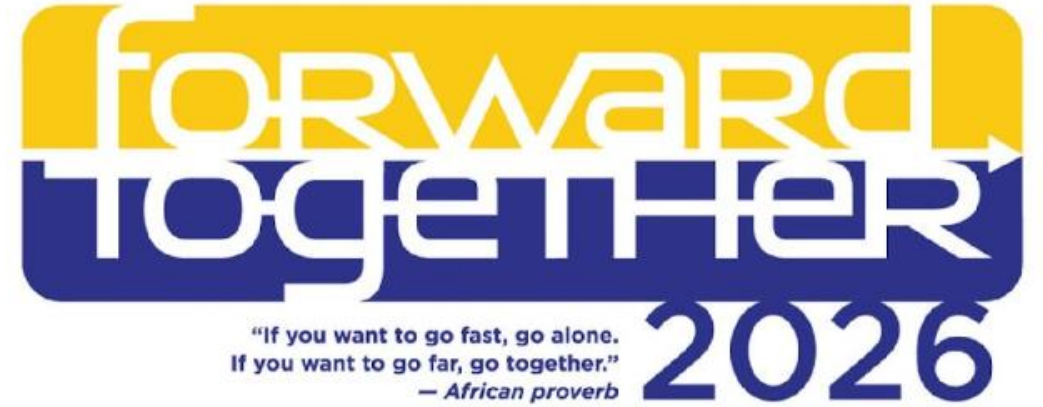




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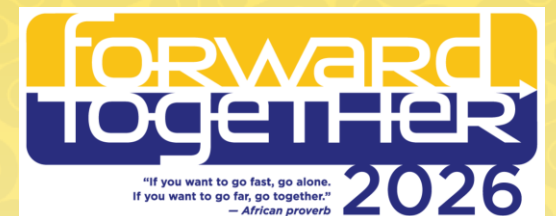


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Building a Strong Foundation: Starting an MTSS Program in a New School

Julia Weston, Special Services Coordinator
Heritage Heights Academy

Iris
February 27, 2026 | 1:30 – 2:30 PM
New Schools & Development



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Building an MTSS System from the Ground Up



A Practical Framework for New Schools

*Presented by Julia Weston
2/27/26*

MTSS Consulting Solutions, LLC



SPOTLIGHT



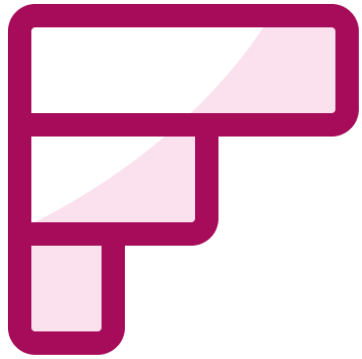
Julia Weston

I'm Julia Weston, founder of MTSS Consulting Solutions, LLC. With experience teaching across multiple states and a master's in special education, I help schools and districts design, implement, and sustain effective MTSS frameworks that support students academically, behaviorally, and socially.

My mission is to empower educators with evidence-based strategies and scalable systems that create lasting, equitable impact. Outside of work, I stay active as a runner and enjoy outdoor adventures with my family.



What is your current position?



How familiar are you with MTSS?





What is currently working well in your classroom?



Objectives...




By the end of this session, participants will:

- Understand the core components of MTSS
- Learn how to design Tier 1, 2, and 3 systems
- Know how to establish data, teams, and routines
- Leave with a clear first-year MTSS action plan

What *is* and is *not* MTSS

What MTSS *Is*

- A schoolwide prevention system 
- Integrates academics, behavior, and social-emotional supports
- Uses data-based decision making
- Focuses on early intervention



What MTSS *Is NOT*



- Not just special education
- Not only interventions
- Not a referral program
- Not optional or teacher-by-teacher

Why MTSS Matters in a New School

Advantages of Starting MTSS Early

- Builds consistent expectations from day one
- Prevents achievement and behavior gaps
- Creates shared language
- Reduces over-referral to special education

Risk of Not Planning MTSS Early

- Reactive interventions (in the moment)
- Inconsistent supports
- Staff burnout
- “Wait-to-fail” culture



Core MTSS Framework

Tier 1 (80–90%)

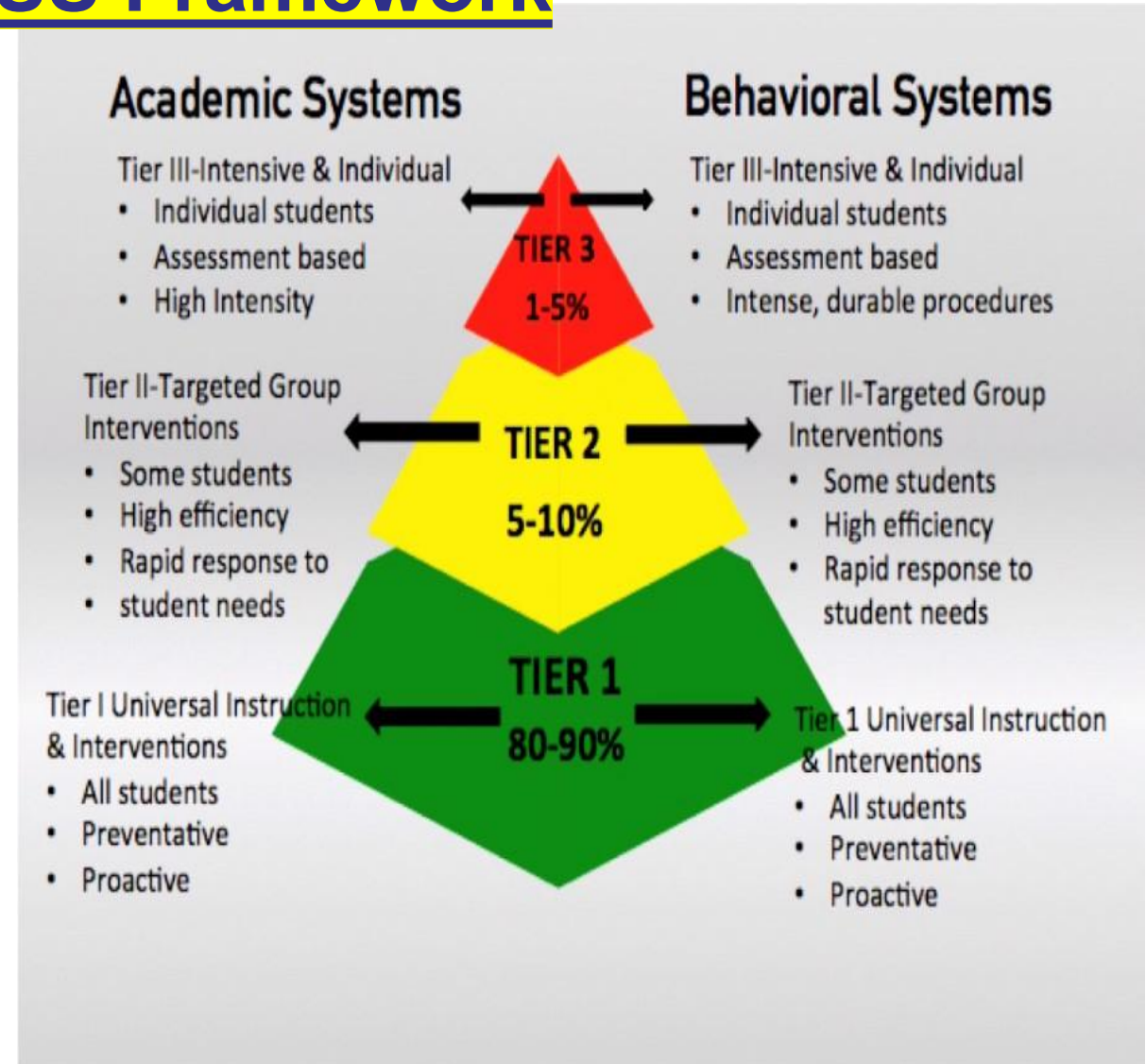
- Core instruction & universal supports
- High-quality teaching for all

Tier 2 (5–10%)

- Targeted small-group interventions
- Supplemental support

Tier 3 (1–5%)

- Intensive, individualized interventions
- May involve special education consideration



Policies and Procedures for MTSS/Intervention Services

<https://docs.google.com/document/d/1oN3UgrZfBXgp-vllwEFRdnildyVrScSrTtxiErAwCvc/edit?tab=t.0>

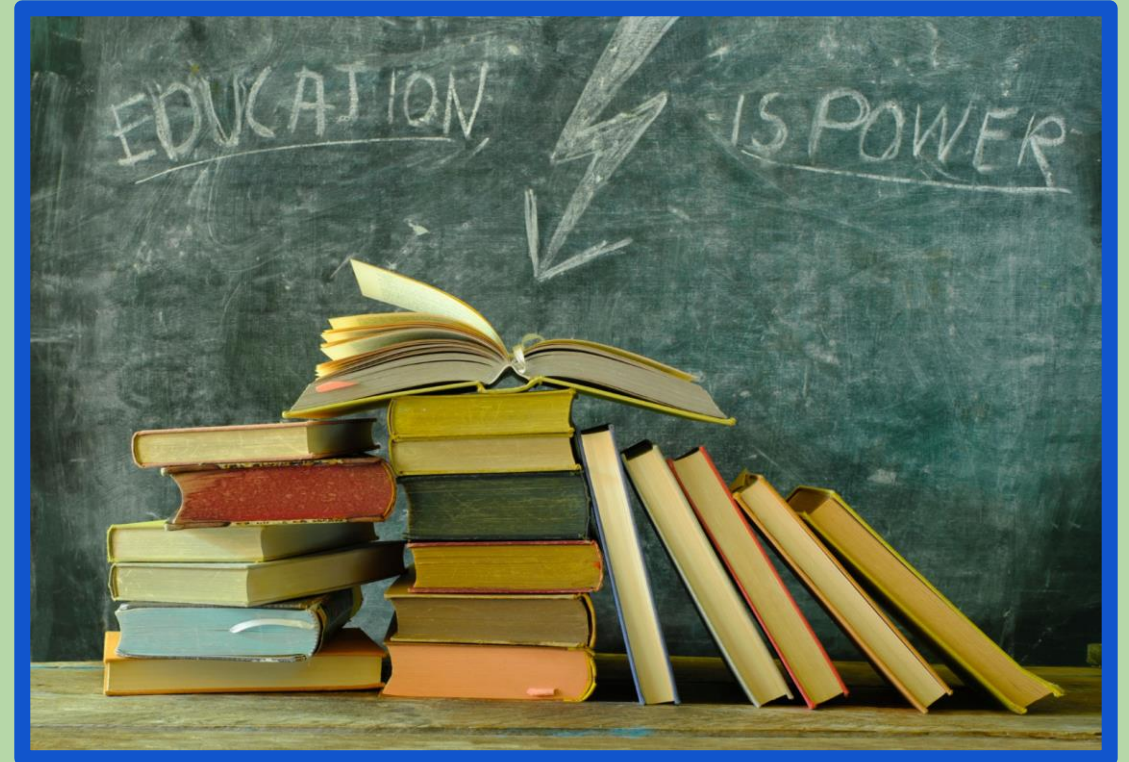


Creating policies and procedures for a Multi-Tiered System of Supports (MTSS) ensures consistency, equity, and clarity across a school or district. Policy explains what and why, while procedures explain how the system works in daily practice.

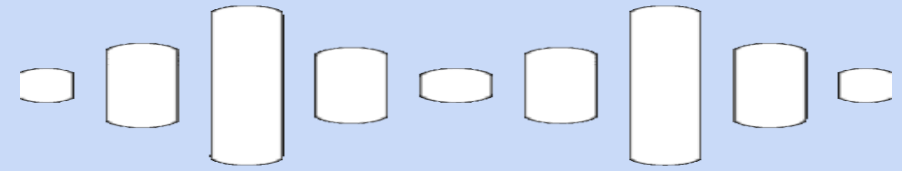
Key MTSS Components



- Universal screening
- Progress monitoring
- Evidence-based instruction
- Fidelity of implementation
- Collaborative teams



Main Takeaway



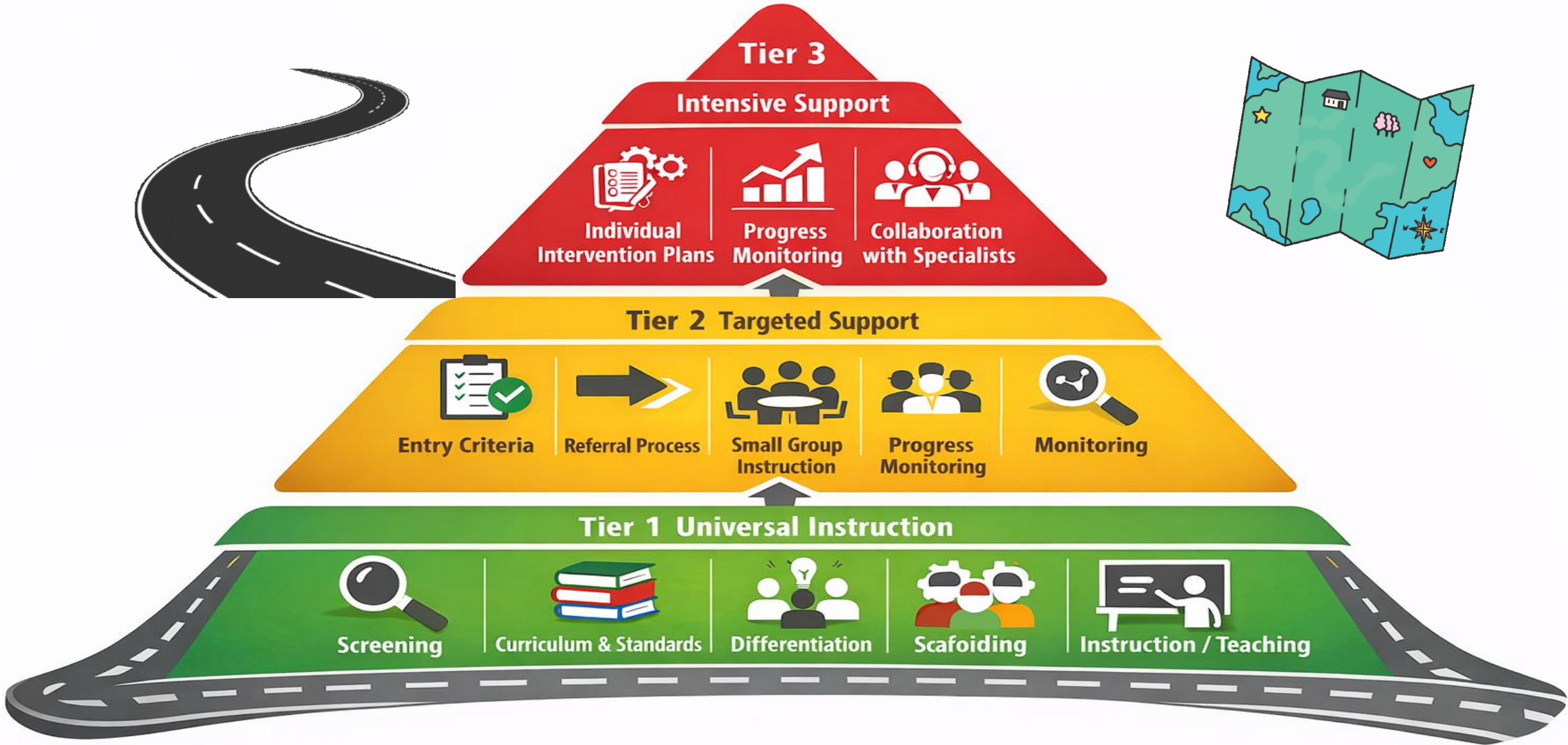
MTSS IS A SYSTEM,
✔ **NOT A PROGRAM**



Integrated Processes and Supports

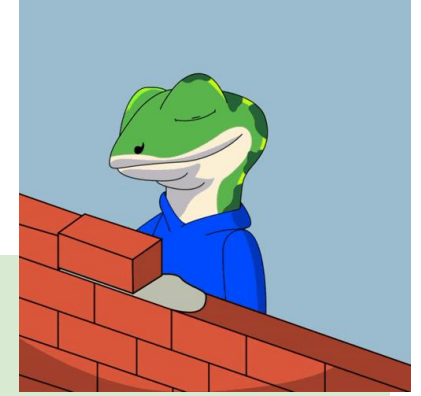


MTSS / RTI Roadmap



Tier 1 Is the Foundation

Building Tier 1 in a New School



Academic Tier 1

- Standards-aligned curriculum
- Clear instructional expectations
- Differentiation and scaffolding
- Common pacing and assessments

Behavioral / SEL Tier 1

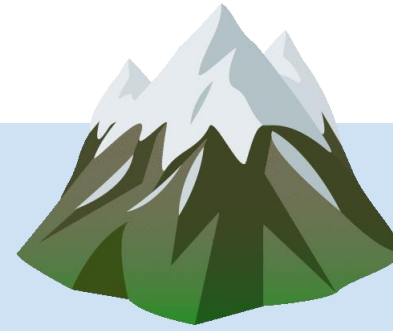
- Schoolwide expectations (PBIS-style)
- Explicit teaching of behaviors
- Consistent acknowledgment system
- Predictable routines



If Tier 1 is weak, Tier 2 and 3 will fail.

Tier 1 Data

- Universal screeners (3x per year)
- Classroom formative assessments
- Behavior data (attendance, referrals)



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Key Question:

“What does *every student* receive every day?”



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Tier 2 Design



Entry criteria based on data



Small-group interventions



Scheduled intervention blocks



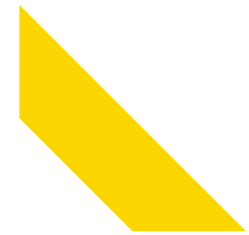
Progress monitoring every 2–3 weeks



Students DO NOT enter Tier 2 without referral

Procedural Steps

- **Teacher fill out MTSS Tier 2 documentation referral form**
- **MTSS meeting takes place**
- **Parents are informed**
- **Create MTSS documentation form**
- **Designed interventions appropriate**
- **Fill out RTI form**
- **Plan implemented for 6-8 weeks**
- **Reevaluate**



Dear Parents/Guardians,

At Heritage Heights Academy, we are dedicated to supporting every student's academic, behavioral, and social-emotional growth. One way we do this is through our Multi-Tiered System of Supports (MTSS). MTSS is a framework that provides targeted support and instruction based on each student's individual needs.

Through MTSS, students who may benefit from additional support receive interventions using a tiered approach:

- Tier 1: High-quality instruction and support for all students in the classroom.

https://docs.google.com/document/d/1EwezIL10_hH4ySB4Cx7b_8o10eU1aYwtY-LyGqq34s4/edit?tab=t.0

Referral to Tier 2

Date of Referral: Referring Teacher:

First Name: Last Name: DOB: Grade: Primary Language:

Ethnicity: Gender: Days Absent: Retained: Cummins Support: Speech: ENL Support/SLP:

Present Levels: Please fill out ALL present level information below and mark your primary areas of concerns for the student.

<https://docs.google.com/document/d/1YkC8sDmxreGyBytapENReUyl4ob1KXiSueDGSKBi93g/edit?tab=t.0>

MTSS Documentation


Students Name:

Teacher Name:

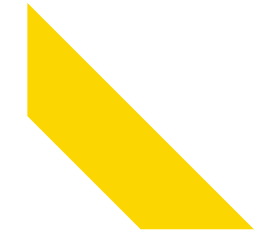
Date:

Birthdate:

Grade Level:



<https://docs.google.com/document/d/1yaX1nCo-qsAD-IF4NkVZgINZjVYo6VdFUw01eLfFtxc/edit?tab=t.0>



Examples

- Reading fluency groups
- Math skill groups
- Social skills groups
- Check-in/Check-out

RTI Meeting Form

Team:	Date:	Start Time:	End Time:
Student:			
Action Items	Estimated time	Minutes/ Notes	
Review goal (from last meeting) <ul style="list-style-type: none"> • What worked? 	5 minutes		
Challenges? <ul style="list-style-type: none"> • What is the most 	5 minutes		

<https://docs.google.com/document/d/1JBnaL1vrBU01XanOuhLdfJd94cnVJ--zjjXqwM20LGg/edit?tab=t.0>

check-in check-out

Student Name: _____ Week of: _____

	Behavior	Work
Monday	😊😊😊😊	😊😊😊😊
Tuesday	😊😊😊😊	😊😊😊😊
Wednesday	😊😊😊😊	😊😊😊😊
Thursday	😊😊😊😊	😊😊😊😊
Friday	😊😊😊😊	😊😊😊😊

Today was a great day! I did my work and had fun!

Today I needed to be reminded to get back on task and do some work.

Today was a struggle for me. I couldn't do the work.

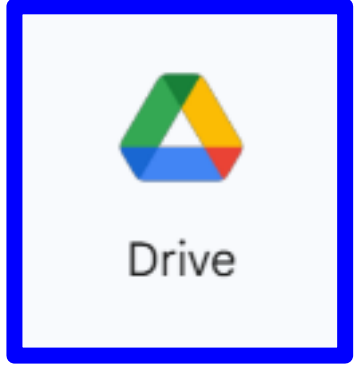
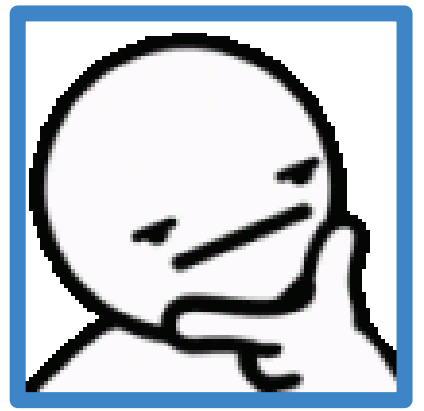
Name: _____

How I'm Feeling Today

Circle one or more groups to explain how you're feeling about today's lesson, then explain why you chose them below.

😊 😊 😊 😊 😊 😊 😊 😊 😊 😊

How to collect data??



<u>Observation Date/ Time:</u>		
	<u>Setting:</u>	<u>Notes:</u>
Completes assignments	<input type="text"/>	
Participates in discussion	<input type="text"/>	
Remains engaged and focused on lesson	<input type="text"/>	
Demonstrates understanding of the lesson and/ or task	<input type="text"/>	
Works effectively with peers	<input type="text"/>	
Asks for help when needed	<input type="text"/>	
Remains on topic in conversation	<input type="text"/>	
Regulates emotions and maintains self-control	<input type="text"/>	
Follows classroom or setting rules	<input type="text"/>	
Applies feedback if given	<input type="text"/>	
Transitions between activities efficiently	<input type="text"/>	
Other:	<input type="text"/>	

Academic

Check Lists

Note Support

Speech/Language

Behavior

Executiv

Observa

Tier Sup

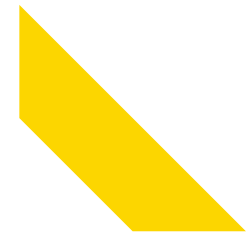
W Behavior Rubric.docx

Rubric for the Classroom Setting-

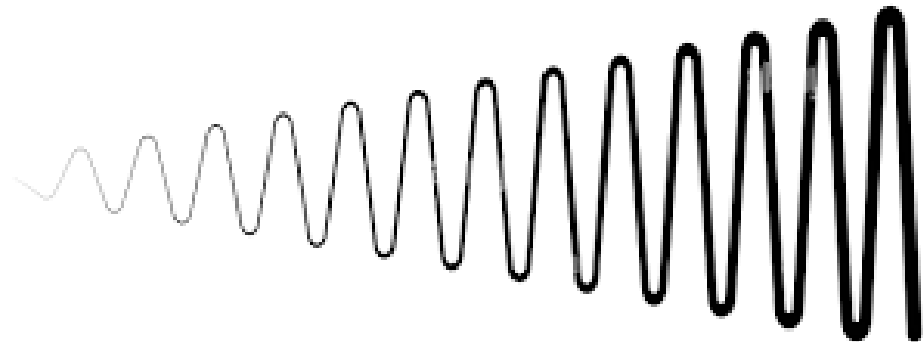
	Developing 1 Pts	Accomplish 2 Pts	Exemplary 4 Pts	
10	Needs reminders to be respectful to adults and peers	Is respectful to adults but needs reminders to be respectful to peers	Respectful to peers and adults. Uses manners without being reminded.	
11	Needs reminders to follow verbal or written directions	Follows directions but may need a reminder	Follows directions the first time given	
12	Often needs reminders to talk in an age appropriate voice	Sometimes uses a voice that is not age appropriate	Uses a tone of voice that is appropriate for the situation	
13	Needs many reminders to complete work on time	Completes assignments in timely manner. May need some reminders to stay on task	Completes assignments on time	

Tier 3 Design

- Individualized intervention plans
- Increased frequency and intensity
- Weekly progress monitoring
- Collaboration with specialists



Students DO NOT enter Tier 3 without documented Tier 2 support.



A-B-C Behavior Report

Student Name: Molly

Defensivity:
 1 = mild problem, not injurious, dangerous, or overly disruptive
 2 = moderate problem, caused pain, somewhat dangerous and/or disruptive
 3 = severe problem, may have caused pain and/or injury, dangerous, needed additional staff/help, extremely disruptive

Duration:
 1 = lasted less than 1 minute
 2 = lasted more than 5 minutes but not more than 15
 3 = lasted more than 30 minutes from first behavior to resolution

#	Antecedent (check)				Behavior (check and rate)								Consequence (check)			
	Time	Location	Activity	Staff	Aggression	Defensivity	Duration	Escape	Compliance	Other	Staff	Staff	Staff	Staff		
1	✓					✓					1	1		✓		
2	✓					✓	✓				3	2		✓		
3		✓			✓				✓		4	3		✓		
4	✓					✓					2	1	✓			
5																

Include Date, Time, Setting, Brief Explanation, and Staff Initial

1 3/4 AJ 10:12 in PE, wanted to pass out balls, got him involved in another activity, worked well

2 3/4 LJ 11:30 at Lunch, wanted two desserts, yelled at lunch staff, stepped in and redirected to table

3/4 LJ 1:15 during Math, broke pencil, left room, returned later and apologized to teacher

3/4 AJ 2:30 packing up, wanted to be first, yelled at peer, ignored, and she complied

©2016 In a Field



RTI Meeting Form

Team:	Date:	Start Time:	End Time:
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Student:

Action Items	Estimated time	Minutes/ Notes
Review goal (from last meeting) <ul style="list-style-type: none"> What worked? 	5 minutes	
Challenges? <ul style="list-style-type: none"> What is the most 	5 minutes	

<https://docs.google.com/document/d/1JBnaL1vrbU01XanOuhLdfJd94cnVJ-zjXqwm20LGg/edit?tab=t.0>



MTSS Data Systems & Teams



MTSS Team Structure

- Administrator or coordinator (decision authority)
- General education teachers
- Interventionists
- School psychologist / counselor
- Special education representative

MTSS Meeting Purpose

- Review screening and progress data
- Match students to interventions
- Monitor effectiveness
- Adjust instruction

Year-One MTSS Implementation Roadmap

Phase 1: Pre-Launch (Before School Opens)

- Select screeners and interventions
- Define Tier 1 expectations
- Create MTSS handbook
- Train staff



Phase 2: Fall

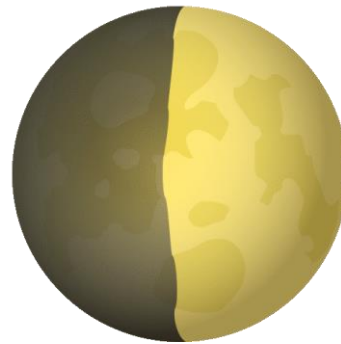
- Universal screening
- Begin Tier 2 supports
- Establish MTSS meetings





Phase 3: Winter

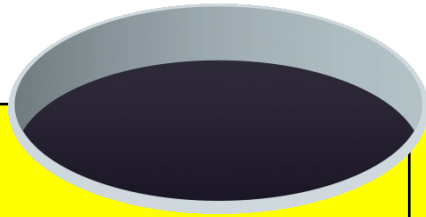
- Adjust interventions
- Review Tier 1 effectiveness
- Staff coaching and support

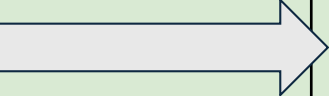
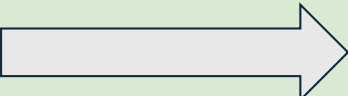
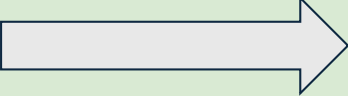

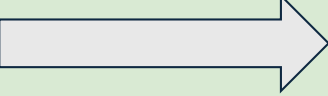


Phase 4: Spring

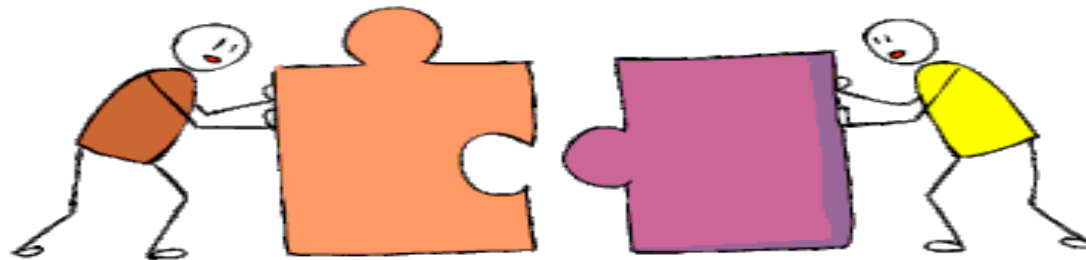
- Evaluate system effectiveness
- Plan improvements for Year 2
- Refine decision rules

Common Pitfalls & Solutions



Pitfall	Solution
Too many students in Tier 2 	Strengthen Tier 1
No intervention time 	Build schedule first
Inconsistent data use 	Standardize tools 
Staff confusion 	Clear roles & training

“Let’s work together to ensure every student has the support they need to thrive.”



by: CuriousPynock



I want to hear from you



Thank you for learning with me!
**For questions, MTSS program development, implementation, training
and coaching services reach out:**



MTSS.Consulting@Outlook.com



<https://www.mtssconsultingsolutions.com>



**[www.linkedin.com/in/mtssconsulting
solutionsllc](http://www.linkedin.com/in/mtssconsultingsolutionsllc)**



**“
Your
feedback
helps us all
move forward
together**



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