

**Oxford Preparatory School
(OPS)
Parent and Student Handbook**



**A Policy Manual to assist
Both parents and students
Toward a rewarding experience at OPS**

2017 - 2018

Table of Contents

| | |
|--|----|
| MISSION STATEMENT | 4 |
| LETTER FROM THE EXECUTIVE DIRECTOR | 5 |
| GENERAL STUDENT INFORMATION | 6 |
| School Hours | 6 |
| Arrival & Departure | 7 |
| Attendance | 7 |
| Lawful, Excused Absences | 7 |
| Unlawful Absences..... | 8 |
| Make-Up Work | 9 |
| Tardiness | 9 |
| Early Pick-Up | 10 |
| Lunch..... | 10 |
| Distribution of Medication | 10 |
| Physical Plant | 11 |
| Student Cell Phones | 11 |
| Visitors & Phone Calls | 11 |
| Inclement Weather Policy | 11 |
| Emergency Procedures | 12 |
| Driver's Education..... | 12 |
| Parking Regulations..... | 12 |
| Dress Code..... | 13 |
| Public Display of Affection | 14 |
| Honor Code | 14 |
| Detention | 15 |
| Short-Term Suspension | 15 |
| Bullying and Hazing | 16 |
| Long-Term Suspension | 16 |
| Expulsion | 17 |
| Searches | 17 |
| Stolen property | 18 |
| ACADEMIC POLICIES AND PROCEDURES | 19 |
| Curriculum | 19 |
| Course Weights and Grading | 20 |

| | |
|--|----|
| Flex Days..... | 20 |
| Homework and Late Assignments | 21 |
| Teacher Conferences | 21 |
| College Counseling..... | 21 |
| Graduation Requirements..... | 21 |
| Promotion Policy..... | 23 |
| Awards Policy | 23 |
| Senior Academic Recognition Policy | 24 |
| OTHER OPS ACTIVITIES..... | 25 |
| Carpool to School | 25 |
| Griffin Athletics..... | 25 |
| APPENDIX | 27 |
| 2017 – 2018 Calendar | 27 |
| Additional Vaccination Information..... | 28 |
| HPV..... | 28 |
| Cervical dysplasia | 34 |
| Influenza Information..... | 35 |
| Meningococcal Meningitis | 36 |
| Safe & Surrender Newborn Law | 40 |

MISSION STATEMENT

OPS's purpose is to graduate future leaders who have completed a rigorous curriculum, performed service in the community, and developed an appreciation of the arts that prepares them for the challenges of the college of their choice. With support from our diverse community, we will cultivate intellectual curiosity in well-rounded students.

- NURTURING POTENTIAL -

- INSPIRING EXCELLENCE -

- DEVELOPING LEADERS -



Oxford Preparatory School
Nurturing Potential - Inspiring Excellence-Developing Leaders

LETTER FROM THE EXECUTIVE DIRECTOR

I, along with the Board of Directors, faculty and staff welcome the returning classes of 2018, 2019, 2020, 2021, 2022 and the new class of 2023 to Oxford Preparatory School (OPS). This upcoming school year we are positioned to continue improvement and build additional capacity after another year of firsts. Last year we moved into our new permanent facility, fielded our first middle school athletic teams, and graduated our first class. This year we will operate with an earlier calendar start and completion date, in addition to modifying our class meeting schedule to offer additional opportunities for enrichment and remediation.

The Board of Directors has empowered the faculty and staff of our school to create innovative approaches to learning. The Board has also mandated that we achieve our goals as outlined in our mission statement and charter application.

OPS will draw upon all proven best practices for engaging students and facilitating their education so that they can successfully complete the rigorous curriculum set out by the school. We will challenge students and teachers to never accept anything but the best from themselves and from each other. Each employee, parent, board member and student will work together, knowing that for a student to complete a highly rigorous and competitive curriculum all members of the OPS community must be fully invested in their success. All members of OPS will embrace a culture of high achievement, believing that mediocrity is unacceptable.

Our teachers bring a wide array of education and experiences to OPS. They are energized and excited, and much of the focus will be upon using debate and Socratic dialogue to deepen students' understanding of concepts. The delivery will also blend lectures, workshop style opportunities, case studies and experiential learning to address the spectrum of learning styles. Writing will be an integral part of each curriculum strand to further develop a students' understanding of the topic and his/her ability to communicate that understanding to others.

OPS strongly encourages all students and their families, no matter where they live in the surrounding area, ethnicity, family structure, gender, race, religion and socioeconomic class to view OPS as a resource for a high quality college preparatory education.

Andrew Swanner - Executive Director

GENERAL STUDENT INFORMATION

School Hours

In an effort to make the most out of each school day and to maximize learning opportunities, the regular instructional day will run from 8:10a.m. - 3:20p.m. on Mondays – Thursdays and 8:10 – 12:30 on Fridays, where enrichment, remediation, and club opportunities will be available 12:45 – 3:00 (except for designated Staff Development Fridays).

| Purple - Monday & Wednesday | | | Orange - Tuesday & Thursday | | | Flex Friday | | |
|-----------------------------|-------|-------|-----------------------------|-------|-------|---------------|-------|-------|
| Period | Start | End | Period | Start | End | Period | Start | End |
| 1 | 8:10 | 9:45 | 5 | 8:10 | 9:45 | 1 or 5 | 8:10 | 9:05 |
| Break | 9:45 | 9:55 | Break | 9:45 | 9:55 | 2 or 6 | 9:10 | 10:05 |
| 2 | 9:55 | 11:30 | 6 | 9:55 | 11:30 | 3 or 7 | 10:10 | 11:05 |
| Lunch | 11:30 | 12:00 | Lunch | 11:30 | 12:00 | Lunch | 11:05 | 11:35 |
| 3 | 12:00 | 1:35 | 7 | 12:00 | 1:35 | 4 or 8 | 11:35 | 12:30 |
| Break | 1:35 | 1:45 | Break | 1:35 | 1:45 | | | |
| 4 | 1:45 | 3:20 | 8 | 1:45 | 3:20 | | | |

| 2 Hour Delay M/W/F | | |
|--------------------|-------|-------|
| Period | Start | End |
| 1 | 10:10 | 11:20 |
| 2 | 11:25 | 12:30 |
| Lunch | 12:30 | 1:00 |
| 3 | 1:05 | 2:10 |
| 4 | 2:15 | 3:20 |

| 2 Hour Delay T/Th | | |
|-------------------|-------|-------|
| Period | Start | End |
| 5 | 10:10 | 11:20 |
| 6 | 11:25 | 12:30 |
| Lunch | 12:30 | 1:00 |
| 7 | 1:05 | 2:10 |
| 8 | 2:15 | 3:20 |

| Early Release M/W | | |
|-------------------|-------|-------|
| Period | Start | End |
| 1 | 8:10 | 9:05 |
| 2 | 9:10 | 10:05 |
| 3 | 10:10 | 11:05 |
| Lunch | 11:05 | 11:35 |
| 4 | 11:35 | 12:30 |

| Early Release T/Th | | |
|--------------------|-------|-------|
| Period | Start | End |
| 5 | 8:10 | 9:05 |
| 6 | 9:10 | 10:05 |
| 7 | 10:10 | 11:05 |
| Lunch | 11:05 | 11:35 |
| 8 | 11:35 | 12:30 |

Arrival & Departure

Classes begin at 8:10 a.m. To accommodate parents' schedules, students may arrive at school as early as 7:30 a.m. Any student arriving on campus between 7:30 and 8:00 a.m. must come into the building and will be required to stay in a silent study hall. Students should come directly in the gym entrance of the school, and will remain there quietly. Students must remain in the gym to study silently so that teachers can prepare for the school day. Because there is no staff available to supervise students prior to 7:30 a.m., students must not arrive on campus before that time. Between arriving on campus and departing campus, students must stay inside the building.

Students who drive are not allowed to leave campus for lunch. Students are not allowed to enter the parking lot or leave campus in the vehicle of other students during the school day, unless they do not have a class that meets the period before or after lunch.

School ends at 3:20 p.m. and all students must be picked up by 4:00 p.m.. After 3:40 pm each day any students remaining on campus **must** be in a study hall or working with a teacher or coach. After 4:00pm (1:00pm on Fridays) there will be no staff to supervise students and doors to buildings will be locked, unless they are in a scheduled enrichment, remediation, club, or athletic activity.

Attendance

In order for students to achieve the most growth each year, it is imperative that they are in school as much as possible. In a rigorous college preparatory school, attendance is an integral part of completing the curriculum.

OPS requires that the successful completion of any specific course shall include attendance for a minimum number of days during the year. Students may automatically fail should they have more than 10 unexcused absences from a given class (5 absences for a semester class). The executive director will make this determination in conjunction with a committee to review reasons for absences and any extenuating conditions. Student's guardians will have written and verbal notification of potential instances of a failing grade due to unexcused absences prior to grade changes. No waivers are granted if a student has received any out-of-school suspensions.

Lawful, Excused Absences

Pursuant to state law NCGS 115C-378 and the rules and regulations of the N. C. Department of Public Instruction, School Attendance and Student Accounting Manual, the following shall constitute a lawful excused absence, provided satisfactory evidence is given to the appropriate school official:

- **Illness or injury:** An illness or injury, which prevents the student from being physically able to attend school.
- **Quarantine:** When isolation of the student is ordered by the local health officers or the State Board of Health.
- **Death in the immediate family of the student:** Defined to include, but not necessarily limited to, grandparents, parents, brothers, and sisters.
- **Medical or dental appointments:** When the absence results from a medical or dental appointment of a student.
- **Court or administrative proceedings:** Attendance at the proceedings of a court or an administrative tribunal if the student is party to the action or under subpoena as a witness.
- **Religious observances:** When the tenets of a religion to which a students and/or parents/guardians adhere require or suggest the observance of a religious event unless the religious observance or the cumulative effect of the religious observance is of such duration as to interfere with the education of the student. More than two (2) religious observances require the approval of the Executive Director or designee.
- **Educational opportunity:** When the absence clearly is to take advantage of a valid educational opportunity, such as college visits. Approval for such an absence must be granted **prior** to the absence by the Executive Director.
- **Absences related to deployment activities:** A student whose parent/ legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent/ legal guardian. (NCGS 115C-407.5, current School Attendance and Student Accounting Manual Article V (E).
- **Child Care:** Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent is to be coded excused (lawful). (NCGS 115C-375.5)

Unlawful Absences

For students who are entitled to attend public school and who have enrolled in a public school, unlawful absence is defined as:

- A student's willful absence from school with or without the knowledge of the parent/guardian; or
- A student's absence from school for any reason other than those listed in the current

School Attendance and Student Accounting Manual Chapter 2, Section IV.D. under “Lawful Absences.”

- When students are not permitted to attend school because they lack proper immunization. (see NCGS 130A-155)

A student returning to school after an absence must check in at the office prior to returning to any class. He/she should bring a note from a parent or guardian explaining the absence. **Students returning to school after an absence and who fail to provide documentation for that absence may be subject to disciplinary action.** This written confirmation is required for state auditing purposes.

Make-Up Work

Students are responsible for asking for, obtaining and then completing all work assigned when they have an excused absence. Students should work with their teachers to make arrangements to complete assignments, tests, and quizzes. Students who are absent or anticipate being absent for two or more days may arrange to get assignments from their teachers at school or via email. When that arrangement is not possible, students or parents may request assignments through the office. Missing assignments must be completed within 5 days after the student returns for those students who have an excused absence.

Students who have an unexcused absence are not guaranteed the opportunity to make-up any missed assignments. Unexcused absences include those incurred as a result of out of school suspensions.

Tardiness

Oxford Preparatory School is committed to protecting the school day and required instructional time by discouraging any unexcused tardy(ies) to school or to any class. **Upon arrival at school after 8:15 a.m. a student must report to the office with a parent or a written excuse from the parent.** Students that arrive to class after 8:10, but before 8:15, will be marked tardy, but do not need to report to the office.

The student will be counted absent for any missed classes (student was not present for at least 51% of that class meeting time). A tardy to class is defined as not being in the assigned seat and prepared to receive instruction **BEFORE** the scheduled class time begins.

The only way to excuse a tardy is for a student to have a note (with the student’s name, date, and time) signed by a staff member. Otherwise, the tardy is recorded as unexcused. The number of tardy(ies) to individual classes will reset to zero each semester.

Students who drive and have at least 5 tardies in the same class in one semester will have parking privileges revoked for one week. Additional tardies may result in revocation of parking privileges for the remainder of the semester.

Consequences:

Per Semester

1st – 2nd tardy.....warning to student

3rd tardy.....parent contacted

4th tardy.....administrative action

5th – 7th tardy.... Administrative action (including parking permit suspension for 1 week)

8th tardy... Administrative action (including parking permit suspension for the remainder of semester)

Early Pick-Up

If a student must leave school early for something unavoidable, they must provide a written request, with the reason for leaving, from a parent or guardian. This request must be given to the office the morning of the early dismissal no later than 9am. Parents or approved individuals are asked to enter the office to check out the student. Student drivers are required to sign out in the office. In the case of an emergency a parent can provide a phone call or email to school administration providing consent for their child's dismissal. Parents and students should make all possible attempts to schedule appointments for Friday afternoons in order to avoid missing instructional time.

The policies for missing assignments will be followed for students who leave early.

Lunch

Because OPS does not have a cafeteria, students eat lunch in designated classrooms. Students are expected to be respectful and responsible for the cleanliness of the designated rooms. Pre-packaged items and vendor prepared selections will be available for purchase from the lunch pantry.

Free and Reduced lunch items will be available for eligible students who have a completed and turned in an eligible *Household Income Survey*.

Distribution of Medication

If a student needs to take any prescription medication during the school day, the student should bring the medicine along with a current form obtained from the physician to the office. It is the student's responsibility to come to the office at the specified time to receive his or her medication from a member of the office staff. Medication will be taken in the presence of a staff member. The student should sign the medication log provided by the office staff.

In order to dispense OTC medications to students, parents will need to complete a “permission to dispense form” that we will keep on file. This will need to be updated each year.

Physical Plant

Students must respect the boundaries of our space and help to maintain the facilities. Students should not loiter around school property. Student drivers should immediately enter the building after parking and depart the parking lot after dismissal. Students have a responsibility to help keep OPS facilities clean and free of litter. This includes classroom space, bathrooms, hallways and outdoor areas.

Students who willfully damage school property, the building or the school grounds will be asked to reimburse the school for any necessary repairs, in addition to other disciplinary action.

Student Cell Phones

Students may not use or plug in cell phones inside the classroom during the school day, unless directed by a teacher. Students who need to make a call during the day should be sent to the office to use their phone.

Visitors & Phone Calls

Any visitors to OPS, including parents, should check in at the office. People who are not guardians or parents must have prior permission from administration before visiting with students. Parents who need to meet with teachers should make an appointment in advance, at a time when the teacher has no student responsibilities. No phone calls will be transferred to a classroom during instructional time.

Inclement Weather Policy

OPS will follow the weather closures and delays posted by Granville County Public Schools. To confirm these closures, please watch/listen to WRAL-TV (Channel 5) or WRAL-FM (101.5 FM) or log on to www.wral.com for information on Oxford Preparatory School’s closing or delay in opening the school. Information will also be placed on the school’s website and Facebook page. Parents may also sign up to receive either emails or text messages through Remind101. Send a text message to 81010 with the message @35d6a22beb to gain access.

Emergency Procedures

In the event of an emergency at school, that requires the evacuation of the building, students will initially gather with their teachers in designated evacuation areas. Should the emergency be of a nature that the Executive Director and faculty decide to move students farther from the facility, teachers will escort their students. Any changes to dismissal procedures or appropriate briefings will be communicated by the Executive Director to parents.

Driver's Education

OPS does not directly offer driver's education classes, as charter schools are not funded to provide the program. Driver's education is available to students through Granville County Public Schools or through for profit driving schools in the area.

Upon successful completion of a Driver Education program, the student may obtain a Driving Eligibility Certificate from the OPS office once adequate academic progress (pass at least 70% of the maximum of possible courses each semester and meet promotion standards) has been verified by the school.

Parking Regulations

1. Parking on campus is a privilege granted to the student. IT IS NOT A RIGHT. No 7th - 9th grade student will be issued a parking permit.
2. Students must purchase a parking permit to drive a vehicle on campus and to park on campus. The number of parking permits is limited based on the available spaces. Parking permits are sold in the school office for \$50 (\$25 after 12/20/17). Lost parking permits must be replaced and will be sold in the office for \$5. These are non-refundable fees.
3. Students must present a driver's license, vehicle registration and parking application form in order to purchase a parking permit. Students who have their driver's licenses revoked will also have their parking privileges revoked.
4. Each student who purchases a permit shall park only in the section designated for the permit.
5. Each student must display an OPS parking permit in his/her vehicle while parking on campus. The permit must hang from the rearview mirror in such a manner that the permit number can be read when standing in front of the vehicle. **Failure to properly display the permit will result in a fine.**
6. Students shall operate vehicles in a safe manner while on campus. The speed limit on all roads and in all parking lots on campus is **15 miles per hour.**
7. Students shall not operate vehicles with loud mufflers nor play radios, or other sound systems at a volume that might disturb classes or offices.
8. Students shall not park along any roadway on campus.

9. Students who have purchased a parking permit and have parking privileges will be fined **\$5.00** for each minor violation of parking regulations to include not properly displaying the permit. After three violations (tickets), the fine will increase to \$10.00 for each minor violation.

10. Students who have not purchased a parking permit will be fined **\$25.00 for each violation** of parking violations to include parking on campus without having a permit. Additionally, these students will not be allowed to purchase a temporary or regular permit for the remainder of the school year. Students who park on campus with an out-of-date temporary permit will be in violation of parking without a permit and incur a fine of **\$25.00** and will not be allowed to purchase a temporary or regular permit for the remainder of the school year.

11. The executive director of OPS reserves the right to have a vehicle towed from campus at the owner's expense if necessary. **STUDENTS WHO PARK ON CAMPUS WITHOUT A PERMANENT PARKING PERMIT ARE SUBJECT TO TOWING AT ANY TIME.**

12. Any student who leaves the OPS campus without checking out properly or takes another student off campus who has not checked out properly is subject to the loss of parking privileges and disciplinary action. Any student who leaves the campus with another student without checking out properly will be subject to disciplinary action, the loss of parking privileges or will not be allowed to purchase a temporary or regular permit for the remainder of the school year.

13. Examples (not an exhaustive list) of violations that may result in a fine, the loss of driving privileges, school disciplinary actions and possible actions by appropriate law enforcement officials are:

a. Driving in an unsafe manner (e.g., aggressive driving, failing to yield for pedestrians, failing to yield for school buses, etc.).

b. Exceeding the 15-mile per hour speed limit.

c. Horseplay in or around a vehicle (e.g., riding on the top, hood or trunk of a vehicle, throwing objects from a vehicle, hanging out of the window of a vehicle, etc.)

The student to whom the permit/vehicle is registered will be held responsible regardless of who commits the violation with the vehicle.

d. Failing to cooperate with school employees or law enforcement officials who are directing traffic or assisting in the flow of traffic.

e. Forging a regular or temporary permit.

f. Beginning on the 5th tardy, suspension of the parking permit for a week or remainder of the semester.

Dress Code

OPS expects students to project a positive image of the school and of themselves. The dress code is designed to reflect self-respect, pride, good judgment and awareness of dress appropriate to place and action. ALL student attire must be neat, clean and free from rips and tears. Students should avoid wearing any item of clothing (hats, shirts, belt buckles, sweatshirts, etc.) that is disruptive, obscene or offensive to ANY fellow student or staff member. A student who chooses to come to school inappropriately

dressed will be asked to immediately address the issue. This may be as simple as removing or replacing the article of clothing or it could require that the student call home for a change of clothing. In addition, individual teachers can create additional expectations that are appropriate for the classes they teach.

Dress considered inappropriate for wearing inside the school environment includes:

- any article of clothing that is torn or ripped 4" above the knee
- shorts, skirts, or dresses that are shorter than 4" above the knee
- headphones, bedroom clothing such as pajama pants or bedroom slippers
- pants that sag or clothing that allows for the display of any item of underwear
- clothing that is strapless, or has straps narrower than 3" on each shoulder.
- clothing which calls attention to the body, that may include sheer clothing, skin tight clothing, or clothing which shows midriffs, cleavage

A student who chooses to come to school dressed inappropriately will be asked to call home for a change of clothes and not allowed in class. The Executive Director reserves the right to make final determination of the appropriateness of a student's attire. Dress requirements for special events, community service and/or field trips will be set as appropriate for each situation.

Public Display of Affection

The development of self-control and a sense of appropriateness is an essential part of every student's educational process. Displays of affection, other than handholding outside of class, are considered inappropriate. A school campus is not a place for overt displays of physical affection between students. Some examples of actions considered to be overt displays of affection include excessive hugging, kissing, and close physical contact. Students are expected to demonstrate restraint at a public place. Students who fail to do so may be subject to disciplinary action plus a parent conference with the administration.

Honor Code

Students must take responsibility for their behavior and choices, including those of academic honesty.

The Honor Code states:

“As a student at Oxford Preparatory School (OPS) I pledge my support to the Honor Code and promise not to lie, cheat or steal. I also promise not to hurt another member of our community, OPS, and our family. I pledge to report immediately all violations of the Honor Code of which I have first-hand knowledge; as failure to do so is itself a violation of the Honor Code”

Students will be required to attest to the Honor Code at the beginning of each school year.

Some examples of behavior that violates the school Honor Code are:

- Lying and forgery
- Plagiarism and cheating
- Stealing
- Bullying, including actions or words that hurt others or that are considered disrespectful
- Continued classroom disruptions

In any case where there is a lack of clarity, it is a student's responsibility to check with their teacher or the Executive Director of OPS. Lack of clarity should never serve as an excuse for violating the school Honor Code. Any Honor Code violations will be sent to the Executive Director of OPS for action. If the Executive Director determines that further proceedings are warranted by the Student Honor Council, he or she will prepare a formal charge. A hearing will be conducted the Student Honor Council and a recommendation for any potential consequences will be made to the Executive Director.

Detention

After school detention is held as needed. Detention is supervised by teachers or school administration. It is assigned at the discretion of school administration for classroom misbehavior, incomplete or missing homework, disrespect, or other repeated behavior or academic issues.

Short-Term Suspension

Suspension is assigned in order to help correct recurrent behavior problems that distract students from the goals of academic and personal growth. Examples of some reoccurring behavioral problems that might warrant short-term suspension are:

- Leaving school property without permission
- Skipping classes
- Disrespect to teachers
- Frequent classroom behavior that interferes with learning
- 1st offense for use, possession or distribution of alcohol, e-cigarette products, fireworks or tobacco on OPS property
- Bullying, intimidation, hazing, or harassment or physical harm or threat (that may include actions/comments based on race, religion, national origin, gender, disability, or sexual orientation)

- Inappropriate sexual contact

Bullying and Hazing

Oxford Preparatory School is committed to protecting its students, employees and school guests from bullying of any type. We believe that each person is entitled to a safe, equitable and harassment-free school experience. Bullying or harassment student-to-student, student-to-adult, or adult-to-adult will not be tolerated in any form. Once bullying has been reported we will investigate and then deal with any bullying conduct that occurs on school grounds or at school-sponsored functions.

"BULLYING" is any aggressive behavior that is intentional and involves an imbalance of power - perceived or real. A person is bullied when he/she is exposed repeatedly to negative actions by one or more other people. Bullying includes knowingly committing any act that hurts the physical, mental or emotional well-being of another person. Examples of bullying are:

- physical attacks
- forced or involuntary ingestion of any substance or food item
- coerced actions that may be sexual in nature
- verbal intimidation or slurs
- non-verbal or emotional intimidation including gestures, social exclusion
- physically obstructing freedom of movement
- use of technology or social media to transmit intimidating information of any nature

HAZING" is a specific form of bullying that is usually associated with initiation into clubs or organizations. Hazing will not be accepted.

In order for any bullying to be acted on, it must be reported to an adult on campus. Either students or their parents can report bullying concerns. The impacts of bullying are serious and we at OPS pledge to do our best to eliminate bullying but we cannot do so unless it we are informed. Bullying reports should include (1) the name of the complaining party, (2) the name of the offender if known; (3) the date and location of the harassment incidents, and; (4) a statement describing the incident and any witnesses.

All reported incidents of bullying will be fully investigated and actions taken, depending on the findings.

Long-Term Suspension

Long-term suspension (possibly for the remainder of the academic school year) is only used in severe circumstances. A 'manifestation determination' must be made before long-term suspension for EC students. Parents are notified in writing of the cause for long-term suspension, and have 30 days to appeal in writing to the Board of Directors of

OPS. The Board of Directors must respond to any request for appeal within 15 days of receipt. It will be up to the Board of Directors whether the student will receive a long-term suspension and will be readmitted that year or the next year. Parent/Guardian may provide the Board of Directors with evidence of growth and the ability of the student to rejoin OPS.

Expulsion

Expulsion is only used in rare occasions that involve egregious violations. It is a necessary option in order to preserve the safety of the student body as a whole. Expulsion may be immediate without warning, depending on the violation. The following are examples (but not the only examples) of acts that constitute immediate grounds for expulsion:

- Commission of a felony
- Possession or use of any dangerous weapon or object
- Assault of another student or teacher
- Extortion or intimidation of another student or teacher
- Possession of drugs or narcotics
- Destruction or defacing of property
- Repeated or egregious defiance to school staff
- Repeated suspensions

Parents will receive written notification of the expulsion from the Executive Director of OPS. They have 30 days to appeal in writing to the Board of Directors. A 'manifestation determination' must be made before expulsion for EC students. The Board of Directors must respond to any request for appeal within 15 days of receipt. Parent/Guardian may present to the Board of Directors evidence of growth and the ability of the student to rejoin OPS.

Searches

OPS school administration reserves the right to search student property (including vehicles) when reasonable suspicion exists.

When conducting searches of student property (including vehicles), the Executive Director of OPS or his designee may seize any illegal or unauthorized items that may pose a threat to the student body or staff. Such items include, but are not limited to:

- Controlled substances or intoxicants
- Dangerous weapons
- Explosives
- Firearms
- Flammable materials

- Poisons

Stolen property

If any of these items are confiscated, law enforcement will be immediately notified. All confiscated items will be turned over to law enforcement. The parent/guardian will be notified by the Executive Director of OPS regarding the confiscation and the involvement of law enforcement.

ACADEMIC POLICIES AND PROCEDURES

Curriculum

The unique Oxford Prep curriculum within the NC State Board Education approved charter, is specifically designed to offer expanded learning experiences for students who aspire to earn a four-year college degree. We expect each student to master the college preparatory curriculum within four years. We challenge each of our students beyond the traditional measures of proficiency and drive them to excel.

Unlike many other high schools that have a goal for students to simply graduate from high school, the goal at Oxford Prep is that students graduate from COLLEGE. This means that our expectations for students at Oxford Prep are intentionally set higher because we are focused on preparing students for success in college. Graduation requirements include completion of a minimum one AP or dual enrollment class for ALL enrolled students. All students must also complete 3 credits in foreign language, 60 hours of community service, and a senior seminar as a capstone class. We also have high expectations for students in terms of discipline, personal responsibility and organization, timeliness in completion of work, and attendance in class.

Our Scholars Program reaches far beyond most typical “Honor’s Programs.” Scholars begin taking high school classes as early as the 7th grade. As 9th graders, the Scholars will take their first Advanced Placement class. To graduate as a Scholar, students must take at least 5 AP classes (Or VGCC equivalent) and the associated AP exams.

Beginning in the 11th grade scholars who meet criteria established by VGCC and also exhibit the study skills necessary to be successful in college classes will also have access to college classes both on the campus of Oxford Prep and on the various campuses of Vance Granville Community College. College professors will teach all college classes. This innovative program of study will prepare students for selective colleges and universities in and outside of North Carolina. The students who successfully complete this program will have had the opportunity to earn a minimum of 21 hours of college credits through AP testing and college coursework in only four years. This innovative program began in 2015 and students have successfully completed an average of 18 college credit hours each.

Students who have already completed an Accelerated Math course or Math I and have scored in the top 65th percentile on EOG scores in the most recent school years on both math and reading will be ideal candidates for entry into the Oxford Prep Scholars Program. To remain in the Scholars Program, students must continue to make acceptable progress on all coursework including the college and elective classes. OPS instruction will focus on developing each and every student’s ability to think critically, problem solve, synthesize their knowledge, use a multiplicity of views and demonstrate their learning beyond a traditional multiple choice assessment. Assessments at OPS will often take the form of essays or in-depth research projects.

Writing will not only be a focus in English classes, but across the core curriculum. Students will create a research project and paper at least once in each of the four core departments.

Course Weights and Grading

In October 2014, the State Board approved a standard 10-point grading scale to begin with the 2015-16 school year for all high school students. This scale will not include “pluses” or “minuses.” Grades from prior years will not be altered retroactively.

Under the new scale, grades and grade point average calculations will be applied as follows:

A: 90-100 = 4.0

B: 80-89 = 3.0

C: 70-79 = 2.0

D: 60-69 = 1.0

F: < 59 = 0.0

Quality Points: In addition to the grade scale change, new standards for quality points also take effect in the 2015-16 school year. These new standards affect only ninth graders in the fall of 2015-16 and all students entering high school after that year. This change does not affect students who will be in grades 10, 11 or 12 in 2015-16.

The new quality points standard will provide an additional .5 quality point to Honors courses and a 1.0 additional quality point to Advanced Placement (AP)/International Baccalaureate (IB) courses, community colleges courses, or four-year university or college courses taken in high school. This eliminates discrepancies between AP/IB and community college or college/university courses and quality points and provides the same additional quality point to all college-level coursework. For example, a student who earns an A in an AP course would receive a weighted 5.0 grade for that particular course. A student who earns an A in an Honors course would receive a weighted 4.5 grade.

Flex Days

OPS believes that students learn more when they are active, social and creative learners. Flex Days will occur each Friday on the scheduled Early-Release bell schedule. This allows students to meet in small groups to pursue projects in a subject area or to engage in service activities. Scheduled opportunities for enrichment, remediation, and clubs will be made available for students (except designated staff development Fridays). These Friday afternoons are also a great opportunity for students to complete required service hours with local non-profit organizations.

Homework and Late Assignments

It is assumed that each course will require homework time each evening and that AP courses may have greater requirements. Teachers should solicit periodic feedback to ensure that the workload is appropriate to the course.

If a student frequently fails to do his or her work, this behavior will be reported to the student's parents by the administration.

Teachers determine their own policy and procedures for late penalties. Students will be allowed 5 days to complete work after properly documented and excused absences with no penalty. Undocumented absences are considered unexcused and late work may not be allowed. For unexcused absences, IF late work is allowed it will incur late penalties.

Teacher Conferences

A parent or guardian may initiate a conference with an individual and make those arrangements directly. If a student seems to be having broader academic problems, parents are encouraged to contact the office to set up a conference that includes other teachers.

College Counseling

The guidance counselor will be available to facilitate college/university exploration. The guidance counselor will provide counseling, interest and aptitude testing and assist students in setting realistic, but stretching academic and career goals. The guidance counselor will maintain and operate an up to date career and college information center. The guidance counselor will interface with colleges and universities in the state and nation. The guidance counselor will have a working knowledge of majors' admission requirements, entrance exams, financial aid and other programs for students to apply at the college or university of their choice. The guidance counselor will interface with students, parents, teachers and local and national college recruiters.

Each year, all students will be expected to attend a college campus trip offered by OPS.

Graduation Requirements

Graduation requirements for OPS mirror the suggested requirements for entry into most of the schools of the North Carolina University System. The graduation requirements of OPS exceed those currently required by the schools in Granville and Vance counties.

These requirements include exceptional academic requirements, including 3 credits in one foreign language and a full four years of English, math, science, and social studies. At OPS we also recognize the importance of the development of creative and practical skills. Consequently our graduation requirements also incorporate a minimum of community service hours and a fine arts requirement.

All students will participate in a college bound academic track with additional requirements for students selected for the OPS Scholars program. Minimum graduation requirements for all students are:

- 4 math credits – the lowest level to be Math I.
- (Any remedial math course the student requires to be successful in Math I may be used to fulfill an elective requirement.)
- 4 English credits
- 4 Social Studies courses (Civics & Economics, World History, and American History I & II)
- 4 Science courses (Including a minimum of biology, chemistry, and earth and environmental)
- 3 Foreign Language courses (In the same language)
- 1 Healthful and Physical Education credit
- 7 additional electives (For a total of 27 credits)
- At least 1 Advanced Placement or Dual Enrollment college level course in the area of the student's choice for every enrolled student.
- 60 hours of community service – to be approved by an advisor. (15 hours each school year) (This requirement can be fulfilled through structured flex-day projects and at the student's leisure, i.e. volunteer service at Granville Medical Center, working with Habitat for Humanity, participating in church mission projects within our local community, etc.)
- Fine Arts project – to be approved by an advisor. (This requirement can be fulfilled through a fine arts course, through working with community theater groups, dance, music, foreign travel, etc.)

Oxford Prep Scholars must meet a baseline set of academic requirements and obtain administrative approval to pursue this course of study. To receive Scholars cords and designation on the diploma they must fulfill all graduation requirements...

+PLUS+

Complete a minimum of 5 AP or CCP classes potentially beginning in the freshman year. Acceptable courses to meet Scholars designation must include the following sequence:

- AP US Government & Politics (9th grade)
- AP Environmental Science (10th grade)

- AP English Language (11th grade)
- AP Calculus AB or AP Statistics (12th grade)
- One additional AP class of the student's choice

Scholar status may also be obtained through administrative approval as a result of obtaining passing grades in at least 5 college level courses across all four disciplines.

Students must pass the course and take the AP Exam in all of these classes to graduate with the designation of an Oxford Prep Scholar.

Promotion Policy

Students must maintain acceptable progress towards graduation. They are required to meet the expected grade level performance levels listed below. In each year students are also required to achieve an "at grade level score" on all EOG/EOC's taken during the last 10 days of the school year. Students who fail to meet promotion requirements during the year will have the opportunity to achieve promotion through OPS summer school offerings.

To be promoted to Grade 8:

- Meet expected grade level performance. Students must also complete a total of 15 documented service hours.

To be promoted to Grade 9:

- Meet expected grade level performance. Students must also complete a total of 15 documented service hours.

To be promoted to Grade 10:

- 6 credits including English I and Math I, and 15 documented service hours.

To be promoted to Grade 11:

- 13 credits including English II and Math II, and 15 documented service hours.

To be promoted to Grade 12:

- 20 credits including English III and Math III, and 15 documented service hours

Awards Policy

Academic awards are determined at the end of each semester. Students who make above a 3.5 semester weighted GPA AND have NO grades below a C will be eligible for the Director's List. Those who make above a 3.0 overall weighted GPA AND have NO grades below a C will be eligible for the Honor Roll. Beginning in the sophomore year,

students who have attended OPS for at least three semesters demonstrated a commitment to service and high integrity, who have maintained a 3.0 overall un-weighted GPA and have NO grades below a C will be eligible for induction into National Beta Club.

Senior Academic Recognition Policy

Class rankings are one method of measuring academic performance. Oxford Preparatory School also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorousness of curriculum, results of tests and assessments, and recommendation letters.

The executive director shall provide for the compilation of class rankings to be listed on student transcripts and may make class rank information available periodically to students and their parents or guardians, and to other institutions at the request of the student or the student's parent or guardian. While the board encourages broad means of recognizing student achievement, the executive director shall not use class rank to designate a valedictorian or salutatorian. The executive director shall designate the following senior honors:

1. Students with a 4.00 – 4.24 (3.75 - 3.99 beginning with the class of 2019) weighted grade point average shall receive the distinction of cum laude
2. Students with a 4.25 – 4.49 (4.0 – 4.24 beginning with the class of 2019) weighted grade point average shall receive the distinction of magna cum laude
3. Students with a 4.5 or higher (4.25 or higher beginning with class of 2019) weighted grade point average shall receive the distinction of summa cum laude "Top of the Class" Students may achieve this "Top of the Class" status by reaching a weighted GPA of 4.5 or higher (4.25 or higher beginning with the class of 2019) by the end of their first semester of their senior year. If a student drops significantly from this marker by the end of the school year, the honor will be withdrawn. These students will be recognized at graduation with a special stole designating this achievement. Members of the "Top of the Class" will elect a member to speak at graduation, in addition to a graduating student selected by OPS faculty.

This method of recognition acknowledges the challenging and rigorous nature of our academics and facilitates students taking a broad range of courses, especially their final two years of high school. This method fosters a strong work ethic and educationally sound decision-making regarding the courses a student can take while in high school. All students who attain this recognition will be listed as "Top of the Graduating Class", with an equivalent ranking of "1".

The executive director shall ensure that class ranking is computed in a fair and consistent manner as provided in State Board of Education Policy GCS-L-004. The executive director shall ensure that students and parents receive adequate notice as to how class rank is calculated and shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title.

Although the OPS Grievance Procedure may be utilized to resolve disputes formally, the board encourages parents, students and principals to reach a resolution informally on any matters related to class rank.

OTHER OPS ACTIVITIES

Carpool to School

OPS has arranged a free carpool matching service for you at Carpoolworld. Please log on to OPS's website to access carpoolworld's website.

Griffin Athletics

OPS is a member of the NCHSAA and North Central Athletic Conference 1A (High School), and the Central Carolina Middle School Conference. 9th – 12th grade students are eligible to participate in high school athletics, 7th and 8th grade students are eligible to participate in middle school athletics.

The following athletic teams will be offered for the 2017 – 2018 school year.

Fall – Varsity Women's Volleyball, Varsity Men's Soccer, Varsity Women's Golf and Varsity Cross Country

Winter – Varsity Men's Basketball, Varsity Women's Basketball, Varsity Swimming, and Varsity Cheerleading

Spring – Varsity Baseball, Varsity Men's Golf, Varsity Women's Soccer, Varsity Softball

Fall – Volleyball, Co-Ed Soccer, and Cross Country

Winter – Boy's Basketball, Girl's Basketball, Swimming, and Cheerleading

Spring – Baseball, Co-Ed Golf, and Softball

These teams will practice and play games at OPS and area community facilities that include Granville Athletic Park, Aycock Pool, Hix Gym, and the Diamonds at Oxford Park.

Only students who are in good academic standing (2.0+ G.P.A.) may participate in athletics. This determination is made only at the end of each semester. This GPA calculation is calculated using average of the two quarters out of all of the student's classes.

Athletic probation will be implemented for students who earned a 1.5 – 1.99 GPA, but meet other OPS and NCHSAA eligibility requirements. As a result, they may continue to practice with the team, but no longer participate in games until a 2-week evaluation period has ended. The student-athlete will be required to attend at least 4 remediation

sessions each week (7:30 – 8:00 or 3:30 – 4:00 Monday – Friday) and achieve a satisfactory grade report. Full athletic eligibility can be renewed once consistent academic progress is demonstrated or at the end of the next semester. Probation status will not be granted for students who were on probation or ineligible the previous semester.

In addition, to be eligible for the fall semester (including summer activities) student-athletes will need to not only earn a minimum 2.0 GPA during the spring semester, but also be promoted to the next grade.

For additional information and requirements, please refer to the OPS Athletic Handbook linked on the OPS website.

APPENDIX

2017 - 2018 Calendar

| July 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| August 2017 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2017 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2017 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| July | |
|------|--------------------------|
| 4 | Independence Day Holiday |

| August | |
|--------|-------------------------------------|
| 8-10 | Required Workdays |
| 11 | Optional Workday |
| 14 | First Day of School |
| 25 | Early Release for Staff Development |

| September | |
|-----------|-------------------------------------|
| 4 | Labor Day Holiday |
| 15 | Early Release for Staff Development |

| October | |
|---------|-------------------------------------|
| 13 | Early Release for Staff Development |
| 20 | Optional Workday |

| November | |
|----------|-------------------------------------|
| 10 | Veterans Day |
| 17 | Early Release for Staff Development |
| 22 | Optional Workday |
| 23&24 | Thanksgiving Holiday |

| December | |
|----------|--------------------------------------|
| 8 | Early Release for Staff Development |
| 20 | Early Release for Students and Staff |
| 21 | Holiday Break Begins |

| January 2018 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

| March 2018 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| April 2018 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| May 2018 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| June 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| January | |
|---------|-------------------------------------|
| 1 | New Years Day Holiday |
| 2 | Required Workday |
| 12 | Early Release for Staff Development |
| 15 | MLK Jr. Holiday |

| February | |
|----------|---------------------------------------|
| 9 | Early Release for Staff Development |
| 16 | Optional Workday (Snow Makeup Day #1) |

| March | |
|-------|-------------------------------------|
| 5-9 | Spring Break |
| 16 | Early Release for Staff Development |
| 30 | Good Friday Holiday |

| April | |
|-------|---------------------------------------|
| 13 | Early Release for Staff Development |
| 20 | Optional Workday (Snow Makeup Day #2) |

| May | |
|-----|---|
| 11 | Early Release for Staff Development |
| 23 | Last Day of School - Early Release for Students |
| 24 | Required Workday |
| 25 | Required Workday |
| 26 | Graduation |
| 28 | Memorial Day Holiday |
| 29 | Optional Workday |

| June | |
|------|--|
|------|--|

Additional Vaccination Information

To obtain a vaccine:

- Contact your health care provider or
- Visit the Granville-Vance District Health Department's website: (<http://www.gvdhd.org/>) or
- Call one of the following locations for an appointment:

GRANVILLE COUNTY

Health Department
(919) 693-2141 phone
(919) 693-8517 fax
101 Hunt Drive
Oxford, NC 27565

VANCE COUNTY

Health Department
(252) 492-7915 phone
(252) 492-4219 fax
115 Charles Rollins Road
Henderson, NC 27536

HPV

General Information

(source: www.cdc.gov)

Human Papillomavirus (HPV) is a common virus that is spread through sexual contact. Most of the time HPV has no symptoms so people do not know they have it.

There are approximately 40 types of genital HPV. Some types can cause cervical cancer in women and can also cause other kinds of cancer in both men and women. Other types can cause genital warts in both males and females. The HPV vaccine works by preventing the most common types of HPV that cause cervical cancer and genital warts. It is given as a 3-dose vaccine.

What is genital HPV infection?

Genital human papillomavirus (also called HPV) is the most common sexually transmitted infection (STI). There are more than 40 types of HPV that can infect the genital areas of males and females. These HPV types can also infect the mouth and throat.

HPV can cause serious health problems, including genital warts and certain cancers. There is no certain way to tell who will develop health problems from HPV and who will not. In most cases HPV goes away by itself before it causes any health problems, and most people who become infected with HPV do not even know they have it.

HPV is not the same as herpes or HIV (the virus that causes AIDS). Both viruses can be passed on during sex, but they have different symptoms and cause different health problems.

Who is at risk for HPV?

Anyone who is having (or has ever had) sex can get HPV. HPV is so common that nearly all sexually active men and women get it at some point in their lives. This is true even for people who only have sex with one person in their lifetime.

How do people get HPV?

HPV is passed on through genital contact, most often during vaginal and anal sex. HPV may also be passed on during oral sex and genital-to-genital contact. HPV can be passed on between straight and same-sex partners—even when the infected person has no signs or symptoms.

Most infected persons do not realize they are infected, or that they are passing HPV on to a sex partner. A person can still have HPV, even if years have passed since he or she has had sexual contact with an infected person. It is also possible to get more than one type of HPV.

In rare circumstances, a pregnant woman with genital HPV can pass the HPV on to her baby during delivery.

What are the potential health problems caused by HPV?

Most people with HPV never develop symptoms or health problems. Most HPV infections (90%) go away by themselves within two years. But, sometimes, HPV infections will persist and can cause a variety of serious health problems. Health problems that can be caused by HPV include

- Genital warts (warts on the genital areas);
- Recurrent respiratory papillomatosis (RRP), a rare condition in which warts grow in the throat;
- Cervical cancer, cancer on a woman's cervix; and
- Other, less common, but serious cancers, including genital cancers (cancer of the vulva, vagina, penis, or anus), and a type of head and neck cancer called oropharyngeal cancer (cancer in the back of throat, including the base of the tongue and tonsils).

All cases of genital warts and RRP, and nearly all cases of cervical cancer, are caused by HPV. A subset of cancers of the vagina, vulva, anus, penis, and oropharynx, are caused by HPV.

The types of HPV that can cause genital warts are not the same as the types of HPV that can cause cancers.

Signs and symptoms of health problems caused by HPV:

Genital warts usually appear as a small bump or group of bumps in the genital area. They can be small or large, raised or flat, or shaped like a cauliflower. Healthcare providers can usually diagnose warts by looking at the genital area. Warts can appear within weeks or months after sexual contact with an infected partner—even if the infected partner has no signs of genital warts. If left untreated, genital warts might go away, remain unchanged, or increase in size or number. The types of HPV that can cause genital warts are not the same as the types of HPV that can cause cancers.

Cervical cancer usually does not cause symptoms until it is quite advanced. For this reason, it is important for women to get regular [screening for cervical cancer](#). Screening tests can find early signs of disease so that problems can be treated early, before they ever turn into cancer.

Other cancers caused by HPV might not have signs or symptoms until they are advanced and hard to treat. Other [HPV-associated cancers](#) include some cancers of the vulva, vagina, penis, anus, and oropharynx.

RRP is a condition in which warts grow in the throat. RRP can occur in children (juvenile-onset) and adults (adult-onset). These growths can sometimes block the airway, causing a hoarse voice or trouble breathing.

How does HPV lead to health problems?

In most cases the virus goes away and it does not lead to any health problems. However, when the virus persists, or does not go away, HPV can cause normal cells to become abnormal and, most of the time you cannot see or feel these cell changes.

- Warts can appear within months after getting HPV.
- Cancer often takes years—even decades—to develop after a person gets HPV.

There is no certain way to know which people infected with HPV will go on to develop cancer or other health problems. However, persons with weak immune systems (including persons with HIV) may be less able to fight off HPV and more likely to develop health problems from it.

How common are HPV and health problems caused by HPV?

HPV (the virus): Approximately 79 million Americans are currently infected with HPV. About 14 million people become newly infected each year. HPV is so common that nearly all sexually-active men and women will get at least one type of HPV at some point in their lives.

Genital warts: About 360,000 persons in the U.S. get genital warts each year.

Cervical cancer: About 12,000 women in the U.S. get cervical cancer each year.

Other cancers that can be caused by HPV, including some vaginal, vulvar, penile, anal, and oropharyngeal cancers: Each year in the U.S., HPV is thought to cause an estimated

- 2,100 vulvar cancers,
- 500 vaginal cancers,
- 600 penile cancers,
- 2,800 anal cancers in women,
- 1,500 anal cancers in men,
- 1,700 oropharyngeal cancers in women,* and
- 6,700 oropharyngeal cancers in men.*

*Note: Other factors, notably tobacco and alcohol use, may also play a role with HPV to cause these cancers.

About 21,000 of these cancers are potentially preventable by HPV vaccines.

Recurrent respiratory papillomatosis (RRP) is very rare. It is estimated that about 820 children get juvenile-onset RRP every year in the U.S.

What is the difference between HPV and HIV?

HPV is a different virus than HIV, and causes different health problems. HPV does not live in the blood cells, but rather lives on the skin. Also, whereas HIV can lead to AIDS, genital HPV can lead to genital warts and certain types of cancer. However, persons with HIV are more likely to get HPV and to develop health problems from HPV. This is especially true for anal cancer.

Does HPV affect a pregnant woman and her baby?

Women who are pregnant can get infected with HPV. Usually these infections do not cause any problems. But sometimes

- HPV leads to genital warts, which can grow during pregnancy. Women with genital warts during the late stages of pregnancy are more likely to have children with warts in the throat, a condition called recurrent respiratory papillomatosis; however, this is a very rare condition.

- Pregnant women can develop cervical cell changes due to HPV. These changes can be detected through routine cervical cancer screening. Women should get routine cervical cancer screening, even during pregnancy.

Is there a test for HPV?

HPV tests are available to help screen women aged 30 years and older for cervical cancer. These HPV tests are not recommended to screen men, adolescents, or women under the age of 30 years. There is no general HPV test for men or women to check one's overall "HPV status." Also, there is not an approved HPV test to find HPV in the mouth or throat.

How can HPV be prevented?

There are several ways that people can lower their chances of getting HPV:

- HPV vaccines are recommended for 11- or 12-year-old boys and girls. HPV vaccines are safe and effective, and can protect males and females against some of the most common types of HPV that can lead to disease and cancer. HPV vaccines are given in three shots over six months; it is important to get all three doses to get the best protection. Boys and girls at ages 11 or 12 are most likely to have the best protection provided by HPV vaccines, and their immune response to vaccine is better than older women and men.
 - **Girls and women:** Two vaccines (Cervarix and Gardasil) are available to protect females against the types of HPV that cause most cervical cancers. One of these vaccines (Gardasil) also protects against most genital warts, and has been shown to protect against anal, vaginal, and vulvar cancers. Either vaccine is recommended for 11- and 12-year-old girls, and for females 13 through 26 years of age who did not get any or all of the shots when they were younger. These vaccines can also be given to girls beginning at 9 years of age.
 - **Boys and men:** One vaccine (Gardasil) is available to protect males against most genital warts and anal cancers. Gardasil is recommended for 11- and 12-year-old boys, and for males 13 through 21 years of age who did not get any or all of the shots when they were younger. Gay, bisexual, and other men who have sex with men should receive the vaccine through age 26 years. Males 22–26 years of age may also get the vaccine.
- For those who choose to be sexually active, condoms may lower the risk of HPV. Condoms may also lower the risk of developing HPV-related diseases, such as genital warts and cervical cancer. To be most effective, condoms should be used with every sex act, from start to finish. HPV can infect areas that are not covered by a condom - so condoms may not *fully* protect against HPV.
- People can also lower their chances of getting HPV by being in a faithful relationship with one partner; limiting their number of sex partners; and choosing a partner who has had no or few prior sex partners. But even people with only one lifetime sex partner can get HPV, and it may not be possible to determine if a

person who has been sexually active in the past is currently infected. Because HPV is so common, and almost every sexually active person will get HPV at some time in their lives, it is important to protect against the possible health effects of HPV.

Can people prevent health problems caused by HPV?

Yes, there are different prevention strategies for different health problems caused by HPV. HPV vaccines can prevent many diseases and cancers caused by HPV. In addition to vaccination, there are other ways to lower the risk of health problems caused by HPV.

A person can lower their risk of

- Cervical cancer by getting routine screening if they are a woman aged 21–65 years (and following up on any abnormal results);
- Oropharyngeal cancers by avoiding tobacco and limiting alcohol intake; and
- Genital warts by using condoms all the time and the right way.

Is there a treatment for HPV or health problems caused by HPV?

There is no treatment for the virus itself, but there *are* treatments for the health problems that HPV can cause:

- **Genital warts** can be removed with treatments applied by the provider or the person himself/herself. No one treatment is better than another. Some people choose not to treat warts, but to see if they disappear on their own. If left untreated, genital warts may go away, stay the same, or grow in size or number.
- **Cervical cancer** is most treatable when it is diagnosed and treated early. Women who get routine Pap tests and follow up as needed can identify problems *before* cancer develops. Prevention is always better than treatment. For more information visit www.cancer.org.
- **Other HPV-related cancers** are also more treatable when diagnosed and treated early. For more information visit www.cancer.org.
- **Recurrent respiratory papillomatosis (RRP)** can be treated with surgery or medicines. Curing RRP can sometimes require many treatments or surgeries over a period of years.

What are the known side effects of the HPV vaccines?

The most common side effects are pain and redness where the shot is given (in the arm). About 1 person in 10 will get a mild fever (less than 100.4°F). About 1 person in 30 will get itching where they got the shot. About 1 person in 60 will experience a moderate fever (less than or equal to 100.4°F to less than 102.2 °F). These symptoms do not last long and go away on their own.

For more information about HPV, please visit the CDC's website (www.cdc.gov) or call

CDC-INFO Contact Center
1-800-CDC-INFO (1-800-232-4636)
TTY: (888) 232-6348

Cervical dysplasia

(Source: National Institutes of Health
[<http://www.nlm.nih.gov/medlineplus/ency/article/001491.htm>])

Cervical dysplasia refers to abnormal changes in the cells on the surface of the [cervix](#) that are seen underneath a microscope. The cervix is the lower part of the uterus (womb) that opens at the top of the vagina.

The changes are not cancer. However, they can lead to cancer of the cervix if not treated.

Cervical dysplasia is most often seen in women ages 25 - 35, but can develop at any age.

Most often, cervical dysplasia is caused by the human papilloma virus (HPV). HPV is a common virus that is spread through sexual contact. There are many different types of HPV. Some types lead to cervical dysplasia or cancer.

The following may increase your risk of cervical dysplasia:

- Having sex before age 18
- Having a baby before age 16
- Having multiple sexual partners
- Having other illnesses or using medications that suppress your immune system
- Smoking

Ask your health care provider about the [HPV vaccine](#). Girls who receive this vaccine before they become sexually active reduce their chance of getting cervical cancer by 70%.

You can reduce your risk of developing cervical dysplasia by taking the following steps:

- Do not smoke. Smoking increases your risk of developing more severe dysplasia and cancer
- Get vaccinated for HPV between ages 9 and 26
- Do not have sex until you are 18 or older
- Practice safe sex, and use a condom

- Practice monogamy, which means you only have one sexual partner at a time

Influenza Information

General Information

(Source: <http://www.cdc.gov/flu/keyfacts.htm>)

What is influenza (also called flu)?

The flu is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting a flu **vaccine** each year.

Signs and symptoms of flu

People who have the flu often feel some or all of these signs and symptoms:

- Fever* or feeling feverish/chills
- Cough
- Sore throat
- Runny or stuffy nose
- Muscle or body aches
- Headaches
- Fatigue (very tired)
- Some people may have vomiting and diarrhea, though this is more common in children than adults.

**It's important to note that not everyone with flu will have a fever.*

How flu spreads

Most experts believe that flu viruses spread mainly by droplets made when people with flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might also get flu by touching a surface or object that has flu virus on it and then touching their own mouth, eyes or possibly their nose.

To obtain additional information about influenza and the influenza vaccine, please visit:

The Centers for Disease Control's website
(<http://www.cdc.gov/flu/about/disease/index.htm>)

Meningococcal Meningitis

(Source: <http://www.cdc.gov/meningitis/bacterial.html>)

Bacterial meningitis is usually severe. While most people with meningitis recover, it can cause serious complications, such as brain damage, hearing loss, or learning disabilities.

There are several pathogens (types of germs) that can cause bacterial meningitis. Some of the leading causes of bacterial meningitis in the United States include *Haemophilus influenzae* (most often caused by type b, Hib), *Streptococcus pneumoniae*, group B *Streptococcus*, *Listeria monocytogenes*, and *Neisseria meningitidis*.

Causes:

Common causes of bacterial meningitis vary by age group:

| Age Group | Causes |
|------------------------------|--|
| Newborns | Group B <i>Streptococcus</i> , <i>Escherichia coli</i> , <i>Listeria monocytogenes</i> |
| Infants and Children | <i>Streptococcus pneumoniae</i> , <i>Neisseria meningitidis</i> , <i>Haemophilus influenzae</i> type b |
| Adolescents and Young Adults | <i>Neisseria meningitidis</i> , <i>Streptococcus pneumoniae</i> |
| Older Adults | <i>Streptococcus pneumoniae</i> , <i>Neisseria meningitidis</i> , <i>Listeria monocytogenes</i> |

Risk Factors

Factors that can increase your risk of bacterial meningitis include:

- Age
 - Infants are at higher risk for bacterial meningitis than people in other age groups. However, people of any age are at risk. See the table above for which pathogens more commonly affect which age groups.
- Community setting
 - Infectious diseases tend to spread more quickly where larger groups of people gather together. College students living in dormitories and military personnel are at increased risk for meningococcal meningitis.
- Certain medical conditions

- There are certain diseases, medications, and surgical procedures that may weaken the immune system or increase risk of meningitis in other ways.
- Working with meningitis-causing pathogens
 - Microbiologists who are routinely exposed to meningitis-causing pathogens are at increased risk.
- Travel
 - Travelers to the meningitis belt in sub-Saharan Africa may be at risk for meningococcal meningitis, particularly during the dry season. Also at risk for meningococcal meningitis are travelers to Mecca during the annual Hajj and Umrah pilgrimage.

Transmission

The germs that cause bacterial meningitis can be contagious. Some bacteria can spread through the exchange of respiratory and throat secretions (e.g., kissing). Fortunately, most of the bacteria that cause meningitis are not as contagious as diseases like the common cold or the flu. Also, the bacteria are not spread by casual contact or by simply breathing the air where a person with meningitis has been. Other meningitis-causing bacteria are not spread person-to-person, but can cause disease because the person has certain risk factors (such as a weak immune system or head trauma). Unlike other bacterial causes of meningitis, you can get *Listeria monocytogenes* by eating contaminated food.

Sometimes the bacteria that cause meningitis spread to other people. This usually happens when there is close or long contact with a sick person in the same household or daycare center, or if they had direct contact with a patient's oral secretions (such as a boyfriend or girlfriend). People who qualify as close contacts of a person with meningococcal or *Haemophilus influenzae* type b (Hib) meningitis are at higher risk of getting disease and may need antibiotics (see Prevention). Close contacts of a person with meningitis caused by other bacteria, such as *Streptococcus pneumoniae*, do not indicate a need for antibiotics. Tell your doctor if you think you have been exposed to someone with meningitis.

Healthy people can carry the bacteria in their nose or throat without getting sick. Rarely, these bacteria can invade the body and cause disease. Most people who 'carry' the bacteria never become sick.

Signs & Symptoms

Meningitis infection may show up in a person by a sudden onset of fever, headache, and stiff neck. It will often have other symptoms, such as

- Nausea
- Vomiting
- Increased sensitivity to light (photophobia)

- Altered mental status (confusion)

The symptoms of bacterial meningitis can appear quickly or over several days. Typically they develop within 3-7 days after exposure.

Babies younger than one month old are at a higher risk for severe infections, like meningitis, than older children. In newborns and infants, the classic symptoms of fever, headache, and neck stiffness may be absent or difficult to notice. The infant may appear to be slow or inactive (lack of alertness), irritable, vomiting or feeding poorly. In young infants, doctors may look for a bulging fontanelle (soft spot on infant's head) or abnormal reflexes, which can also be signs of meningitis. If you think your infant has any of these symptoms, call the doctor or clinic right away.

Later symptoms of bacterial meningitis can be very severe (e.g., seizures, coma). For this reason, anyone who thinks they may have meningitis should see a doctor as soon as possible.

Diagnosis and Treatment

If meningitis is suspected, samples of blood or cerebrospinal fluid (near the spinal cord) are collected and sent to the laboratory for testing. It is important to know the specific cause of meningitis because that helps doctors understand how to treat the disease, and possibly how bad it will get. In the case of bacterial meningitis, antibiotics can help prevent severe illness and reduce the spread of infection from person to person.

If bacteria are present, they can often be grown (cultured). Growing the bacteria in the laboratory is important for confirming the presence of bacteria, identifying the specific type of bacteria that is causing the infection, and deciding which antibiotic will work best. Other tests can sometimes find and identify the bacteria if the cultures do not.

Bacterial meningitis can be treated effectively with antibiotics. It is important that treatment be started as soon as possible. Appropriate antibiotic treatment of the most common types of bacterial meningitis should reduce the risk of dying from meningitis to below 15%, although the risk remains higher among young infants and the elderly.

Prevention

The most effective way to protect you and your child against certain types of bacterial meningitis is to complete the recommended vaccine schedule. There are vaccines for three types of bacteria that can cause meningitis: *Neisseria meningitidis* (meningococcus), *Streptococcus pneumoniae* (pneumococcus), and *Haemophilus influenzae* type b (Hib).

Antibiotics may be recommended for close contacts of people with meningococcal meningitis. Antibiotics may also be recommended for the entire family if a family member develops severe Hib infection and there's a high-risk person in the house. This

is to decrease the risk of spreading disease to a high-risk person, since they are at increased risk for severe disease. Your doctor or local health department will tell you if there's a high-risk person in your house and antibiotics are needed.

Maintaining healthy habits, like not smoking and avoiding cigarette smoke, getting plenty of rest, and not coming into close contact with people who are sick, can also help. This is especially important for young infants, the elderly, or for those with a weakened immune system, since they are at increased risk for severe disease.

Safe & Surrender Newborn Law

(source: NC Department of Health and Human Services, www.safesurrender.net)

“North Carolina’s Safe Surrender law allows a parent to surrender his or her baby to a responsible adult and walk away. The baby will be adopted. A baby up to 7 days old may be placed with any responsible adult. The baby must be unharmed. Safe surrender is legal and anonymous. Anyone who receives a baby in this way must keep the baby safe and warm, call 911 or the county social services department immediately.”