

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

River Bend Education District (6049-61)

Date Submitted to the State 06/12/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by River Bend Education District (6049-61). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12](#) (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

River Bend Education District (6049-61)'s literacy goal(s) for the 2024-25 school year:

The River Bend Education District will provide research-based reading instruction, assessments, and curriculum aligned with MN k-12 Academic Standards in English Language Arts for all students. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments. RBED will also provide LETRs training to Phase 1 teachers.

The following was implemented or changed to make progress towards the goal(s):

River Bend Education District provided LETRs volume 1 training to all Phase 1 teachers, with all retained teachers demonstrating mastery of the material. River Bend Education District conducted FastBridge assessment three times during the school year for screening and progress data. Additional subtests were used for diagnostic assessments, identifying the students in grades K-3 demonstrating signs of dyslexia. River Bend Education District used Functional Phonics and Morphology as well as Magnetic Reading in K-4 classrooms this school year for core language arts instruction.

The following describes how River Bend Education District (6049-61)'s current student performance differs from the literacy goal detailed in the READ Act:

River Bend Education District does not have every student reading at or above grade level. All students who were monitored this school year in grades K-8 are receiving level IV special education services and getting instruction to meet their individual needs. 28% of K-8 students were reading at or above grade level benchmark according to spring testing data.

River Bend Education District (6049-61)'s literacy goal(s) for the 2025-26 school year:

The River Bend Education District will provide research-based reading instruction, assessments, and curriculum aligned with MN K-12 Academic Standards in English Language Arts for all students. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments. 95% of River Bend students who are in programming for the full school year will improve reading skills.

River Bend Education District (6049-61)'s Local Literacy Plan is posted on the district website at:

<https://www.rbed6049.org/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by River Bend Education District (6049-61) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for River Bend Education District (6049-61) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	0	CTSTR	0	CTSTR	1	CTSTR
Grade 1	2	CTSTR	1	CTSTR	3	CTSTR
Grade 2	0	CTSTR	1	CTSTR	1	CTSTR
Grade 3	3	CTSTR	3	CTSTR	4	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how River Bend Education District (6049-61) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

River Bend Education District (6049-61) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	1	CTSTR
Grade 1	3	CTSTR
Grade 2	1	CTSTR
Grade 3	4	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by River Bend Education District (6049-61) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by River Bend Education District (6049-61) to determine which students in grades 4-12 are not reading at grade level:

River Bend Education District will use an integrated approach to screening students due to the high-risk population of students we serve as an education district. All students in grades 4-12 will be given the complete assessment.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Capti ReadBasix will be given 3 times per school year, fall, winter, and spring. The fall screener will be completed as soon as training is complete. The winter screener will be done in January. The spring screener will be completed in May.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in River Bend Education District (6049-61) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does River Bend Education District (6049-61) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Parent teacher conferences

Continuous Improvement for Parent Notification

River Bend Education District (6049-61) will make the following changes to parent notification and involvement for the 2025-26 school year:

Parents will be notified K-12 of assessment results after each testing period (3 times per year). Information sent to parents for students who are not proficient will include strategies that can be used at home to help their student succeed. Parents of general education students will also receive information regarding what reading-related services are currently being provided to the student.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

River Bend Education District (6049-61) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

FastBridge and ReadBasix data will be used to determine which students are not proficient in reading and need additional support. Students not already receiving specialized Tier 3 instruction in reading according to their IEPs, will receive Tier 2 reading intervention. Tier 2 and 3 reading interventions will be in one or more areas of the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, or comprehension.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Tier 1 instruction at River Bend Education District is highly tailored to the diverse population of students that we serve and differentiated based on student need. Social-emotional learning is a critical component of all academic teaching at River Bend. This is monitored through data review of student mastery on unit assessments, walk-throughs, and fall-to-spring score comparisons on reading screeners for all students.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Tier 3 targeted reading intervention serves the students on IEPs who have reading-related goals and objectives. Tier 2 targeted reading intervention serves any other student who is not meeting grade-level proficiency in reading.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

The progress monitoring protocol will be consistent for Tier 2 and Tier 3 reading instruction. Progress monitoring data for reading will be reviewed every other month (October, December, February, and April). The student's progress monitoring graph, with a trend line, will be reviewed. The intervention will change (intensify, modify, new intervention) if there are 3 or more data points consistently below the line.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students in Tier 2 intervention will continue with the intervention until they have met grade-level proficiency in that area. If there are no other areas of need, the student will be exited from reading interventions. If there are still other areas of need in reading, an intervention will be started to address the new need.

Does River Bend Education District (6049-61) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

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· No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

River Bend Education District (6049-61) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Personal Learning Plans will be added for the general education students served 9-12. All other students served are under Individual Education Plans.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

River Bend Education District (6049-61) is implementing a multi-tiered system of support framework:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by River Bend Education District (6049-61), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	30
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	15
	· Magnetic Reading Foundations, K-2, 2023 (Highly AI	Foundational	15
Grade 1	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	30
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	15
	· Magnetic Reading Foundations, K-2, 2023 (Highly AI	Foundational	15
Grade 2	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	30
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	15
	· Magnetic Reading Foundations, K-2, 2023 (Highly AI	Foundational	15
Grade 3	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	45

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Supplemental	15
Grade 4	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	45
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Supplemental	15
Grade 5	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	45
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Supplemental	15

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by River Bend Education District (6049-61) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Teacher created materials based on the science of reading: letter sound correspondence, phoneme blending, phoneme segmenting	Teacher created materials based on the science of reading: letter sound correspondence, phoneme blending, phoneme segmenting
Grade 1	Teacher created materials based on the science of reading: letter sound correspondence, phoneme blending, phoneme segmenting, blending words	PCI reading program, Edmark reading program, Teacher created materials based on the science of reading: letter sound correspondence, phoneme blending, phoneme segmenting, blending words
Grade 2	Teacher created materials based on the science of reading: letter sound correspondence, phoneme blending, phoneme segmenting, blending words, sight words; IXL Language Arts	Reading Milestones, IXL Language Arts; Teacher created materials based on the science of reading: letter sound correspondence, phoneme blending, phoneme segmenting, blending words; PCI Reading, Edmark Reading
Grade 3	Teacher created materials based on the science of reading: phoneme blending, phoneme segmenting, blending words, repeated reading with comprehension strategies, sight words; IXL Language Arts	Reading Milestones, IXL Language Arts; Teacher created materials based on the science of reading: phoneme blending, phoneme segmenting, blending words, repeated reading with comprehension strategies; PCI Reading, Edmark Reading

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	Teacher created materials based on the science of reading: phoneme blending, phoneme segmenting, blending words, repeated reading with comprehension strategies, vocabulary, sight words; IXL for Language Arts	Reading Milestones, IXL Language Arts, PCI reading program, Edmark reading program, Teacher created materials based on the science of reading
Grade 5	Teacher created materials based on the science of reading: blending words, sight words, repeated reading with comprehension strategies, vocabulary, duet reading; IXL for Language Arts	Reading Milestones, IXL Language Arts, PCI reading program, Edmark reading program, Teacher created materials based on the science of reading
Grade 6	Teacher created materials based on the science of reading: blending words, sight words, repeated reading with comprehension strategies, vocabulary, duet reading; IXL for Language Arts	Reading Milestones, IXL Language Arts, PCI reading program, Edmark reading program, Teacher created materials based on the science of reading
Grade 7	Teacher created materials based on the science of reading: blending words, sight words, repeated reading with comprehension strategies, vocabulary, duet reading; IXL for Language Arts	Reading Milestones, IXL Language Arts, PCI reading program, Edmark reading program, Teacher created materials based on the science of reading
Grade 8	Teacher created materials based on the science of reading: blending words, sight words, repeated reading with comprehension strategies, vocabulary, duet reading; IXL for Language Arts	Reading Milestones, IXL Language Arts, PCI reading program, Edmark reading program, Teacher created materials based on the science of reading
Grade 9	to be determined	Novel Studies, IXL Language Arts, Teacher created materials based on the science of reading aligned to student goals
Grade 10	to be determined	Novel Studies, IXL Language Arts, Teacher created materials based on the science of reading aligned to student goals

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 11	to be determined	Novel Studies, IXL Language Arts, Teacher created materials based on the science of reading aligned to student goals
Grade 12	to be determined	Novel Studies, IXL Language Arts, Teacher created materials based on the science of reading aligned to student goals

Continuous Improvement for Reading Interventions

River Bend Education District (6049-61) will make the following changes to reading interventions for the 2025-26 school year:

River Bend is adding: UFLI Foundations for Tier 2 and Tier 3 interventions for K-4. Additional middle school and high school interventions

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

River Bend Education District (6049-61) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/29/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Teachers who do not achieve at the 80% proficiency level will be required to redo the section that was failed. Upon redoing the section to learn the material, the teacher will receive ongoing coaching and guidance from administration as they work through Volume 2 this school year to ensure understanding and mastery of materials.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fidelity data will be collected through observation during administrative walk-throughs, teacher lesson plans or logs of instruction, and collection of student progress monitoring data.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Since we have another year of LETRs training, teachers will all be working through volume 2 together this school year. Through that work, they will be doing practice exercises in their classrooms and reporting on results during PLC sessions for feedback.

The following changes in instructional practices have impacted students :

In the programs that made all of the necessary changes with fidelity, students all demonstrated growth in reading according to the fall vs. spring FastBridge assessment scores. Students in that program were involved in standards-aligned novel studies for the second half of the school year, with a focus on comprehension strategies. Student engagement was increased by switching to novel studies.

River Bend Education District (6049-61) has implemented the following professional development and support for teachers around culturally responsive practices:

River Bend has not done any additional staff development on culturally responsive literacy practices. Teachers

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are being supported in globally implementing culturally responsive teaching techniques throughout the school year.

River Bend Education District (6049-61) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Paraprofessionals will be trained this school year for implementing reading interventions.

Continuous Improvement for Professional Development Plan

River Bend Education District (6049-61) will make the following changes to the professional development plan for the 2025-26 school year:

Culturally responsive teaching will be included in teacher development goals and plans for the 25-26 school year.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	19	0	17	2
PreK through grade 5 Curriculum Directors	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	1	0	0	1
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

River Bend Education District (6049-61) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$0.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Not applicable

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

River Bend Education District (6049-61) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$7,388.90

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Contracting or employing a District Literacy Lead
- Curriculum reviewed by MDE that was rated as highly aligned
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$3370

If funds remain, the plan to spend down the remaining funds are as follows:

The remaining funds will be used during the 25-26 school year for intervention materials 6-12 once the approved list is published on the MDE website in November and for partial payment of the district literacy lead.