

Editorial

Community Schools and MTSS Provide a Platform for Transforming Student/Learning Supports

Current efforts related to community schools and MTSS are just a beginning. While the way these initiatives are implemented is important, it is the way that they *evolve* that will determine whether they significantly improve schools.

With specific reference to community schools, we stress that defining the initiative as a “community-based effort to coordinate and integrate ... services” raises some concerns that limit their evolution. Of particular concern, the narrow focus on *services* and the emphasis on linking community services to schools inadvertently has worked against efforts to catalyze a much needed transformation in how schools address barriers to learning and teaching.

This need not be the case.

Our Center highlights how Community Schools and MTSS can be platforms for transforming student/learning supports into a *unified, comprehensive, and equitable system* that weaves together school and community resources. See

> *Evolving Community Schools and Transforming Student/Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf>

> *Rethinking MTSS to Better Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/newsletter/fall19.pdf>

Given the current threats to public education, current initiatives must evolve into the type of fundamental systemic changes that are essential for enhancing the potency of schools in addressing learning, behavior, and emotional problems.

