

LEA or Charter Name/Number: Durham Public Schools - 320
School Name/Number: Lakeview School - 341
School Address: 3507 Dearborn Dr. Durham, NC 27704
Plan Year(s): School Year 2011-2012
Date prepared: 09/13/2011

Principal Signature: Jeffrey Dockery

9/13/11

Date

(This line not used – leave blank)

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name		
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			

* Add to list as needed. Each group may have more than one representative.

How to Use This Template

General Information

This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in *The North Carolina School Improvement Planning Implementation Guide*. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages.

Each section corresponds to an input and/or step of the planning process. For example, the section named “Step 1 Cover Sheet” (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other sections provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each section is provided below.

Reference Tabs – These tabs provide information to aid the planning process.

SBE Goals – This section lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.

District Goals – This section provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals.

Data Sources – This section lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.

School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.

School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.

Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board.

Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the “Data Sources” tab; other available data locally available may also be used.

	<p>Steps 3 through 7 – School Goals – These provide space to record goals based upon the priorities resulting from data analysis. A separate section is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion for each of the Goal sheets provides a place to discuss potential interventions, to identify funding sources and team members, and to document the review cycle frequency for the goal.</p>
--	--

<p>Other SIP-related Requirements</p>	<p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this section from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>Title I School-wide Review - If your school is a Title I School-wide school, use this section to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this section to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This section is for use by any school currently in Title I School Improvement. Filling out this section will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p>
--	---

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Durham Public Schools

District Goal 1:	Ensure achievement of high academic performance by all students
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 2:	Ensure high quality staff and leadership district-wide and at every school
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21 st Century professionals Goal 4 – Leadership will guide innovation in North Carolina public schools
District Goal 3:	Ensure efficient and effective business systems operations
Supports SBE Goal:	Goal 5 – North Carolina public schools will be governed and supported by 21 st Century systems.
District Goal 4:	Ensure school climate and culture that foster well-being of students, staff and community
Supports SBE Goal:	Goal 3 – North Carolina Public School students will be healthy and responsible.

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for (Lakeview School)

Vision:

It is the VISION OF Lakeview School that, through the implementation of effective, efficient and engaging instruction(E³I), every student will gain the necessary skills to develop consistent positive behavior, respect for self and others, positive peer interactions, responsibility and problem-solving/coping techniques that will help them progress through life.

Mission:

Our mission at Lakeview School is to empower and educate students by utilizing an individualized approach that provides a more structured setting. We at Lakeview School will partner with families, community agencies and other schools in order to achieve educational and behavioral success that maximizes academic potential, promotes life-long learning and develops skills necessary for reentry into the traditional setting. Our motto is "IF IT'S MEANT TO BE, IT'S UP TO ME."

School Data and Summary Analysis

Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs / observations as well as data).

1. What does the analysis tell you about your schools strengths?

After analyzing Lakeview's Teacher Working Conditions Survey data, the following strengths were noted:

1. Time – Teachers have reasonable class sizes, sufficient instructional time and are protected from duties that interfere with educating students.
2. Managing Student Conduct –85% of the teachers agree that students understand the expectations for their behavior.
3. Professional Development – 82.9% of the faculty feel encouraged to try new things to improve instruction.
4. School Leadership- 92.5% of the faculty feel they are held to a high professional standard for instructional delivery.
5. Teacher Leadership- 85.6% of teachers agree that they are trusted to make sound professional decisions about instruction.
6. 88.2% of the teachers agree that the school does a good job of encouraging parent/guardian involvement.
7. Facilities and Resources- 92.86% of staff agreed that the school environment is cleaned and well maintained as opposed to 86.6% for Durham County Schools and 85.9 for North Carolina.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Opportunities for improvement:

1. Increase attendance/decrease drop-outs
2. Include cultural responsiveness
3. An enhanced behavior management model (Therapeutic Milieu)
4. Implement an education and mental health assessment for incoming students

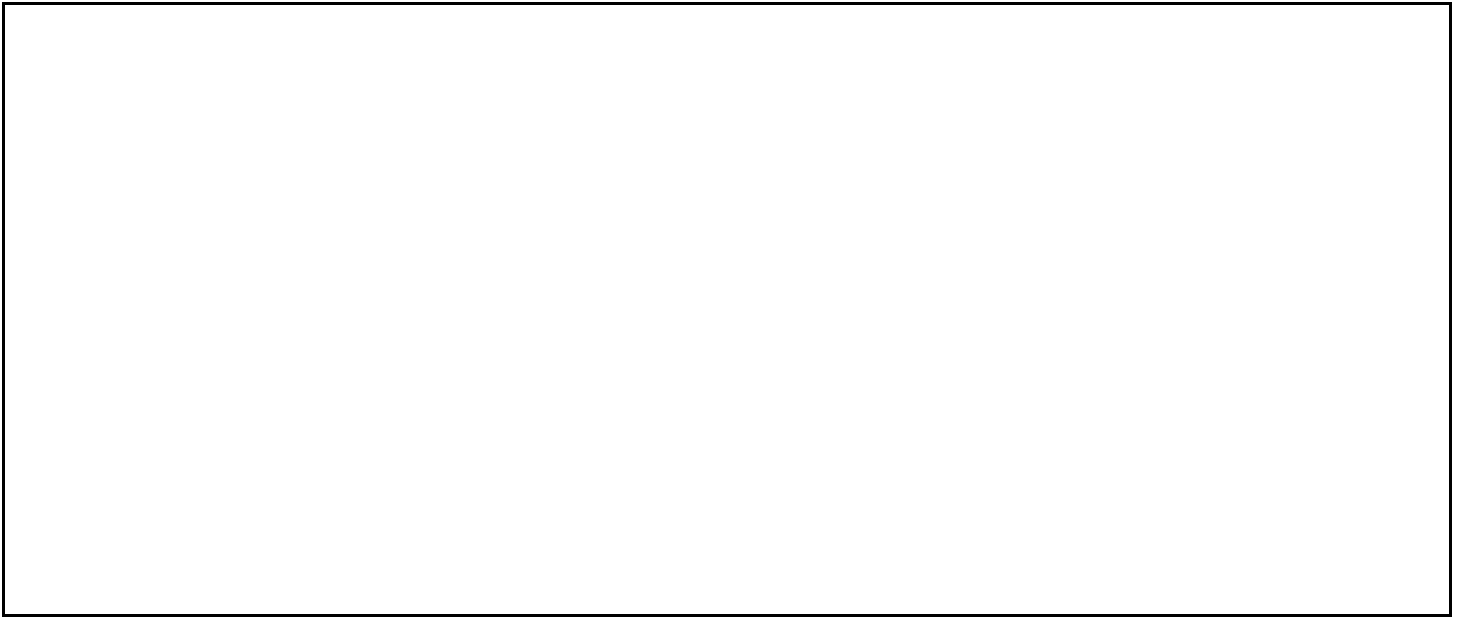
3. What data is missing, and how will you go about collecting this information for future use?

1. A Scorecard designed for Lakeview, provided by the district.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Increase attendance at Lakeview School to create greater learning opportunities for students. We will target an attendance rate of 75% for the 2011-2012 school year. **(Attendance rate at Lakeview School for the 2010-2011 year was 73.85%)**
2. Develop a comprehensive school-wide therapeutic approach targeted to students with challenging needs. **(Lakeview School has a transient student population with approximately 50% Special Needs and/or Mental Health Diagnoses)**
3. Develop a respectful and culturally responsive environment for our diverse population of students **(Over the years, Lakeview School has experienced a significant increase in the number of Hispanic students served)**



Priority Goal 1 and Associated Strategies

Area for improvement and supporting data: Attendance rate at Lakeview School for the 2010-2011 year was 73.85%

School Goal 1:	Increase attendance at Lakeview School to create greater learning opportunities for students. We will target the attendance rate of 75% for the 2011-2012 school year
Supports this district goal:	District Goal 4: Ensure achievement of high academic performance by all students

Target:	Increase student attendance by 1.15%.
Indicator:	Student attendance rate for 2010-2011 was 73.85%
Milestone date:	6/07/2012

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Utilize school resources to address student attendance.		
Strategy 1:	Action steps:		
	1. Mail 6 and 10 day letters to parents.		5. Continue the Positive Behavior Intervention Support (PBIS) program
	2. Utilize Social Workers for daily phone calls and home visits as needed		6. Review daily attendance log provided by the NCWise data manager
	3. Provide Student Award Programs		7. Provide Therapeutic Milieu training for all staff
	4. Provide Individual and group counseling		
Strategy 2:	Strategy: Promote family and community involvement to address student attendance.		
	Action steps:		
	1. Parent Night Perfect Attendance Awards		5. Link families with community services
	2. Consultation with Juvenile Court counselors		6. Parent Conferences
	3. Child and Family Team meetings		7. Employ motivational speakers

	4. DJJDP Juvenile truancy court	
	Strategy: Incorporate 21 st century learning to motivate student interest	
	Action steps:	
Strategy 3:	1. Integrate technology within the curriculum	5.
	2. Project based learning	6.
	3. Incorporate Socratic seminars	7.
	4.	8.

Plan/Do	How will we fund these strategies? Fundraisers	
	Funding source 1: Fundraisers	Select a funding source Funding amount: \$1,000
	Funding source 2:	Select a funding source Funding amount:
	Funding source 3:	Select a funding source Funding amount:
	Funding source 4:	Select a funding source Funding amount:
	Funding source 5:	Select a funding source Funding amount:
		Total initiative funding:
	Review frequency:	Bi-monthly
	Assigned implementation team: Total School Team	

Check

What data will be used to determine whether the strategies were deployed with fidelity?

**6 and 10 Day Letters
Parent Night Agendas
Attendance Committee Minutes
Truancy Court Minutes
Family/Community Feedback
NCWise Attendance Summary Reports (Homeroom, Grade Level, Individual)
Student Award Certificates
Child and Family Team Meeting Log/Minutes
Individual and Group Counseling Agendas**

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Documented evidence of participation of families in Truancy Court, increased attendance figures weekly and passing three of four of the classes (high school) and four of five classes (middle school) on the Progress Reports and Report Cards.

What does data show regarding the results of the implemented strategies?

--	--

Based upon identified results, should/how should strategies be changed?

--	--

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data: Lakeview School has a transient student population with approximately 50% Special Needs and/or Mental Health Diagnoses

School Goal 2:	To develop a comprehensive school-wide therapeutic approach targeted to students with challenging needs
Supports this district goal:	District Goal 4: Ensure school climate and culture that foster well-being of students, staff and community

Target:	All students entering Lakeview School
Indicator:	Lakeview School is an alternative setting for at-risk students (EC students, Long-term Suspended students, Administratively placed students, etc)
Milestone date:	6/07/2012

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Utilize a comprehensive therapeutic approach designed to be strength-based in addressing the needs of students and families of Lakeview School		
	Action steps:		
Strategy 1:	1. Utilize The Durham System of Care principles and approaches in working and supporting families of children with complex needs		5. Continue to conduct Child and Family Team meetings monthly or more frequently based on needs.
	2. Provide additional therapeutic training for staff		6.
	3. Transitional Collaboration between Lakeview and receiving school		7.
	4. Compile developmental and social histories		8.
Strategy 2:	Strategy: Employ trained staff to provide therapeutic services to students		

Plan/Do

	Action steps:		
	1. Provide Licensed Clinical Social Worker (LCSW) (Project Coordinator)		5.
	2. Provide full-time psychologist		6.
	3. Provide a Parent Liaison		7.
	4.		
Strategy 3:	Strategy:		
Plan/Do	How will we fund these strategies? N/A		
	Funding source 1:	Select a funding source	Funding amount:
	Funding source 2:	Select a funding source	Funding amount:
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:	
	Review frequency:	Bi-Monthly	
	Assigned implementation team:		

Check

What data will be used to determine whether the strategies were deployed with fidelity?

**Lakeview School Student Database
Mental Health Assessment Report
Child and Family Team Meeting Minutes
Transition Meeting Minutes
Professional Development (My Learning Plan)
Individualized Education Plans
Mental Health Agency Listings
Lakeview School Referrals to School-based Support Program**

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Documented evidence of all students being served through Updated IEPs, Professional Development logs, CFT Meetings, Transition Logs, Lakeview School Referrals and Enrollment.

What does data show regarding the results of the implemented strategies?

--	--

Based upon identified results, should/how should strategies be changed?

--	--

Act

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data: Over the years, Lakeview School has experienced a significant increase in the number of Hispanic students served.

School Goal 3: To develop a respectful and culturally responsive environment for our diverse population of students

Supports this district goal: Ensure school climate and culture that foster well-being of students, staff and community

Target:
Indicator: 94.3% of the student population are minority.
Milestone date: 06/07/2012

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Provide relevant and diverse instruction

Action steps:

1. Differentiate instruction for diverse learners
2. Plan lessons and select materials that acknowledge contributions of diverse cultures
- 3.
- 4.

Strategy: Create an atmosphere that embraces diversity in the school community

Action steps:

1. Implement bilingual communication (signs,
- 4.

Plan/Do

Plan/Do	Connect Ed, Orientation, Conferences, correspondences, etc.)			
	2. Provide interpreters as needed		5.	
	3. Coordinate and attend cultural events		6.	
	Strategy:			
	Action steps:			
	Strategy 3:	1.		5.
		2.		6.
		3.		7.
		4.		8.
How will we fund these strategies? Fundraisers				
Funding source 1: Fundraisers		Select a funding source	Funding amount: \$510	
Funding source 2:		Select a funding source	Funding amount:	
Funding source 3:		Select a funding source	Funding amount:	
Funding source 4:		Select a funding source	Funding amount:	
Funding source 5:		Select a funding source	Funding amount:	
			Total initiative funding:	
Review frequency:		Bi-Monthly		
Assigned implementation team:				

Check

What data will be used to determine whether the strategies were deployed with fidelity?

**Lesson Plans
Bilingual Communication (Signage, Connect Ed, Lakeview School Registration and Orientation, Parent Conferences, Correspondences, etc.)
Interpreters
Cultural Event Programs and Student Sign-up Logs**

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Documented evidence of student attendance at Cultural Events. Evidenced by the bilingual communication distributed to families, Connect Ed message documents/reports. Documented requests for interpreter services.

What does data show regarding the results of the implemented strategies?

--	--

Based upon identified results, should/how should strategies be changed?

--	--

Act

Plan/Do			
	Strategy:		
	Action steps:		

How will we fund these strategies?

Funding source 1:	Select a funding source	Funding amount:
Funding source 2:	Select a funding source	Funding amount:
Funding source 3:	Select a funding source	Funding amount:
Funding source 4:	Select a funding source	Funding amount:
Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:

Review frequency: **Bi-Monthly**

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?

--	--

Based upon identified results, should/how should strategies be changed?

--	--

Act

Priority Goal 5 and Associated Strategies

Plan/Do

Plan/Do

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?

--	--

Based upon identified results, should/how should strategies be changed?

--	--

Act

Safe School Plan for (Lakeview School)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: Jeffery M. Dockery

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences "may include a reprimand in the Superintendent's personnel file or withholding of the Superintendent's salary or both".

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences "may include a reprimand in the Principal's personnel file or withholding of the Principals' salary or both".

--

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

I

Assistant Principal(s):

Teachers:

Teacher Assistants:

Other School Staff:

Services for At-risk Students

--

--

--

--

--

--	--

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Ensure the safety of the students and staff by providing safety checks for all students upon arrival daily

Target: All Students grades 6-12

Indicator: Morning Check-in procedures (remove shoes, empty pockets, check bags, walk through metal detector and if need be use security wand

Milestone Date: 6/07/12

Goal: Ensure the safety and security of all stakeholders, the staff will implement strategies to help students with coping skills, problem-solving, interacting with peers/staff and controlling behaviors

Target: All Staff

Indicator: Therapeutic Classroom professional development, Response to Intervention training, Positive Behavior Intervention Support

Milestone Date: 6/07/12

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

	Professional Development		Planned/Completed
--	--------------------------	--	-------------------

See PAPA and My Learning Plan for professional development relative to discipline, behavior management and safe schools.			
--	--	--	--

--	--	--	--

Creating a Therapeutic Environment	Planned		
------------------------------------	---------	--	--

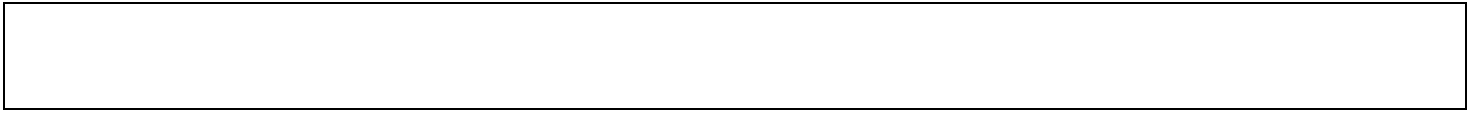
Student Trait Awareness	Planned		
-------------------------	---------	--	--

Response to Intervention Training	Planned		
-----------------------------------	---------	--	--

Getting Caught Doing Good Program	Planned		
-----------------------------------	---------	--	--

--	--	--	--

--	--	--	--



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program
Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy		Local, Remedial
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, Federal

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2008-2010**

LEA or Charter School Name/Number: [Durham Public Schools](#)

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
3. State how the waiver will be used.	
4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.	

(Please duplicate this sheet as needed for additional waivers.)

Signature of Superintendent/Designee

Date