



# QVSD FACULTY NEWS

## MRSA (MUR-sah)

I'm sure you have read the papers and have heard in the news about the MRSA (methicillin-resistant staphylococcus aureus) cases in Port Townsend.

What is MRSA? MRSA looks kind of like an abscess, spider bite or boil. It spreads by skin-to-skin contact or touching surfaces that have MRSA on them.

MRSA could potentially be life-threatening in that it is an antibiotic-resistant strain of bacteria. However, unlike the more difficult to treat forms of MRSA found in hospitals, the "community" form (usually found in gyms, schools, etc.) responds well to antibiotics.

Fortunately, the football player in Port Townsend is receiving treatment, is no longer contagious, and is on the road to recovery.

And luckily, there are no cases in other school districts on the Peninsula at this time, but I thought this might be a good time to remind you of what we can do to reinforce the frequent washing of hands, which is the best defense against the spread of the infection.

Good hygiene is a must. I know at the elementary school, the teachers talk to their students about the importance of washing hands. I would encourage you to use this opportunity to remind

students of all ages the importance about washing hands.

Bill Henderson and his crew will be disinfecting surfaces, doorknobs, etc. and especially in the locker rooms and weight rooms. Thank you, Bill and crew!

If you should notice an unusual lesion, blister, boil or spider-bite type wound on a student, please make sure the student is seen by Heather Engeseth, the nurse, immediately and notify your principal.

For athletes, this means showering right after practice, especially with contact sports, and not sharing any equipment or shower towels.

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#### Special Notices

- ☺ "They don't care how much you know until they know how much you care!"
- ☺ A great big thanks goes out to all teachers and staff for successful Student/Parent Teacher conferences!
- ☺ Congratulations, to the FHS Cross Country team on their participation at state!
- ☺ Congratulations goes out to the Girls' Volleyball Team in reaching the play-offs!

## SUBSTITUTE COVERAGE TIPS

Tamara Finley has been assisting all of our campuses in making sure that classrooms have substitute coverage. Take a moment to read these tips so that we can ensure coverage for your classrooms:

1. Please update your classroom and teaching assignment information. For those teachers who

have split campuses, 2. If you are pre-arranging a substitute, you must confirm with that substitute before selecting the substitute's name in the system.

3. If you have blocked all but a couple of substitutes from the system, it is likely on a busy day that the system will not pick up any substitute. 4. Office managers (office assistants) —if you delete an assignment, please let Tamara Finley know about the cancellation.

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#### Inside this issue:

MRSA (MUR-sah)	1
Substitute Coverage Tips	1
Kick-Off Bond Meeting	2
School Improvement Process—FHS	2

*Goal: Close the Achievement Gap*

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# QVSD BOND MEETING HELD

On Thursday, November 1, 2007, we held our first Bond 2008 meeting in the Forks High School library. There were approximately 35 community and QVSD stakeholders, as well as several Forks High School students present for the meeting.

The purpose of the meeting was to provide historical information about Phase 1 of Forks High School (the building of the new addition in 1999) and to provide information about the planning that occurred in the Spring of 2007.

The design goals that were established last spring are as follows:

1. To create one building—a unified campus
2. To create a warm, safe, and dry campus
3. To address the use of technology

4. To create a durable, easy to maintain,
5. To create an atmosphere conducive to learning
6. To include a centralized hub for parent/student services
7. To include proper heating and ventilation

One of the non-negotiables of the design plan for the building is to incorporate twelve (12) instructional classrooms to replace the current classrooms in the lower addition (of the 1925 addition), ILC classrooms, and science/math wing classrooms, as well as a media center (library), and administrative and counseling offices.

Last, but not least, information was shared about our next steps, including the forming of subcommittees to provide support for plan-

ning. We will be formalizing these sub-committees, as well as announcing who the Chairperson will be by the end of this week.

We need your help! If you are interested in working on one of the subcommittees, please contact *Carie Micheau* at [cmicheau@esd114.wednet.edu](mailto:cmicheau@esd114.wednet.edu). The following six subcommittees are being formed:

1. Design/Facility Plans
2. Information/Graphics
3. Student Involvement
4. Voting
5. Publicity
6. Fund Raising

We are also in the process of naming an overall Chairperson for the bond. If you know of a great potential candidate for this spot, please let me know soon!

# SCHOOL IMPROVEMENT AT FHS

Last year the faculty and staff at Forks High School signed up to go through an official School Improvement Process with assistance from OSPI. In year one, an extensive external audit was completed, results of the data and audit were reviewed by staff, a data carousel was completed, and a plan was crafted with input from all staff members.

Part of the process for the second year is to create 30-60-90 day plans to ensure that implementation of the activities that support the over-riding goals occur. The four major goals (two math goals, one literacy goals, and one school climate trust and collaboration goal) of the plan are as follows:

1. Math—To improve students' knowledge and skills in mathematics as measured by an annual increase of 10% on the WASL.
2. Math—To develop a rigorous, clearly articulated 9-12 mathematics program (within a four-year period) that culminates with high school graduates who are college and career ready.
3. Literacy—To increase writing skills and reading proficiency by 10% annually as measured by the WASL .
4. School Climate Trust and Collaboration— teachers and staff will develop, build, and maintain a pro-

fessional learning community at Forks High School that is based upon high levels of trust and collaboration as measured by an increase on the positive CEE measurement tool questions that address: honesty, openness, reliability, benevolence (caring), and competence; and by a decrease on the negative CEE measurement tool questions that address: resistance, fear, skepticism, and I/They issues.

I would like to commend the FHS staff and School Improvement Team for their efforts in moving forward with their plans. Good job, FHS!