MICHIGAN Department of Education

FY26 Section 31a

Annual District Transparency Report

White Pigeon Community Schools

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

   $622,585

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.

   White Pigeon Community Schools distributes Section 31a At-Risk grant funds based on a review of student and building-level needs rather than allocating funds equally across the district. Each year, district and building leaders analyze multiple sources of data, including academic performance, attendance, behavior, graduation risk indicators, and other factors that identify students who may be at risk of not meeting academic success.

   Based on this review, funding is allocated to both Central Elementary and the Jr./Sr. High School, as both buildings have demonstrated unique areas of need. District leadership works collaboratively with building administrators to identify the supports and interventions that will have the greatest impact on improving outcomes for at-risk students. This needs-based approach ensures that Section 31a funds are directed where they can best support student achievement, engagement, and overall success while remaining responsive to the changing needs of students from year to year.

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 2025-2026 grant cycle, White Pigeon Community Schools utilized Section 31a At-Risk funds to implement a comprehensive system of evidence-based interventions and supports designed to improve academic achievement, increase student engagement, and address barriers to learning for at-risk students across all grade levels.

   At the elementary level, funding supported class size reduction through additional instructional staffing, allowing for more targeted small-group instruction and individualized academic support. Section 31a funds also supported district summer school programming through teacher and paraprofessional staffing, instructional materials, and classroom supplies to provide extended learning opportunities for students requiring additional academic intervention.

   At both the elementary and secondary levels, students received additional academic support through after-school tutoring programs, with funding covering instructional staff and materials needed to deliver targeted interventions beyond the regular school day.

The district invested in evidence-based instructional resources, including IXL Learning, to provide personalized, standards-aligned instruction and progress monitoring for students in grades K-12. Elementary students also benefited from the purchase of instructional technology, including iPads and related accessories, to increase access to individualized learning opportunities and intervention supports.

Recognizing that meeting the needs of at-risk students extends beyond academics, the district also invested in professional learning for staff through training and conferences focused on supporting students with behavioral, social-emotional, and specialized learning needs, including Crisis Prevention Institute (CPI) training and specialized professional development. These opportunities strengthened staff capacity to provide effective interventions and create supportive learning environments for students experiencing academic and behavioral challenges.

Collectively, these evidence-based interventions were selected to provide targeted academic support, increase student engagement, reduce barriers to learning, and improve educational outcomes for students identified as at risk.

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

   During the 2025-2026 school year, White Pigeon Community Schools gathered parent and guardian feedback through several ongoing communication and engagement opportunities. Parent-teacher conferences at both the elementary and Jr./Sr. High School provided structured opportunities for families to discuss student progress, interventions, and additional supports with teachers. Parents also participated on district and building improvement committees, where they were able to provide input on school programs, student needs, and district priorities.

   In addition to these formal opportunities, building administrators, teachers, counselors, and support staff maintained regular communication with families regarding student progress and interventions through phone calls, emails, meetings, and other individualized contacts as needed.

   As part of the district's continuous improvement efforts, White Pigeon Community Schools has identified parent engagement as an area for growth. Beginning in the 2026-2027 school year, specific staff responsibilities have been expanded to include a greater focus on family engagement and the intentional collection of parent feedback regarding district interventions and supports. This work will help create additional opportunities for families to share their perspectives and will strengthen the district's ability to evaluate and improve services for students identified as at risk.

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

   White Pigeon Community Schools encourages parents and legal guardians to provide feedback regarding the use of Section 31a At-Risk funds and the services provided to students through multiple avenues. Families may share input during parent-teacher conferences, through meetings and conversations with teachers, counselors, building administrators, and district leadership, or by contacting the district directly through phone or email.

   Parents also have opportunities to participate in district and building improvement committees, where feedback regarding student needs, district priorities, and programs is considered as part of the district's continuous improvement process. Beginning in the 2026-2027 school year, the district has also established a Professional Development Committee that includes parent representation, providing an additional opportunity for families to share perspectives that help inform district decision-making and the implementation of supports for students.

   The district remains committed to strengthening family engagement and will continue to expand opportunities for parents and guardians to provide meaningful feedback that informs the planning and evaluation of services supported through Section 31a funding.

For more information about Section 31a interventions and services available for your child(ren) contact: Shelly McBride, Superintendent

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Shelly McBride, Superintendent

For additional questions regarding the Section 31a At-risk grant contact: Shelly McBride, Superintendent