

Needs Assessment Summary

Amity engaged our community, staff and students in a variety of ways to determine the most desired outcomes. This process began prior to the original SIA and has been built upon with feedback surveys, interviews and a variety of committee and community-involved meetings. We surveyed all parents in the district, receiving about a 35% response rate, as to how they felt we were doing in accomplishing the original objectives of our SIA plan and the HSS plan. Drilling down into various sub-populations, we used interviews with our SPED students, parent meetings with our Hispanic group, and our McKinney Vento coordinator reached out to families dealing with housing and other poverty issues. We also had staff meetings in each building to include all voices in our planning process. As we create not only our Integrate Plan budget, but also our district's general fund budget, we carefully examine the identified needs and supports to ensure that we are addressing all aspects.

Plan Summary

The primary needs identified by our community and staff are CTE and post-high school preparation, improved reading and math skills, school and student safety, and increasing opportunities in the Arts, PE and STEM. We have invested heavily in each of these areas, including adding staffing (the most expensive aspect) in CTE, Art, STEM and student support, both in and out of the classroom. These investments have impacted all three schools in our district. The regular staffing costs are ongoing and obligate the vast majority of the budgets of both SIA and HSS. These staff investments directly address the goals of HSS and SIA, including improving student progress towards graduation, their readiness for college and career once they leave high school, expanding the well-rounded learning opportunities for all of our students, increasing instructional time, assisting our subgroup populations in accessing more educational resources, and improving health and safety on our campus. Community engagement has improved as a result of the grant-related processes as well.

Based on community and student feedback and class roster data, these additions have been very well-received. Other funding targets within the budget include equipment and supplies for each of these areas and stipends for Friday Schools, after-school programs, and kindergarten readiness.

Equity Advanced

(250 words or less per question)

What strengths do you see in your district or school in terms of equity and access?

- Graduation Rates - both overall and for subgroups
- After school programs - choir, robotics, art programs, STEAM Club, etc

- Robust CTE program that continues to grow programs and enroll large numbers of students including subgroups
- Growing Music program Grades 5 - 12
- Growing Art Program K-12
- Dedicated programs, staff, and time to support struggling students K-12
- Access and training in certifications and industry programs
- Varied elective programs that incorporate student interest and need

What needs were identified in your district or school in terms of equity and access?

As with any small district, numbers can fluctuate year to year. Our subgroup data reflects the data trends of all students. In any year, we have a need to focus on our economically disadvantaged students, our students with disabilities, and underserved populations. We utilize strategies that help all students, but we also focus on our subgroups and what they need.

Describe how you used your equity lens or tool in your planning.

We use the Oregon Equity Lens to clearly articulate the shared goals we have for the intentional investments we will make to reach our goal of an equitable educational system. This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity. The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

- CTE Programs - The graduation rate of students enrolled in CTE classes consistently stays above the 95% mark. The number of students enrolled in CTE classes has increased significantly.
- SEL/Behavior Support - Students that are ready both physically and mentally to access and participate classes do better in school
- Music & Arts - Evidence proves that students with access to and who participate in music and arts programs do better in school
- Reading & Math Support - Math and reading specialists support core instruction and targeted interventions and enrichments. Both improve teacher effectiveness and therefore student achievement.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Our graduation rates consistently hovers at 90% or above. There are fluctuations as with any small school district. To continue seeing high graduation rates, we have implemented strategies to target struggling students.

Strategies include:

- HS dedicated scheduled time targeting students needs - Targeted Academic Groups - with focus teachers.
- Student Success Coordinator - 9th grade on track
- Encourage and schedule students in CTE classes - our subgroups participation rate is virtually the same as the all student rate
- Dedicated scheduled ELL classes
- Monthly Family/Adult English Classes
- ES - Dedicated specialists in math, reading, and science
- Dedicated time for Specially Designed Instruction based on student need
- Waive student participation fees based on student need

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

As required, Amity SD employs a homeless liaison for family outreach and sets aside Title I funds to provide financial relief for allowable activities that let McKinney-Vento identified students to fully participate in school and school activities.

CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

Our schools offer a wide variety of CTE Programs for a small school. This gives our students, regardless of ethnicity, SPED or identification a classroom to land, feel safe, and learn skills in a way an academic classroom might not provide. Our data shows our Hispanic population percentage, and the number of students taking CTE who identify as Hispanic are virtually the same. The same applies for our Economically Disadvantaged students.

Amity School District provides a place for all students to thrive and reach their goals. We have done a good job removing the barriers for students in CTE.

What needs were identified in your CTE Programs of Study in terms of equity and access?

As with any small district, numbers can fluctuate year to year. In any year, we have a need to focus on our economically disadvantaged students, our students with disabilities, and underserved populations.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Amity Middle School students are given the opportunity to take CTE courses during their 8th grade year. Curriculum for the Middle School students is engaging and is an opportunity for students to get a snapshot of the High School program and get excited.

Teachers spend some time in the Middle school and with the upper level elementary students helping them understand the opportunities in High school and how it affects their future.

Using this strategy- our participation rates in our CTE classes have rose significantly. In 15/16, before we had Middle school students in CTE, participation in CTE was 86 class periods. 17/18 forward, that participation rate hovers around 285 classes. More importantly, our retention rates year over year in CTE classes have risen significantly. CTE class participation is 45% freshman prior to bringing Middle School students over. Currently, the numbers across grade levels are close to even. Far more 10, 11 and 12 graders are staying in CTE classes.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Based on our available data (Graduation Data, Retention Data, etc.) this is not an issue at the Amity School District. Our students are given every opportunity to succeed and no student is told they cannot take a class based on their gender, race, orientation, socio-economic level or any other factor. The Amity School District has a strict policy of inclusion.

Well-Rounded Education

(250 words or less per question)

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

- When SIA first commenced Amity evaluated personnel, their skills and certifications, and surveyed the community to determine its priorities for our school's offering. From that combined data, we have added and expanded our elective offerings at all three buildings, as well as deepening some of the instructional support for certain core areas.

- At the HS level, a number of elective programs have been impacted, including CTE, Art, PE, Music, and Science. We have expanded our CTE program, adding a new facility, courses and teacher, bringing us to three full-time staff, providing twenty unique course offerings. Curriculum design is done through industry partnerships to ensure that our outcomes are aligned with post-high employer needs. Art and PE programs have been supplied with new equipment. Music has been expanded to a full-time position, serving grades 5-12. Science electives have been expanded.
- At the MS, students have a choice of CTE, Art and Music electives, all of which occur in the HS facilities. Leadership is also an available option.
- At the ES, we have added FTE to reading, math and science specialists in order to better serve our students' academic needs.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

- o The following Arts opportunities are available by school:
- o HS - Visual Arts (ceramics, visual media), Band, Choir
- o MS - Band, Visual Art Elective
- o ES - K-5 Winter Music Program, 5th grade band; Visual Arts Specialist

How do you ensure students have access to strong library programs?

- o In MS and ES, library access is built into the student's weekly schedule and each library is managed by a fully-trained, dedicated staff member. At the HS, the library is accessible to students throughout each school day as well as before and after school hours.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

- o Principals work with staff to ensure appropriate scheduling of meals and physical activity time.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

- o Elementary science specialist that works with all K-5 teachers; works with all core classroom teachers to design instruction
- o Host STEaM Fair grades 3-5
- o Required STEM course for all 7-8 students (PLTW)

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

- o All curriculum is evaluated by teaching staff and building level administration in order to ensure alignment and appropriate scope and sequence. Once this process is completed, the request for adoption is submitted to the district office, where it is again reviewed for compliance.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

- o Building administration works with teacher teams to design professional development centered around effective teaching strategies, including differentiation. Peer teachers work together in small groups to discuss student success and how to overcome identified barriers to student success.

How will you support, coordinate, and integrate early childhood education programs?

- o While the district does not operate or directly oversee any early childhood programs, we do coordinate with local preschools, Yamhill Community Care Organization, Early Learning Council and early intervention programs in order to ensure smooth and effective transitions into kindergarten. This includes working closely with families of special education identified students to make sure that they are receiving appropriate services at all times.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

- o The majority of our 7th and 8th graders take elective classes from high school teachers at the high school building. This means that they are familiar with the layout of the high school facilities, have a relationship with some of the teachers, and understand many of the fundamental educational and behavioral expectations. In addition, each spring the high school principal and counselor visit the 8th graders to talk about the importance of starting high school strong, processes, expectations, opportunities, etc. In late spring the 8th graders do an initial orientation visit to the high school and then have a full orientation in August which is in part conducted by the High School Leadership class.
- o Our high school has a full-time ASPIRE coordinator whose sole purpose

is to assist students in post-secondary opportunities, whether that is 4-year, 2-year, apprenticeships or workforce pathways. This staff member guides scholarship coordination and education, arranges for a variety of college and career visitations/tours, brings in guest speakers and supports post-high experiences in many ways. Our CTE teachers also have a variety of industry connections which provides opportunities for students to learn about various trades and employer expectations and requirements.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

- o Teacher teams meet by grade level to review student data and determine instructional needs, contacting parents when additional support beyond the traditional classroom environment is needed. Other support personnel such as counselors, academic support specialists or instructional assistants are often included, especially when they have an existing relationship with the struggling students. Grade, attendance and behavior data are all considered. Parents are included in all decisions that are made.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

- o Teacher teams meet by grade level to review student data and determine instructional needs, contacting parents when additional support beyond the traditional classroom environment is needed. Curriculum is adjusted accordingly for high achieving students, course placement changes are considered, as well as the possibility of courses from local higher educational institutions.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

- o **Before**
 - Teachers go to Middle and Late Elementary classrooms and talk about opportunities in High School and how they relate to high demand/high wage careers.
- o **During**
 - Guest speakers in classrooms

- Field Trips
- Non profit volunteer opportunities
- Industry Connected classroom projects
- Industry recognized certification
- Amity High School offers an ASPIRE program to help students explore college and career with an adult mentor from the community.
- College/ Career Days at the High School

Our CTE Director schedules community members to guest lecture in classrooms. For example, in our Electrical class- a local Electrician comes in once a week to work with students and create the direction for the week.

Our teachers work hard to create opportunities for students in a variety of careers so students get a broad idea of careers in their future

How are you providing equitable work-based learning experiences for students?

- o Amity School District has a strict no discrimination policy. We work hard to remove barriers students might face in our classrooms. For example- we are using grant funds this year to create a lower welding booth, so students with physical challenges are more comfortable taking our classes and preparing themselves for their future.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

- o Through relationships our CTE teachers have built with business and industry- Amity High School students will work closely with industry professionals to learn how work is done in business. Amity School District CTE Teachers will work through professional development to learn industry standards and update our equipment in our classrooms to industry standards. CTE students will have the opportunity to earn college credit through Chemeketa Community College Pre-Apprenticeship program.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

- o Through partnerships with local businesses and business owners, Amity School District students will learn how industry approaches challenges and tackles problems. We will work to help students learn how to think about challenges in their life through directed lessons and real world experiences.

CTE Focus

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

- o Our focus students hear about our CTE programs the same way every student does, through visits to the Middle School and Upper Elementary classrooms. In addition, We are creating an opportunity for families to come into the shops in the evening and learn skills they may not otherwise have the opportunity to. Through these evening classes, parents and older siblings can pass on those new skills to younger students and encourage their students to take our CTE Courses.

How will you prepare CTE participants for non-traditional fields?

- o Our CTE programs use content to develop skills for our students that will translate no matter what career students choose to follow. We emphasize accountability and the development of soft skills in our programs in order to help prepare students for their future.
- o Non-Traditional fields require the same basic framework of work ethic, communication, presentability

Describe any new CTE Programs of Study to be developed.

- o Amity School District is in the initial stages of a partnership with Dayton School District to offer classes at each other's high schools. Dayton School District has a Auto body manufacturing program our students are interested in, and Amity School District offers a Construction Trades program Dayton students are interested in. We are trying to think outside the box, allowing small school students to have opportunities they normally wouldn't have.

As our student population needs grow, our goal is to partner with local businesses and offer a Beauty/ Hair Design class to our students.

Engaged Community

(250 words or less per question)

If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

We know from state level data that our economically disadvantaged students are our lowest achievers. Anecdotally, we see those students also being less involved in school culture, less engaged overall. Since we are not allowed to

know who our economically disadvantaged students are specifically, we must make general changes and hope that this sub-population takes advantage of the changes.

What relationships and/or partnerships will you cultivate to improve future engagement?

More direct engagement with parents of struggling students.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Really the only resource that is needed is time for personnel to engage with the parents of students who are struggling in school. There is either an additional cost for more personnel time or a need for re-allocation of existing personnel responsibilities.

How do you ensure community members and partners experience a safe and welcoming educational environment?

We maintain multiple open lines of communication with all parents, using various modes. We make sure that all school personnel are easily accessible to parents and that all important information is available in home language.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

N/A

Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)

- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

How were they engaged?
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Each of our artifacts demonstrates a concerted but also regular engagement strategy. We survey our school community several times per year for various

purposes, we have several different in-person engagements for targeted populations (such as our Hispanic family nights, APaTT (a parent teacher group), Leadership Team (Title 1), small group feedback from SPED students, and opportunities for SPED parents to give feedback as a part of meetings), we give our staff lots of opportunities to give feedback and input in both school-wide meetings and committees.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

- o We used email, surveys, Class Dojo, in-person meetings
 - Email messages are the simplest way to get general information out to all parents, including our targeted sub-populations. This would fall on the INFORM level.
 - Surveys are used to generate specific feedback that assists the district in decision making. This falls under the INVOLVE level.
 - Class Dojo, used at the K-5 school, reaches over 95% of the parents in a real-time, interactive environment. This is on the INVOLVE level.
 - In-person meetings are used for many processes from Title 1 planning to engaging specific sub-populations such as the Hispanic community. It allows for real-time, face-to-face discussions. This is at the COLLABORATE level.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

- o Staff meetings: the most effective school-wide opportunity for staff to give input and direction to administration on current issues. COLLABORATE
- o Staff surveys: offer a chance for thoughtful responses to challenges and issues that the schools and district are dealing with. CONSULT
- o Leadership teams: focused groups of educators (certified and classified) coming together to plan for more effective student achievement. COLLABORATE

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

- o The vast majority of the feedback was positive and encouraged a continuation of current practices and initiatives. The community continues to value our investment in CTE, the Arts, STEM and other elective opportunities. This drives budgeting for both personnel and supplies.
- o We do hear that there is frustration with student behavior that we need to continue to address, hopefully with increasing effectiveness. This supports our continued use of MTTTS to improve our systems and responses.
- o We also hear the staff's concern for our poverty population's low achievement and lack of connection to school culture. We will continue to use after school clubs and activities to attempt to engage as many of these students outside of the classroom as possible. In the classroom, we have adopted new reading and math curriculums (and provided professional development to teachers and IAs) in the early elementary grades to try and better serve those struggling students.

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

- o Our CTE director and ASPIRE coordinator work in partnership to reach out to employers to engage them in Amity School District and to create opportunities for our students to get experience in the workplace. We provide access to Control Tower software through the WESD and to career exposure via SMSP partnerships.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

- When possible we grow our own for positions of need. We use traditional advertising, but also make direct contact with education programs in order to directly recruit teachers in areas of need. We host numerous student

teachers each year, many of which have become staff later with the district. Salaries are supplemented for hard-to-fill positions. An active mentor program has been very useful in helping first year teachers successfully navigate their entry into the profession and deepen relationships with other teachers.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

- Our elective and CTE course have participation that reflects our demographic makeup
- Our graduation rates for all subgroups are higher than state averages

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

- Elementary school uses PBIS with fidelity

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

- All teachers are annually surveyed to determine areas of professional development needs; staff meetings provide opportunity to discuss specific areas of need which can then be directly addressed by administration; data teams provide specific feedback regarding interventions and curriculum and instructional strategies.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

- Administrators routinely perform informal drop-ins and walk-throughs of classrooms, providing instructive feedback for teachers and classified staff.
- Grade level and subject matter data team meetings allow for lead teachers to work directly and regularly with other teachers, offering guidance and leadership.
- Reading, math, science, STEM specialists work across the district to provide professional development, co-teaching, offer input on intervention planning, etc., in order to assist all teachers in improving instruction and assessment.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

- At the ES,
 - Benchmark assessments are performed 3x/year and diagnostic assessments to target lagging skills.
 - An MTSS framework and platform to progress monitor and record data to ensure adequate evaluation of student progress and drive needed interventions.
- At the MS level,
 - Weekly grade checks are conducted and communicated to parents. Students who are struggling with grades are assigned to an Academic Support Room for a period of one week until deficits are repaired. This provides 40 minutes of intervention each school day.
 - Diagnostic assessments occur each month throughout the year using IXL, a real-time diagnostic that pinpoints students' grade-level proficiency in key math and ELA strands. Interventions are planned and implemented based on this data.
 - Friday Focus is support for students who are struggling academically. This is a time outside of school hours in which students can work in environments where student to staff ratio is low and distractions are minimized. Students who are demonstrating a deficit in grades are specifically invited, others can volunteer. This occurs one to two times per month.
- At the HS,
 - Students who are struggling with course-level grades are referred to first teacher teams to make adjustments if needed.
 - If course success is still lacking, students meet with a Student Success Coordinator who provides intervention strategies in collaboration with parents and student
 - A shorted 8th period has been added to the schedule (in the morning) for students who need additional assistance to get help from subject teacher

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

- Kindergarten transition camp in mid-August to facilitate a smoother transition for pre-K students into the elementary building.
- HS principal, counselor and ASPIRE coordinator visit the 8th graders at the

MS to start the orientation process for 9th grade

- 8th graders get a day-long orientation with upper-classmen guides to help them fully understand the building layout, processes, and expectations.
- MS Principal comes over to visit with 5th graders
- Evening program for 5th grade students/parents to meet 6th grade teachers, receive information about processes and expectations; get a tour of school, etc.
- 5th graders spend part of a school day at MS receiving guided familiarization with staff, building, and routines.

Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

x By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

x By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)

x By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

x Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process

x HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.