Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Freshwater Education District (6004-61)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Freshwater Education District (6004-61). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). 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 (2025).

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1. Read Act Goals

District or Charter School Literacy Goals

Freshwater Education District (6004-61)'s literacy goal(s) for the 2025-26 school year:
By the end of the 2025-2026 school year, our district will strengthen literacy outcomes for all Kâ€"5 students by fully implementing evidence-based reading instruction aligned with the science of reading. At least 95% of Kâ€"5 teachers will complete state-approved professional development. The district will also become more proficient in FastBridge and the Dyslexia Screener to monitor student progress and provide targeted interventions for at-risk readers.

The following was implemented or changed to make progress towards the goal(s):
Freshwater established Fall, Winter, and Spring screening using FastBridge and CAPTI. However, data gaps remain due to incomplete student screening tracking and delays in receiving historical literacy data from external schools upon student enrollment.

The following describes how Freshwater Education District (6004-61)'s current student performance differs from the literacy goal detailed in the READ Act:
Current student performance shows that not all students are reading at or above grade level, as outlined in the READ Act. In addition to this achievement gap, not all students are demonstrating adequate growth over the school year. These gaps in both proficiency and growth emphasize the need for ongoing implementation of high-quality instruction, data-driven intervention, and progress monitoring to ensure all students are on a path to reading success.

Freshwater Education District (6004-61)'s literacy goal(s) for the 2026-27 school year:
The goal for the Freshwater Education District in 2026-2027 is to achieve systematic literacy alignment across all Freshwater sites so that the district is positioned to meet the MN READ Act goal of, "All students reading at grade level every year." Specific areas of focus will include:

Build capacity in our District Literacy Lead (DLL) to provide guidance to all school sites regarding the expectations of the MN READ Act. The DLL will become even more proficient with:
the required screeners (Fastbridge and Capti ReadBasix) including organizing, administrating, data collection, and analysis across the district so that students with reading difficulties and characteristics of dyslexia are systematically identified and,
the selection and consistent implementation of evidence-based practices, with both Tier I (core) and Tier II and III interventions.
Build capacity in all instructional staff, including paraprofessionals, so that there is consistent implementation of evidence-based practices. This will include:
participation in phase 2 professional development and paraprofessional structured literacy training (PSLT), and

selection and usage of highly aligned literacy curriculum across the district

Create and implement a literacy leadership team so that there is shared responsibility for ensuring students are reading proficiently. This will include:

using the MN MTSS framework to guide data-based decision making and,

establishing a systematic feedback loop with district administrators, district staff, and community partners (families) resulting in clear communication regarding expectations and needed supports for staff and students.

The Local Literacy Lead, Heidi Haase, for Freshwater Education District (6004-61) has an FTE of .20

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

Our Local Literacy Lead (LLL) is actively building capacity within her role and maintains a consistent line of communication with district leadership through monthly meetings with the superintendent. To align Freshwater with state-level mandates, she actively participates in the District Literacy Lead Community of Practice READ Act group.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

MDE Read Act Literacy Lead License List

No

The District Literacy Lead does not have an active allowable license for the following reason(s):

DLL holds a Tier 4 Early Child Education and a Tier 4 Parent and Family Education

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Freshwater Education District (6004-61) Local Literacy Plan is posted on the district website at

https://www.fed.k12.mn.us/family-resources

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.

Freshwater Education District (6004-61) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Freshwater Education District (6004-61) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	NA
	Grade 1	Vendor Composites using vendor benchmarks	NA
	Grade 2	Vendor Composites using vendor benchmarks	NA
	Grade 3	Vendor Composites using vendor benchmarks	NA

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Freshwater Education District (6004-61) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	Other - Review FastBridge data and IEP data
	Grade 8	1 time per year	Other - Review FastBridge data and IEP data
	Grade 5	1 time per year	Other - Review FastBridge data and IEP data
	Grade 9	1 time per year	Other - Review FastBridge data and IEP data
	Grade 10	1 time per year	Other - Review FastBridge data and IEP data
	Grade 11	1 time per year	Other - Review FastBridge data and IEP data
	Grade 12	1 time per year	Other - Review FastBridge data and IEP data

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Freshwater Education District (6004-61) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Freshwater Education District (6004-61) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

District will work to coordinate assessment schedules across all schools with the goal of achieving fidelity of CAPTI READ BASIX Implementation

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Freshwater Education District (6004-61) 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	1	CTSTR	2	CTSTR
1st	0	CTSTR	1	CTSTR	1	CTSTR
2nd	1	CTSTR	1	CTSTR	1	CTSTR
3rd	2	CTSTR	2	CTSTR	3	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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Freshwater Education District (6004-61) 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.

Freshwater Education District (6004-61) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Data not collected. See goals 1.4

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	0	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

Freshwater Education District (6004-61) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

The Nonsense Words subset was not administered in grades 2 or 3

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Freshwater Education District (6004-61) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

See goals 1.4

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Freshwater Education District (6004-61) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	5	0	1	CTSTR	CTSTR	0
5th	6	0	1	CTSTR	CTSTR	0
6th	5	0	0	CTSTR	CTSTR	0
7th	6	0	0	CTSTR	CTSTR	0
8th	4	0	2	CTSTR	CTSTR	0
9th	9	0	1	CTSTR	CTSTR	0
10th	15	0	4	CTSTR	CTSTR	0
11th	15	0	4	CTSTR	CTSTR	0
12th	9	0	2	CTSTR	CTSTR	0

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. 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.

Freshwater Education District (6004-61) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Teachers analyze student data during intervention planning sessions and IEP meetings. They evaluate an array of data, including universal screenings, progress monitoring, classroom assessments, mastery checks, and observations, to best match instruction to student needs. This collaborative data review helps identify skill gaps, implement evidence-based interventions, and adjust instruction.

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

Because Freshwater Education District primarily serves students with IEPs, our Tier 1 framework inherently differs from a traditional school district. In our specialized setting, Tier 1 core instruction is structurally designed around individualized, high-density accommodations and evidence-based modifications from the outset.

Differentiating Tier 1 Instruction: Differentiation is embedded directly into daily lessons through highly individualized pacing, multi-sensory approaches, and adaptive communication tools.

Monitoring Fidelity: Because instruction is so individualized, fidelity monitoring focuses on the consistent execution of evidence-based practices rather than a rigid, one-size-fits-all checklist. We are at the early stages of our Local Literacy Lead and program teachers monitor fidelity through routine classroom walkthroughs and instructional observations. We ensure that specialized instruction accurately maps back to both the student's IEP goals and the core components of structured literacy.

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

Students below benchmark are considered for Tier 2 interventions, and students with continued, significant reading challenges are considered for Tier 3.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

See goal 1.4

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

If they meet or exceed the benchmark.

Continuous Improvement for Data-Based Decision Making for Action

Freshwater Education District (6004-61) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

See goal 1.4

8. 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 Freshwater Education District (6004-61) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 1	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 2	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 3	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 4	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 5	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 6	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 7	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences

Grade	Frequency of Notification	Method of Notification
Grade 8	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 9	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 10	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 11	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences
Grade 12	Other - For our students on IEPs, parent communication/notification happens at a minimum of 1x/year. For ma	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

No

See goal 1.4

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

- Parent teacher conferences

Continuous Improvement for Parent Notification

Freshwater Education District (6004-61) will make the following changes to parent notification and involvement for the 2026-27 school year:

Have concrete processes for non-IEP students.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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.

Tier 1 (Core) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Freshwater Education District (6004-61), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Other Curriculum - We serve k-5 students in a highly specialized level IV setting	Other	Kindergarten	90
	Other	Grade 1	90
	Other	Grade 2	90
	Other	Grade 3	90
	Other	Grade 4	90
	Other	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
Freshwater will seek support and guidance from our Regional Service Coop, Sourcewell, for tier 1 curriculum selection
The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Ideally, we will complete by end of 2026 2027 academic school year

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Freshwater Education District (6004-61) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:
Changes will be determined using a resource review process with support from Regional Service Coop, Sourcewell.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE Intervention Program Review webpage.

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Freshwater Education District (6004-61) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Locally determined at the school site	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30

Continuous Improvement for Litearcy Intervention Resources

Freshwater Education District (6004-61) will make the following changes to literacy intervention resources for the 2026-27 school year:

Currently, interventions are specified within a student's IEP. Moving forward, and knowing our educators will continue to engage in professional development, we will seek to bring coherence across the district as it related to tier 2 and 3 supports and interventions. This will be in tandem with tier 1 resource selection processes.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Freshwater Education District (6004-61) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$0

Amount of Literacy Aid Funds spent in the 2025-26 school year:

$0

READ Act Literacy Aid

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

Freshwater Education District (6004-61) received the following amount of READ Act Literacy Aid in the 2024 school year:

$7,189

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
No funds received	Literacy Aid Funds

12: 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.

Freshwater Education District (6004-61) is using the following approved Phase 1 professional development program(s):

- CAREIALL
- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/30/2025

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Freshwater Education District (6004-61) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

07/01/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Our LLL will contact all of our teachers who do not complete the approved training with 80% proficiency and will offer support. However, we need to improve on this in our processes.

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 will be supported by the district literacy lead with support from the Regional Service Cooperative, Sourcewell.

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:

Fidelity will be supported by the district literacy lead with support from the Regional Service Cooperative, Sourcewell.

The following changes in instructional practices have impacted students:

We don’t have data to comment on this. We need to improve this in our processes.

Freshwater Education District (6004-61) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

We don’t have data to comment on this. We need to improve this in our processes.

Local Literacy Plan for Freshwater Education District (6004-61)

Freshwater Education District (6004-61) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support

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):

Phase 2 training to our ALC teachers. We also will continue to train any of our new paras if they have not had the training.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	1	1	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	14	14	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	15	15	0	0
K-3 Classroom teachers	2	2	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	8	8	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	2	2	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
Teachers who provide foundational reading instruction to students in grades 4-12	7	2	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	5	0	0	5
Employees who select literacy instructional materials for grades 6-12	2	1	0	1
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	2	2	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

14

The PSLT was provided by:

Regional Literacy Network

14. 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 (2025). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Freshwater Education District (6004-61) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Freshwater Education District (6004-61) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Freshwater Education District (6004-61) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Freshwater is utilizing the MnMTSS COMPASS lead, Kurt Becker to support implementation in 2026 2027

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Freshwater Education District (6004-61) does not include a DLI Program