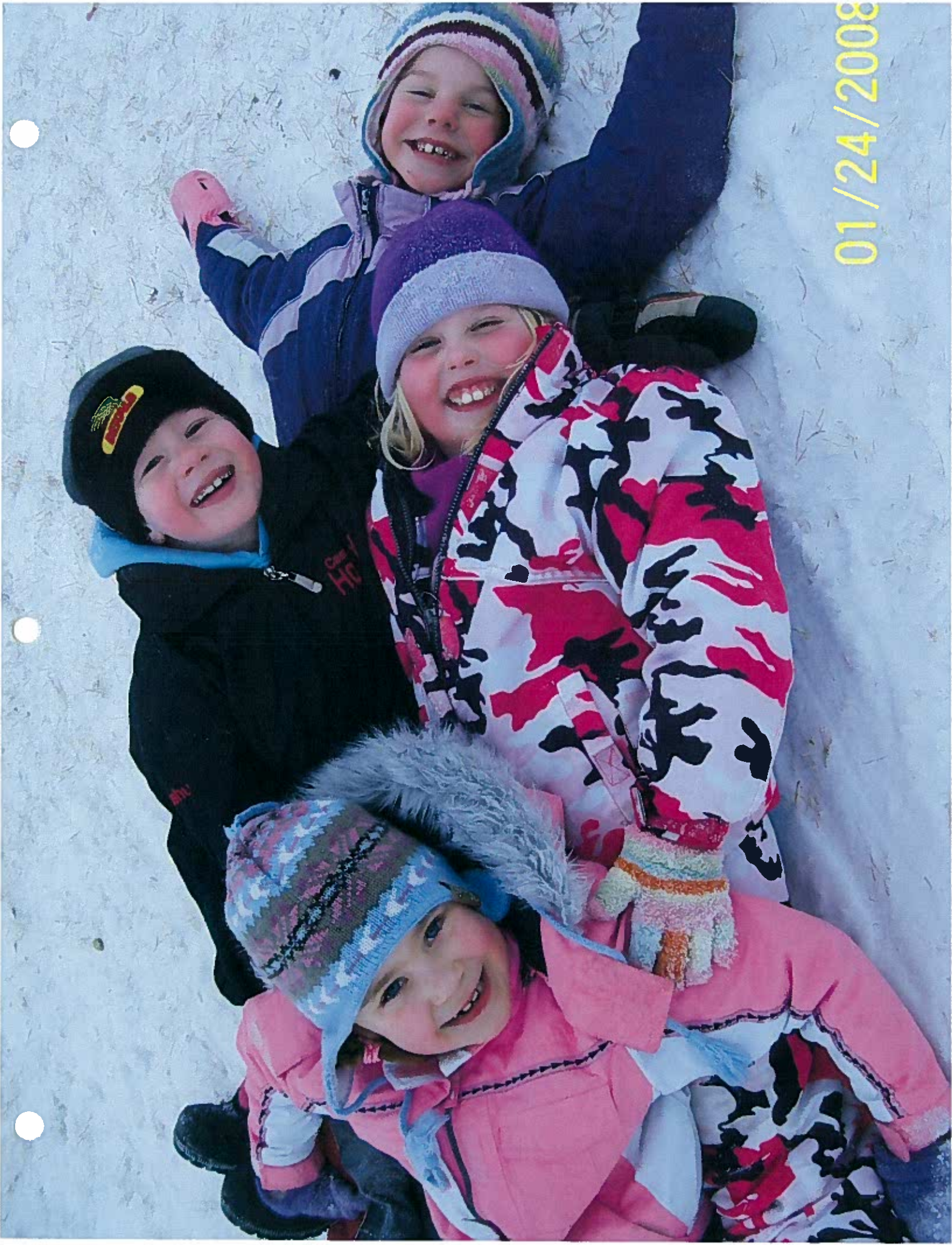
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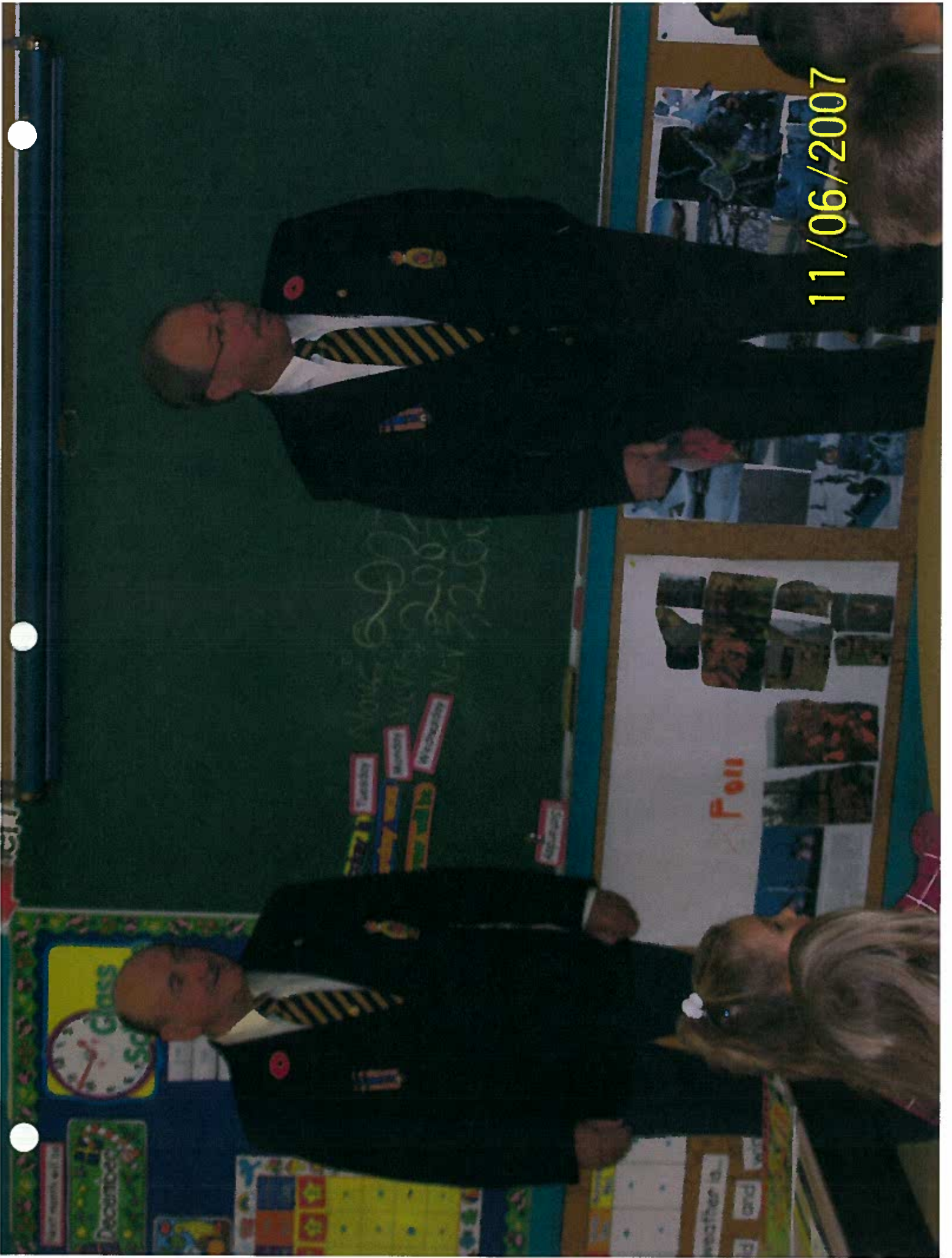
01/24/2008





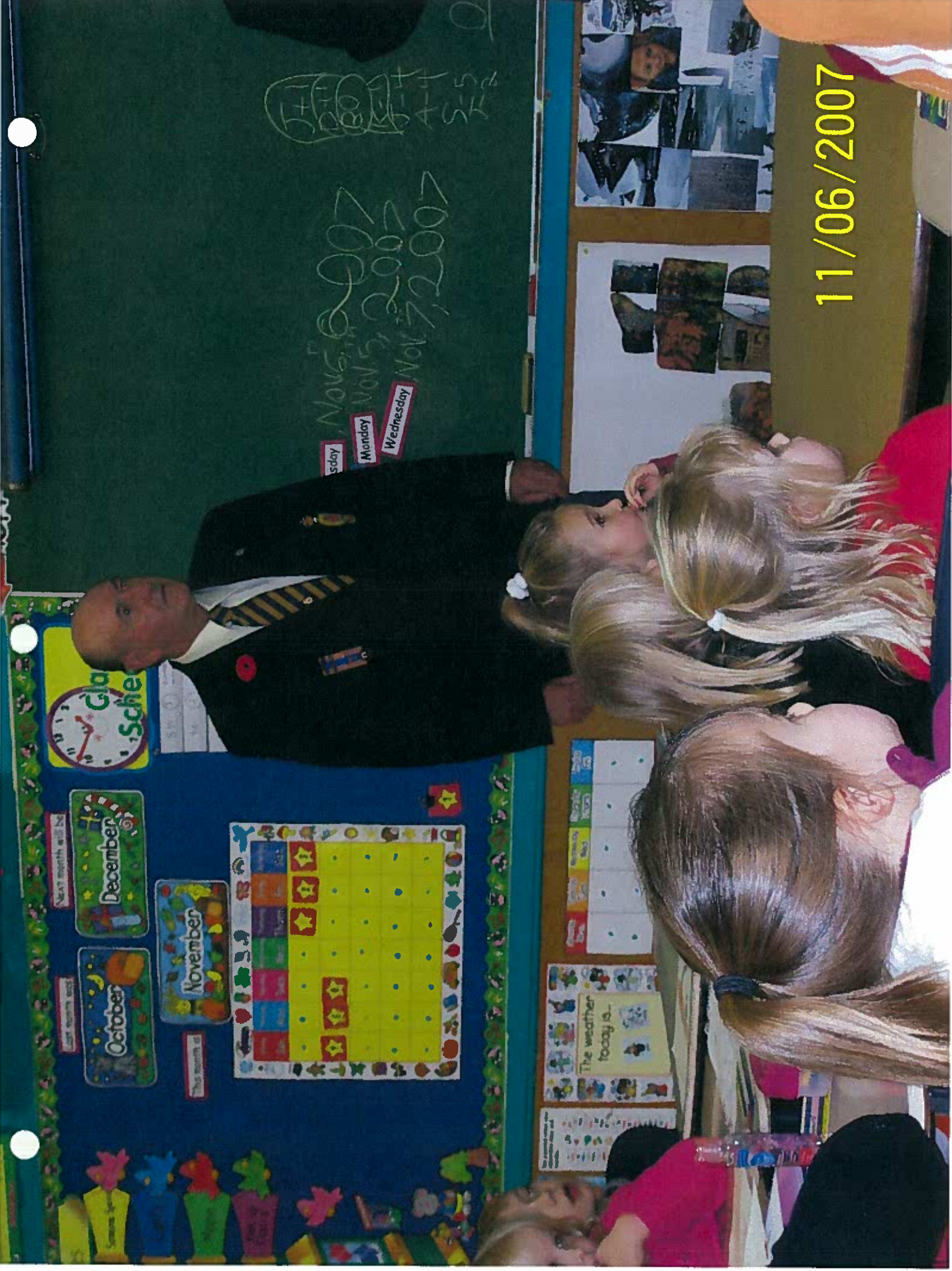
01/24/2008





11/06/2007





Friday 11/5/07  
Monday 11/5/07  
Wednesday 11/7/07

Nov 5, 2007  
Nov 5, 2007  
Nov 7, 2007

Sunday  
Monday  
Wednesday



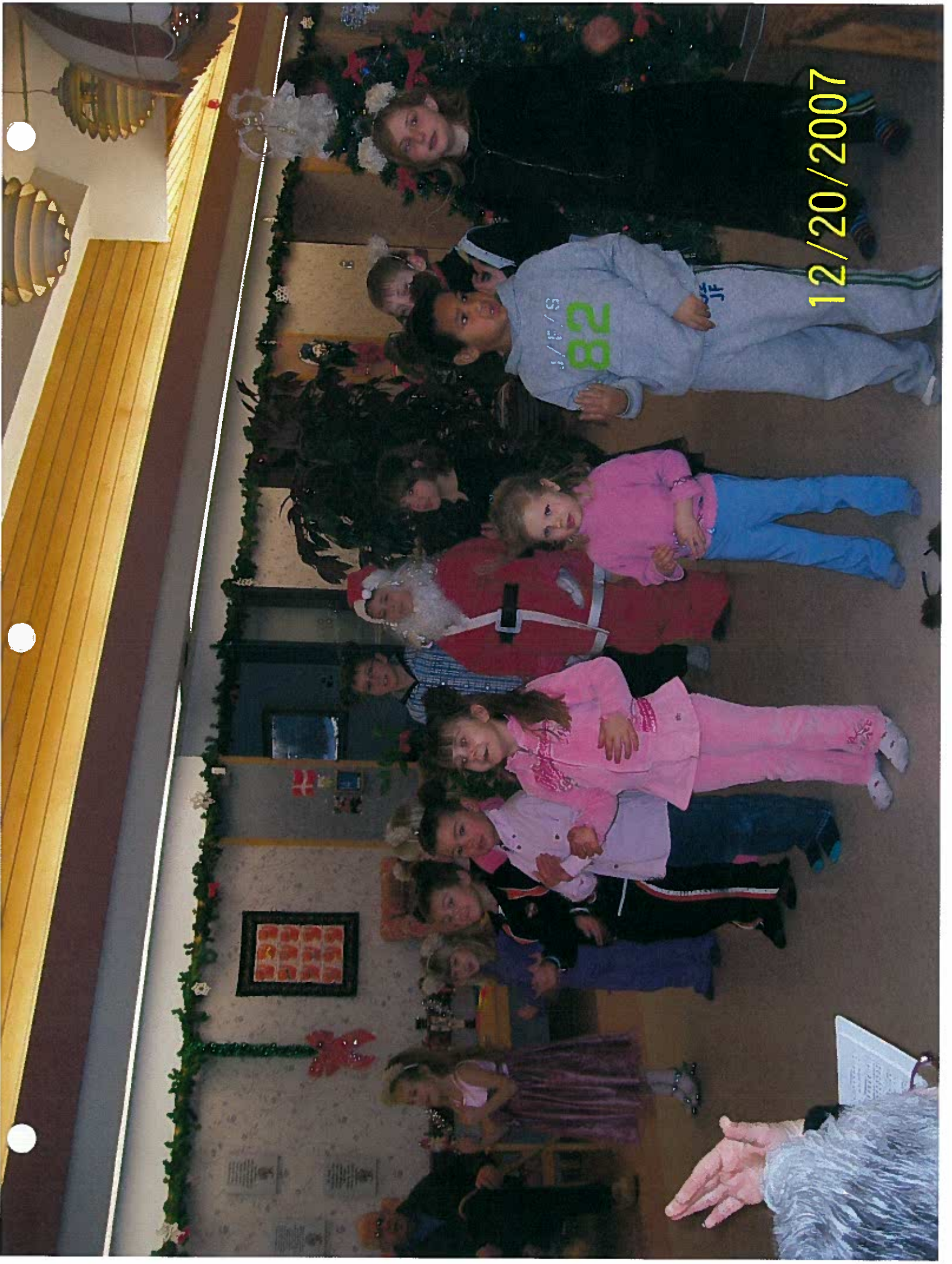
11/06/2007





12/20/2007





12/20/2007

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