



February 10, 2026

Honorable Representative Kristin Noble, Chair  
House Education Policy and Administration  
New Hampshire State House  
107 North Main Street, GP Room 232  
Concord, NH 03301

Dear Chair Noble and Honorable Members of the House Education Policy and Administration Committee:

On behalf of the New Hampshire Psychological Association, we respectfully urge the Committee to **oppose HB1754** regarding the repeal of the statewide use of MTSS-B. MTSS-B has served the Granite State schools with a collaborative framework to support children's success rather than the previous fragmented system that addressed behavioral and emotional needs. **We ask the committee to consider the long-term cost of dismantling this collaborative approach.**

When systems do not work together, problems grow. Fragmentation increases behavioral crises, higher-cost interventions, special education referrals, and burnout among educators and caregivers. On the other hand, providing coordinated early support allows schools to maintain their educational focus, offers families a sense of connection, and ensures that children get the help they need earlier, preventing challenges from escalating into crises.

MTSS-B is a collaborative framework within schools that brings together educators, families, and behavioral health partners to provide early, coordinated support. It is designed to help children facing a wide range of challenges, including difficulties with attention, emotional regulation, learning differences, disability, trauma exposure, or significant stress at home. At its core, MTSS-B is a system that helps children stay connected to learning, helps families feel supported rather than overwhelmed, and helps schools focus on education rather than constant crisis response.

In practical terms, MTSS-B allows schools to respond early and effectively. For example, a teacher, school support staff, and a family might meet to agree on simple strategies that help a student stay regulated and remain in the classroom rather than waiting for repeated discipline or academic failure. Educators are not left to figure things out in isolation. Families do not have to bounce between offices trying to connect the dots. The adults supporting a child are working together, using the same information, toward the same goals.

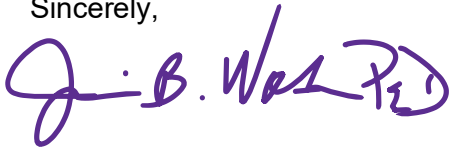
When that coordination and shared framework exists, schools consistently see improved outcomes. Students are more engaged in class, attendance improves, and behavioral disruptions decrease. Classrooms become calmer and more predictable environments in which

all students can learn. This outcome stands in contrast to a fragmented system, where families repeat the same concerns to multiple professionals while children wait, often struggling longer than necessary. Even with dedicated educators and providers, the absence of a shared framework leads to delays and missed opportunities for early support.

For these reasons, the New Hampshire Psychological Association urges the committee to oppose the repeal of MTSS-B and to consider the value of maintaining a coordinated framework that supports children, families, educators, and the long-term well-being of our state.

Thank you for your time and your service to New Hampshire. We urge you to oppose HB1754.

Sincerely,

A handwritten signature in purple ink that reads "Julie B. Wolter, Psy.D." The signature is fluid and cursive, with the initials "J.B." and "Psy.D." clearly visible.

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