

# North Rose-Wolcott Middle School

## MTSS Handbook

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Supporting Behavioral, Academic,  
Attendance & Social-Emotional Success



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## What is MTSS?

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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 Middle 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?

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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?

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*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

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The purpose of MTSS at NRW Middle 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

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

## Additional Stakeholders (as needed)

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

# MTSS Framework Overview

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At NRW Middle 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, 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 2 or 3)
- Monitor effectiveness and make adjustments as needed

## Next Level Interventions (Tier 3)

For students requiring more individualized, intensive support, the MTSS team meets during grade-level team time for Tier 3 planning. These “Next Level Intervention Plan” (NLIP) meetings are student-specific and solution-focused.

# Tiered Intervention Comparison Chart

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

# Tiered Process, Supports and Interventions

## Tiered Process

| Tier  | Focus  | Process at NRW MS  |
|---|--|--|
| <b><u>Tier 1</u></b><br>Universal Support       | All students                                     | Bi-weekly MTSS data meetings focused on whole-school behaviors, attendance, academics, social-emotional needs, and medical data. Cougar Pride Team reviews trends & implements school-wide strategies. |
| <b><u>Tier 2</u></b><br>Targeted Support        | Small Groups (approx. 10–15%)                    | Bi-weekly MTSS data meetings identify students who receive supports in small groups or additional targeted support.  |
| <b><u>Tier 3</u></b><br>Next Level Intervention | Intensive, Individualized Support (approx. 1–5%) | Individual student meetings during grade-level team time. Deep data dive occurs, NLIP created, additional stakeholders are needed, support and progress monitored every 4 to 6 weeks.                  |

## Tiered Supports & Interventions

| Tier  | Focus  | Examples of Supports or Interventions  |
|---|--|--|
| <b><u>Tier 1</u></b><br>Universal Support       | All students                                     | <ul style="list-style-type: none"> <li>- Core instruction</li> <li>- COUGAR expectations</li> <li>- SEL check-ins in Advisory</li> <li>- Attendance challenges</li> <li>- Health protocols</li> <li>- Classroom structures, routines, and norms</li> </ul> |
| <b><u>Tier 2</u></b><br>Targeted Support        | Small Groups (approx. 10–15%)                    | <ul style="list-style-type: none"> <li>- Reading/math interventions (i-Ready)</li> <li>- 2 x 10 check in</li> <li>- SEL or skills groups</li> <li>- Attendance tracking</li> <li>- Executive functioning supports</li> </ul>                               |
| <b><u>Tier 3</u></b><br>Next Level Intervention | Intensive, Individualized Support (approx. 1–5%) | <ul style="list-style-type: none"> <li>- Next Level Intervention Plans</li> <li>- 1:1 Counseling</li> <li>- Outside agency referrals</li> <li>- Frequent progress checks</li> <li>- Wraparound services</li> </ul>   |

## Next Level Intervention Plans (Tier 3)

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When a student requires more intensive, individualized support, the MTSS team engages in initiating a Next Level Intervention Plan (NLIP) for an individual student. This structured process will continue during 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.

# Roles and Responsibilities

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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.*

|                             |   |
|-----------------------------|---|
| Principal                   | Oversee entire MTSS process   |
| MTSS Coaches                | Lead MTSS Agenda and Meeting  |
| Assistant Principal         | Behavioral Data - CCR/Referrals/Suspensions   |
| Psychologist /Social Worker | Social-Emotional Support - Student Need - Outside Agencies Data, Threat Assessments, Risk Assessments |
| Counselor                   | Attendance Data   |
| Instructional Coach         | Academic Data   |
| Nurse                       | Medical Updates, Physicals and Immunization Data  |

## 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 a Request for Assistance (RFA)

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- Meet as a grade level team to discuss the student
  - Consider strengths of the student
  - Review tier 1 interventions that are implemented across all content areas
  - Consider areas of concern - B.A.S.E.
    - Behavioral Data - request CCR data, review notes in SchoolTool, review referrals
    - Academic Data - WIN Group - tier 2 or tier 3
    - Benchmark Data (i-Ready) & NYS Data
    - Social Emotional Supports (Counseling, YAP, WBH)
    - Athletic Involvement, Club Involvement
- Set up parent meeting to discuss concerns
  - Put steps in place for success of the student
- ***If the student continues to struggle...***submit RFA - include all steps that have been put in place

### [Request For Assistance Link](#)

\*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

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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

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| 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

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## **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.

**RFA**

Request for Assistance - Process for a student to be reviewed at MTSS when they are academic, behavioral, or social-emotional concerns.

**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.