MICHIGAN Department of Education

FY26 Section 31a
Annual District Transparency Report

Three Rivers Community Schools

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

   $1,587,226.81

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.**

   TRCS impacted student success by strategically allocating funds to integrate specialized personnel, advanced technology, and extended learning programs into an academic and social support system. The district staffs counselors and student support specialists, who provide targeted advocacy for all students—particularly Special Education, 504, and at-risk populations—while behavior interventionists reduced suspensions through restorative practices. Academically, instructional specialists and paraprofessionals delivered differentiated classroom instruction, amplified by an intensive middle school reading specialist who targeted critical literacy gaps. This staff network was supported by adaptive learning software and early warning diagnostics to track student metrics and personalize instruction. Finally, TRCS extended learning days by funding tutoring 6-12 and a structured, skills-based elementary after-school program.

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

   TRCS focused on student success by embedding research-based interventions into a structured, district-wide MTSS framework. Culturally, the district paired PBIS with restorative practices and universal behavioral matrices to maintain a positive, supportive environment. Academically, teachers relied on explicit instruction to model skills and build student independence, implementing Science of Reading literacy programs like CKLA and Amplify Reading to systematically strengthen phonics, word recognition, and reading comprehension. Backed by universal screeners and progress-monitoring tools—including Acadience, AIMSweb, and Delta Math—TRCS staff continuously analyzed data to dynamically adjust behavioral and academic interventions to meet the precise needs of every student.

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

   TRCS actively engages parents in the school improvement process. Families are active stakeholders on the School Improvement Team, collaborating to review data and review building initiatives that are grant-funded. To ensure every family had a voice, the district administers a parent survey at each building, capturing data on local school climate and academic gaps that may be impacted by grant fund initiatives. Finally, to maintain total transparency, all Board of Education meetings remained open to the public, offering designated public comment sessions where parents could openly voice their perspectives on policy adjustments and funding priorities before final board approval.

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

   Families can actively be a part of school initiatives through three structured pathways. First, they provide critical feedback on school climate and academic needs by completing building-specific parent surveys, which may impact how grant funds are prioritized. Second, they may serve as members of the School Improvement Teams, collaborating with educators to analyze student data and identify goals for funded programs. Finally, parents can maintain transparent oversight by attending public Board of Education meetings, utilizing designated public comment sessions to advocate for student needs and voice their funding priorities directly to district leadership.

For more information about Section 31a interventions and services available for your child(ren) contact: Nikki Nash, Interim Curriculum Director, 269-279-1100

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Nikki Nash, Interim Curriculum Director, 269-279-1100

For additional questions regarding the Section 31a At-risk grant contact: Nikki Nash, Interim Curriculum Director; or Mandi Zaborowski, Director of Finance and Business Operations, 279-279-1100