



# **2023-2024**

# **Student Handbook**

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Executive Director- C. Benjamin Lattimore  
Principal- Hasani Hudson

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## **Vision, Mission Statements, Core Values**

### **Vision**

Our vision is for every student, regardless of age, zip-code, socio-economic status, and a myriad of other environmental factors, to graduate High School with a diploma.

### **Mission**

At OIC CADI we inspire and challenge the over-age, under-credited, population of Philadelphia to gain 21st-century and valuable life skills to graduate with a foundation to thrive in today's global society.

### **Core Values**

#### **RESPECT**

We believe in mutual respect and building trusting relationships between students, parents/guardians, families, and staff.

#### **ACHIEVEMENT**

We believe in academic achievement in the classroom.

#### **PERSONAL RESPONSIBILITY**

We believe personal responsibility is the bedrock of core values.

#### **SUCCESS**

We believe success begins with the first milestone of a high school diploma.

## **Post Secondary Success Plan**

CADI courses are designed to allow our students to practice the soft skills they will need beyond high school. All students who attend CADI will take Advisory/Seminar/Community Meeting. This scaffolded class is designed as a survey course where students explore their interests to make informed and deliberate choices for their future. Students will transition to the next level of the system every year and continue to develop the skills needed to create informed, deliberate plans for a successful life. Students enrolled in this course will network with their peers in the different programs offered within the school. In their final term, students will engage in the following:

- Effective Communication
- Interpersonal Skills
- Listening
- Non-verbal Communication
- Giving and Receive Feedback
- Career Exploration

Advisory/Community Meeting is intended to be embedded in student schedules daily. Through exploratory learning, students will embody the pillars of our core values to gain 21st-century life skills, partly fulfilling our mission.

During their senior year, every student will complete a Post-Secondary Success Plan. In addition to Act 158 requirements and the School District of Philadelphia credit requirements to graduate, the PSSP will be the foundational plan for students to follow once they graduate. This PSSP fulfills our mission of providing the foundation for our students to thrive in today's global society.

- College (2yr/4yr)
- Military (Air Force/Space Force, Navy, Army, Marines, Coast Guard)
- Workforce (Civil Service Exam)
- Trade School (Electrician, Plumbing, Construction, Welding, HVAC, etc.)

**Undecided is not an option...**

## School Staff Directory

<b>Executive Director</b>	<b>C. Benjamin Lattimore</b>	<b>blattimore@oicofamerica.org</b>
<b>Principal</b>	<b>Hasani Hudson</b>	<b>nhudson@oicofamerica.org</b>
<b>Director of Operations</b>	<b>Lester Lowery</b>	<b>llowery@oicofamerica.org</b>
<b>Dean of Students</b>	<b>Len Mace</b>	<b>lmace@oicofamerica.org</b>
<b>Academic and Career Counselor</b>	<b>Yvonne Knowles</b>	<b>yknowles@oicofamerica.org</b>
<b>Behavioral Health Counselor</b>	<b>Iris Parkinson</b>	<b>iparkinson@oicofamerica.org</b>
<b>Office Coordinator</b>	<b>Marie Jean- Louis</b>	<b>mjean-louis@oicofamerica.org</b>
<b>Climate Support Specialist</b>	<b>Taneyea Burton</b>	<b>tburton@oicofamerica.org</b>
<b>Elect Program Manager</b>	<b>Candace Fortney</b>	<b>cfortney@launchphilly.org</b>
<b>Teacher Leader/ELA Teacher/ 12th Grade Homeroom Advisor</b>	<b>Melvin Roach</b>	<b>mroach@oicofamerica.org</b>
<b>Special Education Compliance Manager (Virtual)</b>	<b>Jodi Johnson</b>	<b>jjohnson@oicofamerica.org</b>
<b>Special Education Compliance Manager/Teacher (Onsite)</b>	<b>Dr. Veronica Scott</b>	<b>vscott@oicofamerica.org</b>
<b>Social Studies Teacher 11th Grade Homeroom Advisor</b>	<b>Greg Fuller</b>	<b>gfuller@oicofamerica.org</b>
<b>ELA Teacher 9th Grade Homeroom Advisor</b>	<b>Nia Primus</b>	<b>nprimus@oicofamerica.org</b>
<b>Science Teacher 10th Grade Homeroom Advisor</b>	<b>Trent Frizzell</b>	<b>tfrizzell@oicofamerica.org</b>
<b>Math Teacher</b>	<b>Julie Baxter</b>	<b>jbaxter@oicofamerica.org</b>
<b>Spanish Teacher</b>	<b>Carly Hartz</b>	<b>chartz@oicofamerica.org</b>
<b>Art Teacher</b>	<b>Henry Bermudez</b>	<b>hbermudez@oicofamerica.org</b>
<b>Cafeteria Manager</b>	<b>Roxanne Smith</b>	<b>rsmith@philasd.org</b>
<b>Nurse</b>	<b>Nurse Cambell</b>	

## **School Hours and Attendance**

### **School Day**

The regular school day lasts from 9:00 a.m. to 3:09 p.m. Tuesdays, Wednesdays, and Fridays. On Mondays and Thursdays, additional support time and teacher open office hours are from 3:11 p.m. to 3:36 p.m. Students must arrive at school by 9:00 a.m. After 9:05 a.m., the student is considered late for school and will be sent to the late arrival room 417. ALL STUDENTS MUST SWIPE IN EVERY DAY UPON ARRIVAL.

Students who do not have a first-period class, or have a late start, will enter through the main building entrance on 3rd Street, taking the elevator to the 4th floor.

### **Attendance**

CADI believes in the importance of student attendance to maximize student learning and connection to support and resources. All CADI students should be in attendance daily.

### **When does attendance become a concern?**

When students accumulate 3 unexcused school days, a letter or call will be made to inform a parent or guardian. After 10 unexcused absences, a student can be dropped from the school.

### **Excused and Unexcused**

**Excused Absence:** An absence is considered excused if a student provides physical or electronic documentation within 48 hours of absence indicating the student's full name, dates missed and is signed by a guardian or doctor mentioning any of the following reasons:

### **Illness**

- Medical/dental-related, including appointments
- School-sanctioned activities
- Absences related to the legal system
- Family emergency
- Bereavement/Funeral for immediate family members
- Religious observances
- Short-term suspensions or other disciplinary actions resulting in an absence
- Any other absence that is protected under State or Federal Law

Upon return to school, a student absent for more than three (3) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

**Unexcused Absence:** An unexcused absence is when a student is absent without documentation signed by a guardian or doctor that meets the criteria for an excused absence.

### **What happens when a student is absent?**

- Student returns to school and turns in excuse note within 48 hours or guardian completes excuse note.
- An excuse note is added to the student's file.
- Students must make up all missed assignments.

**EXCUSED ABSENCE NOTES MUST BE TURNED IN WITHIN 72 HOURS OF THE ABSENCE. IF IT IS NOT TURNED IN WITHIN 72 HOURS, THE ABSENCE WILL REMAIN UNEXCUSED.**

### **What happens if a student has attendance issues?**

When students are absent frequently or are on track to miss 10 days during a term, the school may require the following:

- Family attendance meetings
- Student intervention plans
- Mandatory absenteeism sessions are to be completed in person by the student
- Mandatory absenteeism sessions are to be completed by the parent/guardian
- Potentially dropped from the school
- At the end of each term, if a student has missed 10 or more days without proper excuses, the student may lose credit, potentially fail his/her classes, or be dropped from CADI.

**Early Dismissals** When a student must leave before dismissal, the student's parent or guardian must send a written request or appointment card for such dismissal, giving the reason for the dismissal. Whenever possible, students are encouraged to make appointments outside of school hours or on days school is not in session. If a sudden onset of illness or other emergency requires a student to leave early, permission must be given from the student's counselor or the school principal. Any identified pattern of early dismissals may result in academic consequences, graduation delays, and, ultimately, a student's dismissal from CADI.



## Academic Requirements and Student Supports

### **Counselors and Advisors**

All students will be assigned a counselor by the letter of their last name. The counselor's role is to build a one-on-one relationship with students to aid in eliminating challenges that prevent students from completing their graduation requirements.

This includes but is not limited to:

- connecting students with outside support
- identifying and setting up special sessions around student interests and needs
- coordinating and building relationships with probation officers, social workers, parents/guardians, and other officials to ensure appropriate documentation is completed and received on each student.

Counselors also provide periodic counseling and practical assistance to help students achieve their goals. Parents, guardians, and students must provide counselors with accurate contact information so all school mailings and documents will be received promptly.

**If a student moves, changes address or telephone number, but continues to attend CADI, a counselor or advisor must be notified immediately and given the new information. Any change in emergency contact information must be communicated to the counselor.**

In addition to counselors, all students are assigned a teacher advisor. Advisors meet with students daily and are responsible for our Advisory/Community Meeting program and some academic counseling. Advisors will be the student's advocate within the school by building relationships with the student and assisting students in keeping up with their educational goals.

## **Multi-Tiered Support System (MTSS)**

In addition to advisory and counseling services, CADI staff meet weekly to discuss student needs, monitor progress, and assign support to ensure student success. The weekly discussions will focus on academics, attendance, and behavior. The school will share this support through phone calls and conferences with students and families. Suppose students remain unsuccessful or cannot change habits preventing their success at CADI. In that case, the student is at risk of being dropped from roll at CADI after a discussion of alternative educational options.

## **Credits and Graduation Expectations**

Students earn credits at the end of each quarter. A semester consists of two quarters, thereby earning students a full credit for live instruction classes. Students must pass both quarters of an assigned class to earn full credit in live courses.

Each semester, students have the opportunity to earn a minimum of 5.25 credits in live instruction and can earn additional credits in online self-paced courses as needed.

To graduate from CADI, the student must achieve the following:

- Accrual of the designated 23.5 credits
- Successful Keystone scores or alternative requirements (as determined by SDP)
- Successful Senior Capstone Project and Multi-Disciplinary Project
- Act 158 Requirements

A student entering the school with no credits should be able to graduate within 24 months, assuming they maintain good academic standing and attendance. The required breakdown of credits is listed below:

- English 4 Credits	- Arts and Humanities 2 Credits
- Social Studies 3 Credits	- World Language 2 Credits
- African American History 1 Credit	- Physical Education 1 Credits
- Mathematics 3 Credits	- Health .5 Credits
- Science 3 Credits	- Elective 4 Credits - 1 credit must be Math or Science
<b>Total</b>	<b>23.5</b>

Upon entrance to CADI, students will receive a credit review and expected timeline for graduation based on the number of credits and hours of service the student has completed.

### Testing

All students are required to take Star Assessments in math and literacy 4 times throughout the academic year to assist in monitoring student progress and academic growth. These are vital tools to help teachers in developing individualized instruction at the appropriate level. Additionally, Pennsylvania state (Keystone and civics exams) testing will be given after completion of the appropriate courses for any students enrolled to ensure students have reached the expected academic levels and fulfill PA graduation requirements.

## **Report Cards and Grading**

At the end of each quarter, a report card is prepared for each student and available through SDP's Parent Portal. Midway through each quarter, an interim report is made available to ensure students are on track. Advisors will remind families of this and meet with students to review these reports midway through the quarter. Each faculty member evaluates a student's work according to the classroom standards and objectives. These standard expectations include a high level of class participation, attendance, and a demonstration of the ability to use the concepts that have been taught.

OIC CADI follows a Mastery-Based Grading System. However, these grades are reported on report cards from SDP in a letter grade.

### **Mastery Grading Scale**

<b>Grade</b>	<b>Percentage</b>	<b>Letter Grade for SDP</b>
<b>Mastery</b>	<b>90%- 100%</b>	<b>A</b>
<b>Proficient</b>	<b>75%- 89%</b>	<b>B</b>
<b>Basic</b>	<b>65%- 74%</b>	<b>C</b>
<b>Approaching Basic</b>	<b>60%- 64%</b>	<b>D</b>
<b>Non-Numerical Failure</b>	<b>&lt;60%</b>	<b>F</b>

### **What Is Mastery-Based Grading?**

Question: What is the average of 85, 82, 90, seven absences, five late arrivals, four tardy homework assignments, a failure to participate in class on 9 occasions, two classroom disruptions, and one abysmal test performance the day after attending a funeral? While it may seem mathematically impossible (How can you average together numbers and behaviors?), this kind of calculation always happens in schools. It's called grading.

Luckily, more accurate, equitable, and educationally valuable ways exist to report learning progress and academic achievement. One approach is mastery-based grading.

## How It Works

√ Mastery-based grades are connected to clearly defined learning objectives. Consider this question: What does a C mean? While the grade is a profoundly familiar symbol, and almost everyone has received a C at some point, what does the grade convey about learning? For example: What was taught in the course? What knowledge did those C students acquire? What skills did they learn? Can the students write well, do math, research, think critically, communicate effectively, or use a computer? Did they work hard and make a lot of progress over the semester, or did they slack off and hardly try at all? The C just doesn't tell us—yet countless students graduate from high school yearly with C grades. Mastery-based grades are connected to clearly defined learning expectations, so educators and parents know, with far more precision, what a student has learned or failed to learn.

√ Mastery-based grades separate academic achievement from behaviors. In many schools, attendance, tardiness, class participation, or turning in work on time are factored into final grades alongside test scores and assignments. While school attendance and class participation are vital to success in school, averaging together behaviors and learning obscures academic progress and achievement, making it much harder to determine what students excel at or struggle with. Has the student failed to grasp critically essential concepts, or did she simply not turn her homework in on time? Is it a learning problem or a behavioral problem? Mastery-based grading systems report work habits, behaviors, and character traits separately from academic achievement, making it much easier for educators and parents to diagnose

√ Mastery-based grades are focused on learning progress. Even though public schools were created to teach students knowledge and skills they don't already possess, many grades represent an average of where students start and where they end up—and how they behave along the way. In many schools, a student could have a life-changing experience, suddenly realize the importance of doing well in school, decide to work harder, begin studying every night and every weekend, go from failing tests to acing tests, and learn a whole lot—more than ever before—and yet...still fail the course. When grading systems penalize students for poor scores at the beginning of a term, students may be less motivated to work hard or overcome past failures because their final grades won't reflect their effort and learning progress. Mastery-based grades can incentivize students to work harder and achieve more because progress and effort are recognized and rewarded.

## Honor Roll

Students who have earned A's & B's on their report cards in each class will be placed on the school honor roll. This list will be determined each quarter and students who remain on the honor roll for the entire year will receive special recognition at the end of the school year. The students who are on the honor roll will receive recognition during the course of the year.

## Homework Policy

Homework is defined as any assignment for study or preparation to be completed outside of regularly scheduled class time. A support period is provided at the end of most school days to provide a time and place for students to complete homework and get assistance from staff. Homework is a portion of the grade and is expected to be completed as a way of helping students build up responsibility, grow academic skills and increase learning.

## Make-up Work Policy

Absent students may keep up on work by reviewing and completing posted assignments, although full points may only be provided if the absence was excused. If a student has an extended absence, counselors and teachers should be contacted to discuss an extension of assignments for full credit on assignments. The determination of awarding full credit is at the teacher's discretion. Unless prior arrangements have been made, work will not be accepted after the week it was assigned.

The decision about which classroom teacher will make work and the length of time to complete this work. It is the STUDENT'S RESPONSIBILITY to contact his/her teachers.

## Academic Probation Policy

Students are expected to stay on track to earn all assigned credits during their enrollment. The Academic Probation policy identifies students who need to make satisfactory academic progress or attend school regularly. The policy has three levels: **academic warning, academic probation, and recommendation of transfer from CADI**. As needed, students and families will be contacted to discuss enrollment and have conferences with the Principal and counselors to ensure students are able to be successful or may be counseled to seek alternative arrangements if students are unable to meet the requirements at CADI.

## **Prom and Senior Activities**

The prom is for students in good academic standing attending CADI and who are expected to graduate or have already graduated during one of the 3 graduations of each school year. Good academic standing means, but is not limited to:

- 1. Has passed or is on track to pass all courses*
- 2. Is not suspended or on disciplinary probation*
- 3. Has satisfactory attendance*
- 4. Has no outstanding payments due*

Guests may not be over the age of 21, unless the CADI student is 21 years of age or older and has been granted prior administrative approval.

## **Student Farecards**

Students who are eligible based on listed home addresses will be provided a new Septa Student Farecard that will be used throughout their time at CADI. If a student's name is not on our farecard list, students are expected to provide their way to school. A farecard will be voided if not returned if a student is dropped from school.

## **Uniform Policy and Dress Code**

**There is a strong relationship between neat, appropriate attire and a positive learning environment. All students are expected to be dressed appropriately for school and all school activities, including field trips.**

### **School Uniforms**

Students must dress according to the standards set by the Dress Code Policy. All students are required to wear the CADI Logo short-sleeve or long-sleeve shirt, CADI Logo polo shirt, hoodie, sweatshirt, sweater, or button-down with dark blue, black, or tan pants or skirt. All shirts, sweatshirts, or hoodies, are required to have CADI branding.

Once inside the building, hoodies are not allowed to be worn on heads. All footwear must be closed-toed and appropriate for school to prevent injury.

CADI swag is available for purchase at the school. Students must be fully dressed in the proper uniform prior to entering or leaving the building. Students arriving without proper uniforms will be given the opportunity to purchase new attire to enter the building. If the student is in doubt about an item's appropriateness, the best advice is to leave it at home.

Students arriving with attire deemed inappropriate by the administration will be provided with approved items.

### **Backpacks and Personal Bags**

A personal bag or backpack is highly encouraged to ensure students have all the necessary items to be successful in class but will be subject to search upon entry.



## **School Safety Policies**

### **Student ID/swipe Cards**

All students will be given a student ID which they will need to swipe for attendance. Students are expected to carry their ID with them at all times. The first ID/swipe card is free; replacement ID/swipe cards can be purchased for \$5.00.

### **Search Policy**

CADI acknowledges the need for a safe school environment. To maintain a safe school environment, CADI reserves the right to search all bags before entering the building. All students, including pregnant females, are expected to walk through the metal detector machine at the student entrance. Students' bags are subject to search at any time during the day. Possession of a weapon is a convictable offense, and students who endanger the safety of others will be expelled.

### **Tobacco and Drug Policy**

The expectation is that a student will not enter the school premises in possession of or under the influence of any alcohol, tobacco, drugs, or nonprescription medication. A student requiring prescription medication must notify the administration and provide proof of a doctor's prescription. Any student suspected of possessing or being under the influence of unauthorized drugs will be monitored, and emergency contact and potentially medical or police personnel will be notified.

### **Physical Violence (Fight) Policy**

All students are expected to respect the personal space of other individuals in the building at all times. Physical harm inflicted on another person is absolutely prohibited, will not be tolerated, and will result in corrective measures to ensure the safety and well-being of the community.

### **Vulgar Language Policy**

All CADI students are expected to follow the Core Values of RAPS: Respect, Achievement, Personal Responsibility, and Success. Vulgar and foul language directed toward any learning community member will not be tolerated. Mutual respect is paramount.

## **Cell Phones and Other Electronics**

**CELL PHONE USE IS NOT PERMITTED AT CADI.** Upon entry, students' cell phones will be collected by security and stored safely throughout the school day. Phones will be returned at the end of the student's school day. If the student refuses to turn in their cell phone when asked, they will be asked to leave the building and will incur an illegal absence for the day. Families who need to reach their student should call the main office at 215-567-2410.

## **Computer and Internet Policy**

Students are expected to use computers and their CADI school email accounts solely for school-sanctioned educational purposes. Violations of this appropriate use will result in the loss of computer privileges and possible expulsion. All students are expected to follow the School District of Philadelphia Acceptable Use Policies.

## **Food Policy**

To maintain a safe and clean learning environment, food/beverages/snacks are only allowed in the cafeteria during designated times. All outside food coming into the building should be contained (ex. bags, plastic containers). Students shall not share and/or distribute food/beverages/snacks.

## **Hallway Policy**

All students should be able to maintain an orderly fashion in hallways, classrooms, lobby, cafeteria, and all common areas to ensure a safe learning environment. Students are expected to move through hallways quickly to their destination. CADI staff members will be monitoring the hallways throughout the day.

**No student should be in the hallways without a pass unless it is in between bells.**

## **Visitor Policy**

Under normal circumstances, parents and guardians are encouraged and invited to visit CADI for the purpose of improving the school community. In order to maintain proper security, we request that all visitors follow these procedures:

- must enter through the main lobby and pass through the metal detector.
- will allow bags to be searched and items deemed inappropriate for the school setting to be secured by school staff until departure.
- will be required to sign in at the front desk.
- will be required to wear a visitor's badge and returned to the security guard at the time of departure.

No student visitors will be permitted during the school day without prior administrative approval.

## **Fire and Safety Drill Policy**

Fire and safety drills will be held regularly during the school year. Direction cards are posted in each room signifying the direction and exit that should be used by the students in the room. Students are expected to follow staff directions to ensure an orderly exit and re-entry of classrooms during all drills.

## **Inclement Weather**

**When bad weather hits our area, students and families are expected to watch NBC 10, Fox 29 or listen to KYW 1060 for school closing information. When the School District of Philadelphia is closed, CADI is also closed.**

## **COVID Precautions**

**CADI will be following all School District of Philadelphia protocols to prevent the spread of Covid-19. Highlighted below are some of the precautions CADI staff and students will be expected to take in order to ensure the safety of the CADI community. Please note these are subject to change based on the requirements of the School District of Philadelphia and city policies.**

## **Acknowledgment of Handbook Policies**

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the Career and Academic Development Institute and understand the consequences for failing to follow the requirements.

I understand that this handbook may be amended during the year without notice. This handbook in the latest version will be available on the school's website and is applicable to all students upon the implementation of any change. The administration will notify all families and students in writing, where possible, of any changes to the handbook as soon as is practical

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**(Student Printed Name)**

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**(Student Signature)**

**(Date)**

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**(Parent/Guardian Signature)**

**(Date)**

**OIC CADI Media Release Form**

By signing below a student consents to the use of their image, likeness, actions, and statements in any live or recorded audio, video, or photographic display or other transmissions of reproduction, in whole or in part, of the OIC CADI activities in which they are participating.

I, \_\_\_\_\_ (print name), understand the recorded audio, video or photographic displays will be used for informational and instructional purposes only and will not be used to generate a profit or for any other commercial purposes. I have not been compensated nor will I seek compensation for the photos. I release the agency from responsibility should a third party violate the terms of this release.

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**(Student Printed Name)**

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**(Student Signature)** **(Date)**

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**(Parent/Guardian Signature)** **(Date)**