

2025-2026 Section 31 At-Risk Annual District Transparency Report

Hillsdale Community Schools

1. The total amount of the district's Section 31a allocation for the 2025-26 school year was \$1,309,249.72. This amount is updated regularly during the school year. The Michigan Department of Education estimated allocation report from May 2026 can be found at this [link](#).

2. Hillsdale Community Schools was unable to fully plan for the use of Section 31a At-Risk funds prior to the start of the 2025–2026 school year due to the delayed approval of the State of Michigan budget. Because the state budget was not finalized until after the beginning of the school year, districts did not receive final allocation amounts or complete program requirements in time to make staffing and programming decisions before the school year began. Despite these challenges, Hillsdale Community Schools remained committed to providing timely and comprehensive support for students identified as at risk of academic failure.

Section 31a At-Risk funds were strategically allocated to provide targeted academic, behavioral, and social-emotional support across the district. Funding supported school success workers, credit recovery teachers, academic interventionist teachers and para professionals, behavioral coaches/interventionists, extended day teachers, alternative education/virtual learning teachers, one early learning development K teacher, transportation for extended day programs, and instructional intervention materials.

3. Funding supported school success workers who provided students with social-emotional learning opportunities, behavioral interventions, attendance support, and connections to families and community resources. Behavioral coaches/interventionists worked directly with students and staff to implement evidence-based behavioral supports, provide intervention services, and promote positive learning environments that increase student engagement and success.

Section 31a funding also supported academic interventionist teachers and paraprofessionals who provided intensive, targeted instruction to students requiring additional academic support in reading and mathematics. These educators implemented interventions through the district's Multi-Tiered System of Supports (MTSS) framework, working collaboratively with classroom teachers to identify student needs, deliver evidence-based instruction and interventions, monitor student progress, analyze data, and adjust instructional supports based on student response. By providing timely, targeted interventions within the MTSS framework, academic interventionist teachers and paras helped accelerate learning, close achievement gaps, and ensure students received the level of support needed to achieve academic success.

Additional Section 31a funds supported credit recovery teachers who provided students with opportunities to recover credits necessary for graduation and remain on track toward earning a high school diploma. Funding also supported after-school teachers and extended-day teachers who delivered targeted academic intervention, individualized instruction, and enrichment opportunities aligned to the science of learning designed to accelerate student learning and close achievement gaps. To ensure equitable access to these extended learning opportunities, Section 31a funding was also used to provide transportation for students participating in after-school and extended-day programs, removing barriers to participation and enabling more students to receive the additional academic support they needed.

Section 31a funding also supported one early learning developmental kindergarten (DK) teacher, ensuring that the district's youngest at-risk learners received high-quality, developmentally appropriate instruction during their foundational years of school. Providing a highly qualified teacher in the Developmental Kindergarten program allowed students to build essential early literacy, numeracy, language, and social-emotional skills while receiving individualized support to address learning needs before they became significant academic barriers. This early intervention is critical to establishing a strong foundation for long-term academic success.

To further strengthen instructional support, Section 31a funding was used to purchase instructional materials and intervention resources that provided students and educators with evidence-based tools aligned to district curriculum and intervention programs. These materials enhanced classroom instruction, supported small-group and individualized intervention, and helped ensure students received the resources necessary to meet their academic goals.

Through the thoughtful use of Section 31a At-Risk funds, Hillsdale Community Schools continued its commitment to removing barriers to learning, providing equitable access to academic, behavioral, and social-emotional supports, and improving outcomes for students identified as at risk.

4. Due to the delayed approval of the State of Michigan budget in October 2025, Hillsdale Community Schools did not have the opportunity to formally gather parent and guardian input regarding the use of Section 31a At-Risk funds prior to the start of the 2025–2026 school year. Although final funding allocations and program requirements were not available before the school year began, the district remained committed to meeting the academic, behavioral, and social-emotional needs of students identified as at risk.

Hillsdale Community Schools values strong partnerships with families and provides ongoing opportunities for parents and legal guardians to collaborate with teachers, building administrators, and district leadership throughout the school year. Families are encouraged to participate in parent-teacher conferences, school events, district advisory opportunities, and Board of Education meetings, where they can provide feedback and remain informed about programs and services that support student success.

The district also actively engages staff, families, and community stakeholders in continuous improvement planning through its strategic initiatives, school improvement process, and district

communications. Input from these stakeholders helps guide decisions regarding programs, resources, and services that improve student achievement and well-being. Hillsdale Community Schools remains committed to maintaining open communication and meaningful partnerships with families to ensure that Section 31a At-Risk funds are used to best meet the needs of students and support positive educational outcomes.

5. Hillsdale Community Schools has a locally elected board of education that is responsive to the needs of the community and students. Parents and legal guardians are encouraged to contact building principals or the Director of Curriculum, Instruction and State and Federal Programs to provide feedback on the use of Section 31a At-Risk funds. The most impactful feedback can be provided in the winter for the next school year so that parent and legal guardian input is considered prior to finalizing the plan for the upcoming school year.

For more information about Section 31a interventions and services available for your child(ren) contact your building principal. To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact the Director of Curriculum, Instruction and State and Federal Programs at 517-689-1380.