

Ruhkala Elementary Inclusive Academic Programs and Support

Multiple Tiered Systems of Support (MTSS)

Rocklin Unified School District has adopted Multiple Tiered Systems of Support (MTSS) which is an integrated framework that focuses on strong delivery of core instruction, differentiated and student-centered learning, academic and behavioral data that informs instruction and programs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS integrates a data collection and assessment system, that includes universal screening, diagnostics

and progress monitoring, to inform decisions appropriate for each tier of service delivery.

Tier I Instruction for ELA

Tier I begins with a strong delivery of California Common Core State Standards aligned classroom instruction. In 2017, the District adopted Benchmark English Language Arts Program for students in grades K-5 and College Board's Springboard Program for students in grade 6. Both curricula provide a balanced and rigorous approach to reading and writing instruction, as well as opportunities for differentiation. RUSD is beginning to implement Universal Design for Learning which includes instructional strategies to ensure students have opportunities for learning through differentiated content, processes, and product. Students are assessed in the beginning, middle and spring of each school year to help teachers understand how to design instructional support for all students, including gifted and high achievers.

Tier I Instruction for Math

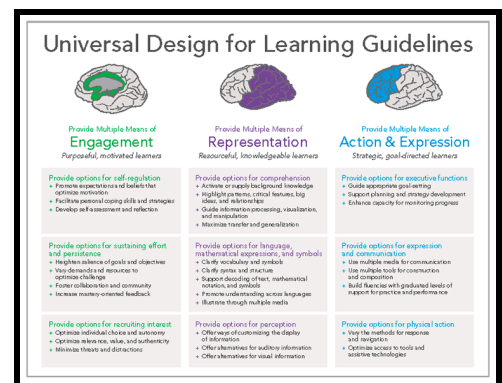
Tier 1 instruction for math focuses on engaging, rigorous classroom instruction. In 2015, the District adopted Bridges In Mathematics for students in grade K-5 and CPM for students in grade 6. These curriculums both place emphasis on conceptual, deep understanding of math concepts. They address both the content standards and the Standards of Mathematical Practice that ask student to apply the math skills they are learning to problem based, collaborative situations. Students are assessed comprehensively five times throughout the year. A Baseline Assessment is given in August/September, Checkup One in October, Checkup Two in January, Checkup Three in March, and Checkup Four in May.

Universal Design for Learning (All Students)

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.

Recognizing that the way individuals learn can be unique, the UDL framework, first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s, calls for creating curriculum from the outset that provides:

- Multiple means of representation to give learners various ways of acquiring information and knowledge,
- Multiple means of expression to provide learners alternatives for demonstrating what they know, and



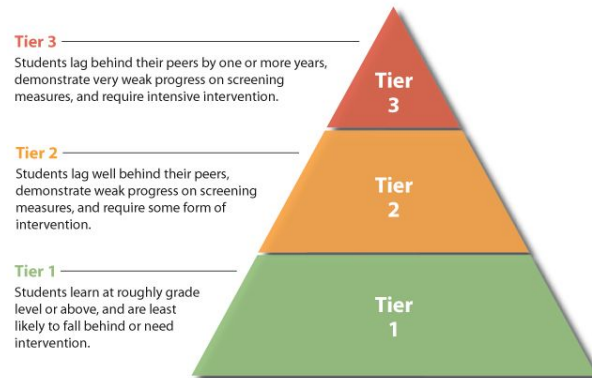
- Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

[Graphic Representation of UDL](#)

Tier II and III are Responses to Intervention - RTI

There is an enormous body of [research](#) indicating that all students make the most academic progress when they are provided with increasingly intensive interventions and/or opportunities to accelerate. This type of tiered intervention system is referred to as “Response to Intervention” or RTI.



One way to insure that regular RTI interventions/accelerations take place is by implementing a teaching model in which all students within a grade level are regularly assessed and placed in leveled groups for a thirty to forty minute block of targeted instruction four days weekly. For example, students at a grade level might be placed in a four levels based on their needs including an intensive group who receives research-based curricula (needs significant support), a strategic group (needs some support), and benchmark (at grade level group), and an accelerated group (requires extension).

Through this process, students neither become overwhelmed or bored. Instead, their instructional needs are being routinely met through targeted, small group instruction or through accelerated learning opportunities. Movement between the different instructional tiers is fluid and based on student performance. Grade level teachers continually make the necessary changes in student placement in order to meet each student's individual learning needs. This process results in all students reaching their full potential more rapidly.

Tier II - Strategic Instruction

During Huskie Shuffle those students who may be struggling in reading or math based on classroom performance and on screening assessments are provided

supplemental support. This first layer of additional support occurs outside of the time dedicated to core instruction, in small groups. This instruction focuses primarily on providing more explicit instruction through increased opportunities to practice and learn skills taught in the core using research based materials and strategies.

Rocklin Unified School District uses flexible student grouping in Tiers II and III and is implementing it this year across the district. Each student at Ruhkala Elementary in grades Kindergarten through fifth is assessed and will begin to participate in RTI rotations from November-May. In 2017-18, the instructional time block will be dedicated to either Math or English-Language Arts.

Tier III - Intensive Instruction

Based on targeted assessments that analyze a student's area of struggling, and of his/her responsiveness to the interventions provided at Tier II or III, a few students will be referred to Tier III. These students must receive more intensive interventions which are designed to accelerate their rate of learning. This is done by some combination of either increasing the frequency and duration of explicit, targeted instruction and/or by reducing the number of students in the instructional group to 1 to 3. This instruction is designed to address specific individual student needs using research based materials and trained personnel. Instruction is often through the collaboration of general and special education staff, and may lead to further assessment for a specific learning disability.

Resource Specialist Program - RSP (Qualifying Students)

The Resource Specialist Program is a function of special education. It is the least restrictive special education option for students needing additional academic support in mathematics and English-Language Arts.



In the RSP model, students are placed in a general education class and receive specialized academic instruction (SAI). Small group instruction is provided during the day to deliver the needed support. The amount of SAI required by a student in the RSP program is determined by the IEP team and based on the current goals.

Co Teaching

Co-teaching is a function of special education. It is a **minimally restrictive** option for students that can benefit from routine access to general education content and peers.



Students in a co-teaching model are placed in a general education classroom. With support from the general education teacher and special education teacher, curriculum and/or delivery are made accessible to the special education students participating in the classroom.

Extension/Enrichment

Benchmark Inquiry Projects and STEAM activities (Science, Technology, Engineering, Arts, and Math Integration) will extend student learning and will take place in the Learning Commons as part of the Intervention/Extension model. All students will have the opportunity to engage in this experience. Additional time will be given to students who are meeting grade level standard on their assessments and classroom work in both English Language Arts and math. However, all of our students will have the opportunity to take part in this extension time.

