MICHIGAN Department of Education

FY26 Section 31a
Annual District Transparency Report

Fowlerville Community Schools

1. What was the total amount of the district's Section 31a allocation for the 2025-26 school year?

   $ 1,668,421.45

2. Describe the district's methodology and decision-making for distributing Section 31a At-risk grant funds to target the buildings with the highest needs.

Fowlerville Community Schools distributes Section 31a At-Risk funds through a districtwide data review and MTSS decision-making process. The district reviews i-Ready ELA and math data, attendance data, behavior and engagement data, high school credit status, and building-level MTSS information to identify where at-risk eligible students demonstrate the greatest need.

Funding is then prioritized to support buildings and student groups with the highest identified needs through supplemental instructional services and direct student support. Within MTSS-A, the district supports K-5 MTSS paraprofessionals, a 6-8 tutor, and K-12 Academic Interventionists who provide targeted Tier 2 and Tier 3 academic intervention based on student data and ongoing progress monitoring. These supports are adjusted as student needs change and are reviewed through multidisciplinary MTSS Tier 2/3 meetings.

Within MTSS-B, the district uses Capturing Kids' Hearts data, PBIS surveys, team meetings, and SWIS data reviewed with administrators and staff to identify behavioral, social-emotional, attendance, and engagement needs. Beginning in the spring, the district also convened a Behavior Alignment Team to review districtwide practices and help set priorities for continued PBIS implementation and student support.

These data helped inform continued PBIS efforts and the creation of the Student Safety and Support Specialist role, which supports crisis intervention and school safety, social-emotional and behavioral support, and chronic absenteeism and student engagement. At the high school level, the district also uses student achievement and credit attainment data to provide credit recovery opportunities for students who are off-track for graduation.

Overall, the district's methodology is to use academic, behavioral, attendance, and engagement data to determine where at-risk eligible students need support, then allocate Section 31a-funded services accordingly.

3. What evidence-based interventions and services were implemented with the Section 31a At-risk grant funds during the 2025-26 grant cycle?

FCS Interventions used during the 2025-2026 year and funded/partially funded with 31a money:

Academic / MTSS-A

- Tier 3 academic intervention services provided by K-12 Academic Interventionist support

    - Small-group reading intervention
    - Small-group math intervention
    - Progress monitoring for students receiving intervention
- K-5 MTSS paraprofessional support (Tier 2 services(
- 6-8 tutoring support (part of MTSS A)
- Multidisciplinary MTSS Tier 2/3 team meetings to review student data and adjust interventions
- Use of i-Ready diagnostic and progress data to identify students and monitor growth
- Summer School provided by invitation for students identified as performing below grade level in Math and or Reading

Behavior / MTSS-B

- PBIS implementation and reinforcement
- Capturing Kids' Hearts implementation and data review
- PBIS survey review and action planning
- SWIS data review with administrators and staff
- Behavior Alignment Team meetings to review needs and align districtwide behavioral practices
- Social-emotional and behavioral support services (SSW)
- Student Safety and Support Specialist services

High School / Graduation Readiness

4. Credit recovery for students behind in credits
5. Academic support for students off-track for graduation by creating Math Intervention and ELA Intervention class at the HS level (funding for resources)
6. Career- and college-readiness support connected to graduation progress

7. In what ways has the district collected feedback from parents or legal guardians on these interventions and services provided this year?

The district collected feedback from parents and legal guardians through multiple formal and informal opportunities during the 2025-26 school year. Families and community members had opportunities to provide feedback through Capturing Kids' Hearts survey data and PBIS-related surveys, which helped the district review school climate, student engagement, and behavioral support needs.

The district also shared information and gathered feedback through public meetings, including Board of Education meetings and Board Curriculum & Technology Committee meetings. These meetings provided opportunities for parent, guardian, and community input through public comment and discussion related to district programs, student supports, and intervention services.

In addition, Academic Interventionists communicated with families throughout the year regarding student progress, intervention participation, and areas of need. This provided informal, anecdotal feedback from families about the academic interventions and supports students were receiving.

For summer school, the district also used a post-program survey to gather feedback from families regarding the services provided, including communication, student participation, and the perceived benefit of the program.

8. Describe the method parents or legal guardians may use to provide feedback on the use of these funds.

Parents and legal guardians may provide feedback on the use of Section 31a At-Risk funds through several district communication and public input opportunities. Families may share feedback directly with building administrators, Academic Interventionists, teachers, and student support staff regarding the interventions and services their child receives.

Families may also provide feedback through district surveys, including Capturing Kids' Hearts and PBIS-related surveys, as well as post-program surveys such as the summer school family survey.

In addition, the district shares achievement data with the Board of Education, including information related to the MTSS triangle and student needs. These Board meetings are recorded and available to the public, and parents/legal guardians may provide input through public comment at Board of Education meetings. Families may also attend Board Curriculum & Technology Committee meetings where district programs, student supports, and intervention services are reviewed.

Feedback received through these methods is considered as the district reviews student needs, evaluates current supports, and makes future decisions regarding the use of Section 31a At-Risk funds.

For more information about Section 31a interventions and services available for your child(ren) contact: Kim Raginia (Literacy Coach) or Lauren Riccio (Math Coach) or Andrew Comb (Student Support Specialist MTSS B) or Adva Ringle (Asst. Superintendent of Academics - MTSS A)

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Kim Raginia (Literacy Coach) or Lauren Riccio (Math Coach) or Andrew Comb (Student Support Specialist MTSS B) or Adva Ringle (Asst. Superintendent of Academics - MTSS A)

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For additional questions regarding the Section 31a At-risk grant contact: Adva Ringle (Asst. Superintendent of Academics)