

Your Child is Struggling ... Now What?

We suggest you follow these steps:

- Discuss your concerns with the teacher. He or she has the specific information that you need and will have some great suggestions for his or her class. You may either email the teacher or leave a voicemail. You may request a Parent Teacher Conference which will be held the week of October 1 to October 5. A Parent Teacher Conference can be held informally at any time by contacting the teacher.
- Take advantage of the Opportunities for Extra Help that we offer: After-School HomeWork Club for 6th graders, Peer Tutoring, Homework Club on Tuesdays and Thursdays, hotmath.com, and weekly grade checks.
- If you have attempted these forms of interventions and your child is still having difficulty, request a conference with your child's teachers. Please call Ms. Hopkins at extension 245 to request a Student Study Team. The teachers and I will review the student's cumulative records and share that information with you. At the meeting we will address strengths and concerns and develop a plan for success for your child.

2007-2008 OPPORTUNITIES FOR EXTRA HELP
CAMERADO SPRINGS MIDDLE SCHOOL
www.buckeyeusd.org, 530-677-1658, 916-933-0584

MATH: www.hotmath.com Password is: math106
Students in grades 6-8 **select textbook** used for their level of math, type in **page** and **problem number**, and can follow *step by step* the process of solving all odd problems. Great for parents also!

LANGUAGE ARTS: <http://go.hrw.com> – An excellent website to use with the Holt series. Great for essay writing!

HOMEWORK REFERENCES AND RESOURCES:

- Cooper, H. (2001). *The battle over homework: Common ground for administrators, teachers, and parents*. Thousand Oaks, CA: Corwin Press, Inc.
- Zentall, S.S., Goldstein, S. (1999) *Seven steps to homework success: A family guide for solving common homework problems*. Plantation, FL: Specialty Press, Inc.

WEBSITE TO ASSIST YOUR STUDENT'S ACADEMIC PERFORMANCE:

- **www.studygs.net:** Information regarding study guides and strategies including learning skills, classroom learning techniques, study techniques, preparing for and taking tests; Math, Science, and Technology.

PEER TUTORING/HOMEWORK CLUB: 7th/8th grade Peer Tutors are available to tutor 6th grade students. The class is limited and the students with the most needs will be assisted first. The tutors will meet with their assigned students a few times a week during study period. HomeWork Club will be held on Tuesdays and Thursdays during lunch.

ACCESS HOMEWORK FROM HOME:

- Teachers utilize Homework Hotline to post assignments. Use the teacher's classroom number and put a 3 in front of the classroom number. For example, room 5 would be 305, room 10 would be 310.
- Some teachers have made available access to assignments via the internet. Go to buckeyeusd.org to access Camerado's website and check out schoolnotes.com.
- E-mail is available with all our teachers. You can access their address by using their first initial of their first name, their last name, @buckeyeusd.org. For example, menns@buckeyeusd.org.

WEEKLY PROGRESS REPORTS:

- **Parent or Student Initiated:** Call (530) 677-1658 or (916)933-0584 extension 245 before 3:00pm on Thursday to request a grade check. Your child will pick up the form before school on Friday from the counselor, and take the form to each teacher to be filled out.

Love and Logic

800-338-4065 7am-5pm MT, Mon-Fri *A live person will answer!*

SELF-CONCEPT BUILDERS AND STEALERS

by Dr. Charles Fay

Builders	Stealers
Focus on their children's strengths.	Focus on their weaknesses.
Expect their children to work for most of the things they want.	Give their children everything.
Set loving limits and expect their children to behave.	Are afraid to set limits.
Make discipline look easy.	Show frustration and make it look hard.
Show their children that arguing and manipulation doesn't work.	Get sucked into arguments and power struggles.
Guide their children to own and solve the problems the children create.	Rescue or punish.
Avoid lectures and repeated warnings.	Use lectures and repeated warnings often.
Love their kids for who they are.	Love their kids for what they do.

©2001 Charles Fay, Ph.D.

Permission granted for photocopy reproduction.

Please do not alter or modify contents.

For more information, call the Love and Logic Institute, Inc. at (800) 338-4065.

[[back to article index](#)]



How To Raise Delinquent Children

The following list includes many things that people believe—or act as if they believe—about parenting. Unfortunately, these beliefs will all be counterproductive and will not help children to become well-adjusted, responsible, and self-motivated.

1. Don't let them know that you love them, or you might spoil them.
2. Devote a minimal amount of time taking care of them, since you want them to learn to take care of themselves.
3. Expect them to be perfect and let them know when they don't live up to your expectations.
4. Be critical of everything they do and say so that they will learn what you expect.
5. Put a lot of pressure on them to do their very best in school.
6. Love them only when they are doing the right thing, according to your standards.
7. Place your work responsibilities before your parenting responsibilities.
8. Exert your authority and expect them to obey under all circumstances.
9. Never deny them anything for fear they will feel deprived.
10. Don't let them associate with most children of their own age so that they will stay out of trouble.
11. Don't teach them any moral values or ethical principles since they'll want to select their own when they are older.
12. Use physical punishment frequently; if you spare the rod, you'll spoil the child.
13. Expose them to a lot of family conflict so they'll know what the real world is really like.
14. Be inconsistent in discipline so that they'll learn to be flexible and adaptable.
15. Teach them to do as you say, not to do as you do.
16. If they get in trouble with the police or at school, always take their side. *enable*
17. When they get to be teenagers, put them on their own so they'll grow up quickly.
18. Keep them from learning anything about human sexuality and reproduction so that they'll stay out of trouble.
19. Tell them if they won't be good, you're going to go away and leave them, or you're going to call the police and put them in jail.
20. Show them by word and deed that everything they do is a big disappointment to you.
21. Don't hug or kiss them or otherwise show any physical demonstration of affection.
22. Teach them not to cry or express feelings so that they won't be sissies.
23. Teach them not to trust people of religious, ethnic, or cultural backgrounds different from their own.

Safe School Ambassadors[®]

PROGRAM OVERVIEW

Safe School Ambassadors is designed for students 4th -12th grades.



What the Safe School Ambassadors program does:

- Reduces bullying and fighting
- Improves school safety
- Reduces put-downs and harassment
- Improves school climate

What the Safe School Ambassadors program is:

- Research-based, field-tested, logic model
- A successful anti-bullying and violence-prevention program
- Cost-effective
- Focused on social norms change methods
- Student-centered

Who Safe School Ambassadors are:

A potential Ambassador is a student with these qualities:

- high social capital in their peer group
- strong communication skills and an outgoing nature
- a good sense of right and wrong
- empathy
- a history of standing up for others.

The program draws these student leaders from diverse groups across the campus and forms them into a team of Safe School Ambassadors, a cadre of 25-40 socially-influential students. Ambassadors are committed to and trained in the skills of nonviolent communication.

Why the Safe School Ambassadors program works:

We Know That...

- Students are the primary aggressors—and the primary targets—of mistreatment and violence in schools.
- Students see, hear and know things that adults don't, and can intervene in ways adults can't.
- Students are the first responders on the scenes of most incidents.
- Students influence the tone and standards of campus culture by setting the social norms—what's OK and what's not—while adults set the rules, policies and consequences.

What the Safe School Ambassadors program offers:

Few schools have fully engaged their students in school safety planning and implementation and improving school climate. Building safer schools "from the inside-out" means increasing the roles and voices of youth.

Students believe that they have only *two options*:

1. to turn away and thus condone the hurtful acts they see;
2. to "tell" on their peers.

The Safe School Ambassadors program *gives them a needed third option*: to prevent, intervene with, or stop the mistreatment in the moment.

What Safe School Ambassadors costs:

For the services described above—materials, training, and pre/post program support/coaching—a school site invests:

\$3,550 for the elementary program;

\$3,950 for middle/high school programs.

PLUS an estimated \$500-1000 travel and accommodation costs in addition to the program cost, depending on where the school is located and which trainer is sent.

Schools will need to also provide lunches and snacks for the students and adults for both days of the training.

Where can I look for funding for Safe School Ambassadors programs?

Schools have found funding: through state laws that fund school safety (such as, in CA = AB 1113); Titles I and IV; principal's discretionary fund; funds for student activities; PTA/O or PFC; district funds; site councils; school-safety-related and "prevention" state and federal grants; and other sources, such as police departments, businesses, service clubs, hospitals, local/community foundations, private donors and community fundraising.

What Community Matters provides:

1) Information and materials to:

- explain the program elements and steps for implementation
- gain administrative and staff buy-in and help to identify, recruit and select adult leaders
- help to identify, recruit and select students who are socially-influential, have strong verbal skills and empathy, and stand up for their peers
- prepare for the training

2) Two days of training at your site for selected students and adults.

Through this engaging process, participants develop the essential skills: observation, communication, intervention, negotiation, reporting and referral. In addition, adults will learn how to facilitate Ambassador small group meetings and sustain and support the Ambassadors' work effectively.

3) Curriculum and program support materials,

include a planning guide, forms, strategies, activities, tips, and resources for all aspects of program operation, including a small group Facilitators' Guidebook and the Program Advisor's (Coordinator) handbook.

Student Ambassadors are supported and supervised by qualified and trained adults in regularly-scheduled, small group meetings with other Ambassadors that use reporting forms, reflection journals, and skill-building, with ongoing monitoring, training, evaluation, and recognition.

4) Program support/coaching

occur with CM staff via email and phone to support and address any needs or questions that arise throughout the period.

How does Safe School Ambassadors fit in with other school programs?

The SSA program can function as a stand-alone program, and it is an excellent complement to activities like peer helping, tolerance education, and conflict mediation, and other character education in school safety programs. Together with these or alone, the SSA program helps schools address peer-on-peer mistreatment more comprehensively.



What Safe School Ambassadors do:

Safe School Ambassadors are trained to...

● NOTICE

- **Exclusion:** isolated youth, unwelcoming or excluding behaviors.
- **Tensions** between individuals or groups that could escalate rapidly.
- **Bullying and put-downs:** Mean words and actions that make others feel intimidated or afraid and/or hurt their feelings.
- **Harassment, unwanted physical contact** that often generate reprisals.

● THINK

- "What's really going on? What's the problem?"
- "How well do I know the people involved? What's my relationship with them?"
- "What's the environment like? Who's around? How could I exit if I had to?"
- "What's my mood? How do I feel inside?"
- "What are my options? What actions might work well in this situation? Do we need adult help?"

● ACT

- **Reach out to and befriend** isolated students to affirm their worth and help them connect.
- **Intervene** to let peers know it's NOT OK to put-down or bully; shifting norms toward understanding and respect.
- **Obtain adult support** if a situation—like a weapon on campus, a fight planned or happening, or a potential suicide—requires additional action.
- **Refer** peers to resources, such as conflict mediation, counselors, and other services.

● FOLLOW THROUGH

- **Monitor** past hotspots to ensure they don't flare up again.
- **Follow up and check in** with students they've helped to provide further support.

Safe School Ambassadors save lives!

—Neil Williamson, Dean of Students
Belmont High School, Los Angeles, CA



Tips for Parents

Your children need you to be interested and involved in their academic progress. Your children must, however, be responsible for their own grades, attendance, and behavior.

Be Interested. Make sure that your child knows that his/her academic progress is important to you. Attend all open houses and parent conferences. Know when each grading period ends, and make sure that you see all progress reports and report cards as soon as they come out. If you do not see a progress report or report card, immediately call the school and request a copy. *Do not just assume that someone will call you if there's a problem.*

Discuss Classes and Set Goals. Sit down with your son or daughter at the beginning of each grading period and help him/her set realistic academic goals for the term. Your child will better understand what your expectations are, and having goals will give your child something to work towards. For example, at the beginning of the grading period, Kathy and her parents decided that she should be able to earn A's in math, social studies, English, PE, and art. Since Kathy finds Spanish and biology more difficult, they decided that they'd be happy with B's in these two subjects.

Throughout the term, recognize effort and improvement. Acknowledge each academic success, even if it's only a good grade on a quiz or homework assignment. At the end of a term, you can offer "rewards" if goals are met and/or "consequences" if they're not.

Rewards are particularly good when you want to encourage a change in attendance, effort, or behavior. Eventually, doing well will be its own reward. Consequences should be logical whenever possible. For example, a logical consequence for routinely being late to school is an earlier bedtime. Never take away a positive activity (sports, school plays, music lessons, scouting, etc.) as a consequence.

Be Available to Help. Be available to help with homework, but don't give more help than is wanted. Your son or daughter may not ask again. Keep in mind that it is your child's responsibility to be organized, to get homework done, and to prepare for tests.

Listen. Talk to your child about what's happening in school and be a good listener.

Encourage School Involvement. Students who are involved in school-related activities enjoy school more and they have greater academic success. Encourage your child to be involved in one or more activities at school.

Monitor Activities and Jobs. Make sure that your child is not spending too much time watching TV, playing computer games, or talking on the phone. Also, make sure that your child is not working too many hours or working too late at a job.

Important "Don'ts"

- Don't nag about school or grades. Your child will tune you out.
- Don't allow your child to miss school unless he/she is truly ill. You will send a message that school isn't important.
- Don't criticize a teacher in front of your child. Your child will only lose respect for that teacher.
- Don't make your child's failures (or successes) your own. Your child may see getting poor grades as a way to rebel.
- Don't have expectations that are unrealistic. If your child knows that your expectations cannot be met, he/she may not even try.

Work with Your School. Know that teachers, counselors, and principals are there to help your child get the best education possible. A health problem, death in the family, or divorce can affect your child's attitude and/or performance in school. If such a circumstance should arise, contact the principal or counselor and explain the situation.

If you have a concern that relates to a specific teacher or class, call the teacher. For other questions and concerns, call your child's counselor. Be sure to express any concerns that you have in a constructive, respectful manner.

If Your Child is Not Doing Well in School...

Most students who don't do well in school feel like failures. They are frustrated, discouraged, and sometimes angry. The "I don't care"



Tips for Parents

Middle school is a time of change, and most students go through several stages and lots of ups and downs. The tips below will help you guide and advise your child as he/she goes through middle school.

1. At the beginning of each grading period, sit down with your son or daughter, and together set realistic academic goals for each class.
2. Encourage your child to be involved in extracurricular activities, and show your support by attending performances, games, etc.
3. Make sure that your child understands that he/she is expected to be in school, on time, every day.
4. Attend all open houses and parent conferences. Also, regularly check your school's Web site for information and updates.
5. Write down the dates that interim/midterm reports and report cards come out, and expect your child to bring them home. If you don't see one, call the school and request a copy.
6. One of the biggest challenges for middle school students is being organized. Make sure that your child has a system for recording assignments, taking notes, keeping his/her backpack organized, etc.
7. Realize that it is your child's responsibility to get homework done, to prepare for tests, and to follow the rules.
8. Work together with the school. Teachers, counselors, and principals are there to help your child get the best education possible.
9. Make sure that your child is not spending too much time on the phone, playing computer games, or watching TV. Set limits.
10. Look for opportunities to praise good grades and extra effort.

11. Make sure that your child is taking the appropriate courses. If you have a question, talk to your child's counselor.
12. Talk to your child about what's happening in school and be a good listener. If your son or daughter says something about school that concerns you, please remember that what you are hearing is from your child's perspective. If you have a question or concern, don't hesitate to call the school.
13. At the beginning of middle school, explain to your child that you will be checking on where he/she is going, and with whom. If your child knows that you are checking, he/she will be less likely to do something that you would disapprove of.
14. If you suspect that your child is drinking or using drugs, talk to your son or daughter immediately. If you need help or advice, talk to your child's counselor or to your family doctor.
15. When appropriate, encourage your child to take care of things on his/her own. By doing this, your child will learn independence and gain confidence.
16. If you are trying to change a behavior, first make sure that your child knows exactly what your expectations are. You can then offer rewards if your expectations are met, or consequences if they're not. Never take away a positive activity (e.g., sports, choir, scouting) as a consequence.
17. Put the computer in a common room and monitor your child's Internet activity.
18. Make school a top priority. Nothing is more important to your child's future than education.

If you're concerned about your child's academic performance, talk to your child's counselor. A school counselor is an excellent resource for parents, as well as for students.

THE PASS OUT GAME

The Pass-Out Game, The Choking Game, The Fainting Game, The Tingling Game, The Something Dreaming Game . . . These games have been in the news in recent weeks. Just last month, a 10-year-old Idaho boy was found dead, hanging from a tree. Authorities said he apparently died while trying to get high by playing *The Choking Game*. The case was similar to that of three months ago in the Idaho town of Nampa, where 13-year-old, Chelsea Dunn, was found dead after apparently hanging herself in her closet.

I am hearing bits and pieces from a few students who know a few students who have been or have played this deadly game. Usually, the game involves one person causing another to pass out and, seconds later, reviving the unconscious peer. The idea is to cut off the oxygen supply to the brain. Those who play achieve a type of "high".

In addition to talking to your kids about drugs and alcohol, please discuss other risky behaviors, such as *The Pass-Out Game*. If you have any questions or concerns, please don't hesitate to call me at 916-933-0584, ext. 245 or 530-677-1658, ext. 245.

Mime-version: 1.0

Content-type: multipart/alternative;
boundary="B_3242888910_8646045"

X-Spam: [F=0.6000000004; heur=0.500(-4800); stat=0.010; spamtraq-heur=0.993
(2006100417)]

X-MAIL-FROM: <tlm@antonllc.com>

X-SOURCE-IP: [64.143.55.216]

X-Loop-Detect: 1

X-DistLoop-Detect: 1

Content-Length: 5468

Bulletin

Subject: NEW DRUG CRAZE CALLED DUSTING-This is real

Date: Wed, 20 Sep 2006 07:42:38 -0500

I don't know if this story is true, but Snopes.com says it is. Either way, "Dusting" is real. Here is an article from MSNBC. This is scary. As the 13 yr old boy states, you don't have to be a certain age to buy it. You just walk in a store and buy it. Most kids think it can't hurt you because it's just air. And it isn't illegal. Please pass this on to everyone in your address book.

<http://www.msnbc.msn.com/id/8714725/>

'Dusting'

First, I'm going to tell you a little about me and my family. My name is Jeff. I am a Police Officer for a city which is known nationwide for it's crime rate. We have a lot of gangs and drugs. At one point we were # 2 in the nation in homicides per capita. I also have a police K-9 named Thor. He was certified in drugs and general duty. He retired at 3 years old because he was shot in the line of duty. He lives with us now and I still train with him because he likes it. I always liked the fact that there was no way to bring drugs into my house. Thor wouldn't allow it. He would tell on you. The reason I say this is so you understand that I know about drugs.

I have taught in schools about drugs. My wife asks all our kids at least once a week if they used any drugs. Makes them promise they won't.

I like building computers occasionally and started building a new one in February 2005. I also was working on some of my older computers. They were full of dust so on one of my trips to the computer store I bought a 3 pack of DUST OFF. Dust Off is a can of compressed air to blow dust off a computer. A few weeks later when I went to use one of them they were all used. I talked to my kids and my two sons both said they had used them on their computer and messing around with them. I yelled at them for wasting the 10 dollars I paid for them.

On February 28 I went back to the computer store. They didn't have the 3 pack which I had bought on sale so I bought a single jumbo can of Dust Off. I went home and set it down beside my computer.

On March 1st, I left for work at 10 PM. Just before midnight my wife went down and kissed Kyle goodnight. At 5:30 am the next morning Kathy went downstairs to wake Kyle up for school, before she left for work. He was propped up in bed with his legs crossed and his head leaning over. She called to him a few times to get up. He didn't move. He would sometimes tease her like this and pretend he fell back asleep. He was never easy to get up. She went in and shook his arm. He fell over. He was pale white and had the straw from the Dust Off can coming out of his mouth. He had the new can of Dust Off in his hands. Kyle was dead.

I am a police officer and I had never heard of this. My wife is a nurse and she had never heard of this. We later found out from the coroner, after the autopsy, that only the propellant from the can of Dust off was in his system.. No other drugs. Kyle had died between midnight and 1 AM.

I found out that using Dust Off is being done mostly by kids ages 9 through 15. They even have a name for it. It's called dusting. A take off from the Dust Off name. It gives them a slight high for about 10 seconds. It makes them dizzy. A boy who lives down the street from us showed Kyle how to do this about a month before. Kyle showed his best friend. Told him it was cool and it couldn't hurt you. It's just compressed air. It can't hurt you. His best friend said no.

Kyle was wrong. It's not just compressed air. It also contains a propellant called R2. It's a refrigerant like what is used in your refrigerator. It is a heavy gas. Heavier than air. When you inhale it, it fills your lungs and keeps the good air, with oxygen, out That's why you feel dizzy, buzzed. It decreases the oxygen to your brain, to your heart. Kyle was right. It can't hurt you. IT KILLS YOU.

The horrible part about this is there is no warning. There is no level that kills you. It's not cumulative or an overdose; it can just go randomly, terribly wrong. Roll the dice and if your number comes up you die. ITS NOT AN OVERDOSE. It's Russian Roulette. You don't die later. Or not feel good and say I've had too much. You usually die as you're breathing it in. If not you die within 2 seconds of finishing "the hit." That's why the straw was still in Kyle's mouth when he died. Why his eyes were still open. The experts want to call this huffing. The kids don't believe its huffing. As adults we tend to lump many things together. But it doesn't fit here. And that's why its more accepted. There is no chemical reaction, no strong odor. It doesn't follow the huffing signals. Kyle complained a few days before he died of his tongue hurting. It probably did. The propellant causes frostbite. If I had only known.

It's easy to say hey, it's my life and I'll do what I want. But it isn't.

Others are always affected. This has forever changed our family's life. I have a hole in my heart and soul that can never be fixed. The pain is so immense I can't describe it. There's nowhere to run from it.

I cry all the time and I don't ever cry. I do what I'm supposed to do but I don't really care. My kids are messed up. One won't talk about it. The other will only sleep in our room at night. And my wife, I can't even describe how bad she is taking this. I thought we were safe because of Thor. I thought we were safe because we knew about drugs and talked to our kids about them.

After Kyle died another story came out. A probation Officer went to the school system next to ours to speak with a student. While there he found a student using Dust Off in the bathroom. This student told him about another student who also had some in his locker. This is a rather affluent school system. They will tell you they don't have a drug problem there.

They don't even have a dare or plus program there. So rather than tell everyone about this "new" way of getting high they found, they hid it. The probation officer told the media after Kyle's death and they, the school, then admitted to it. I know that if they would have told the media and I had heard, it wouldn't have been in my house.

We need to get this out of our homes and school computer labs. Using Dust Off isn't new and some "professionals" do know about. It just isn't talked

about much, except by the kids. They all seem to know about it. April 2nd was 1 month since Kyle died. April 5th would have been his 15th birthday. And every weekday I catch myself sitting on the living room couch at 2:30 in the afternoon and waiting to see him get off the bus. I know Kyle is in heaven but I cant help but wonder If I died and went to Hell.

This Officer is asking for everyone who receives this email to forward it to everyone in their address book, even Law Enforcement Officers.

All-in-one security and maintenance for your PC. Get a free 90-day trial!

http://clk.atdmt.com/MSN/go/msnkwlo0050000001msn/direct/01/?href=http://www.windowsonecare.com/?sc_cid=msn_hotmail

Why keep checking for Mail? The all-new Yahoo! Mail shows you when there are new messages.

Check out the new AOL <<http://pr.atwola.com/promoclk/1615326657x4311227241x4298082137/aol?redir=http%3A%2F%2Fwww%2Eaol%2Ecom%2Fnewaol>> . Most comprehensive set of free safety and security tools, free access to millions of high-quality videos from across the web, free AOL Mail and more.

----- End of Forwarded Message

Register Report
7/1/2007 Through 9/17/2007

9/17/2007

Page 1

Date	Num	Description	Memo	Category	Clr	Amount
INCOME						
8/20/2007	DEP	S Albertson's Deposit	June 1	Albertson's		19.03
		TOTAL Albertson's				<u>19.03</u>
8/6/2007	612	Book Covers				
9/6/2007	DEP	Cash	change	Book Covers	R	-250.00
9/6/2007	614	Deposit		Book Covers		1,992.00
		Us Dyeable Apparel		Book Covers		-893.00
		TOTAL Book Covers				<u>849.00</u>
9/5/2007	DEP	Donations				
		Deposit	parent donations	Donations		1,155.00
		TOTAL Donations				<u>1,155.00</u>
7/12/2007	DEP	Electronic SCRIP - ...				
7/24/2007	DEP	Deposit	Safeway	Electronic SC...	R	296.05
8/22/2007	DEP	Deposit	Safeway	Electronic SC...	R	337.37
		Deposit	Safeway	Electronic SC...		313.79
		TOTAL Electronic S...				<u>947.21</u>
8/20/2007	DEP	S Food 4 Less				
		Deposit	May~22.51 June~...	Food 4 Less		77.30
		TOTAL Food 4 Less				<u>77.30</u>
7/24/2007	DEP	Raley's				
		EFT	SCRIP	Raley's	R	435.48
		TOTAL Raley's				<u>435.48</u>
		TOTAL INCOME				<u>3,483.02</u>
EXPENSES						
9/17/2007	615	Insurance				
		AIM	Liability insurance	Insurance		-310.00
		TOTAL Insurance				<u>-310.00</u>
8/20/2007	DEP	S Open House Social				
		Deposit	Mad City Pizza do...	Open House ...		105.00
		TOTAL Open House...				<u>105.00</u>
9/6/2007	613	Postage				
		US Postmaster	postage	Postage		-159.26
		TOTAL Postage				<u>-159.26</u>
		TOTAL EXPENSES				<u>-364.26</u>
		OVERALL TOTAL				<u>3,118.76</u>

Acct Balance

9-17-07

16,834.79