MICHIGAN Department of Education

FY26 Section 31a

Annual District Transparency Report

Grand Blanc Community Schools

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

   $6,317,400.07

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.

   Grand Blanc Community Schools allocates Section 31a At-Risk grant funds using a data-driven methodology designed to direct resources to the students and buildings with the greatest demonstrated need. The District annually reviews multiple indicators, including the percentage and number of economically disadvantaged students, academic achievement data, student growth, attendance rates, chronic absenteeism, graduation and dropout data (where applicable), behavioral data, and other risk factors identified under Section 31a eligibility requirements.

   Funding decisions prioritize buildings with the highest concentration of at-risk students and the greatest academic and non-academic needs. The District evaluates each school's data alongside existing staffing and intervention supports to identify gaps in services and ensure resources are strategically deployed where they will have the greatest impact on student achievement.

   Section 31a funds are used to provide supplemental evidence-based interventions and supports that address barriers to learning and improve educational outcomes for eligible students. Building-level allocations are reviewed annually as part of the budget development process and may be adjusted based on updated student data, enrollment trends, and changes in identified needs to ensure equitable and effective distribution of grant resources.

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

   Section 31a At-Risk grant funds were used to implement evidence-based interventions and services designed to improve academic achievement and address barriers to student success for eligible students. Funding supported targeted reading and mathematics interventions, supplemental small-group and individualized instruction, and ongoing progress monitoring to ensure students received timely academic support.

   The District also utilized Section 31a funds to address chronic absenteeism through proactive attendance interventions, student and family outreach, case management, and

strategies designed to increase student engagement and improve consistent school attendance.

Recognizing the connection between social-emotional well-being and academic success, Section 31a funds supported supplemental mental health services, including counseling, behavioral health supports, crisis intervention, and referrals to community resources when appropriate. These services were intended to reduce non-academic barriers that impact student learning and school participation.

In addition, the District provided supplemental English for Speakers of Other Languages (ESOL) services for eligible at-risk multilingual learners to strengthen English language acquisition and improve access to grade-level instruction. These services supplemented, but did not replace, required language instruction provided through other funding sources.

All Section 31a-funded services were supplemental to the District's core educational program, data-driven, and aligned with the identified needs of eligible students. Student progress was monitored using academic performance, attendance, behavioral indicators, and other relevant data to evaluate the effectiveness of interventions and inform continuous improvement.

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

   The District collects parent feedback through multiple methods to ensure families have meaningful opportunities to provide input regarding programs and services supported by Section 31a funds. Feedback is gathered through annual parent surveys, school and district climate surveys, parent-teacher conferences, family engagement events, Title I and other parent meetings, and direct communication with school administrators, counselors, social workers, intervention staff, and teachers.

   Building staff also proactively reach out to parents and guardians of students identified as needing additional academic, attendance, behavioral, or social-emotional support. These conversations provide opportunities for families to share concerns, discuss student needs, and collaborate with school staff to develop and monitor appropriate interventions.

   In addition, parents are encouraged to provide feedback through email, phone calls, meetings, and participation on school and district advisory committees, when applicable. The District reviews parent input alongside student outcome data to evaluate the effectiveness of at-risk programs, identify unmet needs, and inform decisions regarding the planning, implementation, and continuous improvement of Section 31a-funded services.

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

   Parents and guardians are provided with multiple opportunities to share feedback regarding programs and services supported by Section 31a funds. Families may provide feedback through direct communication with building leadership, including principals and assistant principals, as well as counselors, social workers, teachers, and intervention staff. Feedback is also collected through parent-teacher conferences, phone calls, emails, meetings, family engagement events, and district or school surveys.

   Building leadership and staff maintain ongoing communication with families, particularly when students require additional academic, attendance, behavioral, or social-emotional supports. This direct communication allows parents to share concerns, discuss their child's needs, and provide input on the effectiveness of interventions and services. Parent feedback is reviewed and considered alongside student data to evaluate programs, identify areas for improvement, and inform decisions regarding the planning and implementation of Section 31a-funded services.

For more information about Section 31a interventions and services available for your child(ren) contact: Sally Hohn, Student Services Coordinator; shohn@gbcs,org OR Allyson Walroth, Deputy Superintendent; awalroth@gbcs.org

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Sally Hohn, Student Services Coordinator; shohn@gbcs,org

For additional questions regarding the Section 31a At-risk grant contact: Sally Hohn, Student Services Coordinator; shohn@gbcs,org OR Michelle Maya, Director of Business Affairs