FY26 Section 31a
Annual District Transparency Report

Dexter Community Schools

1. What was the total amount of the district's Section 31a allocation for the 2025-26 school year? $535,239.26

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.

   During the 2025–2026 school year, the district utilized Section 31a funds to provide supplemental instructional and support services for students identified as academically at-risk. Funding was allocated to programs and personnel that directly addressed barriers to academic achievement and improved student outcomes.

Section 31a funds were used for the following purposes:

- Salaries and benefits for intervention teachers who provided targeted reading instruction through small-group and individualized interventions.
- Academic interventionists who supported students during the school day with evidence-based instructional strategies.
- Student support personnel, including behavior intervention specialists, who addressed non-academic barriers affecting student attendance, engagement, and achievement.
- Professional development for staff focused on implementing research-based intervention practices and supporting academically at-risk students.

The district monitored student progress throughout the year using benchmark assessments, attendance data, and other academic indicators to ensure services were effectively supporting eligible students. All expenditures were aligned with the district's approved Section 31a plan and complied with Michigan Department of Education requirements.

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

During the 2025–26 Section 31a At-Risk grant cycle, the district implemented several evidence-based interventions and services to improve academic achievement and address barriers to learning for at-risk students.

Section 31a funds supported specialized reading interventionists serving students in grades K–6. These interventionists provided targeted, evidence-based reading instruction to students identified through assessment data as needing additional literacy support. Instruction focused on strengthening foundational reading skills, improving reading proficiency, and accelerating academic growth.

The district also provided specialized support for English Learners (ELs) through trained instructional staff who utilized research-based language acquisition strategies. These services

focused on developing students' English language proficiency while supporting access to grade-level academic content.

Additionally, Section 31a funding supported a building-level Response to Intervention (RTI) Lead who worked to identify and reduce non-academic barriers that interfere with student learning. The RTI Lead coordinated interventions, collaborated with staff and families, and connected students with appropriate supports to improve attendance, engagement, behavior, and overall readiness to learn, allowing students to better focus on academic success.

4. 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 ongoing communication regarding their child's intervention services and progress. School staff met with parents to discuss individual student needs, review intervention plans, and gather input on the effectiveness of the supports being provided.

Student progress data was collected and monitored at regular intervals using assessment and progress-monitoring tools. This information was shared with parents during meetings and through ongoing communication, providing opportunities for parents to ask questions, offer feedback, and collaborate with staff in making adjustments to intervention plans as needed. This continuous partnership ensured that interventions remained responsive to each student's academic and non-academic needs.

5. 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 funds through multiple approaches, including parent-teacher conferences, intervention planning meetings, Individualized Reading Improvement Plan (IRIP) meetings (when applicable), and direct communication with teachers, interventionists, building administrators, and the RTI Lead. Parents are encouraged to share feedback regarding the effectiveness of services, student progress, and any additional supports their learner may need. The district considers this feedback when reviewing and refining interventions and services to ensure they continue to meet the needs of at-risk students.

For more information about Section 31a interventions and services available for your child(ren) contact: Your child’s building principal

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Melanie Nowak at nowakm@dexterschools.org

For additional questions regarding the Section 31a At-risk grant contact:
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