> **Featured**
>
> *(1)* ***Trying to address absenteeism? Transform student/learning supports!***
>
> *(2) FYI: State education guides on the use of artificial intelligence in schools*
>
> ***(3) Links to a few other relevant shared resources***

For discussion and interchange:

> >*Trying to address absenteeism? Transform student/learning supports!*

From: **National Center for Education Statistics School Pulse Panel dashboard**

> "... as of November 2023 ... Higher percentages of public schools with the following characteristics reported being "extremely concerned" about student absences compared to the national estimate:
> >in high-poverty neighborhoods (26 percent)
> >with a student body made up of 76 percent or more students of color (26 percent)
> >high/secondary schools (21 percent) ..."

Every student absence undermines student learning and jeopardizes a school's efforts to achieve its mission. And reducing school absences is one of the most challenging matters facing schools.

A recent study by Harvard University's Center for Education Policy Research reported that chronic absenteeism persists for low-income students widespread despite adoption of early-warning systems in schools. As reported by ASCD, the study underscores that more effective interventions are required than "simply relying on data ... to address complex challenges like chronic absenteeism" (**https://r.smartbrief.com/resp/rJzKCNzxBkvBzThsfEabiAfCfsbk?format=multipart**).

In reading that conclusion, we were reminded of a quote from H. L. Mencken. He stressed:

> *For every complex problem there is an answer that is clear, simple, and wrong.*

We recognize that the complexity of the many problems confronting schools and the difficulty of making fundamental systemic changes. The temptation is to simplify "improvements." However, we find that such simplification generally leads mainly to dressing up old ideas in new language and losing the promise of substantive and sustainable change. And decisions to focus on "low hanging fruit" to harvest early "wins" often result only in turning "pilot" projects into demonstration sites and prematurely ending systemwide replication.

Given the current state of public education, many schools are under tremendous pressure to improve. This is especially the case for schools seen as having many students who are not doing well. However, research on school improvement suggests the need at such schools is not for another limited initiative and more data gathering; rather it is essential to take steps toward transformative system changes.

> See the following for our Center's previous discussions about addressing attendance problems:
>
> >*Absenteeism: Beyond Reporting and Beyond Another Special Initiative*
>
> >*School Attendance: Focusing on Engagement and Re-engagement*
>
> >*School Attendance Problems: Are Current Policies & Practices Going in the Right Direction?*

And here's a 2023 article from a group of scholares advocating for "a radical overhaul for the field of school attendance."

>*Embracing change: From recalibration to radical overhaul for the field of school attendance*.

Ready to move forward?

Here are some resources from our Center:
>*Student/Learning Supports: A Brief Guide for Moving in New Directions*
>*Resource Mapping & Management to Address Barriers to Learning*
>*Rethinking MTSS to Better Address Barriers to Learning*
>*Fiscal Cliff Threatens Student/Learning Supports: It's Time to Braid and Rethink Resource Use*
>*Transforming Student/Learning Supports & Enhancing Equity of Opportunity*

For more in-depth discussions, see
>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
>*Improving School Improvement*
>*Embedding Mental Health as Schools Change*

For Your Information

>State education guides on the use of artificial intelligence in schools

Advanced technology offers tools for improving almost every facet of efforts to address barriers to learning and promote healthy development. There is much for all of us to learn about advanced technological applications and how to integrate them into our daily work. Here are some recent resources from state departments of education related to using artificial intelligence in schools.

>Oregon – *Generative Artificial Intelligence (AI) in K-12 Classrooms*
>California – *Learning With AI, Learning About AI Information regarding the role of artificial intelligence (AI) in California K12 education.*
>North Carolina – *Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools*
>Illinois – *Artificial Intelligence in Education*
>West Virginia – *Guidance, Considerations, & Intentions for the Use of Artificial Intelligence in West Virginia Schools*

>Links to a few other relevant shared resources on AI and more
>**Artificial Intelligence: What States Need to Know**
>**Future of Testing in Education: Artificial Intelligence**
>**AI Guidance For Schools Toolkit**
>**Artificial Intelligence and the Future of Teaching and Learning**
>**AI for Education**
>**Deepfakes heighten the need for media literacy in the age of AI**
>**What Is Age-Appropriate Use of AI? 4 Developmental Stages to Know About**
>**Immigration enforcement hinders schoolwork: Schools offer support**
>**Separating Poverty From Neglect in Child Welfare**
>**Embracing an Inclusive Mindset for Students With Disabilities: Do's and Don't s from a Leadership Perspective**

A Few Upcoming Webinars

3/6 Integrating Social Determinants of Mental Health into Clinical Practice

3/8 Enhancing School Safety Using Behavioral Threat Assessment (pt 1)

3/11 Empowering School Leaders to Foster Teacher Capacity and Navigate Change (pt 2)

3/13 De-escalation training

3/14 Ethical concerns in counseling

3/15 Closing the achievement gap for all

3/20 Bullying prevention

**4/17 Bullying in elementary and middle schools**

4/24 Legal and Ethical Complications in Working with Minors in Schools

To Listserv Participants

- **Please share this resource with others.** (Everyone has a stake in the future of public education and this is a critical time for action.)
- **Let us know what's going on** to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)
- **For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu**
- **Looking for information?** (We usually can help.)
- **Have a suggestion for improving our efforts?** (We welcome your feedback.)

We look forward to hearing from you!

Send to **ltaylor@ucla.edu**
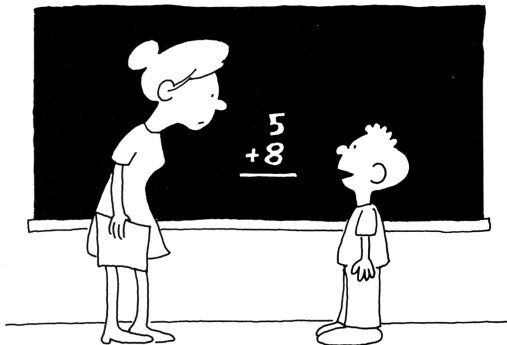
I decided to stay home for a few days to make your job easier.

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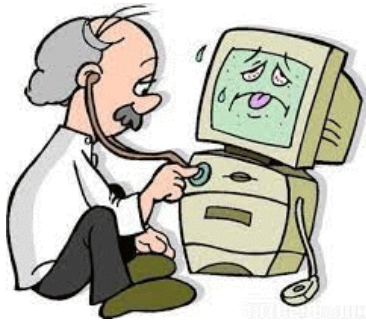
*NOTE: OUR WEBSITE IS UP! However, because we are unable currently to update and edit the content, we are sending new Center resources directly attached to email.

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National Initiative for Transforming Student and Learning Supports

Our Center emphasizes the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students.

Let Us Know about what ideas are being proposed for moving in newdirections for transforming how schools address barriers to learning and teaching.

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student/learning supports, we can help. Send all info and requests to ltaylor@ucla.edu

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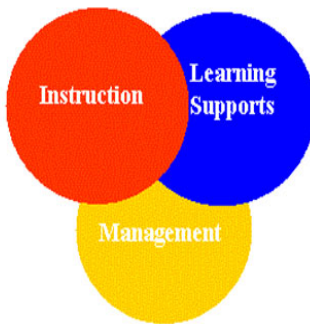
Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

THIS IS THE END OF THIS ISSUE OF THE PRACTITIONER

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.