Communication

Outperforming our Previous Best

We are forever working to improve communication with the community. Hank Cram of MSA said, “School improvement is outperforming your previous best.” I certainly agree, and while we continue to improve, I look forward to outperforming what we’ve done so far. With that in mind, see a few ways we communicate below:

This Newsletter
If you are reading this, you’ve come to the right place. This is one of the best ways to share upcoming events, lunch menus, educational research, teacher insights, and a number of other gems worth reading.

Teacher pages:
Your teachers will either be working with Class Dojo (3-5 year-olds) or Edmodo (6 and older). Both are wonderful sights that simplify the communication process.

QSI Pápa Website: https://www.qsi.org/hungary/ppa
Information specific to QSI Pápa and to the QSI Organization (local info, curriculum, etc.) Calendars, newsletters, academics and admissions.

If in doubt about a date, check the calendar. It is updated on a regular basis. The interface isn’t that user friendly, so I recommend getting the Outlook email and app (it’s free) for a better view.

Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sep 3</td>
<td>PSG Meeting</td>
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<tr>
<td>Sep 9-20</td>
<td>MAP Assessment</td>
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<tr>
<td>Sep 11</td>
<td>MSA Obj Team Meeting</td>
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<tr>
<td>Sep 12</td>
<td>Swedish Entertainers</td>
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<tr>
<td>Sep 18</td>
<td>MSA Planning Team</td>
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<tr>
<td>Sep 27</td>
<td>Responsibility Assembly</td>
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Lunch Sep 2-6

- 2: Chicken ragout with steak potatoes
- 3: Baked pork chop with cheese, rice
- 4: Baked pastry with ham
- 5: Chicken drumstick with fries, salad
- 6: Orly fish filet with rice and corn, tartar sauce
LIBRARY BOOKS

Reading is one of the most important skills your child will learn at QSI. We provide a wide range of books for students to borrow for reading practice, information and enjoyment. Your student’s class will visit the school library weekly to select books. You can help your child by reading to or with them and asking questions about the story. Encourage your child to spend time reading at home every day.

- Students are responsible to handle library books with care, since they are for everyone to share. Please keep books away from pets, food, and all liquids.
- Any book damage should be reported to Ms. Marika/Librarian as soon as possible so she can try and repair them.
- The maximum check-out is two books.
- Library books may be kept for one week (3-7 year-olds) or two weeks (8 and older), then returned. A book may be renewed (checked out again) if the student is not finished reading it. An overdue book means a student cannot borrow another book until the overdue book is renewed or returned.
- If a book is lost, payment toward a replacement will be requested from the parents.

We hope your child will read and enjoy many books and grow in their reading skills while attending our school.

Sincerely, Ms. Marika/Librarian

WHY ATTENDANCE MATTERS

How important is it for kids to be in school? School attendance is a baseline factor in determining student success.

When the MSA team (Middle States Association of Colleges and Schools) visited our school to determine accreditation, one of the first things they noticed was how low our student attendance was. Or rather, how many students miss a substantial number of days. When they asked why, the only answer we could give them was that families take a lot of vacations. While we did receive accreditation, the team left us with a recommendation of improving student attendance.

We did improve somewhat last year, but I am already seeing a trend beginning where attendance doesn’t seem as much of a priority as it should be. It’s easy to find research pointing to a positive correlation between attendance and success, how important the first days of school are, and how regular absences disrupt class and the learning of others when children return from vacation behind academically.

<table>
<thead>
<tr>
<th>Attendance %</th>
<th>Descriptor</th>
<th>Learning Hours Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>+98%</td>
<td>Outstanding Attendance</td>
<td>0-20</td>
</tr>
<tr>
<td>95%</td>
<td>Good Attendance</td>
<td>47.5</td>
</tr>
<tr>
<td>90%</td>
<td>Improvement required</td>
<td>95</td>
</tr>
<tr>
<td>Below 90%</td>
<td>Persistent Absentee</td>
<td>105+</td>
</tr>
<tr>
<td>85%</td>
<td>Special Measures</td>
<td>142</td>
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Lessons of mastery learning

Thomas R. Guskey

The core elements of mastery learning provide the foundation for other innovative models, including Response to Intervention.

Every year, educators are inundated with demands to implement new instructional interventions, all promising to improve student learning. It can be difficult, however, for school leaders to verify these claims. Under pressure to make improvements, many schools simply proceed with implementation, hoping against the odds that the promised results will materialize.

Fortunately, many innovations include elements of more established strategies for which evidence of positive effects does exist. Among these research-supported strategies, one of the most powerful is mastery learning. Few strategies have been implemented as broadly or evaluated as thoroughly during the last 40 years. The core elements of mastery learning also provide the foundation for many innovations and interventions that teachers are implementing in classrooms today.

To learn how mastery learning works, click the ASCD link below:

Back-to-school: Time to set an electronic curfew

Delaney Ruston, MD

Before I put on my clinical hat and tell you lots of things I have found interesting about sleep research these days, I want to mention what some parents I have spoken with have told me. They tell me that their kids have devices in their bedrooms and their children are getting good about not using them by a certain hour. And my response is YES! AND ... although this is probably true, once they hit the preteen and teen years and perhaps a boyfriend or girlfriend comes into the picture, or say another drama has really hit the road, or... — resisting devices can become impossible. (Not to mention they are tired so executive function, i.e. willpower and self-control goes down exponentially).

So if your child has any devices in their bedroom, even a teen, and sleeps fine with them—this is all about realizing that something will come up that will change that so doing the work to set up a sound sleep policy is a good idea.

Getting back into the new school year and on to regular sleep patterns is critical.

If there is one screen time rule I am absolute about in my house it is that personal devices stay out of all our bedrooms when we go to sleep. It has taken a lot of reminding, but many years in now, it’s a lot easier and there are very few battles with my teens around this rule.

The social interaction, stimulation, and draw of endless entertainment are of course a big reason why keeping tech out of the bedroom is a good idea, but the blue light that emits from these devices is a factor too. This type of light has been shown that it can delay the release of sleep-inducing melatonin and can disrupt the REM sleep. The most recent study I saw on this said it appears to only impact it by about 10 minutes but still that is something.

Here are the latest sleep guidelines from The American Academy of Sleep Medicine (AASM)

- Children six to 12 years of age should sleep nine to 12 hours per 24 hours on a regular basis to promote optimal health.

- Teenagers 13 to 18 years of age should sleep eight to 10 hours per 24 hours on a regular basis to promote optimal health."

Here a few questions to get the conversation started this week:

- How many hours of sleep do you think is optimal for you? Then, show them what the AASM recommends.

- What time do you think would be a good time to take all your personal devices out of the room? If they say they need their phone as an alarm clock, you might offer to get them a standard cheap alarm clock.
We consider Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Teachers, students, and parents recognize that these are important components of a student’s development. But it’s not always easy to model all of these traits all of the time. It is our goal, however, to work toward that end. Our Success Orientations are:

- Independent Endeavor
- Kindness/Politeness
- Aesthetic Appreciation
- Trustworthiness
- Concern for Others
- Responsibility
- Group Interaction

These traits are listed in no particular order, all of equal value. We will be focusing on individual traits throughout the year, but remembering to apply all on a regular basis. For September we’ve chosen to focus on Independent Endeavor. Please see below what is expected of independent endeavor:

The Student will . . .

- show initiative in engaging in tasks other than those assigned with a view to ‘in-depth’ study or activity.
- consistently set goals that include more than the minimum effort needed to complete a task.
- have the opportunity to pursue a particular interest in an area not in the curriculum or to pursue a curricular area in depth, having a unit outcome created, evaluated, and credentialed.
- show initiative in using the library and other resources in assignments, projects, and homework.
- show reasonable self-sufficiency in completing assignments, projects, and homework.

Please discuss this Success Orientation with your child. We will do the same.