
From the national Center for MH in Schools & Student/Learning Supports at
UCLA*
<https://smhp.psych.ucla.edu>

We were pleased to see the following set of recommendations in a recent EdWeek article:

5 Things Schools Can Do This Summer to Improve Student Attendance Next Year

<https://www.edweek.org/leadership/5-things-schools-can-do-this-summer-to-improve-student-attendance-next-year/2024/06>

1. Review attendance data to target students at risk of absenteeism.
2. Reach out to families at home.
3. Leverage your summer programs.
4. Ensure students return to school healthy.
5. Plan to start your school year off right.

However, as too often is the case, a sixth essential recommendation is missing.

The summer is also is the time to focus on improving student/learning supports to reduce absenteeism and other learning, behavior, and emotional problems after the school year gets underway.

Schools committed to reengaging disconnected students (and families) must be redesigned so that teachers, student support staff, and others at the school can help students as early as is feasible when they become aware of problems.

Such a redesign can minimize absenteeism and the impact of other problems and appropriately stem the tide of referrals for out of class specialized assistance (e.g., mental health services) and special education.

See:

Addressing underlying causes of attendance problems

[https://smhp.psych.ucla.edu/pdffdocs/mhpractitioner/2018/practitioner\(8-22-18\).pdf](https://smhp.psych.ucla.edu/pdffdocs/mhpractitioner/2018/practitioner(8-22-18).pdf)

>Absenteeism: Yet Another Reason for Transforming Student/Learning Supports

[https://smhp.psych.ucla.edu/pdffdocs/practitioner\(6-19-2024\).pdf](https://smhp.psych.ucla.edu/pdffdocs/practitioner(6-19-2024).pdf)

Student/Learning Supports: A Brief Guide for Moving in New Directions

<https://smhp.psych.ucla.edu/pdffdocs/briefguide.pdf>