

Lion of Judah Academy



**Annual Report
2006-2007**

Governing Board

Anthony Hendking
Trilana Bowling
John Henderson
Rosina Coles: Board President

Message from the Superintendent



Dear Friends of Lion of Judah Academy,

Welcome to Lion of Judah Academy! On behalf of the Governing Board, I greet you and welcome your review of this Annual Report. We have worked to maintain a safe, clean and comfortable environment in our facility so that **ALL CHILDREN CAN LEARN** to be **EXTRAORDINARY**. Thank you for your time.

Sincerely,
Romey Coles, Jr.

Message from the Assistant Superintendent and Director



Mr. Chester Starks, Jr., M.Ed.
Asst. Superintendent

We welcome you to the Lion of Judah Academy! We provide national research based curriculum specializing in Reading and Math to ensure each child's success in these changing times of the new millennium. We are here to support our students academically, technologically and communally so that we continue to ensure that **ALL CHILDREN CAN LEARN**. "We are living, loving and learning." We welcome you and wish you the best.



Darnell Carpenter
Director

Section One: Academic Program

A. Mission Statement

Lion of Judah Academy (LOJA) will utilize the philosophy of education that emphasizes the gifts and talents of all students. LOJA will offer K-3 students an exemplary educational opportunity, in a technologically rich environment, that guarantees a challenging competency-based academic program, a focus on work place skills, and utilization of the best practices of successful schools in urban settings. Teachers will challenge, encourage, and motivate students to achieve their goals consistent with the curriculum. LOJA will provide a caring, nurturing educational environment offering parents an educational choice that will provide a high-quality competency-based education that incorporates the teaching of character development, values and self-discipline. Students will be involved in partnership and community service activities with parents, the corporate community, the arts community, and community organizations. LOJA's base of belief is **ALL STUDENTS CAN LEARN** and we achieve this goal through academic excellence, character education

learning, good attendance and dedication to student success.

Intended curriculum:

Harcourt Trophies
Reading
Math
Science
Social Studies



1. Research Base of Curriculum

- a. **What is the basis of the curriculum in your school?** LOJA is a school that focuses on Reading and Math. Since that is the case, the curriculum is based on scientifically based research: Harcourt Trophies.
- b. **Rationale for choice of this curriculum for your students** Since the passing of the *No Child Left Behind* Act, demand for mathematics programs and practices that have been proven effective through scientific research has increased. The *No Child Left Behind* Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement.
- c. **Describe alignment to state standards** Harcourt Math is a curriculum that is aligned to the state standards.
- d. **Who provided the alignment work?** Harcourt provided the alignment work for Reading and Math.

2. Viability of Curriculum

- a. Amount of instructional time for the year 180 days
- b. Amount of instructional time “held sacred” for instruction 90 minutes Math, 90 Minutes Reading/Language Arts 45 Minutes Science, Social Studies, PE, Music.

3. Goals

- a. **Description of school-level goal setting process.** Parent/Family orientation, Open House, Parent/Teacher conferences and meetings provide forums for the community to input what they want the school goals to include. The Principal, Faculty and Staff set goals and the Board approves them.
- b. **Description of class-level goal setting process.** The Classroom Teacher sets the classroom goals to correlate with the school goals and logistics relative to the classroom’s grade level.
- c. **Resulting goals for school year**

Goal 1

Each student will receive instruction in the manner that best results in the highest level of learning for that child.

Goal 2

Each child will learn ways to influence his/her school environment in a positive manner.

- Goal 3** Each student will enjoy success, as the natural outcome of his/her exploratory behavior and in this way will become an active learner, as they participate in their own educational process.
- Goal 4** Each student will be motivated, taught, guided and supported as she/he acquires the desire for and accepts the challenge of a lifetime of learning.
- Goal 5** The parents and/or guardian of the student will be actively involved in and supportive of their child's educational progress.
- Goal 6** Each student will grow in positive self-concept, develop the ability to solve problems and make decisions, see the necessity for following rules, and discover the benefits that come from responsible behavior.

4. Feedback on meeting goals

- a. Description of student feedback design (formative and summative).
- A Student/Family Survey is sent home during the last two weeks of the school year.
 - Teacher created, school/district administered give the school and district feedback as to how our academic goals are met.
 - State Tests/Assessments (Reading and Math Achievement Test).
- b. Description of parent feedback design- Progress Reports signed and returned to teacher, Child/Parent Feedback Form.
- c. Description of what factors that make your parent feedback system effective. Since there are both publicized and anonymous forms of feedback, we cover a broad spectrum of parental and family feelings/opinions so that we get more accurate and complete data.

5. Instructional Strategies

- a. What effective pedagogical strategies are teachers using in the classrooms? Community Concept: if one person does something, every one in the class is affected.
- b. Share data to show most effective strategies with students in your school. Weekly progress reports, study packet by Mr. Lewis and letters sent to Parents regarding standardized test preparation for reading has raised test scores for the Third Grade Reading Achievement Test for 2006-2007.

2007 Spring Grade 3 Reading

Name	Scale Score	% Limited	% Basic	% Proficient	% Accelerated	% Advanced
Lion Of Judah Academy	401	18	36	9	27	9

2007 Spring Grade 3 Mathematics

Name	Scale Score	% Limited	% Basic	% Proficient	% Accelerated	% Advanced
Lion Of Judah Academy	387	45	36	9	9	0

Name	Scale Score	% Limited	% Basic	% Proficient	% Accelerated	% Advanced
State of Ohio	424	5	10	41	24	20

- c. How do teachers reinforce effort and provide recognition for student achievement in the classroom? Good work placed on bulletin board, Award Certificates given to student and Progress reports with good comments. Progress charts placed on wall for all "As" given to a student.
- d. Share data to show results of proper reinforcement and recognition of student achievement. Some of our students have accelerated or advanced scores! We are so proud of them. We have local celebrations for them to recognize their achievement.

6. Classroom Management

- a. Describe how the school-level management system is employed in the classrooms and throughout the school environment. The Parent/Student Manual is enforced.
- b. How are classroom rules and procedures established? The teacher and assistant fashion the school rules to fit the mood of their classroom. If they need more assistance, they report to the Director, then the Asst. Superintendent and Superintendent.
- c. Describe the balance of positive reinforcement and negative consequences that occur with reminders to prevent recurring inappropriate behaviors. Verbal warnings as well as verbal compliments. "Caught Doing Good Award" certificates for children to take home. Positive/negative progress reports sent home.
- d. Share data pointing to student buy-in of an environment that supports learning.

Family Survey suggests that parents and students both like the village and community concept as well as the health and safety of the building. Data from the surveys show that students learned more effectively during the second semester and were more eager to learn.

- i. How is the school supporting the teaching staff to maintain an appropriate mental set for the managing of a classroom?

In-Service training, which involves classroom management skills, help support the teachers so that they know the district/school-wide expectations. Teachers are given tools to help assess their classroom management skills as well as improve them.

7. Classroom Curriculum Design

- a. What bases are teachers using to sequence and pace their content to maximize student achievement? The textbook lesson plan and pacing strategies.
- b. How are sequencing and pacing decisions occurring in science classes? Science is approached in conjunction with the Reading curriculum. Reading Comprehension in the subject of Science is focused on to ensure that the effectiveness of our Reading Curriculum.
- c. How are sequencing and pacing decisions occurring in art, music and PE classes? Field trips, field days and PE in outside. PE is scheduled throughout the year. Music and art are part of the classroom curriculum and is integrated with the Reading and Math.

8. Attendance Rates

- a. Student attendance rate 89%
- b. Staff attendance rate 93%
- c. Parent attendance at parent/teacher conferences

PARENT ATTENDANCE PRECENTAGES

Grade	% Fall 2006	% Spring 2007
K	100	85
1	70	68
2	70	65
3	79	83

- d. Volunteer presence in school: Members of The Church of the Lion of Judah has parents that volunteer as well as congregational members.
- e. Community partners presence in school

Section Two: Financial Reporting

1. Staff Positions

- a. Administrative Superintendent-Romey Coles, Jr., Asst. Superintendent-Chester Starks, Jr., Principal-Darnell Carpenter, Office Manager-Sheryse Henderson
- b. Instructional Classroom Teachers- Ms. Tiki Hardin, Mr. Alexander Lewis
- c. Support Services: Dr. Joreitha Chuck-Psychologist, Mr. Garcia-Instructional Assistant/Spanish

2. All teachers are state certified.

Student Demographics

- a. Total Enrollment

K- 15
1- 14
2- 8
3- 11

% Attendance Rate

- b. **Special Education Enrollment** 7% as of Oct. 2003; 11% as of Nov. 2003

3. Receipts and Expenditures

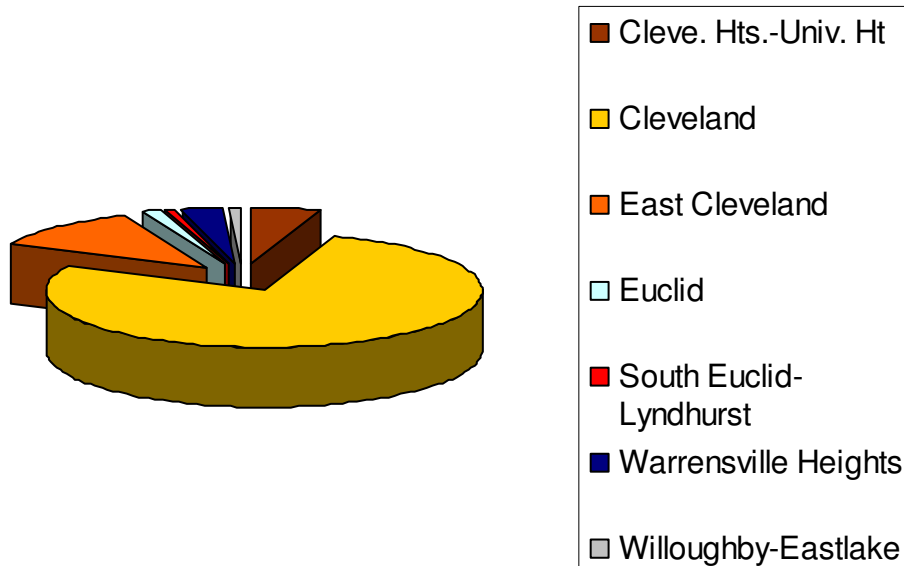
- a. User-friendly
- b. Graphics

4. Revenues

- a. **School Foundation** 329,910.19
- b. **DPIA** 48,423.26

District	Amount
Cleve. Hts.-Univ. Ht	\$19,528.21
Cleveland	\$278,207.70
East Cleveland	\$41,416.31
Euclid	\$5,516.14
South Euclid-Lyndhurst	\$2,781.88
Warrensville Heights	\$11,291.26
Willoughby-Eastlake	\$2,772.69

District Contributions



- c. Federal Title Funds \$32,822.77
- d. State and Federal Sub-grants \$50,000 OCSG (State)
- e. Local and/or private grants or donations to the school: 6 donated Dell printers

5. Expenditure Categories

- a. In compliance with 3314.03(A)(8)
SEE ATTACHED IN APPENDIX

6. LOEO Recommends breakdown of facility costs

- a. Mortgage/lease \$33,600/year
- b. Renovation \$10,000
- c. Operations

7. The School's Donors

- a. \$500 or more: None
- b. Show as Local revenue category N/A

8. Volunteers

- a. Data on how many volunteer hours:
- b. Data on how many volunteers: Latoya, Raphael and wife, Natasha, Nurse Williams, Ebony B., Ebony P.,
- c. Data on contributions made by volunteers. The volunteers are phenomenal at the Lion of Judah Academy! Parents and community members volunteer time by doing basic custodial duties, parents tutor children and help with classroom management. A Volunteer Nurse is also a parent and created our green health folders.

9. Auditor of State Reports

- a. Management Letter
- b. Balance sheet as of 6/30 Auditor's Report is not complete, so we cannot include it at this time.

10. Forecasting

- a. Five year forecast SEE ATTACHED IN APPENDIX

Section Three: Faithfulness to the School's Contract

1. Student Assessment Results
 - a. Description of curriculum-based assessment design. Harcourt Trophies has comprehensive assessment programs infused within the curriculum.
2. Parent and Community Involvement
 - a. Description of school's parent involvement program design.
 - i. Expanded expertise made available to the school. Parent volunteers helped monitor students during field trips and after school activities and do advanced computer networking.
3. Safe and Orderly Environment
 - a. Description of school-wide system for managing environment conducive to learning. What are school-wide expectations? This excerpt from the Employee Manual States the School-wide expectations:

STUDENT SUPERVISION AND WELFARE

School employees are frequently confronted with situations, which, if handled incorrectly, could result in liability to the School and personal liability to the employee. The following guidelines should be followed by employees of The Lion of Judah Academy:

Employees shall supervise, control, and protect students in a manner commensurate with their assigned duties and responsibilities.

Employees shall not volunteer to assume responsibilities for duties he or she cannot reasonably perform.

Teachers shall provide proper safety instructions to students.

Employees shall not send students on personal errands.

Employees shall not associate with students, particularly those of the opposing gender, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances for minors such as tobacco, alcohol, or drugs. Any sexual conduct with a student by an employee of The Lion of Judah Academy or any person of authority in the School is strictly prohibited and subjects the offender to criminal liability and discipline up to and including termination of employment. This provision does not preclude an employee of The Lion of Judah Academy from meeting with students in private for legitimate or proper reasons.

If a student comes to a staff member to seek advise or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the student make contact with certified or licensed individuals in the community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, counsel, assess, diagnose, or treat the student's problem or behavior.

An employee of The Lion of Judah Academy shall not transport students in a private vehicle without the approval of the principal or superintendent.

A student shall not be required to perform work or services that may be detrimental to his or her health.

Any employee of The Lion of Judah Academy shall report to the principal or superintendent immediately, any sign of suspected child abuse or neglect.

Most information concerning a child in school, other than directory information, is confidential under Federal and State laws. Any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessment, grades, behavior, family background, and alleged child abuse.

THREATENING BEHAVIOR TOWARD EMPLOYEES

Threatening behavior consisting of any words or actions that intimidate an employee or cause anxiety concerning his or her physical well-being is strictly prohibited. Employees should report such threats immediately to the principal or superintendent. Any student, parent, or visitor, employee, or agent of the Board who is found to have threatened an employee of The Lion of Judah Academy will be subject to discipline or reported to the proper authorities.

USE OF TOBACCO BY EMPLOYEES

- a. Any employee of The Lion of Judah Academy is prohibited from using tobacco products, including cigar, cigarette, pipe, snuff, or any other substance that contains tobacco, in school buildings, on school grounds, on school buses, or at any school-related event at all times.

Description of school-wide system for managing of behavior problems. What are consequences for violations of rules and procedures?

Definitions

- A. **In-School Suspension.** Students on in-school suspension will be removed from the classroom and will receive a packet of assigned work to be completed in another area of the building. ALL TESTS will be made up after school. The student will eat lunch in the place of suspension and will be excluded from recess. Students on in-school suspension may not participate in or attend any school functions or extra-curricular activities. Certain infractions may result in immediate in-school suspension or out of school suspension.
 - 1) Leaving school grounds without permission
 - 2) Fighting on school grounds or at school related activities makes a student liable for immediate suspension.
 - 3) Possession of a weapon of any type and/or suspicion of drug use, or drug related activities.
- B. **Out of School Suspension.** The student is asked to leave the school.
- C. **Expulsion.** Expulsion is only enforced for extremely major offenses that have not been resolved through parent conferences or other disciplinary action. Expulsions are approved by the GOVERNING AUTHORITY and signed by the principal. Copies are given to the parent and filed in the student's permanent file. Expulsion procedures shall be pursuant to sections 3313.66, 3313.61 and 3313.662 of the Ohio Revised Code.

5. **Unacceptable Disciplinary Actions.** Certain disciplinary measures are inherently contrary to the philosophy of The Lion of Judah Academy, and may have potential legal implications. Therefore, the following measures are not permitted:

1. **ANY PERSONAL INDIGNITIES**
2. **ANY FORM OF CORPORAL PUNISHMENT**
3. **VERBAL AND NONVERBAL HUMILIATION, SARCASM, RIDICULE, NAME-CALLING, SWEARING, GESTURES, ETC.**

4. REDUCING GRADES OR DENYING ACADEMIC CREDIT FOR DISCIPLINARY REASONS

A. DISCIPLINARY POLICIES AND PROCEDURES

Philosophy. Discipline will be developed in a positive manner, not through the use of physical force, ridicule or sarcasm.

One of the desired goals of the Education program presented by The Lion of Judah Academy is to foster, inculcate and sustain strong habits of self-discipline. Classroom discipline results from self-control on the part of the teacher and the students. Such an atmosphere is most favorable to concentration, attention, reflective thinking and creativity.

In disciplining, teachers should always endeavor to be firm, just, consistent and impartial; yet display compassion for the child.

6. **Disciplinary Procedure and Consequences.** Discipline should be a learning experience rather than a punitive experience. Children naturally want to follow rules if adults clearly define the rules and then invite the children to assume responsibility for his or her behavior. Assuming responsibility for behavior is to understand and accept the consequences for violating rules.

The children whose rights are violated by physical harm are asked to report the problem to the teacher, or any available adult, rather than hit back. This instills the practice of following legal procedures we adults must follow as we seek help from law enforcement officials when our rights are violated. Once notified, the teacher or Principal implements progressive discipline.

The Lion of Judah Academy considers any of the following behaviors to constitute serious offenses: unprovoked attack upon another student, threatening, striking or assaulting any student or school employee, failure to abide by corrective measures, such as removal to the office, for previous acts of misconduct; prolonged display of outrageous and disruptive behavior that interferes with the educational process, deliberate and open verbal and/or physical defiance of authority; profanity or obscene language; fighting, and intentional destruction of school property.

a. **First Offense**

Teacher explains or reviews class and school rules and warns the child of possible consequences.

a. **Second Offense**

- 1) Teacher personally communicates the problem(s) with the child's parent(s)
- 2) Teacher applies appropriate consequences, including possible detention
- 3) Teacher sends a written report home and a copy to the office

b. **Third Offense**

- 1) Teacher again communicates the problem(s) with child's parent(s) and the teacher applies appropriate consequences
- 2) Teacher requests a conference with the Principal and the child
- 3) Teacher sends a written report home and a copy to the office to be included in the child's records
- 4) Principal reviews with teacher what future disciplinary steps will be taken through the office

c. **Fourth Offense**

- 1) Teacher sends the child to the office with a written report
- 2) Principal applies appropriate consequences
- 3) Principal sets up a conference with the teacher, child and parent(s)

General Policy – Suspension, Expulsion and Removal 10 R.C. 3313.66, 3313.661 and 3313.6621. The Dismissal and Disciplinary Policies of The Lion of Judah Academy Will be Posted in a Prominent Location Within the School.

It is the policy of The Lion of Judah Academy to impose progressive discipline in most instances where students fail to follow rules. However some violations are so serious as to require immediate and decisive action. Students may be suspended or expelled from school for the following reasons:

- Repeated insubordination
- Theft of another's property
- Intentionally causing damage to another's property
- Threatening another student or a member of The Lion of Judah Academy faculty or staff
- Striking or assaulting a child or adult, or otherwise causing physical harm, or attempting to cause physical harm
- Bringing a weapon or dangerous object to school. A weapon may be a knife (with a blade of any length), or a firearm. The term "knife" refers to any sharp object including but not limited to: letter openers, razor knives, ice picks, screw drivers, or any tool that also has a knife blade. A "firearm" is any hand gun, rifle, shot gun, pellet gun, zip gun, paintball gun, slingshot, and any other weapon capable of expelling or propelling one or more projectiles by action of an explosive or combustible propellant, or through the use of any compressed gas or liquid. "Firearm" includes an unloaded firearm, and any firearm which is inoperable but which can readily be rendered operable.
- Bringing an explosive or incendiary device (as defined in O.R.C. 2923.11) to school.

GUN-FREE SCHOOLS ACT (GFSA) OF 1994. In accordance with the **Gun-Free Schools Act of 1994 (20 U.S.C. Chapter 70, Section 8921)**, The Lion of Judah Academy will expel any student bringing a weapon to school for not less than one year. The GFSA defines the term "weapon" as:

- Any handgun, rifle, shotgun, pellet gun, zip gun, paintball gun or slingshot
- Any weapon that will or is designed to or may readily be converted to expel a projectile by the action of any explosive
- The frame or receiver of any weapon described above
- Any firearm muffler or firearm silencer
- Any destructive device, including:
 - ~ bomb
 - ~ grenade
 - ~ rocket having a propellant charge of more than four ounces
 - ~ missile having an explosive or incendiary charge of more than one-quarter ounce
 - ~ mine, or
 - ~ similar device
- Any weapon which will, or which may readily be converted to, expel a projectile by the action of an explosive or other propellant and which has a barrel with a bore of more than one-half inch diameter.

- Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Any student bringing a weapon, as defined in the GFSA, to school or on to school property will be referred to Cuyahoga County juvenile justice system, as required by the GFSA. In the case of an immediate threat, school officials will contact the 911 emergency number. Where there is no threat of imminent harm or danger, the police radio dispatcher will be contacted.

- b. **Suspension.** The Principal may suspend a student from school for not more than ten (10) days if, prior to the suspension, the Principal:
- 1) Gives the student written notice of the intention to suspend him or her and the reasons for the intended suspension, and,
 - 2) Provides the student with an opportunity to appear at an informal hearing before the Principal and challenge the reason for the intended suspension or otherwise explain his or her actions.
 - 3) The Principal, with good cause, has the right to exclude a student immediately from class. This exclusion does not constitute a suspension and, during the time a student is excluded from class, proper supervision must be provided.

There are two types of suspension. **IN-SCHOOL SUSPENSION:** schools may use an “in-school suspension” program, which isolates the student from the mainstream of school activity, but does not relieve the student of the obligation to continue daily studies. In-school suspension is particularly effective for those students who interpret suspension as a vacation from school. It is best to have provisions for both in-school and out-of-school suspensions in the code of conduct, allowing the principal to judge each case on an individual basis. For in-school suspension, an appropriate supervised area separate from the usual school traffic is designated as the suspension room or area. This area must be supervised by a staff member at all times. Suspended students report to the designated person at the beginning of the normal school day. The student is required to bring study materials to the area. Lunch and restroom privileges are scheduled at times other than the normal class changes and lunch periods. All privileges, academic and extracurricular, are withdrawn until the expiration of the suspension period. **OUT-OF-SCHOOL SUSPENSION:** Out-of-school suspension is the removal of a student from school for a specified period of time. All privileges, academic and extracurricular activities, are withdrawn until the expiration of the suspension period. Suspension procedures shall be pursuant to sections 3313.66 and 3313.661 of the Ohio Revised Code.

- c. **Expulsion.** The Principal may expel a student from school for not more than eighty (80) days, or, for a period not to exceed one (1) year if the student brought a knife to school, or, for a period of one year if the student brought a firearm (as defined in the GFSA) to school, if, prior to the expulsion, the Principal:
- 1) Gives the student and his or her parent(s) or guardian written notice of the intention to expel the student and the reasons for the intended expulsion, and
 - 2) Gives the student and his or her parent(s) or guardian an opportunity to appear in person before the President of the Board of Trustees, or the President’s designee, to challenge the intended expulsion or otherwise explain the student’s actions.
- d. **Notice for Expulsion.** The expulsion notice must include the reasons for the intended expulsion, notification of the opportunity of the student and his or her parent, guardian, custodian or representative to appear before the President of the Board of Trustees, or designee, to challenge the reasons for the intended expulsion or otherwise explain the student’s actions, and notification of the time and place to appear. The time to appear shall not be earlier than (3) days not later than five (5) days after the notice is given, unless the President of the Board of Trustees grants an extension of time at the request of the student, parent, guardian, custodian or representative. If an extension is granted the expulsion notice must be re-issued with the new time and place to appear.

- ~ Possession of, use, or attempt to use a weapon at school or a school-related activity. (A weapon is any implement that may cause serious injury to another person such as, but not exclusively, firearms, knives, brass knuckles, chains, bullets, razors, clubs, etc.) Possession includes bringing a weapon onto school property to school-sponsored events, either on or off school property, storing a weapon in one's desk/locker or other area of the school property, or having a weapon on one's person.
- ~ The repeated use of physical violence, force, threat, coercion or other aggressive behavior that threatens the safety and well-being of others at school or a school-related activity.
- ~ Selling or distributing drugs or other chemical substances at school or at school-related activities.
- ~ Repeated instances of possession, use or being under the influence of alcohol or drugs at school or school-related activities. Involvement in a felonious act or other criminal behavior that causes public scandal and/or adversely affects the reputation of The Lion of Judah Academy, the morals and/or the safety of the students and staff
- ~ Repeated incidents of incorrigibility or the repeated refusal to comply with school rules and regulations. Assault/battery on a member of the school staff. Other behaviors deemed sufficiently serious by the principal, in consultation with the GOVERNING AUTHORITY, to warrant the student's permanent removal from the school.

d. **Exclusion From Curricular or Extracurricular Activities Without Notice.** If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place within a classroom or elsewhere on the school premises, the Principal may remove the student from curricular or extracurricular activities or from the school premises, and a teacher may remove a student from curricular or extracurricular activities under his or her supervision without the hearing and notice requirements set forth above. As soon as practicable after the removal, the teacher shall submit in writing to the Principal the reason for such removal.

Where such a removal without notice and hearing occurs, written notice of the hearing and the reason for removal shall be given to the student as soon as practicable prior to the hearing, which shall be held within three (3) school days from the time of the initial removal. The hearing will be held in accordance with the provisions above relating to suspension, unless it is probable that the student may be subject to expulsion, in which case the hearing will be in accordance with the provisions above relating to expulsion, except that the hearing will be held within three (3) school days of the initial removal.

The individual who ordered, causes, or requested the removal must be present at the hearing. If the Principal or President of the Board of Trustees reinstates the student after the hearing, upon request, the teacher shall be given in writing the reasons for the reinstatement.

4. Strategic Planning

- a. Lessons learned this year
 - Weekly Faculty Meetings are more effective than biweekly ones.
 - Weekly Staff Meetings are also needed.
 - Create a District Technology Department FY 2007-2008
 - i. Administrative goals
 - Create a cohesive Central Office
 - Expand computer access for students
 - ii. Educator goals
 - Embrace new teachers from the inception with organized faculty activities outside of district mandate.
 - Monitor self progress with lesson plan design and use ODE website.
 - iii. Student goals
 - Support parents/guardians by listening to them and communicating needs with them.