

Fennville Public Schools

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

1,998,137.68

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.

Fennville Public Schools distributes Section 31a At-Risk funds using multiple data sources to identify and prioritize the academic, social-emotional, attendance, and behavioral needs of students across the district. Given that approximately 82% of students are identified as economically disadvantaged, all buildings serve a significant population of at-risk learners and receive support through Section 31a programming.

The district first leverages available Title I-A funding at the elementary level to provide core academic interventions and supports, allowing Section 31a funds to be strategically directed toward additional districtwide priorities and the highest-need student populations.

Funding decisions are informed by student achievement data, attendance rates, behavior data, graduation and credit attainment indicators, and staff input from each building. Particular consideration is given to the district's alternative high school program, where students often demonstrate multiple risk factors, including credit deficiencies, chronic absenteeism, and increased barriers to graduation. While additional resources are allocated to support these students, the district also recognizes that at-risk needs exist across all schools and ensures that Section 31a funds are distributed to provide equitable access to interventions and services throughout the district.

This methodology allows the district to maximize available funding sources, coordinate supports, and target resources where they will have the greatest impact on student success.

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

Fennville Public Schools implemented a comprehensive system of evidence-based academic, behavioral, and social-emotional interventions through its Multi-Tiered System of Supports (MTSS) framework to address the needs of at-risk students. These services included Positive Behavioral Interventions and Supports (PBIS) practices aligned with the Tiered Fidelity Inventory (TFI), providing



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tiered behavioral supports, targeted interventions, progress monitoring, restorative practices, and individualized student support plans to improve school engagement, attendance, and student behavior.

Academic interventions were provided based on identified student needs through universal screening data, progress monitoring, classroom performance, and teacher recommendations. Evidence-based reading and mathematics interventions were delivered across grade levels through targeted small-group instruction, supplemental intervention programs, and individualized support designed to accelerate student learning and close achievement gaps.

To support secondary students who were behind in credits or at risk of not graduating on time, the district provided just-in-time credit recovery and core content support opportunities. These interventions focused on ensuring students earned required credits through targeted instruction, alternative learning pathways, and individualized academic support delivered by certified instructional staff.

Section 31a funds also supported certified teacher coverage in core content areas when substitute teachers were needed, helping maintain Tier 1 instructional fidelity and ensuring students continued to receive high-quality instruction aligned to district curriculum and state standards.

Additional extended learning opportunities included after-school tutoring programs, targeted academic support sessions, and robust summer school programming for students in grades K–12. These services provided opportunities for intervention, credit recovery, skill development, enrichment, and learning acceleration beyond the traditional school day and school year.

Recognizing the diverse needs of its student population, the district also provided English Learner (EL) supports that were integrated within the MTSS framework. Language acquisition services, instructional accommodations, targeted English language development supports, and collaborative interventions were layered with academic and behavioral supports to ensure equitable access to instruction and student success. Through this coordinated system of supports, the district addressed barriers to learning while promoting academic achievement, positive behavior outcomes, engagement, and graduation readiness for all at-risk students

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

Fennville Public Schools collected parent and guardian feedback regarding Section 31a-funded interventions and services through a variety of formal and informal engagement opportunities throughout the school year. These opportunities included parent-teacher conferences, where families discussed student progress, academic interventions, behavioral supports, attendance concerns, and additional services available through the district. Parents and guardians were also able to provide feedback during



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school-based events and through informational tables that shared resources and information about student support services.

The district further gathered community input through public Board of Education meetings, where district programs, student support initiatives, and funding priorities were discussed. Parents and community members were encouraged to share perspectives, ask questions, and provide recommendations regarding services provided to at-risk students.

In addition, building administrators, counselors, teachers, and support staff regularly communicated with families through meetings, phone calls, emails, and other family engagement activities, creating ongoing opportunities for parents and guardians to share feedback about the effectiveness of academic, behavioral, social-emotional, and English Learner supports. Feedback collected through these interactions helps the district evaluate current services, identify emerging needs, and continuously improve supports for students across all grade levels.

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

Fennville Public Schools encourages parents and legal guardians to provide ongoing feedback regarding the use of Section 31a funds and the effectiveness of services provided to at-risk students. Families may share feedback through parent-teacher conferences, meetings with building administrators, counselors, teachers, and support staff, as well as through phone calls, email communications, and other family engagement opportunities offered throughout the school year.

Parents and guardians may also provide input during Board of Education meetings, where district programs, student support services, and funding priorities are discussed. Information about Section 31a-funded programs and services is shared through district and school communication channels, and families are encouraged to discuss concerns, recommendations, or suggestions for improvement with school personnel at any time.

Additionally, families may access information and provide feedback through school events, resource fairs, and informational tables designed to connect parents with available supports and services. Feedback gathered through these various communication pathways is reviewed and considered as the district evaluates student needs, monitors program effectiveness, and plans future Section 31a-funded interventions and services to best support at-risk students across all grade levels



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For more information about Section 31a interventions and services available for your child(ren) contact: Building Principal, School Counselor, or Student Support Team

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Fennville Public Schools Central Office

For additional questions regarding the Section 31a At-risk grant contact: Fennville Public Schools Central Office