

LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: Riverside High School- 365

School Address: 3218 Rose of Sharon Rd., Durham, NC 27712

Plan Year(s): 2010-2011 and 2011-2012 school years

Date Prepared: 9/17/2010



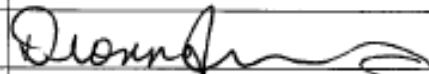
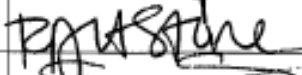



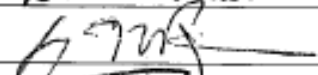
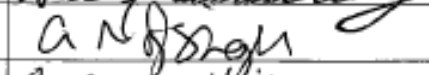
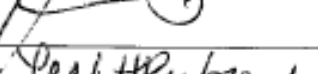
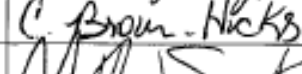
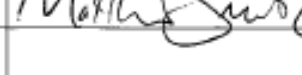

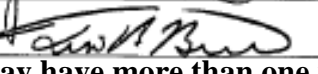
Principal's Signature

9-20-11

Date

### 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	Committee Position	Name
Principal	K. Tobias	Instructional Personnel	
Assistant Principal Representative	De Keene	Instructional Personnel	
Inst. Support Representative		Instructional Personnel	
Parent Representative	David McNeill	Instructional Personnel	
Parent Representative		Instructional Personnel	
Parent Representative		Instructional Personnel	
Parent Representative	Leah Ruben	Instructional Personnel	
Instructional Personnel	James M. Dite	Instructional Personnel	
Instructional Personnel			

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

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 School 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 21st 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 21st 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.

## School Vision and Mission Statements for Riverside High School

**Vision:** Opportunity, support and success for every student.

**Mission:** Riverside High School, in partnership with students, families and the community, will provide each student the opportunity and support to acquire the skills for lifelong success.

## 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 school's strengths?

Several strengths are apparent in the data. From the Teacher Working Conditions Survey (TWC) and the completion of the Critical Needs Assessment (CNA) by a variety of stakeholders, our greatest strength appears to be our leadership. In general, school staff considers leadership to be collaborative, transparent, and effective and agrees that leadership attempts to address their concerns. TWC data shows that teachers express great confidence in both the school administration and teacher leadership. On the 2010 survey, 88% of staff felt that there is “an atmosphere of trust and mutual respect within the school” and 92% felt that “the faculty and staff have a shared vision.” Also, 95% of respondents felt that “the school leadership consistently supports teachers” and 93% of staff felt that “in this school, we take steps to solve problems.” These figures have been relatively consistent across four years of TWC data and also are much higher than the state average for high schools. The TWC data also demonstrated a high level of community support for our school, effective communication with parents, and a welcoming environment that encourages parent involvement.

Additional strengths evident from the CNA include our consistent and effective use of data from a variety of sources (including seeking out and generating data when necessary); the equitable and effective allocation and use of resources and funding; and the quality of our teaching staff which is 100% certified, 36% of which have advanced degrees, and 13.2% of which are National Board Certified Teachers. For the past two and a half years, teachers have been developing within a Professional Learning Community model which has increased collaboration and reflective practice.

In analyzing student data, it is clear that we offer challenging course work and opportunities for students. Our school is in the top 4% of US high schools and we offer a variety of AP, honors, and advanced courses. Approximately 92% of our graduates attend a two year or four year college.

### 2. What does the analysis tell you about your school's gaps or opportunities for improvement?

Currently our school is in transition with new leadership at both the school and district level. Our challenge will be to maintain the strong leadership and community support that has previously been our strength.

While our school serves many students well, the most glaring area of concern is with 9th grade retentions. For the school year 08-09, 22% freshmen were retained. In addition, 9th grade students account for a majority of school suspensions and 18% of freshmen missed 20 or more days of school. Additionally, 48% of our dropouts were still classified as freshmen at the time they dropped out of school. In the other grades, at least 92% of students were promoted, suggesting that the 9th grade year serves as “gateway”—if students are able to successfully earn at least 6 credits, they will most likely go on to graduate. The racial distribution of out-of-school suspensions and retained 9th graders is troubling as well. African-American students account for 75% of OSS placements while only representing 42% of our student population. Male Hispanic and African-American students are overrepresented in 9th grade retentions as well.

The TWC and CNA data also shows that the staff feels there is room to develop the professional capacity of our certified staff. Specifically there is much room for

improvement in the delivery of student support services, in professional development for teachers, and in our level of community engagement. Additionally, the TWC data shows frustration with class sizes created by large student population and recent position losses. We have also lost some key support staff positions and constantly struggle to maintain technology at our school.

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

Feedback from students who have successfully “caught up” with their class after being retained in the 9th grade to understand what strategies are successful. Students can be identified and interviewed or provided a questionnaire.

- Data and research on the links between extracurricular involvement and student success.
- Research into schools who successfully utilize community resources and the systems they use, research into the resources available in our community, and feedback from our staff regarding the ways in which teachers and departments are engaging the community.
- Data on student reading levels and literacy needs

**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.**

- Improve the ability of students to transition to high school (including reducing 9th grade retentions)
- Improve the support services provided to students to address both academic success and reduce inappropriate behaviors (including literacy needs)
- Increase the professional capacity of our licensed staff (addressing professional development, community engagement, technology, and PLC needs)

### Priority 1 Goal and Associated Strategies

Plan/Do	<p><b>Area for improvement and supporting data:</b> For the school year 08-09, 22% freshmen were retained. In addition, 9th grade students account for a majority of school suspensions and 18% of freshmen missed 20 or more days of school. Additionally, 48% of our dropouts were still classified as freshmen at the time they dropped out of school. (need updated data) For the school year 09-10, 15% of freshmen were retained.</p>	
	<p><b>School Goal 1:</b> <b>Supports this district goal:</b></p>	<p>Improve ability of students to transition to high school. Increase student achievement</p>
	<p><b>Target:</b> <b>Indicator:</b> <b>Milestone date:</b></p>	<p>Reduce the 9th grade retention rate to 12% or less Student retention rate 6/10/2011</p>
	<p><b>Goal 1 Improvement Strategies - Identify research based strategies whenever possible.</b></p>	
	<p><b>Strategy 1:</b></p>	<p><b>Strategy:</b> Continue providing freshmen with seminars to promote engagement and academic success in high school</p>
		<p><b>Action Steps:</b> 1. Schedule meetings 2. Arrange outside speakers 3. Reflect on last year to improve</p>
	<p><b>Strategy 2:</b></p>	<p><b>Strategy:</b> Continue placement of all 9<sup>th</sup> grade students without Algebra I credit into a Progressive Algebra course.</p>
		<p><b>Action Steps:</b> 1. Reflect on last year to improve 2. Revision of common assessments used by Algebra I PLC 3. students assessed every 6 weeks to target instruction 4. Students assessed every 6 weeks to target instruction</p>
	<p><b>Strategy 3:</b></p>	<p><b>Strategy:</b> Provide academic interventions for ninth grade students in danger of retention</p>
		<p><b>Action Steps:</b> 1. Continue Saturday Academy with Honor Society tutors 2. PAR report and academic contracts 3. Saturday support at SDC for Algebra 1 4. After school EOC review sessions</p>
<p><b>How will we fund these strategies?</b></p>		
<p><b>Funding Source 1</b> <b>Funding Source 2</b></p>	<p>District Funds At-Risk Funds</p>	<p><b>Funding Amount:</b> \$10,000 <b>Funding Amount:</b> \$ 5,000  <b>Total initiative funding:</b> \$15,000</p>

	<p><b>Review Frequency:</b> Quarterly</p> <p><b>Assigned Implementation Team:</b> Faculty Council, SBDMC, RHS Leadership Team, Ninth Grade Faculty</p>
<b>Check</b>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p>
	<p>Attendance lists, meeting agendas, master schedule, emails documenting logistics.</p>
	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p>
	<p>Examination of retention data (summative), student surveys, benchmark scores, PAR reports, grade analysis, EOC Scores, Ninth Grade credit analysis.</p>
<b>Act</b>	<p><b>What does the data show regarding the results of the implemented strategies?</b></p>
	<p>The freshmen retention rate for 2009-10 was reduced to 15%, even better than our previously set target of 17%. Data clearly supports that the progressive Algebra program is working. Algebra 1 EOC scores improved by 13% for all students, 15% for African-American students, and 21% for Hispanic students. Data also suggests that Saturday Academy was a very successful support for students who were in danger of retention. Feedback from both teachers and students suggests the Freshmen seminars were very successful as well.</p>
	<p><b>Based upon identified results, should/how should strategies be changed?</b></p>
<b>Act</b>	<p>During the 2009-2010 school year, 5 freshman assemblies were held (Topics: Personal Responsibility, Going to College, Anti-Bullying, Honor Code, Plagiarism and Cheating, and Summer Opportunities Fair. The teachers involved with the Foundations of English course felt that the course would be more successful with more careful student placement. This issue was addressed this year. We are continuing the program this year, but we will look for ways to improve it. We are also still seeking funding to provide a reading teacher/literacy specialist to support students who are reading below grade level. Currently we do not have funding to continue Saturday Academy, which is very concerning since this was one of our more successful interventions. While the experiment with cohort A/B pairing showed some anecdotal signs of success, due to logistical hurdles and budget limitations, we are not able to continue the program this year.</p>

## Priority 2 Goal and Associated Strategies

Plan/Do	<b>Area for improvement and supporting data:</b> The completion of the Critical Needs Assessment demonstrated that school stakeholders felt our school could improve the social and emotional support provided to students. Additionally, our student data on suspensions, attendance, and retentions demonstrates that we have room to improve our support services to targeted student demographics.	
	<b>School Goal 2: Supports this district goal:</b>	Improve the ability of the whole school to support the emotional and social well-being of at-risk students Establish a supportive, positive district climate and culture
	<b>Target: Indicator: Milestone date:</b>	Demonstrate improvement in suspension, attendance, retention, and other data indicators Data provided through NCWise 6/10/11
	<b>Goal 2 Improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<b>Strategy:</b> Continually evaluate and revise our Student Assistance Program referral process to ensure that students are being properly served.
		<b>Action Steps:</b> 1. Inform teachers of revised SAP process. 2. Monitor teacher usage of SAP process. 3. Collect data on SAP effectiveness. 4. Continue to review and revise as needed.
	<b>Strategy 2:</b>	<b>Strategy:</b> Assess student literacy levels and provide targeted services to improve and develop student literacy
		<b>Action Steps:</b> 1. Provide Foundations of English course for approx. 100 targeted ninth grade students. 2. Continued professional development on the use of Lexile scores. 3. Provide literacy tips at faculty meetings. 5. Continue efforts to secure funding for literacy teachers. 6. Utilize support from Duke writing center for literacy tutors.
	<b>Strategy 3:</b>	<b>Strategy:</b> Exploring the use of mentors, support groups, advocacy initiatives, and outreach meetings to support at risk students.
		<b>Action Steps:</b> 1. Build relationships with community centers/churches in targeted neighborhoods. 2. Reflect on last year's outreach meetings to improve. 3. Plan new outreach meetings with appropriate content. 4. Use effective means to communicate date/time/location. 5. Appoint a school leader to facilitate research into further community partnerships.
<b>How will we fund these strategies?</b>		
<b>Funding Source 1</b>	General School Funds	<b>Funding Amount:</b> \$500.00
<b>Funding Source 2</b>	District Funds	<b>Funding Amount:</b> Depending on salary

			<b>Total initiative funding:</b> \$500 plus salary
	<b>Review Frequency:</b> Quarterly		
	<b>Assigned Implementation Team:</b> Faculty Council, SBDMC, RHS Leadership Team		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Attendance lists, meeting agendas, master schedule, emails documenting logistics, NCWise data		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Examination of NCwise data (summative), student surveys, benchmark scores, PAR reports, grade analysis, EOC Scores		
	<b>What does the data show regarding the results of the implemented strategies?</b>		
	The four community outreach meetings were very well attended, with some sessions drawing 75-100 parents. Feedback from those sessions suggests that they were successful in engaging parents who are not traditionally involved with the school.		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		
	The community outreach meetings will continue. The revision process for the SAP was started in 2009-2010 but not completed. Work will continue in the 2010-2011 school year. Teachers were provided training on Lexile scores, but more work needs to be done to make that information useful to teachers. Specifically, the media coordinators would like to purchase Lexile software to make the data more usable. Our in-house specialist who was providing programming in culturally responsive pedagogy has been transferred. We will look for new resources to provide this support.		

### Priority 3 Goal and Associated Strategies

Plan/Do	<b>Area for improvement and supporting data:</b> Data from the Teacher Working Conditions survey and the Critical Needs Assessment demonstrate that staff have concerns about the quality of professional development, the development of PLCs, the effective use of technology, and our level of community engagement.	
	<b>School Goal 3:</b>	Development of an ongoing quality professional development plan that addresses the successful implementation of PLC teaming, a more effective use of technology, and increased levels of community engagement..
	<b>Supports this district goal:</b>	Increase organizational effectiveness, efficiency and accountability
	<b>Target:</b>	1000 hours of professional development by the faculty as an aggregate.
	<b>Indicator:</b>	CEUs earned by all licensed staff.
	<b>Milestone date:</b>	6/10/11
	<b>Goal 3 Improvement Strategies - Identify research based strategies whenever possible.</b>	
	<b>Strategy 1:</b>	<p><b>Strategy:</b> Focus professional development on community engagement (bridging cultural differences).</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Use of PLC time to develop strategies for working with diverse students.</li> <li>2. Research community resources.</li> <li>3. Develop partnerships between school/faculty and available community resources.</li> <li>4. Provide programming in culturally responsive pedagogy.</li> <li>5. R relevant district supported staff development.</li> </ol>
	<b>Strategy 2:</b>	<p><b>Strategy:</b> Focus professional development on effective use of technology</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Focus professional development on effective use of technology.</li> <li>2. Train teachers on use of Google suite</li> <li>3. Webpage development for all faculty</li> <li>4. Further training on effective use of Qomo tablets and smart boards.</li> <li>5. Demonstrations of effective use of technology by faculty.</li> <li>6. Development of technology related IGP goal for the whole school.</li> <li>7. Ask district leadership for better organized IT support and reinstatement of Tech Facilitator funding.</li> </ol>
	<b>Strategy 3:</b>	<p><b>Strategy:</b> Focus professional development on student engagement</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Collecting student engagement data through administrative walk-throughs.</li> <li>2. Provide teachers with feedback about student engagement.</li> <li>3. Use PLC time to develop strategies to improve student engagement.</li> </ol>
<b>How will we fund these strategies?</b>		
<b>Funding Source 1</b>	District Funds	
	<b>Funding Amount:</b> Tech facilitator supplement	

		<b>Total initiative funding:</b>
	<b>Review Frequency:</b> Quarterly	
	<b>Assigned Implementation Team:</b> Faculty Council, SBDMC, RHS Leadership Team	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Attendance lists, meeting agendas and minutes, documentation of professional development hours, products created, data collection	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Data collection, products created	
	<b>What does the data show regarding the results of the implemented strategies?</b>	
	1000 hours of professional development was reached. Teachers received training on Lexile scores, Google suite, webpage creation, culturally relevant pedagogy, and use of Qomo tablets. A survey of technology needs was completed showing that we have some great needs.	
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>	
	Teachers received training on Lexile scores, however, more work is needed to make Lexile scores more useful to teachers. Our academic coach will provide focused literacy training. The in-house facilitator that was providing professional development on community engagement and bridging cultural differences has been transferred. Last year, our tech facilitator provided training in the Google suite and webpage development. However, tech facilitators are not being paid this year, so we no longer have someone to provide this training and support. Clearly new resources need to be identified and secured in order to continue our professional development efforts.	

## Safe School Plan for **Riverside High 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:

### **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 principal’s salary or both

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

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment

See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15

Assistant Principal: Mr. Ralph France

Teachers: Identify teachers on each hall

Teacher Assistants: Identify teacher assistants on each hall

**Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- Student Conference
- Team Conference
- Parent Conference
- Counseling
- Mediation
- Detention (Before/After School)
- Character Education Initiatives
- Assignment of a Mentor
- Parental Involvement
- Buddy Teacher
- Social Worker Assistance
- Positive Behavior Support
- Saturday Academy
- Mediation with an Administrator
- School Nurse Assistance
- Counselor Home Visits
- Parent Workshops
- Mental Health Services
- SAP/PEP Services
- In-school Suspension

These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Lakeview School is an alternative program designed for students in grades 6-12 who have a history of chronic misbehavior and/or have been recommended for long-term suspension. There are several different components of the school developed to address the specific needs of students. The staff works with students and their families to design curriculum and personal behavior plans based on each individual student’s situation. Students remain in the designated program for a determined period of time or until they meet stated goals and return to their home school or a less restrictive environment.

The mission at Lakeview School is to empower each student utilizing a systematic approach that maximizes academic potential, promotes lifelong learning and develops skills necessary for re-entry into a traditional setting. School components include: Middle and High Schools, Intervention Center, Transition Classes and the New Day program which serves court-involved youth between the ages of 12 and 15 years old

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.)

<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Goal:</b>	
<b>Target:</b>	
<b>Indicator:</b>	
<b>Milestone Date:</b>	
<b>Professional Development</b>	<b>Planned/Completed</b>
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools	
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials. See District Safe Schools Plan	

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

See District Safe Schools Plan

### 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 for Program Years 2008-2010**

**LEA or Charter School Name/Number: Durham Public Schools**

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

**Please duplicate this sheet as needed for additional waivers.**

\_\_\_\_\_  
**Signature of Superintendent/Designee**

\_\_\_\_\_  
**Date**