

REVISED AUGUST 21, 2000

WEST WASHINGTON ELEMENTARY AND JUNIOR/SENIOR MEAL CHARGING POLICY

Students are expected to pay for meals in advance or on the day the meal is delivered. Students may not charge meals.

However, since students may be unable to take full responsibility for payments of meals, the cashier may allow the student to charge a lunch and/or breakfast on their lunch/breakfast account. (a \$10.00 limit)

The following procedure must be followed when a student charges a meal:

If a child forgets his/her lunch and/or breakfast money, they will be allowed to eat that day's reimbursable meal only. The child will be expected to bring his/her money for that meal the following day.

The cafeteria will send payment reminders for accounts showing a negative balance on Wednesdays of each week. These will be given to the students to take home. (Jr./Sr. High School on Thursdays.)

If no payment is made by the following Wednesday, a letter will be sent to the home.

After allowing adequate time for mail delivery and a reasonable time for response, a second letter will be sent. This letter will notify them that the Board reserves the right to take them to small claims court if payment is not received within five (5) working days.

Applications for free or reduced price meals are available in the school offices and can be filled out anytime during the school year.

Gerald W. Jackson, Superintendent
Paulette Nichols, Treasurer
Carol Hoar, Secretary

Phone: 812 755-4872
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West Washington School Corporation

Administration Building
9699 West Mt. Tabor Road
Campbellsburg, IN 47108-9454

Adopted August 21, 2000

MEDIA POLICY

In the event of a crisis on the campus of West Washington School I.E., shooting, suicide, etc. it will be the position of the West Washington School Board that no cameras will be allowed on campus without permission of the Superintendent.

WEST WASHINGTON SCHOOL CORPORATION

BEGINNING TEACHER INTERSHIP PROGRAM

GOAL STATEMENT

The goal is to develop a support system for launching the career development of beginning teachers. The emphasis is to assist the first year teacher in his/her adjustment to the job of the teacher, to encourage growth and development in the position, and to assure that the assisted teacher will be retained for the position.

SPECIFIC OBJECTIVES

1. To continue to develop teaching performances of the beginning teacher by providing a mentor.
2. To lower the frustration of the new teacher by clearly articulating the performance expectations of the teacher and by assisting the teacher in these expectations.
3. To raise the retention rate for beginning teachers by providing a supportive work environment.
4. To promote the personal and professional well-being of the teacher through a carefully planned and closely monitored orientation period of a year's duration.
5. To provide supervision, support, and feedback for the beginning teacher.

SELECTION OF MENTOR

A pool of mentor teachers will be created by asking teachers to volunteer to be mentors. Selection of the mentor will be made by the superintendent and principal and must be a teacher within the school corporations employment.

A minimum of two classroom observations will be conducted by the principal of each beginning teacher.

A minimum of two pre-observation and two post-observation conferences will be conducted for the beginning teacher by the principal, beginning teacher, and the mentor.

The expectations, responsibilities, and parts of the internship program are:

- A. The Superintendent will formally appoint the mentor and assist as needed.
- B. The Principal will conduct pre-observation, post observation conferences and complete the Beginning Teacher Assessment Inventory.
- C. The Mentor will assist the beginning teacher to successfully complete his/her internship.
- D. The Beginning Teacher will strive to successfully complete the internship.
- E. Teacher competencies and behaviors that reflect the expectations of the governing body of the school corporation are listed on pages seven, eight and nine. *Needs updated*.
- F. The Principal will conduct orientation programs for beginning teachers at the start of school explaining school regulations and policies.
- G. Mentors will be selected by the principal and superintendent from a pool of volunteers employed by the school corporation with formal appointment being made by the superintendent.

H. The Superintendent will provide adequate time for the mentor to observe the beginning teacher in a classroom situation.

I. The Mentor will meet with the beginning teacher and provide the needed guidance for successful completion of the internship.

A PLAN TO ASSIST BEGINNING TEACHERS

- A. Mentor Selection
 - 1. Will be selected from a volunteer pool of teachers. Formal assignment will be made by the superintendent.
 - 2. Communications
 - a. Inform teachers of role of mentor
 - b. Inform administrators of role of mentor
 - 3. Mentor Selection Process
 - a. The mentor must consent to the assignment.
 - b. The mentor must be a teacher.
 - c. The mentor must have outstanding teaching skills.
 - d. The mentor should have at least five years of teaching experience.
 - e. The mentor should teach at a grade level similar to that of the beginning teacher.
 - f. The mentor should teach a subject similar to that of the beginning teacher.
 - g. The mentor should teach in the same building as the beginning teacher.
- B. Mentor Training
 - 1. Develop training program
 - 2. Establish support system for mentors (very important)
 - 3. Develop a resource of materials and teachers
 - 4. Training workshop for beginning teachers - what they should expect from intern-mentor role
- C. Schedules
 - 1. When and how to make initial contact with beginning teachers
 - 2. Time to develop rapport with beginning teacher prior to first classroom visitation
 - 3. Schedule first classroom visitation with follow-up session
 - 4. Determine most convenient time for meeting on a regular basis
 - 5. Determine when mentors should meet as a group (support group)
- D. Referrals
 - 1. Facilitate linkage between mentor, beginning teacher, and university advisor (does not include administrator)
 - 2. Provide district teachers and administrators information (define principal role in mentor/teacher relationship)
- E. Nuts and Bolts
 - 1. Provide mentors and beginning teachers with released time
 - 2. Provide mentors with a resource list of teachers who can be of assistance in areas where mentor feels inadequate
 - 3. Develop professional library for beginning teachers
 - 4. Provide opportunity for beginning teachers to meet and share experiences
 - 5. Communicate with public the effectiveness of program (corporation newsletter to parents and teachers)
 - 6. Who solves problems when mentor/beginning teacher relationship is not working? Personality conflicts can be expected.
- F. Human Relations
 - 1. Provide support system for mentors in developing their roles
 - 2. Provide structure to ensure mentors have input in operation of program as it evolves

3. Mentor recognition

- a. Letter from superintendent
- b. Social activity with mentors and beginning teachers
- c. Recognition is important; however, beware of putting these teachers on pedestals. This may cause others to shy away from the program.

G. Teachers

1. Provide information to district teachers regarding mentor services and resources
2. Link new and experienced teachers with mentors and mentor resources through specially structured programs and activities.
3. Encourage career teacher to take advantage of working with a mentor; emphasize learning from each other.
4. Assess needs of teachers to assure match with appropriate mentor (consider personalities)

H. Monitor and Review Program

1. Develop data collection methods to provide information for use in review of local mentor program
2. Provide for modifications as program evolves
3. Include mentors, beginning teachers, and principals' input in evaluating and making adjustments deemed necessary
4. Communicate modifications to district staff

GUIDELINES FOR INTERN YEAR

By the conclusion of the first year of teaching, the beginning teacher will be able to demonstrate the following proficiencies:

I. Instructional Proficiencies

- A. Uses instructional time effectively
 - 1. Prepares appropriate lesson plans
 - 2. Focuses students' attention on task
 - 3. Gives directions clearly
 - 4. Communicates objective (purpose)
 - 5. Relates material to appropriate level
 - 6. Provides examples and applications of the material
 - 7. Uses modeling
 - 8. Provides guided practice
 - 9. Monitors students' comprehension and adjusts methods before introducing new material
- B. Motivates students successfully
 - 1. Offers varied learning activities
 - 2. Encourages participation and questioning
 - 3. Sets a pleasant tone
 - 4. Provides students with opportunities for success
 - 5. Sets tasks at correct level of difficulty
- C. Increases productive student behavior
 - 1. Praises students for appropriate behavior
 - 2. Is consistent when reinforcing behavior
 - 3. Informs students of progress
 - 4. Ignores attention-getting behavior
- D. Demonstrates proficiency in subject area
 - 1. Demonstrates sound knowledge of subject area in lessons
 - 2. Demonstrates effective instructional strategies in each area
 - 3. Responds knowledgeably to students' questions on subject
- E. Demonstrates proficiencies in oral/written language
 - 1. Pronounces words correctly
 - 2. Uses grammatically correct English in verbal and written forms
 - 3. Consciously uses language to enhance language performance of students
 - 4. Provides directions and explanations in a clear and logical manner

II. Management System and Professional Characteristics

- A. Demonstrates adherence to established timelines
 - 1. Records daily attendance
 - 2. Maintains accurate grade book
 - 3. Completes reports of grades accurately and timely
 - 4. Uses district curriculum as a guide for lesson planning
 - 5. Follows general procedures for use of texts, audio-visual equipment, etc
 - 6. Complies with building rules and regulations
 - 7. Follows district policies and procedures

- B. Appropriately conducts student assessment
 - 1. Selects or designs tests to measure what has been taught
 - 2. Writes tests clearly
 - 3. Administers tests in a frequent and consistent pattern
 - 4. Uses a variety of evaluation methods
 - 5. Recognizes problems requiring non-classroom support services and uses appropriate referral procedure
- C. Encourages parent involvement
 - 1. Conducts effective parent conferences
 - 2. Maintains contact with parents during year
- D. Demonstrates positive interpersonal relationships with staff and students
 - 1. Maintains a cooperative relationship with staff
 - 2. Exhibits a generally positive and optimistic attitude about teaching and education
 - 3. Encourages students to be self-disciplined
 - 4. Promotes positive self-image in students
 - 5. Treats students in a consistent and empathetic manner
 - 6. Assumes responsibility for overall discipline
 - 7. Demonstrates ability to create a safe and secure classroom environment

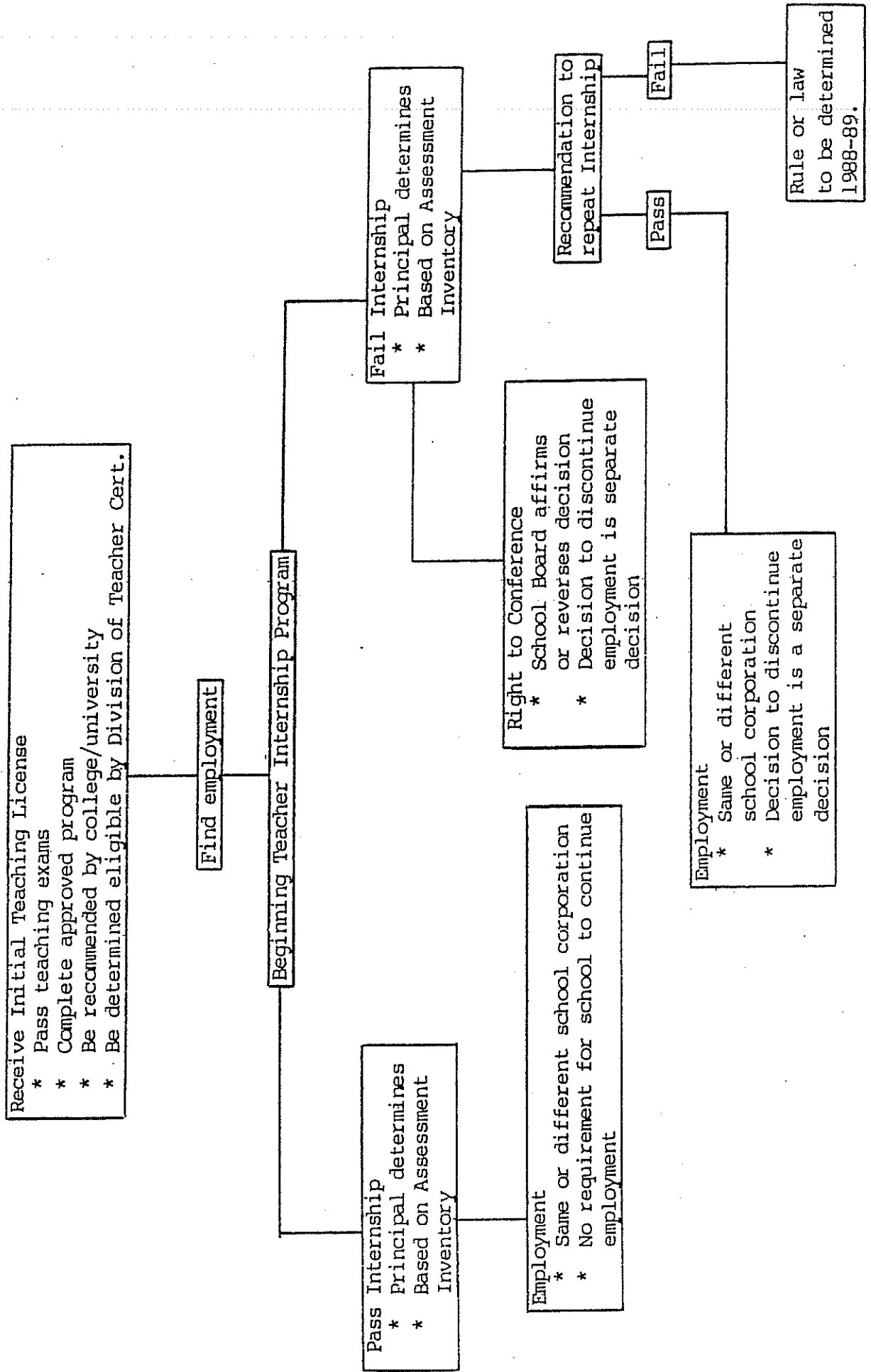
GUIDELINES FOR INTERN YEAR

Through a series of observations, the beginning teacher will demonstrate skills and educational practices for competent teaching.

- I. Management of the Physical Environment
 - A. Physical conditions in the classroom (Observe such characteristics as seating arrangement, conducive surroundings, progress graphs, aesthetic decorations, effective bulletin boards)
 - B. Routines (Observe time on task, material distribution and collection, student movement for individual and/or group work, pace set for lesson, involvement level of students)
- II. Control of the Lesson
 - A. Purpose
 - B. Motivation
 - C. Materials and content
 - D. Development and presentation
 - E. Summary of lesson
 - F. Reinforcement
 - G. Outcomes
- III. Observation of the Teacher
 - A. Knowledge and rapport level with students
 - 1. Knows students as individuals
 - 2. Encourages participation and questions
 - 3. Provides time for student expression
 - 4. Encourages the use of many sources
 - 5. Uses tests as a teaching and measuring device
 - 6. Uses differing types of evaluation
 - B. Preparation and planning
 - C. Personal attributes
 - 1. Neat in appearance
 - 2. Approachable
 - 3. Patient
 - 4. Optimistic
 - 5. Pleasant voice
 - 6. Appropriate use of English language
- IV. Observation of the Students
 - A. Extent of participation
 - B. Nature of their activity
 - 1. Active listening
 - 2. Observing
 - 3. Comparing
 - 4. Summarizing
 - 5. Creating
 - 6. Analyzing
 - 7. Problem-solving
 - 8. Evaluating
 - 9. Using motor skills
 - C. Interest and attention
 - D. Student/Teacher relationships
 - 1. Climate
 - 2. Atmosphere
 - 3. Students' ease
 - E. Individualization of instruction
 - F. Effective use of discipline
 - G. Development of attitudes and character
 - H. Appropriate level of questioning

APPENDIX H:

PROCESS FOR COMPLETION



YES NO

5. The beginning teacher provides effective instructional feedback.

Indicators

The beginning teacher...

- a. provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
- b. regularly provides feedback on assigned out-of-class work.
- c. affirms a correct oral response appropriately and then moves on.
- d. provides sustaining feedback after an incorrect response or no response by probing, repeating the questions, giving more time, or giving a clue.

YES NO

6. The beginning teacher facilitates instruction.

Indicators

The beginning teacher...

- a. uses instructional plans which are compatible with school and system-wide curricular goals.
- b. uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.
- c. maintains accurate records to document student performance.
- d. has instructional plans which match objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty.
- e. uses a variety of available human and material resources and activities to motivate students and support the instructional program.
- f. organizes unit and lesson plans for long- and short-term effectiveness.
- g. displays appropriate knowledge of the subject(s) taught.

YES NO

7. The beginning teacher exhibits effective human relations skills within the educational environment.

Indicators

The beginning teacher...

- a. treats all students in a fair and equitable manner.
- b. interacts effectively with students, coworkers, parents, and community.
- c. builds positive self-concepts among students and fosters an environment free of ridicule and sarcasm.
- d. demonstrates an appreciation and concern for students as individuals as evidenced in classroom interaction.

YES NO

8. The beginning teacher performs non-instructional activities adequately.

Indicators

The beginning teacher...

- a. carries out non-instructional duties as assigned or as need is perceived.
- b. adheres to established laws, policies, rules, and regulations.
- c. participates in professional development activities.

APPENDIX D:

BEGINNING TEACHER ASSESSMENT INVENTORY

INTRODUCTION

As a result of the beginning teacher internship component of the A+ Program for Educational Excellence, Indiana educators will be able to make a significant contribution to improve the teaching profession. For the first time school corporations will design formal procedures to ensure that beginning teachers receive expert advice and assistance from skilled practitioners. Beginning teachers will not be confined to isolated classrooms to learn by trial and error. They will instead work collegially with teachers and principals to develop shared values and goals as well as those instructional techniques which might otherwise take them years to learn. The experienced teachers and principals who are providing the help will grow professionally from the experience of analyzing their own techniques and skills in order to share them with the beginning teachers. The ultimate benefit accrues to the state of Indiana and its citizenry.

At the end of the year of assistance and support, the principal will complete the Beginning Teacher Assessment Inventory to confirm that the beginning teacher has achieved no less than minimal competence in teaching performance. This activity is the ending summative assessment following the year of formative assistance.

Following are instructions for the Inventory. A set of commonly asked questions and answers is included to aid those completing the Inventory.

INSTRUCTIONS

This Inventory lists eight criteria for which a beginning teacher must demonstrate minimal or basic competence in order to complete the Indiana internship requirement. The principal to which the beginning teacher is assigned must complete the Inventory near the end of the second semester of the internship. The principal must use the Inventory to decide by May 1 if the beginning teacher has successfully completed the internship year.

Below each numbered criterion on the Inventory is a list of indicators, which are intended to serve as sample ideas to aid the principal in reaching a conclusion about the numbered criterion. These indicators are, therefore, intended as guidelines only.

The eight criteria reflect explicit teaching behaviors associated with promoting student learning. A beginning teacher must be minimally competent in all eight areas (a "yes" response for each) by the end of the internship year. The beginning teacher is not required to perform at a level befitting an experienced or exemplary teacher, but rather to be at least minimally competent in each area. The principal would check "yes" or "no" for each criterion. If the principal responds "yes" for all eight criteria, he or she would check "yes" on the over-all assessment at the end of the inventory, provide the requested information, and sign the form. The principal is required to give the beginning teacher a statement of the reasons for his/her determination (Sec. 5(e) of the Rule). The principal may use the comments section of the Inventory to record the reasons or may include the reasons in a separate document.

**Indiana Professional Standards Board
Implementation Timeline August 2004**

		Spring 2003	Summer 2003	Fall 2003
Licensing		February 1 All beginning administrators must pass SLLA prior to licensure. Score 158.	July 1 Institutions may recommend students for initial practitioner license under Rules 2002 for instructional, administration, school services.	
Beginning Teachers		February Mentor training programs reviewed and approved.	Board decision on eligibility requirements for mentor stipends.	Enroll first cohort (Cohort 1) in two-year IMAP (Indiana Mentoring and Assessment Program) Rules 2002 initial practitioner license instructional and administrative.
				Enroll one-year BTIP (Beginning Teacher Internship Program) Rules 46 & 47 standard license internship required.
				First priority for assignment of mentor should be an individual who has completed standards-based mentor training program or is enrolled in program.
Continuing Education		Approve providers of CRU (Certification Renewal Units) rather than individual programs.	Professional Growth Plan (PGP) license renewal becomes an option for Rules 46 & 47 licenses expiring on or after July 1, 2004 and is required for all Rules 2002 licenses issued after July 1, 2003.	

Spring 2004

Summer 2004

Fall 2004

Licensing			July: Final review of applications August: Approval of applications September: Final review of applications October: Final review of applications November: Final review of applications December: Final review of applications	
Beginning Teachers	First IMAP cohort (Cohort 1) completes first year.		Board decision on eligibility requirements for mentor stipends.	Enroll second IMAP cohort (Cohort 2) in two-year IMAP (Indiana Mentoring and Assessment Program) Rules 2002 initial practitioner license instructional and administrative.
				First priority for assignment of mentor should be an individual who has completed standards-based mentor training program or is enrolled in program.
	February Mentor training programs reviewed and approved.		35 approved standards-based mentor training programs. 1600+ trained instructional mentors, 140+ trained administrative mentors.	October Mentor training programs reviewed and approved.

Spring 2005

Summer 2005

Fall 2005

Licensing	January 1 All beginning administrators must pass SLLA prior to licensure at higher score 165.		Issue first proficient practitioner instructional, administrative, school services licenses based on completion requirements of IMAP.
Beginning Teachers	First IMAP cohort (Cohort 1) completes and submits portfolio assessment. Completion standard in effect	Board decision on eligibility requirements for mentor stipends.	Enroll third IMAP cohort (Cohort 3) in two-year IMAP (Indiana Mentoring and Assessment Program) Rules 2002 initial practitioner license instructional and administrative.
	Second IMAP cohort (Cohort 2) completes first year.		First priority for assignment of mentor should be an individual who has completed standards-based mentor training program or is enrolled in program.
	February Mentor training programs reviewed and approved.		October Mentor training programs reviewed and approved.

Spring 2006

Summer 2006

Fall 2006

Licensing	During 2006, all teachers must complete 46 & 47 licenses under Rules 46 & 47.	Continue to renew Rules 46 & 47 licenses indefinitely for individuals completing six (6) semester hours. Individuals with Rules 46 & 47 licenses may renew under Rules 2002 professional growth plan but will be required to do so for rest of career.	
	During 2006, all teachers must complete 46 & 47 licenses under Rules 46 & 47.		
	During 2006, all teachers must complete 46 & 47 licenses under Rules 46 & 47.		
Beginning Teachers	Second IMAP cohort (Cohort 2) completes and submits portfolio assessment. Completion standard in effect.	Board decision on eligibility requirements for mentor stipends.	Enroll fourth IMAP cohort (Cohort 4) in two-year IMAP (Indiana Mentoring and Assessment Program) Rules 2002 initial practitioner license instructional and administrative.
	Third IMAP cohort (Cohort 3) completes first year.		Mentorship program completed and evaluated.
	February Mentor training programs reviewed and approved.		October Mentor training programs reviewed and approved.

APPLICATION FOR MENTOR

1. General Information

1. Name _____

School Address _____

(City) (State) (Zip) (Phone)

Home Address _____

(City) (State) (Zip) (Phone)

2. Degrees held

<u>Degree</u>	<u>Major</u>	<u>Institution</u>	<u>Year</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Post degree study (include any major inservice activities)

4. Present teaching assignment

5. Prior teaching or other educational experience

<u>School</u>	<u>Assignment</u>	<u># of years</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. How long have you taught in the school where you are now teaching? _____

II. Check if you have had experience in the following:

_____ Supervising pre-student teaching field participants

_____ Supervising student teachers

_____ Coaching of teachers

_____ Any other professional responsibilities which might qualify you
to assist a first-year teacher. Please indicate _____

III. Professional activity. Check experiences that you have had in the following:

_____ Attendance at conferences related to your teaching field

_____ Presentation to colleagues or professional groups

_____ Professional recognition. Please indicate _____

_____ Course work, experience, or inservice activity in related areas.

Please indicate _____

IV. If selected as mentor, would you be willing to:

YES NO

_____ Allow a beginning teacher to observe you teach?

_____ Observe a beginning teacher?

_____ Spend additional hours with a beginning teacher in conferences and
related activities?

_____ Attend an occasional evening inservice activity for beginning
teachers?

_____ Attend an occasional inservice activity for mentors?

_____ Assist a beginning teacher in solving problems?

_____ Help a beginning teacher solve discipline problems?

YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | Help a beginning teacher learn to motivate students? |
| ___ | ___ | Help a beginning teacher improve in ability to individualize instruction? |
| ___ | ___ | Help a beginning teacher assess students' work |
| ___ | ___ | Work with a beginning teacher in a subject area other than your field? |
| ___ | ___ | Help a beginning teacher with classroom management and organization? |
| ___ | ___ | Help a beginning teacher work with parents? |

V. In your opinion, what are the major needs of first-year teachers that you could meet as a mentor?

VI. What characteristics do you possess which qualify you to be a mentor?

Signature

Date

IMPLEMENTING THE LAW ON LOCATING MISSING CHILDREN

Students initially enrolling the West Washington School Corporation in any grade must provide the name and address of the school the student last attended, if any, and a certified copy of the student's birth certificate or other reliable proof of the student's date of birth. If the birth certificate or other proof of the student's date of birth is not provided to the school within thirty (30) days of the student's enrollment or if it appears inaccurate or fraudulent, the school principal or his or her designee shall notify the Indiana Clearinghouse for Information on Missing Children, 1-800-831-8953. Once satisfactory proof of age has been provided, it will be returned to the student or his or her parents. The school principal or his or her designee shall within fourteen (14) days of a student's enrollment request the student's records from the last school the student attended, if any.

If any law enforcement agency reports to a school that a present or former student is missing, the principal or his or her designee shall attach a notice to the student's school records stating that the child has been reported missing. This notice shall be removed whenever the school is notified that the child has been found or the child reaches eighteen (18) years of age.

The principal or his or her designee upon receiving a request for records from another school shall promptly send the records to the requesting school; however, if a notice has been attached to the records that the child has been reported missing, the principal or his or her designee shall immediately notify the Clearinghouse (1-800-831-8953) and may not send the records without prior authorization from the Clearinghouse. Whenever the principal or his or her designee receives a request for student records from any individual and a notice has been attached to the student's records that the child has been reported missing, the principal or his or her designee shall obtain the name, address, and telephone number or the person making the request and the reason the person is making the request, and the principal or his or her designee shall immediately notify the Clearinghouse (1-800-831-5953). If a request for the school records of a missing child is received, the principal or his or her designee may not issue a copy of those records without prior authorization from the Clearinghouse.

WEST WASHINGTON SCHOOL CORPORATION

MISSION STATEMENT

It is the mission of the West Washington School Corporation to insure all students a safe and caring environment while providing them an innovative, stimulating, and positive education. We encourage all students to: reach their highest potential academically; develop a positive value system that will promote responsible citizenship, a positive self-concept, a sense of community, and respect for cultural, religious, and racial diversity; develop individual and group problem-solving skills necessary to be successful in an ever-changing world.

WEST WASHINGTON SCHOOL CORPORATION

It is the goal of West Washington Schools to provide a quality education for every student that attends our school. During this time of high stakes testing, it is necessary to provide curriculum that meets the standards set forth by the State of Indiana.

Our goal is to place emphasis on reading and improving performance on state testing.

It is our sincere belief that every child can learn and be successful.

WEST WASHINGTON ELEMENTARY SCHOOL

Mission Statement

West Washington Elementary School will strive to provide a challenging, nurturing, and safe environment through a partnership with home, school, and community where our students have the opportunity to achieve their full potential and become responsible and independent citizens.

Beliefs

We believe:

All people have inherent worth and deserve respect. individuals should be accountable for the choices they make. respect should be mutual among students, staff, administration, and parents. everyone has the capacity to learn and learning is a life long process. all people need to feel safe, secure, accepted, and loved. diversity enhances society. education is a key to improving the quality of life. our schools must have structure and discipline. development of good character, integrity, moral soundness, and work ethic is essential to personal success. it is essential that parents and teachers cooperatively support each child's school experience high expectations result in high achievement.

West Washington Junior/Senior High School

Direction/Vision:

West Washington Jr/Sr High School students will achieve their fullest potential using their individual abilities to enter the world as responsible, contributing, and civic-minded members of society.

Purpose/Mission:

In an effort to make all students college or career ready, the faculty and staff of West Washington Jr/Sr High expect and instruct students to think critically, collaborate effectively, and communicate meaningfully through reading, writing, and speaking.

WEST WASHINGTON SCHOOL CORPORATION**POLICY CONCERNING MRSA**

The West Washington School Corporation is cognizant of methicillin-resistant *Staphylococcus aureus* (MRSA). It adopts as school policy the suggestions of the Centers for Disease Control and Prevention of the Department of Health and Human Services (CDC). Employees and students infected with MRSA should always follow the advice of their physician, and return to the School Corporation only when cleared to do so by that physician. The School Corporation adopts the following recommendations of the CDC with respect to MRSA:

What is *Staphylococcus aureus* (staph)?

Staphylococcus aureus, often referred to simply as "staph," are bacteria commonly carried on the skin or in the nose of healthy people. Approximately 25% to 30% of the population is colonized (when bacteria are present, but not causing an infection) in the nose with staph bacteria. Sometimes, staph can cause an infection. Staph bacteria are one of the most common causes of skin infections in the United States. Most of these skin infections are minor (such as pimples and boils) and can be treated without antibiotics (also known as antimicrobials or antibacterials). However, staph bacteria also can cause serious infections (such as surgical wound infections, bloodstream infections, and pneumonia).

What is MRSA (methicillin-resistant *Staphylococcus aureus*)?

Some staph bacteria are resistant to antibiotics. MRSA is a type of staph that is resistant to antibiotics called beta-lactams. Beta-lactam antibiotics include methicillin and other more common antibiotics such as oxacillin, penicillin and amoxicillin. While 25% to 30% of the population is colonized with staph, approximately 1% is colonized with MRSA.

Who gets staph or MRSA infections?

Staph infections, including MRSA, occur most frequently among persons in hospitals and healthcare facilities (such as nursing homes and dialysis centers) who have weakened immune systems. These healthcare-associated staph infections include surgical wound infections, urinary tract infections, bloodstream infections, and pneumonia.

What is community-associated MRSA (CA-MRSA)?

Staph and MRSA can also cause illness in persons outside of hospitals and healthcare facilities. MRSA infections that are acquired by persons who **have not** been recently (within the past year) hospitalized or had a medical procedure (such as dialysis, surgery, catheters) are known as CA-MRSA infections. Staph or MRSA infections in the community are usually manifested as skin infections, such as pimples and boils, and occur in otherwise healthy people.

How common are staph and MRSA infections?

Staph bacteria are one of the most common causes of skin infection in the United States and are a common cause of pneumonia, surgical wound infections, and bloodstream infections. The majority of MRSA infections occur among patients in hospitals or other healthcare settings; however, it is becoming more common in the community setting. Data from a prospective study in 2003, suggests that 12% of clinical MRSA infections are community-associated, but this varies by geographic region and population.

What does a staph or MRSA infection look like?

Staph bacteria, including MRSA, can cause skin infections that may look like a pimple or boil and can be red, swollen, painful, or have pus or other drainage. More serious infections may cause pneumonia, bloodstream infections, or surgical wound infections.

Are certain people at increased risk for community-associated staph or MRSA infections?

CDC has investigated clusters of CA-MRSA skin infections among athletes, military recruits, children, Pacific Islanders, Alaskan Natives, Native Americans, men who have sex with men, and prisoners.

Factors that have been associated with the spread of MRSA skin infections include: close skin-to-skin contact, openings in the skin such as cuts or abrasions, contaminated items and surfaces, crowded living conditions, and poor hygiene.

How can I prevent staph or MRSA skin infections?

Practice good hygiene:

1. Keep your hands clean by washing thoroughly with soap and water or using an alcohol-based hand sanitizer.
2. Keep cuts and scrapes clean and covered with a bandage until healed.
3. Avoid contact with other people's wounds or bandages.
4. Avoid sharing personal items such as towels or razors.

Are people who are positive for the human immune deficiency virus (HIV) at increased risk for MRSA? Should they be taking special precautions?

People with weakened immune systems, which include some patients with HIV infection, may be at risk for more severe illness if they get infected with MRSA. People with HIV should follow the same prevention measures as those without HIV to prevent staph infections, including practice good hygiene, cover wounds (e.g., cuts or abrasions) with clean dry bandages, avoid sharing personal items such as towels and razors, and contact their doctor if they think they have an infection.

Can I get a staph or MRSA infection at my health club?

In the outbreaks of MRSA, the environment has not played a significant role in the transmission of MRSA. MRSA is transmitted most frequently by direct skin-to-skin contact. You can protect yourself from infections by practicing good hygiene (e.g., keeping your hands clean by washing with soap and water or using an alcohol-based hand rub and showering after working out); covering any open skin area such as abrasions or cuts with a clean dry bandage; avoiding sharing personal items such as towels or razors; using a barrier (e.g., clothing or a towel) between your skin and shared equipment; and wiping surfaces of equipment before and after use.

What should I do if I think I have a staph or MRSA infection?

See your healthcare provider.

Are staph and MRSA infections treatable?

Yes. Most staph and MRSA infections are treatable with antibiotics. If you are given an antibiotic, take all of the doses, even if the infection is getting better, unless your doctor tells you to stop taking it. Do not share antibiotics with other people or save unfinished antibiotics to use at another time.

However, many staph skin infections may be treated by draining the abscess or boil and may not require antibiotics. Drainage of skin boils or abscesses should only be done by a healthcare provider.

If after visiting your healthcare provider the infection is not getting better after a few days, contact them again. If other people you know or live with get the same infection tell them to go to their healthcare provider.

Is it possible that my staph or MRSA skin infection will come back after it is cured?

Yes. It is possible to have a staph or MRSA skin infection come back (recur) after it is cured. To prevent this from happening, follow your healthcare provider's directions while you have the infection, and follow the prevention steps after the infection is gone.

If I have a staph, or MRSA skin infection, what can I do to prevent others from getting infected?

You can prevent spreading staph or MRSA skin infections to others by following these steps:

1. **Cover your wound.** Keep wounds that are draining or have pus covered with clean, dry bandages. Follow your healthcare provider's instructions on proper care of the wound. Pus from infected wounds can contain staph and MRSA, so keeping the infection covered will help prevent the spread to others. Bandages or tape can be discarded with the regular trash.
2. **Clean your hands.** You, your family, and others in close contact should wash their hands frequently with soap and warm water or use an alcohol-based hand sanitizer, especially after changing the bandage or touching the infected wound.
3. **Do not share personal items.** Avoid sharing personal items such as towels, washcloths, razors, clothing, or uniforms that may have had contact with the infected wound or bandage. Wash sheets, towels, and clothes that become soiled with water and laundry detergent. Drying clothes in a hot dryer, rather than air-drying, also helps kill bacteria in clothes.
4. **Talk to your doctor.** Tell any healthcare providers who treat you that you have or had a staph or MRSA skin infection.

Adopted March 20th, 2006.