

Mason Consolidated Schools

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

613,604.75

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 distributes Section 31a At-Risk grant funds using a data-driven, needs-based process to ensure resources are directed to the schools and students with the greatest need. Funding decisions are informed by comprehensive district and building-level needs assessments conducted through the Michigan Continuous Improvement Process (MICIP) and aligned with the district's Multi-Tiered System of Supports (MTSS).

The district reviews multiple sources of data, including the concentration of economically disadvantaged students, Section 31a eligibility, academic achievement and growth data, benchmark assessment results, attendance, chronic absenteeism, behavior and discipline data, graduation risk indicators, and social-emotional and mental health needs. Building leadership teams collaborate with district administrators to analyze these data and identify the evidence-based interventions and supports that will have the greatest impact on student outcomes.

Funding is prioritized for buildings demonstrating the highest levels of academic, behavioral, and social-emotional need while ensuring equitable access to services across the district. All expenditures are reviewed to ensure they are allowable under Section 31a requirements, aligned with identified student needs, and designed to improve attendance, academic achievement, and college and career readiness for at-risk students. The district also monitors program effectiveness throughout the year and adjusts services as needed based on student progress and ongoing data review.

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 funds were used to implement evidence-based interventions and services designed to improve academic achievement, attendance, behavior, and social-emotional well-being for eligible students. Services were selected based on identified student needs through district and building-level data analysis and aligned with the district's Multi-Tiered System of Supports (MTSS).

Evidence-based interventions and services included:

- Targeted reading and mathematics interventions delivered through small-group and individualized instruction.

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- Academic interventionists and instructional support staff providing supplemental instruction and progress monitoring.
- Extended learning opportunities, including before- and after-school tutoring, summer learning, and credit recovery programs.
- Tiered behavioral interventions, including Positive Behavioral Interventions and Supports (PBIS) and restorative practices.
- Social-emotional learning (SEL) instruction and mental health supports provided by counselors, social workers, and other student support personnel.
- Attendance improvement initiatives, including family outreach, case management, and interventions to reduce chronic absenteeism.
- College and career readiness activities, academic advising, and transition supports for students at risk of not meeting graduation requirements.
- Family engagement activities and wraparound services that connected students and families with community resources to address barriers to learning.

The district regularly monitored student progress through academic, attendance, behavior, and other performance data to evaluate the effectiveness of these interventions and make adjustments as needed to maximize student success.

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 feedback from parents and families through multiple methods to evaluate the effectiveness of Section 31a-funded interventions and to guide continuous improvement. Parent input is gathered through district and building surveys, parent-teacher conferences, Individualized Education Program (IEP) and intervention team meetings (SAT meetings) (when applicable), family engagement events, and direct communication with teachers, counselors, intervention staff, and administrators. In addition, the district reviews parent comments and concerns received through phone calls, emails, and other communication channels to identify barriers to student success and opportunities to strengthen services. Feedback is analyzed alongside student academic, attendance, behavioral, and social-emotional data to determine the effectiveness of interventions and inform decisions about program modifications and future resource allocation.

The district values parent partnerships and uses stakeholder feedback as an important component of its continuous improvement process to ensure that Section 31a-funded services effectively meet the needs of at-risk students.

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



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The district encourages parents and guardians to provide ongoing feedback regarding the use and effectiveness of Section 31a At-Risk funds through a variety of communication and engagement opportunities. Parents may share feedback by:

- Participating in district and building-level parent surveys and school climate surveys.
- Attending parent-teacher conferences and meetings with teachers, counselors, intervention staff, and administrators.
- Participating in school improvement, parent advisory, or other stakeholder committees, when available.
- Attending family engagement events, informational meetings, and public Board of Education meetings.
- Contacting building principals, the district office, or student support staff by phone, email, or in person to share questions, concerns, or recommendations.

For more information about Section 31a interventions and services available for your child(ren) contact: Brandon Bates – Mason High School Principal - email – bates@eriemason.k12.mi.us
Ben Russow – Mason Middle School Principal – email – russow@eriemason.k12.mi.us
Debra McCain – Mason Central ES Principal – email – mccain@eriemason.k12.mi.us

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Renee Rymanowicz – Business Manager - renee.rymanowicz@monroeisd.us

For additional questions regarding the Section 31a At-risk grant contact:

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