

FY26 Section 31a Annual District Transparency Report

Dansville Schools

Section 31a At-Risk funding provides supplemental resources to support students who are at risk of not meeting Michigan's academic standards or not graduating from high school. This report is provided in accordance with Section 31a of the State School Aid Act to describe how these funds are used to improve student outcomes.

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

Dansville Schools received approximately \$345,421 in Section 31a At-Risk funding for the 2025-26 school year.

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 annually reviews multiple data sources, including economically disadvantaged enrollment, academic achievement, benchmark assessments, attendance, behavior, graduation risk indicators, and social-emotional needs to determine how Section 31a funds are allocated. Funds are prioritized to buildings and grade levels with the greatest concentration of at-risk students. Particular emphasis is placed on early intervention by reducing the student-to-teacher ratio in the elementary grades to provide more individualized instruction and improve foundational literacy and mathematics outcomes. Additional funding decisions are based on student needs identified through the district's Multi-Tiered System of Supports (MTSS) process.

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-funded interventions are selected using student academic, attendance, behavior, and social-emotional data and are designed to remove barriers to learning while increasing academic achievement for eligible at-risk students. These interventions support the district's Multi-Tiered System of Supports (MTSS) and are intended to improve literacy and mathematics proficiency, increase student engagement and attendance, strengthen family partnerships, address behavioral and social-emotional needs, and improve graduation outcomes.

During the 2025-2026 school year, Section 31a funds supported the following evidence-based interventions and services:

- Reduced student-to-teacher ratios in the elementary grades to provide more individualized instruction and targeted academic support.
- Reading and mathematics intervention services for students identified through local benchmark assessments and progress monitoring.
- Tier II and Tier III interventions delivered through the district's MTSS framework.

- Attendance monitoring and intervention strategies designed to improve student engagement and reduce chronic absenteeism.
- Positive behavioral interventions and supports (PBIS) and behavioral intervention services for students demonstrating barriers to learning.
- School counseling and social-emotional supports to address non-academic barriers affecting student success.
- Credit recovery, academic mentoring, and intervention services for secondary students who are at risk of not earning sufficient credits toward graduation.

The district regularly monitors student progress throughout the school year and adjusts interventions as needed to maximize student growth and ensure Section 31a resources are used effectively.

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

Parent feedback is collected through conferences, surveys, family engagement events, communications with school staff, and other opportunities throughout the school year.

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

Parents may provide feedback by contacting their child's principal, the district office, or the Section 31a program administrator via phone, email, or written correspondence.

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