
Okemos Public Schools

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

\$1,168,641.25

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.

The district strategically utilizes Section 31a funds to provide targeted, supplemental support that aligns with the core goals outlined in the district's strategic plan. With the guidance of the district MTSS committee, student academic data is continuously reviewed to align instruction and intervention strategies with our adopted MTSS Continuum of Supports framework. Grounded in this framework, during the 2025–2026 school year, the district utilized Section 31a At-risk grant funds to provide supplemental instructional and support services for students identified as needing support based on a comprehensive review of academic data, including standardized benchmark assessments and classroom-level performance metrics.

To ensure resources were targeted toward the buildings and student populations with the highest needs, funding allocations were systematically prioritized for personnel positions. These dedicated staff members directly addressed systemic and individualized barriers to academic growth and achievement, focusing heavily on implementing evidence-based interventions and improving overall student outcomes across the district.

During the 2026-2026 school year, Section 31a At-risk funds were used for:

- A portion of the salaries and benefits for Multilingual Teachers (formerly ELL) who provided direct and consult language acquisition services to students
- A portion of the salaries and benefits for MTSS Instructional Coaches. These individuals provide comprehensive data review and analysis, offer direct support to teachers and paraprofessionals on evidence-based intervention strategies, and facilitate student progress monitoring. Additionally, they design intervention lessons and supervise the paraprofessionals who deliver these direct services to students.
- Learning lab paraprofessionals who provide direct instruction to identified students using evidenced based instructional strategies.
- Supplemental Learning licenses to provide targeted instruction to students
- Substitutes costs for Multilingual teachers to ensure that ML students received consistent learning for language acquisition

Aligned with the MDE MTSS Practice Profile, student learning was reviewed three times a year using benchmark assessments, attendance records, behavioral data, and other academic indicators. This comprehensive review ensured students were accurately



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identified for support eligibility, while ongoing progress monitoring throughout the year verified that interventions achieved their intended impact on student achievement.

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

The district implemented several evidence-based interventions and services to improve academic achievement for identified at-risk students. Section 31a funds directly supported the following initiatives:

Multilingual Learner (ML) Teachers: Provided specialized support through certified ML teachers in every building. These educators deliver research-based language acquisition instruction that develops English language proficiency while supporting equitable access to grade-level learning.

MTSS Instructional Coaches: Supported classroom teachers with evidence-based instructional strategies, coordinated intervention services within the learning labs, and facilitated vital collaboration and communication between staff and families to maximize student growth and achievement.

Learning Lab Paraprofessionals (Grades K-8): Provided targeted reading and math support. These staff members delivered evidence-based literacy interventions strictly aligned with the Science of Reading for students identified as needing supplemental support.

Supplemental Learning Licenses (Grades K-12): Provided targeted evidence-based learning in the areas of reading, math, and language acquisition support.

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 multiple ongoing communication channels throughout the school year. This included direct dialogues with classroom teachers, Multilingual Learner (ML) teachers, and MTSS instructional coaches during parent-teacher conferences, where student learning progress was discussed in detail. For applicable students, Individual Reading Improvement Plans (IRIPs) served as a collaborative framework to gather valuable parent input on the effectiveness of provided supports. Additionally, student learning was regularly progress-monitored, and benchmark assessment data was shared with families three times a year following each testing window. During these scheduled parent meetings, detailed academic information was presented, and parents were actively encouraged to ask questions, offer feedback, and partner with school staff to design the most effective learning plans for their child.

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



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Parents and legal guardians have multiple direct methods to provide feedback on the use of Section 31a funds throughout the school year. They are encouraged to offer input during scheduled parent-teacher conferences and individualized student meetings, such as Individual Reading Improvement Plan (IRIP) reviews. Additionally, parents can provide feedback and ask questions through ongoing, direct communication with their child's classroom teachers, Multilingual Learner (ML) teachers, and MTSS instructional coaches. Finally, when district benchmark assessment and progress monitoring data are shared three times a year, families are invited to engage with school staff to collaborate on intervention efficacy and help shape future learning plans.

For more information about Section 31a interventions and services available for your child(ren) contact: Your student's Building Principal

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Stacy Bailey at stacy.bailey@okemosk12.net

For additional questions regarding the Section 31a At-risk grant contact: Assistant Superintendent for Curriculum and Instruction, Stacy Bailey at stacy.bailey@okemosk12.net