

North Rose-Wolcott High School

MTSS Handbook

Supporting Behavioral, Academic, Attendance &
Social-Emotional Success



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What is MTSS?

MTSS stands for Multi-Tiered System of Supports.

MTSS is a proactive, school-wide approach to identify and support the needs of all students - academically, behaviorally, socially-emotionally, and in terms of attendance and health.

At NRW High School, **MTSS is not just a process, it's a mindset.** It means we believe that every student can succeed with the right support, and it's our responsibility as a school community to provide that support in a thoughtful, collaborative, and data-informed way.

How does it work?

MTSS brings together a team of school staff including, administrators, teachers, counselor, psychologist, social worker, nurse, and community partners who regularly meet to:

- Review whole school data about student progress and well-being.
- Identify students who may need additional support.
- Create plans for academic help, behavior needs, social-emotional support, attendance improvement, or medical follow-up.
- Monitor progress and make adjustments as needed.

Why do we use MTSS?

Every student is different. Some students thrive with general classroom instruction (Tier 1), while others benefit from small group support (Tier 2), or even individualized help (Tier 3). MTSS allows us to match the right level of support to each student's needs.

Purpose of MTSS

The purpose of MTSS at NRW High School is to foster a shared commitment to student growth and success through high expectations, collaboration, and intentional support.

- ★ Promote a culture of collective responsibility where all staff work together to ensure every student has the opportunity to thrive.
- ★ Design and implement school-wide initiatives that strengthen our climate and culture, support positive behavior, boost attendance, and enhance academic and social-emotional outcomes for all students.
- ★ Provide individualized support through targeted intervention plans that include progress monitoring, data-informed strategies, and consistent follow-through to ensure student success.
- ★ Support student well-being and mental health by creating a welcoming, affirming, and inclusive environment where every student feels seen, supported, and valued.

MTSS Includes Support for:

- Academic Performance
- Behavior and Discipline
- Attendance
- Social-Emotional Wellness
- Medical/Health Concerns

Key Features:

- Early identification of students who need help
- Team-based problem solving
- Targeted interventions and follow-up
- Collaboration with families and caregivers
- Progress monitoring to measure student growth

Stakeholders

- ★ Principal
- ★ MTSS Coaches
- ★ Assistant Principal
- ★ Instructional Coach
- ★ Psychologist
- ★ Counselor
- ★ Social Worker
- ★ Nurse

Optional Stakeholders

- ★ CCR Aide
- ★ SPOA Coordinator
- ★ Community Partners
- ★ SPED Case Manager
- ★ ESOL Teacher
- ★ Speech Teacher
- ★ Parent Liaison
- ★ General Ed. Teacher
- ★ Intervention Teacher
- ★ SRO
- ★ Parents/Guardians
- ★ Student

MTSS Framework Overview

At NRW High School, our MTSS framework provides a comprehensive, tiered approach to supporting students' needs across five key domains: behavior, attendance, academics, social-emotional wellness, and medical/health concerns.

We aim to ensure that every student receives timely, data-informed support through a collaborative process involving multiple stakeholders.

Whole School Focus (Tier 1 & 2)

MTSS (Tier 1 & 2) meetings are held bi-weekly and are dedicated to reviewing and responding to whole-school data. The MTSS team analyzes data across five “buckets” to identify school-wide trends and determine which students may need more targeted support.

Area of Support	Data Sources
Behavior	CCR entries, referrals
Attendance	Daily attendance and tardies
Academics	Quarter grades, iReady (9th & 10 Grades), 5-week reports
Social-Emotional	Threat assessments, risk assessments, surveys
Medical	Health records, nurse reports

Team Process:

- Review and analyze data to identify trends, needs, and gaps
- Develop whole-school initiatives to address trends
- Assign “point people” to monitor and implement school-wide initiatives
- Identify at-risk students for further review and potential next level intervention plans (tier 3)
- Monitor effectiveness and make adjustments as needed

Next Level Interventions (Tier 3)

For students requiring more individualized, intensive support, the MTSS team meets to discuss all those referred. For more information, please see [Next Level Intervention Plans](#).

Tiered Process, Supports and Interventions

Tiered Process

Tier	Focus	Process at NRW High School
<u>Tier 1</u> Universal Support	All students	Weekly MTSS data meetings focused on whole-school behaviors, attendance, academics, social-emotional needs, and medical data. The team reviews trends and implements school-wide strategies.
<u>Tier 2</u> Targeted Support	Some students (approx. 10–15%)	Weekly MTSS data meetings identify students who receive supports in small groups or additional targeted support.
<u>Tier 3</u> Next Level Intervention	Individual students (approx. 1–5%)	Weekly MTSS meetings are held when a “Request for Assistance” (RFA) has been completed. A deep data dive occurs, NLIP created, additional stakeholders are made aware of the newly developed NLIP, support and progress monitored every 4 to 6 weeks.

Tiered Supports & Interventions

Tier	Focus	Examples of Supports or Interventions
<u>Tier 1</u> Universal Support	All students	- Core instruction - COUGAR expectations - SEL check-ins - Grade level challenges - Health protocols - Classroom structures, routines, and norms
<u>Tier 2</u> Targeted Support	Some students (approx. 10–15%)	- Reading/math interventions - 2 x 10 check in - SEL or skills groups - Attendance tracking - Executive functioning supports
<u>Tier 3</u> Next Level Intervention	Individual students (approx. 1–5%)	- Next Level Intervention Plans - Cougar OPS (Recovery) - 1:1 Counseling - Outside agency referrals - Frequent progress checks - Wraparound services

Tiered Intervention Comparison Chart

Feature	Tier 1	Tier 2	Tier 3
What	Core Instruction	Targeted Support	Intensive, Individualized Intervention
Who	All students	Students at risk of not meeting grade-level expectations (10%-15%)	Students with significant and persistent academic/behavioral needs (1-5%)
Setting	Classroom	Small Group, targeted support	Small Group pull out, intensive intervention
Focus	Grade-level standards and skills	Specific skill gaps identified by data	Critical, individual skill deficits
Instruction	High-quality, evidence-based instruction; differentiation	Targeted, supplemental instruction in addition to Tier 1	Highly individualized, intensive, and explicit instruction
Time & Frequency	Daily, throughout the school day	Every other day	Every other day
Progress Monitoring	3x per year Benchmark assessments	Every 5 weeks	Weekly, sometimes daily
Provider	General Education Teacher	WIN with Classroom Teacher	Interventionist or Special Education Teacher

Roles and Responsibilities

Each MTSS team member plays a critical role in supporting student success. Team members are responsible not only for attending meetings but also for coming prepared with up-to-date, thoroughly reviewed data in their assigned areas. This ensures that meetings are efficient, focused, and action-oriented.

Please note: MTSS meetings cannot proceed without complete and ready-to-review data. It is the responsibility of each stakeholder to analyze their assigned data prior to the meeting and be prepared to present key findings, trends, and next steps. All stakeholders should be ready to present clear summaries, visual data (if applicable), and any supporting documentation.

Administrator(s)	Oversee entire MTSS process, Lead MTSS Agenda & Meeting
MTSS Coaches	Organize Tier 1 Activities, Manage Paperwork and Documentation & Provide Guidance to Staff throughout the MTSS process
Psychologist, Social Worker & SPOA	Social-Emotional Support, Student Need - Outside Agencies Data, Threat Assessments, Risk Assessments
Main Office Secretary & Counselors	Attendance Data
Principal	Academic Data
Assistant Principal	Behavioral Data - CCR/Referrals/Suspensions
Nurse	Medical Updates, Physicals and Immunization Data

Next Level Intervention Plans (Tier 3)

When a student requires more intensive, individualized support, the grade level team completes a “Request for Assistance” (RFA) in order to initiate a Next Level Intervention Plan (NLIP) for an individual student. This structured process will continue during both MTSS meetings and designated grade-level team meetings. NLIP’s ensure that interventions are meaningful, targeted, and based on a thorough understanding of the student’s unique needs.

A case manager is identified at the start of the process. This staff member (such as a counselor, school psychologist, social worker, or instructional coach) becomes the lead point of contact responsible for coordinating, implementing, and monitoring the NLIP.

Next Level Intervention Plan Process:

- 1. Conduct a Comprehensive Student Data Review**

The team begins by performing a deep, multi-domain analysis of the student’s current data including academics, behavior, attendance, and social-emotional well-being. This review includes all available documentation, observations, and previous intervention results.

- 2. Identify Strengths, Concerns, and Root Challenges**

In addition to challenges, the team identifies areas of student strength to build upon. The discussion focuses on uncovering root causes behind barriers to success, not just surface-level concerns.

- 3. Review Previous Tier 1 Supports**

Before moving forward, the team ensures that all applicable Tier 1 strategies were attempted with fidelity and duration. Documentation is reviewed to determine effectiveness.

- 4. Develop a Next Level Intervention Plan (NLIP)**

A student-specific plan is collaboratively developed with all stakeholders including the student and family. This includes, clear, measurable goals, targeted intervention strategies tailored to the student's needs, and assigned staff for implementation.

- 5. Design a Monitoring and Communication Plan**

The team outlines a process for progress monitoring, including tools and frequency. A communication plan is created to ensure regular updates with all involved parties including teachers, support staff, families, and the student.

- 6. Establish a Review Timeline**

A follow-up meeting is scheduled, typically within four to six weeks to evaluate the intervention’s impact and determine whether adjustments or further steps are needed.

- 7. Ensure Ongoing Collaboration**

Communication must remain consistent among all stakeholders: the student, their family, classroom teachers, service providers, and support staff. Ongoing documentation is essential for accountability and refinement of the plan.

Structured Data Review: The ORID Process

To support purposeful and equitable conversations, the ORID Method will be used during meetings to guide data analysis and decision-making:

- O – Objective: What does the data show? Present the facts without interpretation.
- R – Reflective: How do we feel about what we see? Are there surprises or concerns?
- I – Interpretive: What does it mean? What are the patterns, implications, and root causes?
- D – Decisional: What actions should we take next? What supports need to be implemented or adjusted?

*Using the ORID structure ensures that discussions remain focused, inclusive, and solution-oriented.

Submitting an Request for Assistance

Complete a [REQUEST FOR ASSISTANCE](#) form

- *This form should be completed with input from the student's teaching team*
- One person may begin to complete the RFA, sharing their input. An email will be sent to you from Google Forms when you submit. Simply share that email with your team -- and each member of your team can go in and add their own information.
- Once an RFA has been completed, that student will be added to the following MTSS meeting agenda (meetings are held on Thursday afternoons).
- At that meeting, it will be determined if more data is needed (if more data/information is needed, an email will be sent to the team by someone on the MTSS team), the student dashboard will be reviewed by the team, and if all information is available, we will determine if the student needs to be monitored or if a NLIP (Next Level Intervention Plan) needs to be put into place.
 - Monitor: means that the team feels that more data/information needs to be collected; student will remain on the MTSS document and will be discussed at a later date, after information has been gathered.
 - NLIP (Next Level Intervention Plan): a specific plan put in place for a student, that looks at academics, attendance, behavior and social emotional data. When a plan is created by the team, a member of MTSS will email the grade level team the document to help track progress.

*RFA will be reviewed at MTSS and next steps will be communicated.

* An RFA can also be submitted by a parent. If this occurs, the student will be reviewed at the following MTSS meeting.

Communication and Follow Through

Effective communication and consistent follow-through are the foundation of a successful MTSS process. In order to provide meaningful, student-centered support, all stakeholders must stay informed, engaged, and aligned.

Ongoing Communication Includes:

- Regular updates and coordination with all stakeholders—this includes anyone connected to the student’s success: teachers, counselors, specialists, support staff, families, and outside agencies.
- Consistent and clear communication with families to ensure they are active partners in the intervention process.
- Intentional engagement with students—providing space for them to reflect, ask questions, and understand the support being offered.
- Detailed documentation and timely observations to monitor progress, guide next steps, and maintain accountability.

Guiding Questions for Teams:

- Are we being equitable in how we support students?
- Are we doing what is in the best interest of the student(s)?
- Are we maximizing our efforts and resources to help the student(s) succeed?

District Mental Health Providers & Community Agencies

District Providers	Role
Chelsea Eaton	Director PPS
Paige Dapolito	Elementary School Nurse
Miranda Motyka	Elementary Social Worker
John Bittner	Elementary School Counselor
Joy Fields	Elementary School Psychologist
Colleen Barron	Middle School Nurse
Sara Boogard	Middle School Psychologist
Mary Finn	Middle School Counselor
Carrie Hoestermann	Middle School Social Worker
Vicki Randall	High School Nurse
Miranda Merton	High School Counselor A-K
Lori Purcell	High School Counselor L-Z
Sara Casini	High School Social Worker
Rebecca Kandt	High School Psychologist

Community Agencies	Staff Member
Wayne Behavioral Health	Dayna Starks
FCSFL Trauma Therapist	Breana Cline
YAP	Todd Nittolo - MS

Health Resources		
Wayne County Public Health	315-946-5749	1519 Nye Rd. Lyons, 14489
Wolcott Pediatrics (RRH)	315-594-9444	6254 Lawville Rd Wolcott, 14590
Sodus Community Health	315-483-1199	6341 Ridge Rd. Sodus, 14551

Glossary of Terms

MTSS (Multi-Tiered System of Supports)

A proactive, school-wide framework designed to identify and support the academic, behavioral, attendance, social-emotional, and medical needs of all students.

Tier 1 (Universal Support)

Core instruction and school-wide systems of support provided to all students. Focused on prevention and promoting positive outcomes for the whole student body.

Tier 2 (Targeted Support)

Supplemental interventions provided in small groups to students who need more support than what Tier 1 offers.

Tier 3 (Next Level Intervention)

Individualized and intensive support provided to students with significant needs in academic, behavioral, social-emotional, attendance, or health areas.

Next Level Intervention Plan (NLIP)

A structured, individualized support plan developed for students receiving Tier 3 interventions. Includes goals, strategies, a communication plan, and monitoring timelines.

ORID Process

A data analysis framework used in MTSS meetings to guide conversations through four stages: Objective, Reflective, Interpretive, and Decisional.

Progress Monitoring

The regular collection and analysis of student data to assess the effectiveness of interventions and inform next steps.

Case Manager

A designated staff member (e.g., counselor, psychologist, social worker, instructional coach) responsible for coordinating and monitoring a student's NLIP.

Stakeholders

All individuals involved in supporting a student's success, including school staff, families, outside agencies, and the student themselves.

Intervention

A specific strategy, support, or program designed to address a student's identified needs in a targeted way.

Data-Informed Decision Making

The use of multiple data sources to guide the identification of student needs, development of support plans, and evaluation of intervention effectiveness.

Whole School Data Review

The regular review of trends in school-wide academic, behavioral, attendance, social-emotional, and health data to inform Tier 1 and Tier 2 supports.

Collaborative Problem-Solving

A team-based approach used in MTSS to identify concerns, analyze data, brainstorm interventions, and monitor student progress.

COUGAR Expectations

The school-wide behavioral expectations and values established to create a safe, respectful, and supportive school climate.

Wraparound Services

Comprehensive supports that may include both school-based and community-based interventions to address a student's complex needs.

CCR (Cougar Conduct Report)

A behavioral tracking tool used at NRW to document student behavior entries and referrals.

Social-Emotional Learning (SEL)

Instruction and experiences that help students develop self-awareness, self-regulation, social skills, empathy, and responsible decision-making.

Advisory

A scheduled time during the school day focused on relationship-building, SEL check-ins, and support for student well-being to begin their day.

i-Ready

An online assessment and instructional tool used to monitor student progress and provide targeted academic support in reading and math.

Executive Functioning Supports

Strategies or tools that help students with organization, time management, planning, and other skills necessary for academic success.

Threat/Risk Assessments

Evaluative processes conducted by school mental health professionals to determine the level of concern regarding student safety or well-being.

SPOA (Single Point of Access)

A referral system used to connect students and families to outside mental health services.