



CRISTO REY | DE LA SALLE

EAST BAY HIGH SCHOOL

ST. ELIZABETH CAMPUS



One La Salle Prayer

Let us remember ... **we are in the Holy Presence of God.**

Let me be the change I want to see.
To do with strength and wisdom
All that needs to be done,
And become the hope that I can be.

Set me free from my fears and hesitations.
Grant me courage and humility.
Fill me with Spirit to face the challenge
And start the change I long to see.

Today, I start the change I want to see.
Even if I'm not the light, I can be the spark.
In faith, service, and community
Let us start the change we want to see:
The change that begins in me.

Amen.

Saint John Baptist De La Salle, **Pray for us.**
Saint Elizabeth, **Pray for us.**

Live Jesus in our Hearts, **Forever.**

Mission Statement

Cristo Rey De La Salle East Bay High School at Saint Elizabeth Campus, is a diverse, Lasallian Catholic learning community that educates young people of limited economic means to become men and women of faith, purpose, and service. A rigorous and personalized college preparatory curriculum integrated with a corporate work study experience prepares students to succeed in college and in life.

Vision Statement

We believe that economic status, zip code, gender and ethnicity should not obstruct the pathway to educational and life success.

We accompany students and graduates in their journey to lead lives of wholeness, purpose, and agency.

We unite youth and families with educators, corporations, nonprofits, and philanthropists through education and work.

We believe in the power of these relationships to transform lives.

Lasallian Educational Outcomes

A Cristo Rey De La Salle East Bay High School graduate is a person who ...

... Develops Academic Excellence and Intellectual Agency:

- Masters the cognitive skills, content knowledge, and habits of success needed to pursue a college education.
- Works diligently with our corporate partners, faculty, and classmates to respond positively to constructive criticism.
- Practices self-direction, resiliency, and agency.

... Contributes to the Common Good Through Social Justice:

- Speaks with conviction on socio-political and economic issues through a Lasallian Catholic worldview.
- Exhibits cultural competency, builds socio-political capital, and leverages both for the common good.
- Examines the structural injustices of our world, particularly the needs of Oakland and the San Francisco Bay Area, and takes right action.

... Leads with Integrity and Respect:

- Builds community through the development of authentic relationships.
- Maintains a lifestyle dedicated to wholeness through healthy mindsets and choices.
- Utilizes restorative justice tools to heal interpersonal harm.

... Pursues a Life of Faith, Purpose, and Service:

- Appreciates our Lasallian Catholic heritage and tradition, and respects religious plurality.
- Discerns personal gifts and talents and cultivates a sense of spiritual purpose.
- Advocates for self, our communities, and our environment.

Accreditation

Cristo Rey De La Salle East Bay High School is accredited by the Western Association of Schools and Colleges. The current term for accreditation concludes in June 2022 at which point the school will engage in completing an accreditation protocol which will grant the school accreditation with both the Western Association of Schools and colleges as well as the Western Catholic Educational Association.

Canonical Ownership

Cristo Rey De La Salle East Bay High School operates within the Roman Catholic Diocese of Oakland under the canonical ownership of the De La Salle Christian Brothers District of San Francisco New Orleans. As such, the school is an independent Lasallian Catholic school governed by a Board of Trustees who are appointed by the Lasallian Educational Corporation, a civic entity entrusted with reserve powers. The Board of Trustees use the Carver Policy Governance Model which empowers them with their oversight and accountability responsibilities.

Directory

BOARD OF TRUSTEES

Paul Bennett
Brother Jonathan Cord, FSC
Sister Rose Marie Hennessey, OP
David Mason
Frank Mataresse

Dan McCallin
Trish Neidermeyer
William Rauch, Jr
Carole Swain
Stephen Wilcox

SCHOOL ADMINISTRATION

President and CEO
Principal
Director of CWSP
Assistant Principal
Director of Admissions
Director of Wholeness
Director of Finance
Director of Mission Advancement

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Associate Director of CWSP
Account Manager

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Counseling Intern

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Director for Campus Ministry
Director for Athletics
Lasallian Volunteer
Lasallian Volunteer

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Advancement Associate

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Executive Assistant + School Registrar
Mustang Volunteer Program

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Irania Valencia (ivalencia@crestoreydelasalle.org)
Chris Trinidad (ctrinidad@crestoreydelasalle.org)

At-A Glance Calendar

Cristo Rey De La Salle East Bay High School | Calendar 2019-2020

2 - 26	Alpha Summer Institute (ASI)
2 - 3	Overnight Retreat @ Saint Mary's College
4 - 5	Break: Independence Day
8 - 9	MAP Testing (9 th grade)

JULY 2019						
S	M	T	W	Th	F	S
	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			

JANUARY 2020						
S	M	T	W	Th	F	S
			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	

1 - 6	Break: Christmas
7	Classes Resume
20	Holiday: MLK Day
23	Parent Workshop
27 - 31	Catholic Schools Week

12	CWSP Orientation
13	Mandatory Student Orientation
14	1 ST Day of Classes
15	Opening Liturgy
14 - 15	MAP Testing (10 th grade)
26 - 30	Welcome Week

AUGUST 2019						
S	M	T	W	Th	F	S
				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 2020						
S	M	T	W	Th	F	S
						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

Black History Month & Lent	
17	Holiday: President's Day
26	Liturgy: Ash Wednesday
27	Parent Workshop

Latinx Heritage Month	
2	Holiday: Labor Day
3	1 ST CWSP Workday
11	Back to School Night *early dismissal
26	Parent Workshop
27	Lasallian Day

SEPTEMBER 2019						
S	M	T	W	Th	F	S
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					

MARCH 2020						
S	M	T	W	Th	F	S
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				

Women's History Month & Lent	
13	Quarter 3 ends
16 - 19	Student Led Conferences *early dismissal
20	Holiday CWSP Workday
26	Parent Workshop

14	Holiday: Indigenous People's Day
16	Quarter 1 Ends PSAT Exam *early dismissal
17	Parent Workshop
23 - 25	Student Led Conferences *early dismissal
28 - 1	Spirit Week

OCTOBER 2019						
S	M	T	W	Th	F	S
		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 2020						
S	M	T	W	Th	F	S
			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		

National Volunteer Month & Easter	
8	PSAT Exam *early dismissal
9 - 17	Break: Easter
23	Parent Workshop
23 - 24	MAP Testing

Native American Heritage Month	
1	Liturgy: All Saints Day
11	Holiday: Veteran's Day
21	Parent Workshop
25 - 29	Break: Thanksgiving

NOVEMBER 2019						
S	M	T	W	Th	F	S
				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 2020						
S	M	T	W	Th	F	S
					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						

Asian / Pacific Islander Heritage Month	
15	Liturgy: Feast of St. John Baptist De La Salle
25	Holiday: Memorial Day
28	Parent Workshop

Advent & Christmas	
5	Lasallian Day
12 - 13	MAP Testing
18	Quarter 2 ends Liturgy: Advent *early dismissal
19 - 31	Break: Christmas

DECEMBER 2019						
S	M	T	W	Th	F	S
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 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17			

LGBT Pride Month	
12	Last Day of Instruction/CWSP
15 -	End of course Assessments
16	Quarter 4 ends
17	Last Day of School End-of-year Liturgy & Awards Assembly *early dismissal

Preamble

This handbook serves as a reference guide to the expectations and responsibilities you have as a Cristo Rey De La Salle East Bay (the “School”) and Corporate Work Study Program (“CWSP”) (collectively, “Cristo Rey De La Salle East Bay”) student. When we use the term “family” in this handbook, we intend this to include parents, guardians, and other family members who have legal responsibility for the student.

All policies, rules, and regulations contained in this handbook and other relevant documents apply while students are on school campus, at a school program or event, on a school mode of transportation, at a school job partner worksite, at any time that a student leaves their worksite during an assigned work day, and at any time while students are under the supervision of the school or a school job partner.

This handbook contains only general information and guidelines. It is not intended to be comprehensive nor will it address all of the possible applications of or exceptions to the general policies and procedures described. Some of the topics treated herein are explained in greater detail in other official school or work study documents.

If you have any questions concerning a policy or practice, you should address your specific questions to the Principal or the President. If there is a discrepancy between this handbook and an official school document, the official document will supercede this handbook. The policies and practices described here may be modified or discontinued by the school at its discretion. When possible, the school will attempt to notify students and families in advance of a significant change.

Please, take the time to read this handbook and familiarize yourself with its contents. As students and families of Cristo Rey De La Salle, you are responsible for understanding and following school policies and procedures.

Thank you for contributing your skills and effort to making our school a success for your peers and our community.

TABLE OF CONTENTS

PRESIDENT AND PRINCIPAL MESSAGE	
1	
ONE LASALLE PRAYER	2
MISSION and VISION and LASALLIAN EDUCATIONAL OUTCOMES	3
ACCREDITATION	
4	
DIRECTORY	4-5
AT A GLANCE CALENDAR	6
HANDBOOK PREAMBLE	7
TABLE OF CONTENTS	8-11
INTRODUCTION TO THE FIVE CORE PRINCIPLES OF A LASALLIAN EDUCATION	12-13
1.0 FAITH IN THE PRESENCE OF GOD	14
1.1 <i>A Brief History of Saint John Baptist De La Salle</i>	14
1.2 <i>The Lasallian Educational Mission and Network</i>	15
1.3 <i>A Brief History of Saint Elizabeth of Hungary</i>	15
1.4 <i>A Brief History of the Cristo Rey Network and Cristo Rey De La Salle East Bay High School</i>	15
1.5 <i>A Brief Introduction to Lasallian Prayer Life</i>	16
1.6 <i>Sacramental Life and Lasallian Spirituality</i>	16
1.6.1 <i>Campus Ministry</i>	17
1.6.2 <i>Retreat Ministry</i>	17
1.6.3 <i>Liturgical Ministry</i>	18
1.6.4 <i>Chapel</i>	18
2.0 QUALITY EDUCATION	19
2.1 <i>Expectations to Engage in Learning</i>	19
2.2 <i>Summit Learning Platform</i>	19-20
2.3 <i>Readiness for College and Life</i>	20
2.3.1 <i>Cognitive Skills</i>	20-21
2.3.2 <i>Content Knowledge</i>	22
2.3.3 <i>Habits of Success</i>	22
2.3.4 <i>Sense of Purpose</i>	23

2.4	<i>Instructional Modalities and Learning Spaces</i>	23
	<i>2.4.1 Collaborative Learning</i>	23
	<i>2.4.2 Leveled Learning</i>	23
	<i>2.4.3 Guided Learning</i>	23
	<i>2.4.4 Mentor Time</i>	24
2.5	<i>Course Sequence and Graduation Requirements</i>	24
	<i>2.5.1 University of California and California State University System Minimum Requirements</i>	25-26
2.6	<i>Grading and Assessment Policies</i>	26-27
2.7	<i>Academic Integrity and Plagiarism</i>	27-28
2.8	<i>Student Records</i>	28
3.0	RESPECT FOR ALL PERSONS	29
3.1	<i>Honor Code</i>	29
	<i>3.1.1 Reflective Conversations and Restorative Service Time</i>	29
	<i>3.1.2 Dress Code</i>	29
	<i>3.1.3 Phone Use On Campus and in the Workplace</i>	30-31
	<i>3.1.4 Drugs and Alcohol</i>	31-32
	<i>3.1.5 Sexual Harassment</i>	32-33
	<i>3.1.6 Theft</i>	33
	<i>3.1.7 Causes for Suspension, Expulsion, and Recommended Transfers</i>	33
	<i>3.1.8 Responsible Social Media Use</i>	33
3.2	<i>Responsible Technology Use Policy</i>	34
	<i>3.2.1 Possession</i>	35
	<i>3.2.2 Usage</i>	35
	<i>3.2.3 Headphones</i>	35
	<i>3.2.4 Taking Devices Off Campus</i>	35
	<i>3.2.5 Damaged Devices</i>	35
	<i>3.2.6 Lost Devices and Loaners</i>	35
	<i>3.2.7 Returning Devices</i>	36
	<i>3.2.8 Privacy</i>	36
	<i>3.2.9 Fees</i>	36
3.3	<i>Pregnancy Policy</i>	36
	<i>3.3.1 Implications for Faculty and Staff</i>	37-38

4.0 INCLUSIVE COMMUNITY	39
4.1 A Vision of Family Partnerships	39
4.1.1 Communications	39
4.1.2 Who Families Should Contact and How	40
4.1.3 How Our School Will Communicate With Families	41
4.1.4 Being On Time	41
4.1.5 Attendance, Excused and Unexcused Absences, and Tardies	42
4.1.6 Pick Ups and Drop Offs, Parking, Use of Crosswalk	43
4.1.7 Mentor and Family Communications	44
4.1.8 Updating Family Contact Information	44
4.2 Tuition and Fees	44
4.2.1 2019-2020 Education Cost	44
4.2.2 How Yearly Education is Funded at CRDLS	44
4.2.3 Tuition Payment Schedule	45
4.2.4 Payment Methods	45
4.2.5 Late Payments	45
4.2.6 Additional Financial Aid	45
4.2.7 Additional Charges	45
4.2.8 Returned Checks	45
4.2.9 Withdrawal	45
4.3 Wholeness Center	46
4.3.1 Services	46
4.3.2 Student Success Team	46-47
4.3.3 C.A.R.E.S. Team	47-48
4.3.4 Student Intake Meeting	49
4.3.5 Imminent Risk of Harm	50
4.4 Athletics and Co Curricular Activities	51
4.4.1 Team Sports	51
4.4.2 Academics and Team Sports	51
4.4.3 Uniforms	51
4.4.4 Practice Gear	51
4.4.5 Medical and Injuries	51
4.4.6 Family Expectations	52
4.5 Lasallian Community Life Program and Casa System	52

4.5.1	<i>Preamble</i>	52
4.5.2	<i>Casa Structures</i>	52
4.5.3	<i>Casa Elections (Student Government)</i>	53
4.5.4	<i>Casa Ministries</i>	53
4.6	<i>Admissions</i>	54
4.6.1	<i>Non-discrimination Policy</i>	54
4.6.2	<i>Admissions Process</i>	54
5.0	CONCERN FOR THE POOR AND FOR SOCIAL JUSTICE	55
5.1	<i>Christian Service</i>	55
5.2	<i>Social Justice Immersions</i>	55
5.3	<i>Twinning Program and Twin School</i>	56
6.0	CORPORATE WORK STUDY PROGRAM	57
6.1	<i>Expectations of Students</i>	57
6.2	<i>General Rules</i>	57
6.3	<i>Attendance Policy</i>	58
6.3.1	<i>Missed Work</i>	58
6.3.2	<i>Tardiness</i>	5
6.3.3	<i>Illness</i>	58
6.4	<i>Time Cards</i>	58
6.5	<i>Transportation Policy</i>	58
6.6	<i>Lunch Policy</i>	58
6.7	<i>CWSP Participation Agreement</i>	
59		
7.0	SCHOOL FORMS	
7.1	<i>Family and Student Acknowledgement Form</i>	61

Introduction to the Five Core Principles of a Lasallian Education

“Lasallian” is a term to describe a person or community of people who are personally or collectively fulfilling the mission set forth by Saint John Baptist De La Salle, which is to provide a human and Christian education to the young, especially the economically marginalized, according to the ministry which the Catholic Church has entrusted to it.

The five core principles of a Lasallian Education are, in no particular order or priority: (1) Faith in the Presence of God; (2) Quality Education; (3) Respect for all Persons; (4) Inclusive Community; (5) Concern for the Poor and for Social Justice. These five core principles focus our values and views on education at Cristo Rey De La Salle and help to animate and orient our programs, policies, and procedures.

Faith in the Presence of God: We believe in the living presence of God in our students, our community, and in our world.

Quality Education: We engage in quality education together as students and staff by thinking critically and examining our world in the light of faith.

Respect for All Persons: We honor and respect the dignity of all individuals.

Inclusive Community: We celebrate diversity and welcome all members of our community.

Concern for the Poor and for Social Justice: We are in solidarity with the poor and advocate for those suffering from injustices.

LASALLIAN

5 CORE PRINCIPLES

CONCERN FOR THE POOR,
AND SOCIAL JUSTICE

FAITH IN THE
PRESENCE OF GOD

QUALITY EDUCATION

RESPECT FOR
ALL PERSONS

INCLUSIVE COMMUNITY



CHRISTIAN
BROTHERS
CONFERENCE

LASALLIAN REGION OF NORTH AMERICA
RÉGION LASALLIENNE DE L'AMÉRIQUE DU NORD

1.0 FAITH IN THE PRESENCE OF GOD

The Lasallian school nurtures belief in the living presence of God in our world. Faith in the presence of God calls all students into a deeper awareness of their saving relationship with a caring and loving God and to see the world through the “eyes of faith.” At Cristo Rey De La Salle East Bay, this core principle is reflected each day through this Lasallian expression of faith: “Let us remember ... that we are in the Holy Presence of God.”

As members of the Lasallian Catholic and Cristo Rey communities, we are expected to participate in all religious activities at school while simultaneously developing a deeper understanding of others religious beliefs and traditions. Views or practices that violate the human dignity of others are unacceptable.

1.1 A Brief History of Saint John Baptist De La Salle

John Baptist De La Salle was a man of his time. Born in France in 1651 to a wealthy family (his father held a position of power in the legal profession), De La Salle would become one of the most innovative educators and thinkers of modern times. He lived in an age of great thinkers and of great people. He grew up whilst Saint Vincent De Paul was establishing his great work with the poor and while the philosopher John Locke was penning his ‘Thoughts on Education’ in England.

De La Salle was himself a well educated man, obtaining the degree of Doctor of Theology. Amidst all this, in 1684, De La Salle founded the first, non-clerical, male teaching order in the Church. Others had tried but had failed to establish the connection between a life of prayer, the apostolate, and community life. De La Salle saw the connection between all three.

That is not to say that life was easy. De La Salle was a priest who encountered many obstacles within the Church and from civil authorities that had something to lose with the establishment of a ‘free’ Christian Schools. Indeed, in 1691, De La Salle, with two other Brothers, made a vow of association: to remain together, to achieve God’s work that had been entrusted to them, despite adverse circumstances.

John Baptist De La Salle was very much an innovator when it came to education. In his time, he established schools for those unable to obtain an education. De La Salle conceived the idea of having the students in one classroom with the teacher. He established Teacher Training Colleges, Technical Schools, and a Maritime College, wrote on Special Education and conceived the notion that students would learn best in their mother tongue, rather than in Latin.

De La Salle died on April 7 (Good Friday) 1719. He was canonized a Saint in 1900 by Pope Leo XIII.

Today, we take these things for granted. Given the lasting effect that De La Salle had on education, it should not be a surprise to learn that in 1950, he was proclaimed by the Pope to be the Principal Patron Saint of Teachers and Student Teachers. Over three hundred years later, some seven thousand De La Salle Brothers and thousands of Lasallian Partners and Teachers continue the work of Saint John Baptist De La Salle, people who “devote themselves wholeheartedly, to the human and Christian education of youth.”

1.2 The Lasallian Educational Mission and Network

The distinctive Lasallian educational approach recognizes all young people as children of God who are deserving of respect and opportunity, and seeks to help them to realize their full potential. Today, the global family of Lasallian educators includes some 5,000 Brothers and 77,000 dedicated lay Partners serving nearly 900,000 students in a thousand educational institutions in more than 80 countries. In the United States alone, there are a hundred Lasallian educational ministries serving more than 61,000 students. Fifty-four of those ministries are secondary schools – making Lasallian schools the largest network of Catholic secondary schools in the nation.

1.3 A Brief History of Saint Elizabeth of Hungary

In her short life, Elizabeth manifested such great love for the poor and suffering that she has become the patroness of Catholic charities and of the Secular Franciscan Order. The daughter of the King of Hungary, Elizabeth chose a life of penance and asceticism when a life of leisure and luxury could easily have been hers. This choice endeared her in the hearts of the common people throughout Europe.

At the age of 14, Elizabeth was married to Louis of Thuringia, whom she deeply loved. She bore three children. Under the spiritual direction of a Franciscan friar, she led a life of prayer, sacrifice, and service to the poor and sick. Seeking to become one with the poor, she wore simple clothing. Daily she would take bread to hundreds of the poorest in the land who came to her gate.

In 1228, Elizabeth joined the Secular Franciscan Order, spending the remaining few years of her life caring for the poor in a hospital which she founded in honor of Saint Francis. Her great popularity resulted in her canonization four years later.

Elizabeth understood well the lesson Jesus taught when he washed his disciples' feet at the Last Supper: The Christian must be one who serves the humblest needs of others, even if one serves from an exalted position. Of royal blood, Elizabeth could have lorded it over her subjects. Yet she served them with such a loving heart that her brief life won for her a special place in the hearts of many. Elizabeth is an example to us in her following the guidance of a spiritual director. Growth in the spiritual life is a difficult process.

1.4 A Brief History of the Cristo Rey Network and Cristo Rey De La Salle East Bay High School

Cristo Rey De La Salle East Bay High School is a part of the 35-school Cristo Rey Network with the following mission:

The Cristo Rey Network® empowers thousands of students from underserved lower-income communities to develop their minds and hearts to become lifelong contributors to society. By providing students an excellent college preparatory education and a unique four-year, integrated corporate work-study experience, we seek to help transform urban America.

Since the founding of the first school in Chicago in 1996, the Cristo Rey model has become one of the most innovative and successful educational programs in the nation, serving over 10,000 students in 30 other cities.

Cristo Rey De La Salle East Bay High School opened as a Roman Catholic, co-educational, secondary school in the summer of 2018 on the campus formerly home to Saint Elizabeth High School in the Fruitvale district of Oakland. The school is sponsored by the [De La Salle Christian Brothers, District of San Francisco New Orleans](#) and joins 35 successful Cristo Rey Network schools operating across the country.

1.5 A Brief Introduction to Lasallian Prayer Life

Prayer is a central element of community life at Cristo Rey De La Salle East Bay High School and precedes all classes, community gatherings, Masses, sports games, and meetings.

We follow in the tradition of Saint John Baptist de La Salle, who wrote, “Pray to God to give you today the same grace given the holy apostles, and ask God that, after filling you with the Holy Spirit to sanctify yourselves, God will also communicate to you your mission in order to procure the salvation of others” (Meditations 43.3).

Opening at the beginning of any group prayer

Leader: Let us remember that we are in the holy presence of God.

Followed by a few moments of silent reflection.

Intercessory at the end of any group prayer

Leader: Saint John Baptist de La Salle ...

Group: ... pray for us!

Leader: Saint Elizabeth ...

Group: ... pray for us!

Leader: Live, Jesus, in our hearts!

Group: Forever!

1.6 Sacramental Life and Lasallian Spirituality

During our students’ time with us, there will always be avenues to reflect more deeply on their spiritual lives and their families. The spiritual journey of our students and their families are as sacred as the sacraments. The sacramental lives of our students are nurtured through better understanding how the sacraments are visible signs of a sacred reality. Through the Campus Ministry program and Catholic Studies courses, our students are given the opportunity to discover the sacredness of sacraments and how the sacraments may play a significant role in their personal lives.

The sacraments allow us to see Christ’s presence in all the key moments of life: birth, death, coming of age, community leadership, the most basic relationships of family, our daily struggle to love better, and, in the Eucharist, our daily life in communion with the God we worship. It is grace that draws us toward

the sacraments, grace that leads one to ask for Baptism, grace that leads the sinner to repent and go to Confession, grace that makes us long for the Eucharist and Confirmation, divine, sanctifying, transforming grace that leads us to consecrate our lives in marriage or the priesthood. The sacraments show what grace does in us. And when we come to those perfect moments in the life of grace, when we act like graced people by truly participating in the sacraments, the sacramental life of grace is fulfilled and renewed in us, and so the sacraments drive us forward, as well.

Exploring Lasallian spirituality also invites us to do the following: learn in a practical and simple way how to live our faith in everyday life; nurture our faith-life by praying, reading the sacred Scriptures, surrendering to God, and trusting in Divine Providence; look at our life and daily events through the eyes of God, discerning what God asks of us through the people and circumstances in which we live; respond generously to the call of God. Adopting Lasallian spirituality will enable us to be prophets insofar as we acquire the vision of God for today and tomorrow; become signs of the God of life for today's young people; and help implement the plan of salvation in the neighborhood, city, and country in which we live.

1.6.1 The Mission of Campus Ministry

The mission of our Campus Ministry program is to enhance the faith, service, and community lives of all members of the CRDLS community through the integration of liturgy, prayer, community service opportunities, immersion and retreat programs. In order to accomplish this, we reach across the entire community involving all of our faculty and staff in the execution of our mission. This in and of itself is an extraordinary testimony to not only the importance of our programs, but also the recognition of the criticality of ministry in establishing the foundation of our young people as Men and Women of Faith, Character, and Integrity.

In keeping with the key Lasallian belief that "***we are always and everywhere in the holy presence of God,***" our work with our students and families is centered on calling those whom we serve to prayerful service. With this reality, our Campus Ministry Program seeks to respond to the spiritual needs of our students, families, administration, faculty and staff in a variety of ways.

The spiritual life of our campus is rich with the programs and activities that seek to develop the virtues of faith, hope, and love. This can only be achieved through the Holy Spirit, in concert with a dedicated approach that involves students, parents, faculty, and staff.

It is our goal to accept each individual where they are on their faith journey. We invite you to come and pray, serve, and grow with us.

1.6.2 Retreat Ministry

Retreat days for Freshmen, Sophomores, and Juniors are an important part of the Campus Ministry program. Each retreat has a particular theme, and through prayer and discussion, is structured to help the students grow in their own spiritual relationships with God. The retreats are also designed to help students grow in self-knowledge and to develop Christian community among their peers.

During our students' Senior year, they will be invited to attend our Kairos Retreat program. Kairos is a Greek word meaning "The Lord's Time." It is built upon a peer-to-peer ministry model which helps the

retreatants deepen their relationships with themselves, their families, their friends and, most importantly, Jesus Christ. Prayer and Sacraments are an essential part of the retreat, as well as the retreatants' involvement in discussions and group exercises. The retreatants may not leave the retreat with all of life's answers, but will hopefully leave with a greater awareness of whom they are and where they are going.

1.6.3 Liturgical Ministry

The celebration of Mass is considered an integral part of the educational experience at CRDLS. As the documents of the Second Vatican Council state, the Eucharist is the "source" and "summit" of our faith. Coming together as a school community emphasizes the centrality of Christ in the life of our school. When the Eucharist is celebrated with the entire school community, we gather at Saint Elizabeth Parish. All students and faculty are expected to attend and to participate actively and respectfully in such celebrations. The dates of schoolwide liturgies and prayer services may be found on the school calendar.

1.6.4 Chapel

The Chapel is open from 7.30 AM until 4.30 PM daily.

All students, families, faculty, staff, administration, and friends of CRDLS are welcome in our chapel. The Chapel may be reserved at various times for use by school groups/classes. The Chapel is located on the second floor and Southeast corner of the school building.

2.0 QUALITY EDUCATION

The Lasallian school provides an education that prepares students for college and career and also for this life and the next. This education advances the students ability to use their gifts and talents to critically examine the world in light of the message of the Gospels and to take greater responsibility for their own education. At Cristo Rey De La Salle East Bay, this core principle is reflected each day through this Lasallian ideal: “Teaching Minds and Touching Hearts.”

As members of the Lasallian Catholic and Cristo Rey communities, we develop self-directed learners who have the necessary habits to reach their potential by actively using the Summit Learning Platform tool to guide their personalized learning.

Students also set and are able to articulate appropriate short-term goals. Students are able to explain the purpose of the tasks they are working on and how it contributes to their personal long-term goals.

Students seek help, especially if they have tried to answer a question themselves and are stuck, and they follow the norms of the class and seek aid from peers, the teacher, or other resources as appropriate. Students then reflect on their progress and adjust goals, plans, and learning strategies as necessary.

Students understand the value of norms, routines, and expectations and work 100% of the time to respect their own learning environment and that of their teachers and peers. If expectations are not met, students and teachers intervene and hold the community accountable to meeting the learning environment expectations.

2.1 Expectations to Engage in Learning

As members of the Lasallian Catholic and Cristo Rey communities, students and teachers create a focused, joyful, and community-centered learning environment by arriving prepared with the appropriate materials and ready to learn.

Students respectfully and promptly follow the directions of the teacher or the adult professional leading the class. They also internalize classroom routines and expectations, and follow these routines with minimal teacher support by maintaining a productive work environment, staying on task and doing their best to work towards our goals and encouraging our peers to do so as well, using technology appropriately and responsibly for academic purposes, and by avoiding or ignoring distractions.

Students also see the classroom as a safe haven from which they can take interpersonal and academic risks knowing that there is a community of supporters who will provide comfort and feedback. They express words of encouragement to their classmates and help peers who are struggling by attempting to answer or helping find resources or support, when appropriate.

2.2 Summit Learning Platform

The Summit Learning Platform (SLP) is a dynamic online dashboard for students to set goals, track their progress, and direct their own learning by accessing the resources that make up the Summit curriculum. It is the platform used at CRDLS every day by students, teachers, and families.

In addition to being a tool for students to direct their own learning, the SLP is the primary way we communicate a student’s academic progress with their family. When a parent logs in to the SLP using

their own account, they see the same information that students, mentors, and teachers see. Parents can view detailed information about their child’s projects and content assessments as well as up-to-date information about their overall grades.

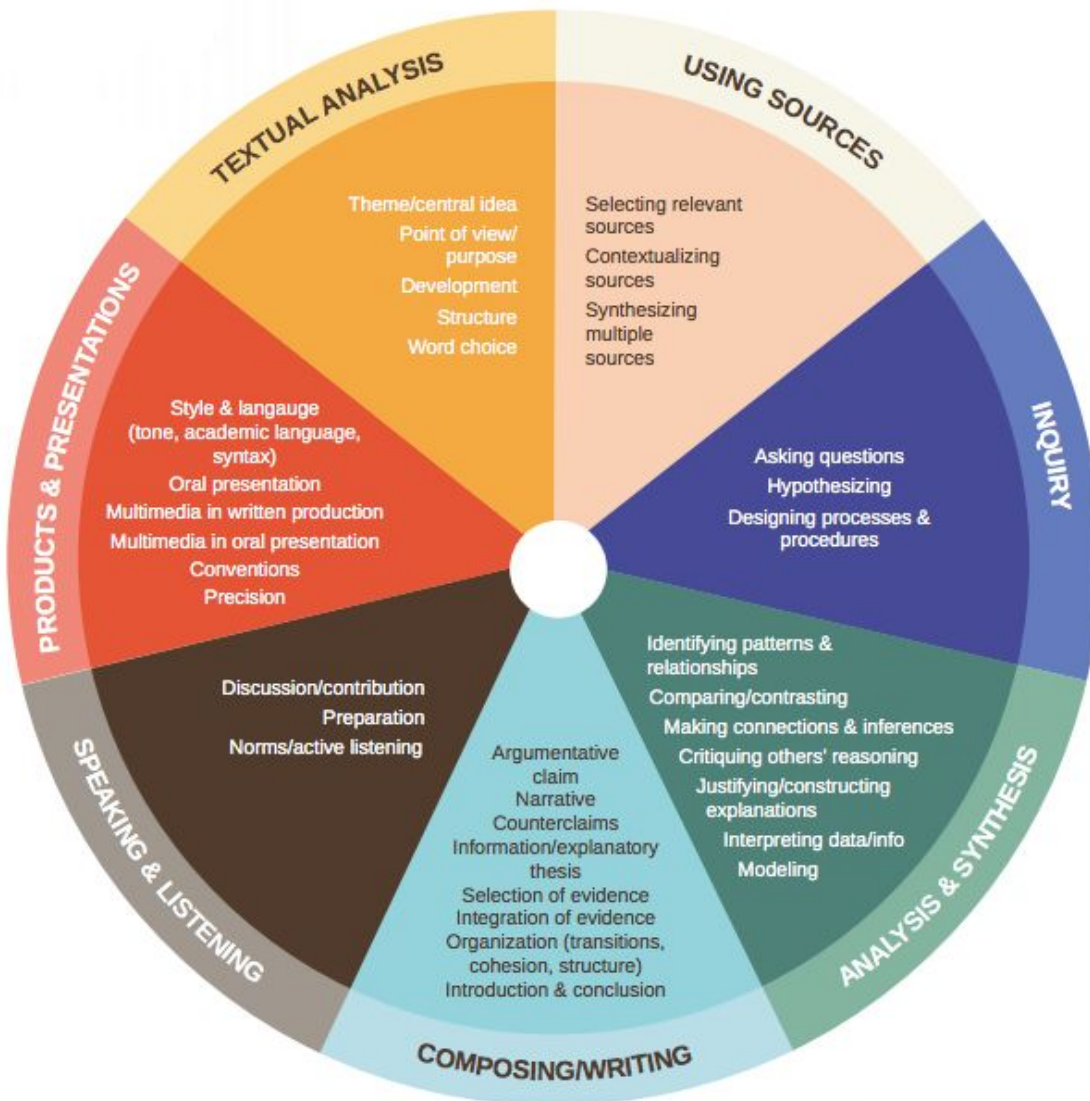
For more information about how parents can use the SLP to support their student’s academic success, see the section titled “Family and School Academic Partnerships.” For more information about grades, see the section titled “Grading Policy.”

2.3 Readiness for College and Life



2.3.1 Cognitive Skills

Cognitive Skills are the higher-order thinking skills that students need to solve complex problems in college and in life. Some examples of Cognitive Skills include *Asking Questions*, *Selecting Relevant Sources*, *Identifying Patterns and Relationships*, and *Interpreting Data and Information*. The 36 cognitive skills are relevant for a lifetime of learning. Mastery of these Cognitive Skills enable students in pursuing college academics, excelling in their choice of career, and tackling the known and unknown societal challenges that will face their generation.



Cognitive skills are taught, practiced, and assessed through Project-Based Learning. Courses at our school are built around authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.

Because these skills are truly interdisciplinary and also continue to develop over time, our school defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas. We use this common Summit Learning Platform tool, which was developed with top researchers at Stanford University and elsewhere, so that students can see the connections between their classes and track their growth in these skills across all years at our school.

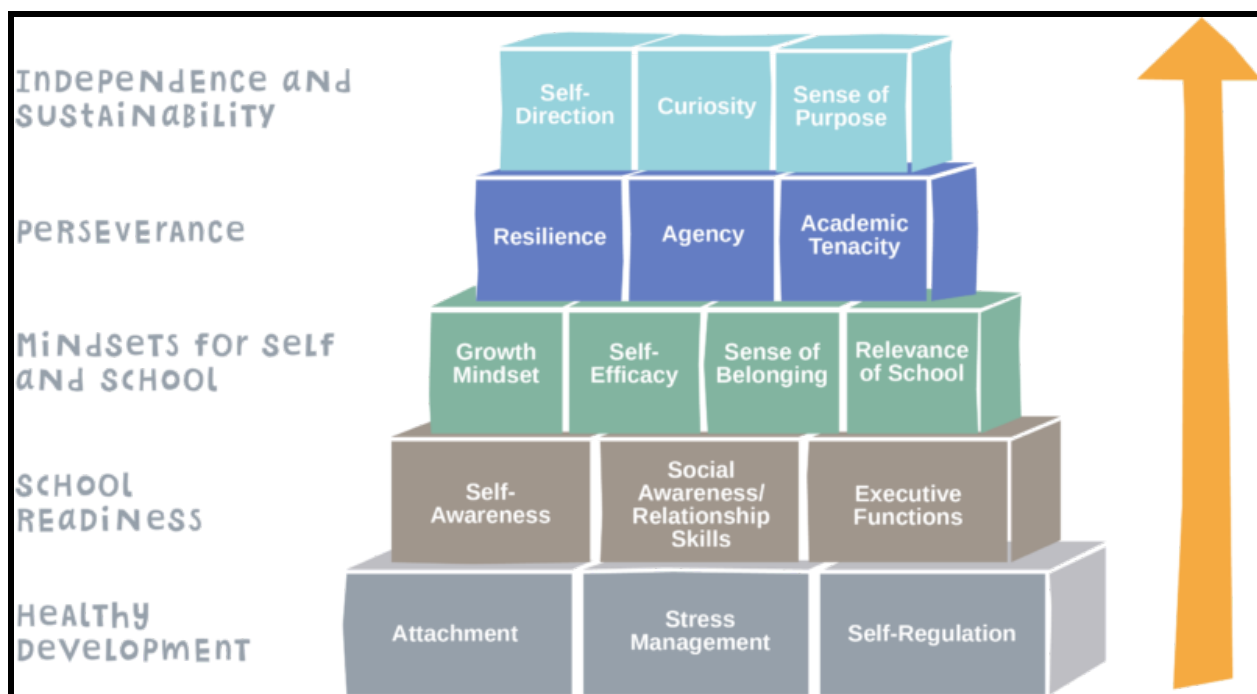
2.3.2 Content Knowledge

Content knowledge is the set of facts and information that is fundamental to understanding the world around us. Students learn content in different ways and at different speeds. At our school students have access to a wide variety of resources to help them learn relevant content. Teachers curate these resources and organize them into online playlists that introduce each topic and link to videos, slideshows, websites, readings, and practice worksheets. Students engage with these resources and choose the best ones to help them learn both at school and at home.

Content is assessed through online, on-demand, multiple-choice content assessments. When a student associates he or she mastered a topic, he or she can request to take a content assessment as long as he or she is in an appropriate testing environment. The assessment is graded instantly by the computer. Students decide which content they study, whether to try again if they haven't passed it, and whether to attempt different content assessments.

For more information about content, read the "Personalized Learning Time (PLT)" section to understand what this looks like in a CRDLSEB classroom and the "Grading Policy" section to understand how these assessments count towards a grade.

2.3.3 Habits of Success



Stafford-Brizard, K. B. (2016). Turnaround for Children.

Habits of Success describe the ways we relate to ourselves, others, and the world around us. Success in college and beyond requires that students develop self-direction (taking the initiative in navigating toward goals), curiosity (desire to engage and understand the world), and civic identity (belonging to and participation in a variety of communities). To do so, students must also develop foundational habits that enable them to draw on self-direction, curiosity, and civic identity in many contexts and with limited supports. These foundational habits include a developmental layering of habits that have all proven to have two things in common: (1) They are *important* for college, career readiness, and student

associates' well-being; and (2) they are *possible to learn/build*, so that students (and adults) can get better at them with practice.

Habits of Success are addressed daily in all classes at our school and are especially focused on students' experience in their interactions with their mentors (during 1:1 check-ins and in mentor groups). Project Time, Personalized Learning Time (PLT), Corporate Work Study, and other parts of the day provide students opportunities to practice applying Habits of Success and to get feedback to become stronger in them.

Given the personal nature of a student associate's habits, Habits of Success are assessed by the students themselves and their mentor; who supports students in reaching their goals. Throughout the year, the student associate and mentor collaborate to decide what habits are being built, with a special focus on motivational mindsets (growth mindset, sense of belonging, relevance of school) and strategies for self-directed success (self regulation, self direction). Students also self-assess on belonging and attachment through surveys three times per year, and they receive information about their self-direction habits through many forms of feedback about their self-directed work at our school.

2.3.4 Sense of Purpose

How can we help students connect what they are learning now to who they are and the future they want? When students see the bigger picture behind their schoolwork, they are able to persist towards their goals when the going gets tough. Students feel socially connected, supported, and respected when they have a sense of belonging. They trust their teachers and their peers and feel valued. We believe that upon high school graduation, students need a Sense of Purpose — an understanding of their interests, values and skills — and a credible path after high school for translating those interests, values, and skills into a life of well-being.

2.4 Instructional Modalities and Learning Spaces

2.4.1 Collaborative Learning

Collaborative Learning (CL) is time set aside in the school day consisting of teacher-facilitated group learning. It is the majority of time spent in each of our core courses. Projects develop the 36 cognitive skills that are critical for college readiness by allowing students to develop and demonstrate deeper thinking and learning skills.

2.4.2 Leveled Learning

In Leveled Learning (LL), students work at their own pace through focus area content -- curated resources or "playlists". When students feel they have mastered a playlist's material, they demonstrate their knowledge by taking a content assessment. PLT Instructors wear multiple hats during PLT: coaching students in developing self-directed learning habits, facilitating goal setting and reflection, creating structures for learning and collaboration, and providing content support.

2.4.3 Guided Learning

Guided Learning (GL) is where students are exposed to new ideas under the guidance of an expert. Often, this includes a hands-on exploration of a new topic in the form of mini-projects, guided exploration, and class discussion. More importantly, students are grouped in GL based on where they are in that moment of their learning journey, ensuring that they are always ready for new content.

2.4.4 Mentor Time

A student associate's mentor group serves as a home base for students throughout their time at school. It's a safe place for them to express themselves to their fellow community group members and to their mentor. During Mentor Time, students engage in activities and discussions focusing on Community and Academic Belonging, College Readiness, and Habits of Success.

Each student schedules a weekly meeting with his or her mentor to set long and short-term goals, track progress, and make adjustments.

2.5 Course Sequence and Graduation Requirements

Students complete the following courses during their four years at CRDLS. These graduation requirements **exceed** the University of California A - G requirements and focus on preparing students for developing a successful and competitive path for college acceptance. In California, to be eligible to enter a four-year public college (either the California State University or University of California systems), students must meet a series of course requirements called "A through G (A-G)". Students are required to complete and pass the A-G course requirements with a grade of C or better.

At CRDLS, we recognize that our students need to go beyond what is required. To meet this goal, we encourage all of our students to take more academic classes than required and to take the most challenging classes available. Students are encouraged to take honours level or Advanced Placement (AP) classes. AP classes are considered college-level work and if a student passes the AP exam, they can receive college credit for the class.

English	4 years
Mathematics	4 years
Catholic Studies	4 years
Laboratory Science	4 Years
Social Science	3 Years
Languages Other Than English	2 Years
Electives	2 Years
Health and Wellness	1 Year
Visual and Performing Arts	1 Year

Cristo Rey De La Salle High School Course Sequence

FRESHMEN	SOPHOMORE	JUNIOR	SENIOR
English 9	English 10	English 11 <i>or</i> AP English Language and Composition	English 12 <i>or</i> AP English Literature and Composition
Algebra I	Geometry	Algebra II and Trigonometry	Pre-Calculus <i>or</i> AP Statistics, <i>or</i> AP Calculus AB, <i>or</i> AP Calculus BC

Ethnic Studies and Civics	World History and Geography	United States History <i>or</i> AP United States History	Government and Economics, <i>or</i> AP Government and Politics
Biology	Chemistry	Physics	AP Environmental Science, <i>or</i> Engineering, <i>or</i> Human Anatomy
	Spanish I	Spanish II	Spanish III <i>or</i> Spanish IV, <i>or</i> AP Spanish Language, <i>or</i> AP Spanish Literature
Health and Wellness	Visual and Performing Arts	Elective	Elective
Catholic Studies 9: The Lasallian Catholic Experience	Catholic Studies 10: Hebrew and Christian Scriptures	Catholic Studies 11: Church History, <i>and</i> Social Justice and Ethics	Catholic Studies 12: World Religions, <i>and</i> Christian Service and Vocation
Corporate Work Study I	Corporate Work Study II	Corporate Work Study III	Corporate Work Study IV

2.5.1 University of California and California State University System Minimum Requirements

COURSE AREA (A - G CATEGORY)	MINIMUM NUMBER OF YEARS REQUIRED and DESCRIPTION
History / Social Science (A)	THREE YEARS: One year of world history, cultures and historical geography and two semesters of United States History, and one semester of American Government or Civics.
English (B)	FOUR YEARS of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
Mathematics (C)	THREE YEARS of college preparatory mathematics including or integrating topic covered in Elementary Algebra, Advanced Algebra, and Two and Three-Dimensional Geometry. Also acceptable are courses that integrate the above and include Trigonometry or Statistics.
Laboratory Science (D)	TWO YEARS providing fundamental knowledge in two of the following disciplines: Biology, Chemistry, and Physics.

Languages Other Than English (E)	TWO YEARS of the same non-English language.
Visual and Performing Arts (F)	ONE YEAR chosen from dance, drama / theater, music, or visual art.
Electives (G)	ONE YEAR of an additional approved “A-G” course beyond the minimum required from that subject area, or of a course that combines any of the “A-F” subject areas in an interdisciplinary fashion.

Terms and Report Cards

The school operates on a semester system within which quarterly reports are generated. While quarterly reports are progress indicators, semester grades are permanent and are printed on the student transcript. All report cards are mailed home.

2.6 Grading and Assessment Policies

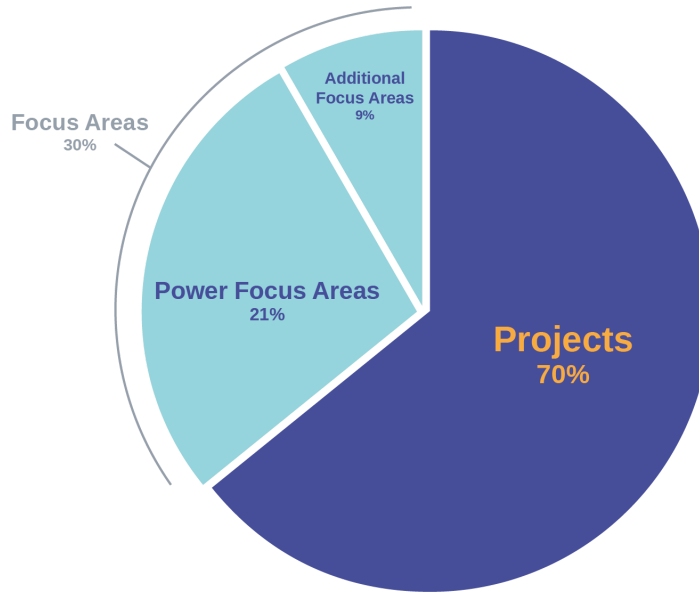
Grades are symbolic indicators that communicate and document a student’s achievement of course outcomes. Grades indicate the academic competencies that students have developed and are determined primarily by the teacher's professional recommendation with assistance from our personalized learning platforms. They also help to encourage the ongoing development and improvement of skills and knowledge over time.

While we emphasize a growth mindset and mastery learning with our students, it is also important to note that grades reported at the semester mark are an important milestone in a student's academic career and have consequences for a variety of future purposes including, but not limited to, academic eligibility for sports and cocurricular activities and scholarships for college.

Students receive two grades for each class.

The first grade is focused solely on Academic Achievement: 70% of the grade is reflective of student mastery of Cognitive Skills (Projects). 30% of the grade is reflective of student mastery of Content Knowledge (Focus Areas). Students must complete all projects and focus areas by the end-of-year in order to pass and receive credit for the course.

This is reported through 4 letter grades: A (Achieved Mastery), B (Partial Mastery), C (Progressing Toward Mastery), D (Does Not Yet Show Mastery), and F (Has Not Shown Mastery) or I (Incomplete or In Progress). The I grade is only used for quarter progress reports and indicated insufficient data to accurately report a grade. The school does not use + or - indicators.



The second grade is focused on Habits of Success which are those work behaviours that allow students to succeed academically. This is reported through 4 other letter grades: E (Excellent), G (Good), S (Satisfactory), N (Needs Improvement).

It is important to note that if a student has received a less than satisfactory Academic Achievement grade at the first semester mark that they have an opportunity to catch up and to excel during the second semester. We do not simply average the scores of the first and second semesters to determine an end-of-year grade; what matters is how students perform at the end of the year. It also means that students need to complete any missing work from the first semester. If a student has not adequately mastered their cognitive skills or content knowledge by the end of the academic year, they may be required to attend and successfully complete summer school. Colleges and universities do not accept an Academic Achievement grade of D or F.

Failure to do so may result in asking the student associate to leave the school. If you have any questions about your students grades, please contact the content area teacher directly.

2.7 Academic Integrity and Plagiarism

Academic integrity and right ethical conduct are expectations of all students. Cheating and plagiarism are violations of academic integrity and right ethical conduct. Cheating is defined as using unauthorized resources of any type on any exam, quiz, paper, major project, or class assignment. Plagiarism is copying exact words or paraphrasing ideas without crediting original sources. Providing access to another student to such resources is also considered a violation of academic integrity as is allowing another student to copy from one's own exam, quiz, paper, major project, or class assignment.

In keeping with our model of restorative justice, the school treats first violations of academic integrity as a learning event. In these situations, the student will receive an "I" for the assignment or activity in question. The student then has a conversation with the teacher who debriefs what occurred, next steps

to rectify the action, and the teacher coaches the student on how to tell their parents. Owning up to the action is an important step in understanding the severity of the violation of academic integrity.

The student is then responsible for telling their parents about the incident and to let them know that a face-to-face conference or phone conversation with the teacher will be forthcoming—this gives the students an opportunity to be at the center of the conversation.

The teacher then has a face-to-face conference or phone conversation with the family and the student. From there, a letter is sent home that recaps the meeting, and it serves as a record of the entire incident. In this letter, it states that all future offenses will result in more serious consequences. The student writes a letter of reflection which answers the following questions:

“How have your actions impacted your relationship with others, including your classmates and teacher? Looking back on this past incident, what would you have done differently? How has your understanding of integrity changed since this incident?”

This reflection is then sent to the parents, the mentor, and the teacher. Copies of the teacher’s letter and the student’s reflection are included in the student’s file. The student is responsible for re-doing the same assignment or an alternative as assigned by the teacher which addresses the same Cognitive Skills or Content Knowledge assessed in the original assignment. Please, note that any additional violations of academic integrity may include expulsion from the school.

2.8 Student Records

In 1974, Congress passed the Family Education Rights and Privacy Act (FERPA). This law gives the student, if he/she is an eligible student, or the student’s parents (if the student is not eligible), certain rights regarding student educational records. An eligible student is one who has reached the age of 16 or is attending any school after graduation from high school.

The law requires that schools:

- (1) Allow the parent or eligible students to review and inspect the student’s record. This rule does not apply to records made and kept by one person, such as a counselor or social worker, which are not shared with anyone but a delegated substitute;
- (2) Give the parent or eligible student the chance to challenge the records in a hearing to make sure they are not misleading or inaccurate;
- (3) Obtain written permission from the parent or eligible student before revealing the records to other persons;
- (4) Notify parents or eligible students of their right under this law.

There are some exceptions to rule #3 above. School personnel may show or turn over records without permission to:

- (1) Other officials of the same school;
- (2) Officials of another school in which the student seeks or intends to enroll;
- (3) Certain federal, state and local authorities performing functions authorized by law;
- (4) Individuals or organizations in connection with a student’s application for receiving financial aid;
- (5) Court or law enforcement officials, if the school is given a subpoena or court order.

3.0 RESPECT FOR ALL PERSONS

The Lasallian school engages in a concerted effort to respect the dignity of all persons. Respect-filled relationships are at the heart of Lasallian education and are a key expression of the acknowledgement of each other's identity as children of God. At Cristo Rey De La Salle East Bay, this core principle is reflected each day through this Lasallian mantra: "Live, Jesus, in our Hearts ... Forever."

As members of the Lasallian Catholic and Cristo Rey communities, we build and maintain peace and safety in our community by knowing where every member of the community is at all times and by making sure our families know where we are at all times on our way to and from school as well as our Corporate Work Study assignments. Students follow the assigned schedule at all times. They arrive early to school, classes, and to their Corporate Work Study sites so that we are able to begin tasks on time. Students stay in supervised, permitted locations while on campus until they are dismissed at the end of the day.

Students are proactive in seeking help in a way that avoids missing class time and respectfully ask and wait for permission to be granted from the faculty member in charge of supervising them if they must leave a designated location.

Students respect the physical boundaries of others and engaging in respectful, school-appropriate physical contact (handshakes, high-fives, etc) with all persons (students, faculty, and staff), and ask and wait for permission before touching the personal property of others.

We are a school community where all members are protected from both physical and emotional harm. Our restorative practices resonate through all levels of the student's educational experience through a school culture which honors and respects all persons. As a Lasallian Catholic school, we affirm and value the diversity of our community and the dignity of all persons, and we make every effort to incorporate the voice, culture, and perspectives of our community members in our school programming and policy and procedure development.

3.1.1 Reflective Conversations and Restorative Service Time

From time to time, a reflective conversation is necessary when individuals in conflict require an opportunity to discuss a harmful incident. A reflective conversation is also necessary when behavioural or disciplinary issues arise. The objective of the reflective conversation is to come to an understanding of why an unexpected behaviour is or has the potential to be harmful to the student or to the community. A teacher, an administrator, or another adult member of the community may engage in a reflective conversation which includes listening to and understanding the student's perspective. Together, the hope is that all parties are able to come to a resolution through the reflective conversation and that appropriate accountability measures are put into place. Students may be assigned Restorative Service Time in order to help heal harm, to provide for additional opportunities for reflection, or to restore peace amongst the community.

3.1.2 Dress Code

Cristo Rey De La Salle students dress for success! The school and the Corporate Work Study Program expect that students demonstrate self-respect in their appearance which upholds their dignity as persons, and which is appropriate for a Lasallian Catholic educational community. A Dress Code allows

students to display a sense of school unity while allowing for some individual variation while maintaining a professional look.

If a student is found out of conformity with the Dress Code, then they will be sent to the Front Desk and be expected to conform to the code before returning to classes. Those students will also be assigned Restorative Service Time. More serious consequences including a mandated uniform for the student may result if a student is habitually out of conformity with the Dress Code. Chronic and continual noncompliance may result in dismissal from the school.

Families are responsible for acquiring the following items and students are responsible for ensuring that their clothing is neat, pressed, and free of stains, odours, tears, or rips.

- Grey dress slacks or trousers (no denim)
- White or Light Blue long sleeve or short sleeve button down or button up dress shirt
- Blue, Gold, Red, or White (school colours) ties
- Dress belt matching colour of shoes
- Solid black or brown dress shoes or all-black Vans

The school will provide each student with a Cristo Rey De La Salle branded fleece which they can wear on colder days.

The school administration or the Corporate Work Study program reserves the right to make final decisions regarding student grooming and appearance. This dress code is in full effect from the time students arrive at their worksites or on campus until the end of the school or work day. Please, note closely the following:

- Hoodies are not allowed;
- Hats or other headgear may not be worn in classrooms and offices or during school functions;
- Sunglasses may not be worn inside any school building;
- Sagging is not permitted;
- Visible earphones or headphones are not permitted;
- Dress shirts must always be tucked in.

3.1.3 Phone Use At School and in the Workplace

We live in a society of constant distraction. With rampant instant messaging and social media use, our ability to communicate face-to-face, to socialize in a positive way, and resolve conflicts has dwindled. To the end, students are prohibited from using their mobile phones or smartphones while at school in order to encourage face-to-face conversation, socialization, and to practice conflict resolution.

From the hours of 8.00 AM until 4.00 PM, all mobile phones or smartphones must be turned off and stowed away in the backpack **before** the student enters the school building.

If a phone is visible or rings while at school, the student must relinquish the phone at the request of the teacher or the administration. The school employs a graduated discipline philosophy.

- The first time a phone is confiscated, the student can pick up the phone from the Assistant Principal at the end of the school day following a restorative conversation.

- The second time a phone is confiscated, a parent or guardian must meet with the Assistant Principal to explain the rationale behind why we do not allow mobile phone use at school and to pick up the phone. The phone will not be released to the student following this second infraction.
- The third time a phone is confiscated, the school will make arrangements with the family to keep the phone at home for the remainder of the year, or if necessary, to hand the phone to school administration at the start of every school day.

If families need to communicate with students while at school, they can call the school's main line at 510.532.8947 to relay any important messages.

Phones should be off and unseen while in the workplace. If an emergency occurs at the workplace, students should notify their supervisors who, in turn, will notify the CWSP team. The CWSP team will then contact the student's family. If there is a family emergency or a need to get ahold of their students, they should communicate with the CWSP team who will, in turn, reach out to the student via their workplace supervisors. Families should not be contacting students via their cell phones during the work day.

3.1.4 Drugs and Alcohol

We recognize the many problems that challenge students and their families. The problem of alcohol and drug abuse and misuse is a serious one. We make every effort to assist students who are motivated and interested in working to solve this problem. Strict confidentiality is observed in providing assistance, and every effort is made to enable students, who are actively seeking help for themselves or others, to continue their education at Cristo Rey De La Salle High School.

Any student that shows evidence of having consumed, or is reasonably suspected to be in possession, involved in the sale or exchange, or under the influence of controlled or illegal substances, is subject to an investigation. All students while on campus or at a school-sponsored event may be monitored with a passive alcohol sensor. If a student is suspected of being under the influence of alcohol, a passive alcohol measurement will be required. If the test confirms the presence of alcohol, an investigation will take place.

● "Reasonable suspicion" is defined as sufficient reasons or basis in fact to give rise to a reasonable belief that a student has drugs and/or alcohol in her/his blood system and/or on her/his person."

● "Showing evidence of" includes any behavior or conduct observed by an adult, which might be indicative of the use of alcohol and other drugs. This may be based upon specific observations concerning behavior, speech, body odors, or circumstances which indicate that a student at school or school event is not in a sober and reliable state, free from the influence of drugs and/or alcohol.

● "In possession" includes participation in the use of, being in the presence of drugs, or possession of drugs or drug paraphernalia, while going to and from school, on campus, or at any school activity.

● “Drugs” includes, but is not limited to, all that is commonly understood in the context of the problem, for example: narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana (including medicinal marijuana), tobacco, and federally controlled substances including prescription medications.

Possible disciplinary consequences may include, but are not limited to, expulsion, disciplinary probation, and exclusion from school activities such as clubs, athletics, social events for a specified period of time.

Use, sale, distribution or possession of narcotics, dangerous drugs, drug paraphernalia, alcoholic beverages or other substances is a disciplinary cause for suspension and/or expulsion. This includes being under the influence of alcohol or other drugs and/or narcotics at any school-sponsored event.

Students found to have possessed or to have used controlled or mind altering substances on campus (including on the way to and from) or at a school-sponsored event (including on the way to and from) will be suspended and upon return to school. Parents will be notified if a student is found to have possessed or to have used controlled or mind-altering substances off campus.

The school has the right to perform a drug test on a student, search the locker or backpack of any student at any time without warning.

3.1.5 Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal comment or conduct of a sexual nature when any or all of the following occurs:

- (a) submission to such conduct is made either explicitly or implicitly a term of condition of a student’s status or progress;
- (b) submission to or rejection of such conduct is used as the basis of academic decisions affecting the individual;
- (c) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic performance or of creating an intimidating, hostile, or offensive educational environment.

Any student who engages in the harassment of another student is subject to disciplinary action including verbal warnings and reprimands, counseling, suspension, and expulsion. Students who feel aggrieved because of conduct that may constitute harassment should directly and immediately inform the person engaging in such conduct that such conduct is offensive and must stop. If the students do not feel comfortable doing this, or are unable to do so, they shall direct their verbal complaint to a counselor, Assistant Principal, or the Principal.

These persons have been designated to assist in resolving harassment complaints and are bound by the highest degree of confidentiality. The designee receiving the complaint will act in a prompt and timely manner to ensure that the alleged harasser be informed that the offensive behavior must stop. Failure to comply will lead to suspension and the possibility of expulsion. If the harassment is severe, the school will contact law enforcement.

It is the student’s responsibility to:

- Conduct themselves in a manner which contributes to a positive school environment;
- not to commit acts which tend to injure, degrade, disgrace, or threaten the safety, privacy, and respect of other students, teachers, or staff members.

A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action up to and including expulsion. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to, and including expulsion.

3.1.6 Theft

Theft of another person's belongings is unacceptable in a Lasallian Catholic school. All reasonable efforts will be made to recover lost or stolen property. However, the school does not assume responsibility for lost or stolen property that occurs on school property before, during, or after the school day or at school sponsored events. It is always the student's responsibility to assure that their possessions are secured in their school locker. Items left unsecured may be confiscated and the student issued a session of Restorative Service Time.

3.1.7 Causes for Suspension, Expulsion, and Recommended Transfers

Any of the offenses listed and committed by students under the jurisdiction of the school, while at school, while participating at a school-related activity, and while on the way to and from school, are reasons for suspension, expulsion and/or disciplinary probation (regular or activity restriction). Students who have been expelled, suspended, or transferred based upon school recommendation may not attend co-curricular events on school grounds or at school sponsored events. In addition, they are not allowed to visit the school campus at anytime.

Causes for expulsion include, but are not limited to:

- Hazing; (California Education Code - Section 32051)
- Extreme insubordination;
- Theft;
- Willfully cutting, defacing, or otherwise injuring in any way, any property, real or personal, belonging to the school or to persons;
- Assault or battery, or any threat of force or violence, directed against anyone;
- Use or possession of dangerous weapons;
- Gang involvement or affiliation, or actions that mimic gang behavior;
- Harassment;
- Extreme violation of the Responsible Technology Use Policy;
- Any threat against the school community or a school community member;
- The use of extreme hate speech.

3.1.8 Responsible Social Media Use

The school acknowledges the positive role that social media can have on learning, especially with regard to the sharing of ideas, social networking, self-discovery, career development, and constructive personal expression. The school expects all of its students to conduct themselves appropriately online and to be responsible digital citizens.

While using digital technology and social media, all students are responsible for their actions and they are expected to act in a respectful manner toward other CRDLS community members. Students are expected to use appropriate language and commentary while refraining from any wording or posting that could constitute harassment, bullying, intimidation, or misrepresentation. Students may not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on their social media accounts.

Unfortunately, users of social media sometimes use various platforms in order to engage in various forms of harassment, bullying, intimidation, or misrepresentation. As such, the school has the right to take appropriate action when inappropriate messages or postings on social media are brought to our attention. This can include conducting an investigation, directly intervening, disciplining, and educating all students involved.

Inappropriate Messages and Sexting

Inappropriate messages and postings can include, but are not limited to the following:

- Posting pictures or video of another student or community member without their permission;
- Posting inappropriate comments regarding another student or community member;
- Posting inappropriate comments about Cristo Rey De La Salle High School;
- Creating websites or social media related accounts using the Cristo Rey De La Salle High School name or logo;
- Sending texts, Instagrams, Snapchats, email, or any other form of electronic communication that constitutes harassment, bullying, intimidation, or misrepresentation;
- Any other digital activity that Cristo Rey De La Salle High School deems inappropriate.

Sexting is the sending of a sexually explicit nude or revealing photo of oneself or of another person to someone via cell phone text messaging or through social media platforms. According to California law (Penal Code §311.1, 311.2 and 311.3), students sending or receiving sexually explicit messages are engaging in criminal behavior. If this occurs while students are under the school's care, custody, or control, the school will contact local law enforcement.

Sexting includes but is not limited to the following:

- Asking or trying to obtain pictures of a sexual nature;
- Sending pictures of a sexual nature;
- Copying or photographing pictures of a sexual nature;
- Transmitting, forwarding, posting, or reposting pictures of a sexual nature;
- Saving or storing pictures of a sexual nature.

Parents are highly encouraged to monitor what their students are posting or placing on social media platforms.

3.2 Responsible Technology Use Policy

CRDLS offers Internet access, devices, and technology resources for educational purposes for student and staff use through the school's device network. This policy applies to all electronic communications or depictions whether they occur through the school's equipment or connectivity resources or through

personal electronic devices. Changes or modifications to this policy may be made at the discretion of the CRDLS Administration and will be announced to the User.

CRDLS will issue a device to students which they will be using for as long as they are enrolled at the school. This section serves to offer rules and guidelines on how to best use this device as a professional academic.

3.2.1 Possession

Possession relies on **full and complete compliance with this Policy** and the Student Handbook. Failure to comply may terminate your rights of possession to the device.

Students should **provide reasonable care and maintenance** of the device – do not sell, lease, or grant anyone else rights to the device. Do not loan or borrow devices from other students, and do not share passwords.

Students should **charge the device** to ensure it is fully charged for the school day.

3.2.2 Usage

Students should **bring their charged device to class every day**, and the device should be **muted** until instructions are given by the teacher.

In class, devices should **only be used for educational purposes**.

At work, devices should **only be used for business purposes** and students should expect that any communication sent from these devices or Internet activity can be tracked by company officials at any time.

Students are to **use their best English grammar, spelling, and professional tone** when sending messages through email.

3.2.3 Headphones

Students will be provided one set of earbud headphones at the beginning of each year. If misplaced, students will be required to replace the headphones at your own expense. Noise cancelling headphones are not permitted on campus.

3.2.4 Taking Devices Off Campus

Students taking their Chromebooks home must ensure that they are well maintained, clean, and fully charged for use the following day.

Students must respect the Responsible Technical Use Policy even off-campus.

3.2.5 Damaged Devices

Damage that occurs at school or home should be **reported directly to the CRDLS IT Department**.

Please **do not attempt to contact an outside service company** for repair questions; contact the school directly.

No “jailbreaking” or changing the operating system of the device; it can cause damage.

Please do not allow moisture in the device. Clean with a soft, lint-free cloth.

Please do not remove the Serial Numbers, Identification Numbers, or labels of the device.

3.2.6 Lost Devices and ‘Loaners’

In case of theft, the student is responsible for **immediate communication** with CRDLS who will assist the student in contacting local authorities and filing a police report. In case of loss, the student should communicate with CRDLS IT as soon as possible.

Loaner devices may be issued to students when their devices are being repaired by the school.

If a student leaves their Chromebooks at home, they are asked to offer their cell phone as collateral in exchange for the use of a loaner device. The loaner Chromebook is then exchanged for the cell phone at the end of the school day.

3.2.7 Returning Devices

Students who are issued devices are to return them by the last day of the school year. The device will be inspected during the summer and a fee will be charged to the student account for every necessary repair or missing parts.

Devices must be returned immediately when a student transfers away from CRDLS or terminates enrollment for any reason.

3.2.8 Privacy

The device and the school-issued email account are the property of the school and as a result may be subject to inspection at any time.

CRDLS reserves the right to look at a student's web page history on issued devices. If there is any tampering of web page history, that is in direct violation of this agreement and the CRDLS Handbook.

3.2.9 Fees

Devices will be inspected randomly during the year and at the end of the school year. Any damage to the device will result in fees incurred.

The cost for damages will be determined on a case by case basis.

Families and students will incur the full cost of the device if they are lost devices or non-functional through willful neglect.

Students are permitted to use technology only for educational purposes and subject to the individual instructor's discretion. CRDLS may request to search student devices when a student may have violated the school's acceptable use policy, or the CRDLS Honour Code. Students who bring personal devices to school do so at their own risk, just like any other personal items.

3.3 Pregnancy Policy

The school supports Catholic teaching that sexuality becomes personal and truly human when it is integrated into the lifelong union of marriage. At the same time, CRDLS embraces a compassionate attitude towards individuals who become pregnant or who are responsible for pregnancy outside of marriage. As a result, the school will extend every effort to assist and support the student in their educational development as well as in her/his personal and social adjustment.

- Once Cristo Rey De La Salle finds out that a student is pregnant, or is responsible for a pregnancy, the Director of Wholeness will meet with the student.
- The student will be encouraged to inform their parents if not previously done.
- If the student refuses to tell their parents within a limited period of time as determined by the school (one week or so), the Director of Wholeness or an administrator will intervene and notify the parents, whereupon a meeting will be held with the student, parents, and Director of Wholeness.
- Upon notifying parents, the student and Director of Wholeness will make a plan to meet with the Principal and the CWSP Director to notify them. After the first trimester, both the mother and father-to-be will notify their teachers, with assistance from the Director of Wholeness if need be.
- Pregnant student, or young men expecting to become fathers, are allowed to remain at Cristo Rey De La Salle as long as they are in good academic standing, are behaving responsibly, and continue to live with their parents or legal guardians.
- Students are not permitted to live with their significant other, nor are they encouraged to get married as a response to the pregnancy.
- When a Cristo Rey De La Salle student has been identified as a mother or father-to-be, they will be encouraged to receive the following services as necessary:
 - Prenatal care at a local health center or agency immediately.
 - Receive counseling (both mother and father-to-be) from a counselor at Cristo Rey De La Salle or meet with a qualified individual in an outside agency.
 - The mother and/or father-to-be will start parenting education classes through a local agency or health center.
- A note from the student's physician should indicate how long the student can stay in school before the birth, and when she can return.
- If a student becomes a parent for the second time, while attending, they may be asked to withdraw from Cristo Rey De La Salle.

3.3.1 Implications for Staff/Faculty

All concerned are to respect the confidentiality of the student even when the pregnancy becomes public knowledge. Faculty and staff are to avoid discussing the details with anyone, in or out of the school setting.

In general, there should be no activities on the school premises relating to the pregnancy (such as a baby shower); nor will the student be permitted to bring the child to school during regular class hours.

The student is not to be restricted from participating in the full academic or extracurricular life of the school.

No other discriminating judgments are to be made concerning full participation in school programs other than those judged harmful by the advice of the physician. These decisions are to be made for reasons of health, or the needs of effective school management, and not on any moral consideration of the circumstances of pregnancy.

Students who have had an abortion are not, for that reason alone, to be deprived of participation in any school program or activity, whether academic or extracurricular. The focus of the school is to maintain the atmosphere of a supportive Christian community without focus on passing judgment or imposing penalties.

4.0 INCLUSIVE COMMUNITY

The Lasallian school is a united community where diversity is respected, where no one is left out, and where everyone finds a place. Individuals within the school community recognize and accept another's strengths and limitations. At Cristo Rey De La Salle East Bay, this core principle is reflected each day through this Lasallian maxim of "The Cristo Rey De La Salle Family."

As members of the Lasallian Catholic and Cristo Rey communities, we build and maintain peace in our community through restorative practices.

The physical and emotional well-being of our students is our number one priority. We believe that schools should be diverse communities that are rooted in care and affection. Students build secure attachments with their teachers, mentor, and peers, and work proactively to build strong relationships and community structures and agreements to prevent harm.

All community members accept all individuals unconditionally even when not accepting actions and behaviors that harm the community. Students take accountability for their actions. When harm has been done, our restorative practices establish accountability, repair that harm, and prevent future misconduct while promoting respect and restoring relationships among all community members impacted. While learning from their mistakes, students are thoughtfully reintegrated into the community.

As members of the Lasallian Catholic and Cristo Rey communities, we create a foundation of equity in our diverse community. We believe that we all learn more when we are active participants in a multicultural and diverse community that expects and supports the success of all.

Our learning environment purposefully reflects the full diversity of the community in which we are located. Students and teachers value multiple experiences, backgrounds, and perspectives and work to implement community norms and practices both in and outside of the classroom that promote respect, understanding, and inclusion of our diverse community members and perspectives at our schools.

4.1 A Vision of Family Partnerships

Families and the school community are partners in helping our students achieve their educational goals as well as enhance the success of our school. We strive to create a community in which families are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our school. Our school provides opportunities for families to learn about our school, their student's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for families to share feedback, to contribute to the school community, to strengthen relationships among families and faculty, and to help improve our school.

4.1.1 Communications

An essential ingredient to building a partnership between families and the school is proactive, transparent, clear, and direct two-way communications. We believe it is important that families can easily reach our faculty, and that we inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and school.

4.1.2 Who Families Should Contact and How

We believe communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions as quickly as possible. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

If you have a question, concern, or feedback about ...	You should contact ...	By ...
General inquiries Student attendance Parent communications Student enrollment Transcripts and registrar Parent volunteering Meal program or meal balances	Irania Valencia <i>Office Manager and Registrar</i>	
Performance in academic classes Student health, behavior, wellbeing	Your student's mentor	Please see our email directory in the "Contact Us" section of the website.
Course content Grades	Your student's subject area teacher	Please see our email directory in the "Contact Us" section of the website.
Sports games and practices Eligibility for sports teams	Julio Orozco <i>Athletic Director</i>	jorozco@crestoreydelasalle.org
Tuition collection	Jolanta Zakrzewski <i>Director of Finance</i>	jzakrzewski@crestoreydelasalle.org
The College Application Process	Jennifer Castello <i>Director of Wholeness</i>	jcastello@crestoreydelasalle.org
The Corporate Work Study Program	John Coughlan <i>Corporate Work Study Program Director</i>	jcoughlan@crestoreydelasalle.org
Overall student or parent experience School culture and community Academic model Disciplinary situations Faculty members	Chris Trinidad <i>Assistant Principal</i> Ana Hernández <i>Principal</i>	ctrinidad@crestoreydelasalle.org ahernandez@crestoreydelasalle.org

4.1.3 How Our School Communicates With Families

We want to ensure families have multiple touch points to stay informed about their child and our school and to feel connected to our community. To communicate to families both about their child and our school, we will provide or send information to families through multiple communication channels.

Communication Channel	Information Provided	Who Receives Information
Summit Learning Platform (SLP)	<ul style="list-style-type: none">● Student courses and course materials● Student grades and progress● Student goals and tasks● Student reflection	All parents/guardians will receive a login at the beginning of the year.
School Email Newsletter	<ul style="list-style-type: none">● School events and activities● Updates on student associate schedule and school experience● School, student associate, faculty, and parent/guardian news and celebrations● Student associate, faculty, and parent spotlights● Parent/guardian volunteering and donations● Parent/guardian resources	All family email addresses are automatically subscribed and receive this newsletter at least once a month.
School Website	<ul style="list-style-type: none">● Our faculty● School calendar● Athletics and clubs● Parent/guardian volunteering and donations● Parent/guardian resources	Accessible to the public.
Daily automated phone calls (and text messages), if applicable	Unexcused absences	All family phone numbers are automatically subscribed.

4.1.4 Being On Time

CRDLS students plan for success! We do not believe in a bell system at school and we do have clocks posted in prominent locations throughout our building. Therefore, students are responsible for being on time for school, for class, or for work.

4.1.5 Attendance, Excused and Unexcused Absences, and Tardies

Students are expected to attend and to be on time for all classes at school and at their workplaces. If a student is absent, families must call the school's School Executive Assistant at 510.532.8947 by 8.00 AM on the day of the absence. Please, see also the Corporate Work Study Program section for more information regarding workday attendance.

Absences

Unexcused absences from class or assigned activities are considered a serious breach of conduct. Unexcused absences include, but are not limited to:

- Failure to notify school of absence;
- Leaving school without permission;
- Skipping;
- Sleeping in;
- Missing the bus;
- A dress code violation which requires the student to go home and change.

Leaving campus without notifying the office or being truant is prohibited. Accordingly, the school administration will issue sanctions and reprimands for such behaviour which may include a behavioural contract. Please, see also the Corporate Work Study Program section for more information regarding workday absences.

Tardies

Similarly, if a family knows that their student will be tardy to school, they must also call the school's Office Manager or provide a signed and dated note with the student. The student will then receive an admit slip which will allow the student to attend their first period. Failure to inform the school of the tardy will result in the student attending a session of Restorative Service Time.

If a student arrives late to class, they are marked "tardy" in the attendance record.

- The first time a student receives a tardy, the student will engage in a restorative conversation with the classroom teacher and will receive a warning.
- The second time a student receives a tardy, the student will engage in a restorative conversation with the Assistant Principal or a designated administrator, will write a reflective explanation on the reason for the tardiness, and will be assigned Restorative Service Time. The reflective explanation becomes part of the student's file.
- The third time a student receives a tardy, the Assistant Principal or a designated administrator will contact the family to engage in an in-person conversation to figure out a solution to the problem.
- Any additional tardies may result in a Student Success Team meeting and a potential behavioural contract may be warranted.

Medical Appointments

We highly encourage all medical appointments be made during non-school and non-work hours to the extent possible. If appointments are made during the school day, the student must supply a note from a

parent before departure which includes the reason and the time at which the student needs to be dismissed. Upon return, the school also requires the student to provide a doctor's note. Please, see also the Corporate Work Study Program section for more information regarding medical appointments during workdays.

Extended Student Illness

If a student experiences a chronic health condition that seriously affects their attendance at school or at work, the Assistant Principal, Director of Wholeness, Director of the Corporate Work Study Program, the Principal, or a designated administrator will confer with the family on a solution to ensure the academic success of the student. A doctor's note for verification is required.

Vacations

The school strongly discourages vacations that extend beyond school holidays and vacation periods. Families must consider the effect such vacation plans have on the student's ability to resume studies and work. Please, see the Corporate Work Study Program section for more details regarding extended vacations during work periods.

4.1.6 Pickups and Drop Offs, Parking, and Use of Crosswalk

On regular school days, all students should be dropped off between 7:30AM and 7:55AM to arrive on time and in their first period class by 8:00AM. On mornings where students report to work, students should arrive between 7:15 AM and 7:40AM to meet with CWSP at 7:45AM. The regular school day ends at 4:35PM and all students should be picked up or otherwise depart from campus no later than 5:00PM. On regular schedule Fridays (non work days) the day will conclude at 12:40pm and all students should be picked up no later than 1:10pm. Please note that there is no supervision available for students after the 30 minute window proceeding daily dismissal.

A student working off campus might return to campus anytime between 4:30PM and 5:30PM. Please make sure you are in communication with your student and CWSP to know when your student will be arriving back to campus from work. If there are any significant delays, a member from CWSP will notify the student's family. Your student should be picked up or depart from campus within 30 minutes of their arrival back to campus on their work day.

Please be aware of traffic signs when parking near our school. All vehicles are prohibited from parking directly in front of our school during weekdays between 8:00AM and 4:30PM. During drop off and pick up, students and families should be mindful of traffic on 34th Avenue and pull over in a safe and designated spot to drop off or collect their student. Drivers should not make a U-turn at any point on 34th Avenue. For safety, all students crossing the street before and after school are required to use the nearest crosswalk.

4.1.7 Mentor and Family Communications

Mentors are families' primary liaisons for information about the school and about their child. Families and mentors have a two-way dialogue and both proactively communicate with each other about student celebrations, challenges, and concerns--both academic and behavioral.

Mentors reach out to families via phone, email, or postal mail about their student's academic performance and behaviour at least once per quarter. If a student associate is having significant academic challenges, mentors reach out more frequently. If a student associate has been involved in any incidents involving their or other community members' safety, either the mentor or school leader will

contact the family immediately to discuss the situation and create a plan to address it by involving the student associate and the teachers, as necessary.

It is also important for families to let mentors know relevant information about a student associate outside of school if it has an impact on their behaviour or performance at school. If families have a question, concern, or update related to a student associate's academic performance, they should contact their child's mentor. The mentor will respond as soon as possible and will coordinate and communicate with the student's other teachers as needed.

4.1.8 Updating Family Contact Information

We want to be able to contact families to communicate about student progress and well-being, and alert them in case of an emergency. During the spring, families receive a family contact information update form, including address, email, and phone number. Please complete and return this form before the start of school. If any of this information changes over the course of the year, we expect families to promptly update the school by contacting our Registrar.

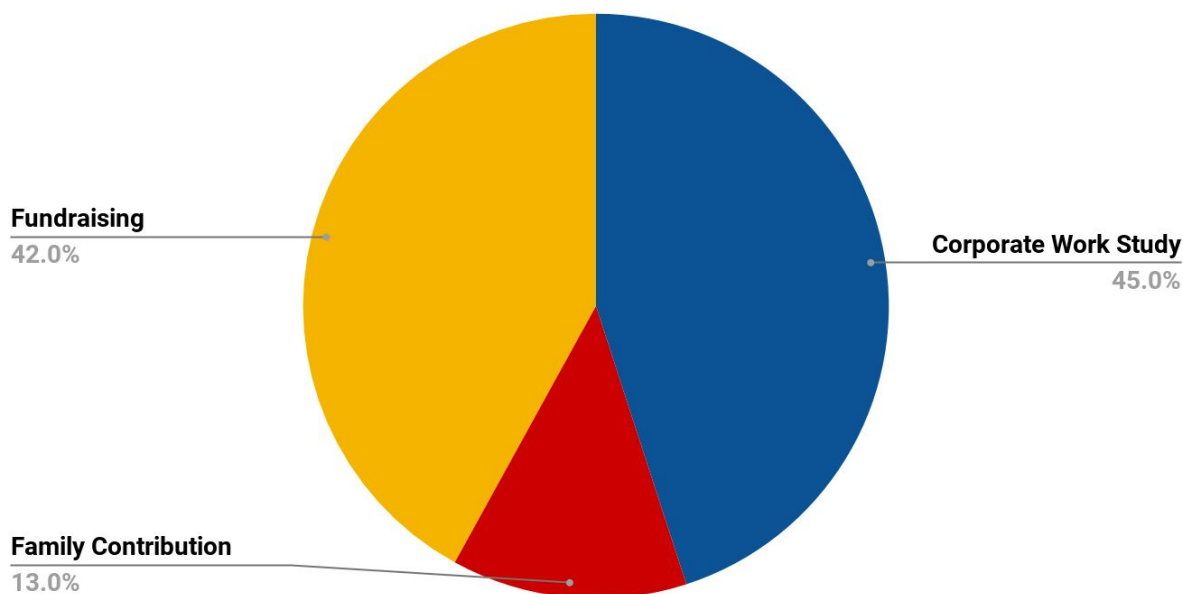
4.2 Tuition and Fees

4.2.1 2019-2020 Education Cost

The total cost of educating each student at CRDLS is \$19,000.

How Yearly Education is Funded at CRDLS

Family Contributions vary by Family Income.



4.2.2 How Yearly Education is Funded at CRDLS

CRDLS Fundraising, Scholarships, Grants

Student's Corporate Work Study Program Corporate Sponsor

Family Cost

42-54%

45%

1-13%*

**Families who pay less than 13% of their student's tuition are supplemented by additional CRDLS Fundraising efforts.*

4.2.3 Tuition Payment Schedule

All 2019 - 2020 students have already paid August's tuition by submitting the enrollment deposit in advance. Remaining balance of the tuition is divided into 9 monthly payments. The tuition will be billed on the first of the month and must be paid on or before the 15th of each month. The first payment is due by September 15, 2019 and the final payment is due by May 15, 2020.

4.2.4 Payment Methods

- Payments may be made in person or by mail to Cristo Rey De La Salle East Bay High School.
- Payments may be made with VISA, MasterCard, check, money order or exact cash. (We do not carry change.)

4.2.5 Late Payments

Tuition accounts are considered late if payment is not received by the 15th of the month. Families with delinquent accounts will receive a written notice sent home with the student that the account is past due. If there are exceptional circumstances that prohibit making a timely payment, a family member must make an appointment with the Principal to establish an alternate payment plan.

4.2.6 Additional Financial Aid

We are dedicated to working with all families to make tuition manageable for all enrolled students to receive a quality education at CRDLS.

If an event or life change arises that impacts income (job loss, birth, medical procedure, death, or other substantial change), please contact the President or Director of Finance to establish an alternate payment plan or to begin the process of reassessing family financial contribution.

4.2.7 Additional Charges

Any charge or fee assigned to a student's account in addition to the tuition must be paid within 30 days. Examples of such fees may include: Chromebook replacement, field trips, and so on.

4.2.8 Returned Checks

A family member will be required to reimburse CRDLS for a \$35 bank fee if their check is returned. Persons who have a check returned will not be allowed to pay future payments with personal checks.

4.2.9 Withdrawal

Families of withdrawing students must pay all of the tuition due and other balances through the end of the month in which the student officially withdraws from Cristo Rey De La Salle East Bay High School.

4.3 The Wholeness Center

The Wholeness Center is a comprehensive student and family support program that is focused on student success in school, college, and life. We support students' social, emotional, behavioral, and academic progress as well as the mental, spiritual, physical, and leadership growth of students in a trauma informed and restorative school environment.

4.3.1 Services

The Wholeness Center provides the following services:

- Individual counseling - anxiety, depression, trauma, stress, peer issues/conflicts, family issues/conflicts, substance use, etc;
- Group counseling – social skills, self-esteem, anger management, stress management, grief/loss, family transitions, coping skill building, self-regulation, etc;
- Family support - family meetings, home visits, parent workshops, linking to community resources;
- Crisis intervention and safety planning;
- Conflict resolution/mediation;
- Social emotional learning curriculum;
- Classroom presentations/discussions – i.e drug education/prevention, mindfulness, self-image, etc;
- Socialization opportunities before school and at lunch– games, music, fun!
- College going culture – monthly workshops, college counseling;
- Student Success Team (SST) Meetings and CARES Team Meetings;

*Requests for counseling can be made by completing the Student Request for Counseling and/or Parent Request for Counseling and submitting to the Director of Wholeness (see attached Request for Counseling Form)

4.3.2 Student Success Team (SST)

The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. Coordinated and facilitated by the Director of Wholeness, the SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. It provides an opportunity for school staff, family members, community agencies, and other important people in a student's life to present their

concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities, and monitor results for a student/family.

Who is on the SST?

- Parent or Guardian
- Student
- Principal or Assistant Principal
- Director of Wholeness
- CWSP Representative
- Mentor
- Teacher(s)
- Others invited as appropriate (e.g. outside service providers)

Strengths Based Model: The SST always starts with a discussion of a student's strengths/assets (glows) and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family and health, and collaboratively brainstorms solutions to address areas of concern (grows).

Service Coordination: An action plan is developed of interventions and supports designed to address student's needs; team members are assigned responsibility for action items.

Monitor Results: Action items are monitored, and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improve student learning, and provide focused/positive support to teachers, families and students.

A SST can help students who are facing significant concerns related to:

- Academics;
- Attendance problems;
- Social, emotional, and behavioral issues;
- Consideration for learning differences;
- Health issues (including substance use/abuse);
- Social adjustment;

*SSTs can be requested by a student, parent, or faculty member at any time to the Director of Wholeness, who will schedule as appropriate, and are mandatory for students who receive below a 2.0 at each grade reporting period.

4.3.3 CARES Team

The CARES team is a group comprised of faculty and staff who come together on a regularly scheduled basis to collaborate in finding solutions to the challenges facing at-risk students and their families. The

process is coordinated by the Director of Wholeness and is composed of administrators, teachers, CWSP staff, and support staff.

The purpose is to monitor and intervene in specific, problematic student situations. It is a place for concerned educators to effectively address the needs and problems of our school's at-risk students and families and obtain support around this. The goal of the CARES team approach is to address all relevant issues that confront the school in an attempt to improve the overall school environment.

Working to make positive changes in the lives of students, CARES team incorporates our Lasallian Core Principles and CRDLS values and can be remembered by the CARES acronym.

Through ...

C (Compassion and Creativity)
A (Authenticity)
R (Respect for All Persons)
E (Quality Education for Everyone [inclusivity])
S (Sincerity and Social Justice),

Our team....

C (Cares about the individual student and the system as a whole)
A (Assesses by gathering information and discussing possible solutions)
R (Responds by planning and implementing interventions)
E (Evaluates the effectiveness of interventions and determines the need to reassess)
S (Sees things in a new light)

In addition to assisting individual students, a successful CARES team also meets several other goals that benefit their schools. These include:

- Improve overall school climate: helps reduce systemic challenges in the school by addressing student, family, and faculty issues. By reducing these challenges at all levels, the school becomes a safer, warmer, and more intellectually inviting place where students and faculty feel comfortable;
- Build hope and alleviate burnout among school professionals: provides dependable support for faculty, engendering a feeling of teamwork, empowerment, and effectiveness.
- Reduce the day-to-day frustrations all teachers encounter: increases sense of empowerment to handle difficult problems as well as promotes collegial cooperation.
- Encourages school professionals to achieve a greater understanding of how families function and of the social, emotional, and behavioral issues and challenges students face.
- Identify and utilize community resources to provide needed services to students;
- The CARES Team is a collaborative process. The collaborative process has many advantages:
- Ability to share more and better information;

- The realization that everyone has also had the same problems with the student or the realization that no one else has had the same problems with the student;
- The sense of empowerment and relief a teacher has knowing that a plan is in place to deal with a concern or problem;
- The sense of empowerment the team has knowing that a plan is in place to deal with a concern or problem;

Students with the following types of issues may be appropriate for referral to the CARES team:

- Poor academic progress;
- Missing assignments;
- Declining or failing grades;
- Failure to meet potential;
- Chronic tardiness and/or absenteeism;
- Poor hygiene or self-care;
- Suspected or known alcohol or drug use;
- Suspected or known victim of child abuse;
- Family crisis/transitions;
- Hyperactivity or distractibility;
- Social difficulties; few friends;
- Withdrawn or sad behavior;
- Poor in-class behavior;
- Bullying behaviors;
- Complex trauma history;

*CARES Referrals are completed by faculty and/or staff and submitted to the Director of Wholeness.

What is the difference between the Student Success Team (SST) and CARES Team?

The CARES Teams delivers and coordinates all student services and support at CRDLS. Since many students and families are discussed at CARES Team meetings, early interventions can be put in place using school and community resources. CARES Team requires less time in addressing all concerns through Student Success Team (SST) meetings. SST meetings are utilized as one strategy to intervene with students when appropriate; however, CARES team also utilize other strategies and resources, and referrals to site-based and community programs and resources. In addition, the SST meeting includes the parent/guardian and student.

4.3.4 Student Intake Meeting

It is important and mandatory that all parents/guardians and students meet with the Director of Wholeness for a confidential intake meeting (meetings will be separate with families and with students). At this point, important information regarding a student and family's history is gathered to help us learn more about each individual student so that we can identify ways to best support each student in being successful.

4.3.5 Imminent Risk of Harm

If a student makes any statements (written or verbal) or gestures related to harming oneself or harming others, he/she will meet with the Director of Wholeness and/or a counselor in the Wholeness Department. A safety assessment will be completed and if it is determined that this student is in imminent risk of harm to self or others, we are legally required to take steps to ensure safety of all which would include contacting local authorities. After authorities have been contacted, parents will be contacted.

If we have any suspicion of child abuse or neglect, as professionals working with young people, we are all mandated reporters and are legally required to report this to the relevant authorities. We may not inform parents of this report to ensure an appropriate investigation is able to occur.

In some situations, we may recommend and/or mandate academic and/or psychological assessments and mental health services to ensure a student receives all supports available and needed to support their social, emotional, and academic success. Referrals for services and community resources will be provided to families.

4.4 Athletics and Co Curricular Activities

Our sports teams are built around the Lasallian maxim of “Enter to Learn and Leave to Serve.” As such, while winning is a means to an end, our core values are about striving for personal excellence and forming teams in which individuals work for the benefit of all. Students who participate in athletics and/or intramurals are considered to be *student athletes*.

4.4.1 Team Sports

We offer a Girls Volleyball and Boys Soccer in the Fall, Girls and Boys Basketball in the Winter, and Girls Soccer in the Spring. In the coming years we will expand the program to include Co-Ed Track and Field, and Co-Ed Cross Country (among other sports).

A decision to participate in a team sport is a commitment that students and families must take seriously. While athletics does involve fun and competition, a team cannot function properly or thrive with an ever-changing roster, as it would be unfair to both coaches and student athletes.

4.4.2 Academics and Team Sports

Student athletes must maintain good academic standing. In our instructional model, this means that the student athlete must be making appropriate academic progress through the Summit and TTO platforms. The Athletic Director must check in with the student athlete’s mentor to make sure he/she is eligible to participate in sports. If a student athlete is not making the needed academic progress he or she may still participate in practice with the team, but will be unable to participate in games until adequate progress is made.

4.4.3 Uniforms

Uniforms are the property of CRDLS. Each season, student athletes will borrow a full uniform that must be cleaned regularly, must be returned promptly at the end of the season, and must be returned cleaned. If a uniform is not returned at the end of the season, the student athlete may be charged the cost to replace the uniform.

4.4.4 Practice Gear

All student athletes must obtain the appropriate sports pack (which may include items such as a reversible pinny/practice jersey, sweats, and warm up attire) which will be purchased through fundraising. Each student athlete is expected to assist in fundraising efforts. Sports packs will, for the most part, remain the same from year to year and will likely only need to be purchased once.

4.4.5 Medical and Injuries

Each student must have a valid and up to date Physical Examination to be cleared to participate in team sports. The Physical Examination must be completed by your child’s physician by **August 1st** of each school year in order to be valid for the entire school year. Physical Examinations are only valid for one year and must be renewed each year.

If a student athlete develops a medical issue during an athletic season, he or she will still remain a member of the team for the duration of the season. He or she will follow a healing and rehabilitation program assigned by his or her physician. If the injury is not of a serious nature, the student athlete is expected to help his or her team in a way designated by the coach (for example, managing during games). As long as the student athlete is a member of the team, he or she is expected to be at all practices and games (even if he or she is injured).

4.4.6 Family Expectations

We value creating a supportive community in which families are encouraged to support their children and their children's teams in a positive, vocal manner that does not reflect negatively on the school or our Catholic affiliation. Family members who are verbally abusive to officials, coaches, players, or other fans may be asked to leave the event and may risk causing their child's team a penalty during the game. Family members should also refrain from talking to their children or coaching them from the sidelines or stands during the course of the game as that may shift their focus away from the coach during athletic competitions.

4.5 Lasallian Student Life Program and Casa System

4.5.1 Preamble

Cristo Rey De La Salle East Bay High School utilizes the House System, or Casas, as the structure to organize student life, programming, and activities. Incoming student associates are streamed into a Casa and remain with that Casa for the duration of their educational experience at CRDLS. The Casa system connects students across grade levels in order to encourage relationship building, the establishment of traditions, and positive school culture.

All adult community members also belong to a Casa and provide mentorship and guidance to student leaders and student associates within their Casa. Student associates taking on leadership roles take on the title of Minister. Together, the leadership of each Casa unite together to form the Inter-Casa Council and speak collectively for the student body.

4.5.2 Casa Structures

Each Casa has a Patron Saint that is connected to our Lasallian heritage and Catholic tradition. Each Casa also has an associated school color.

Casa Elizabeth (Red)

Born on July 7, 1207, Saint Elizabeth of Hungary is the patron saint of beggars, bakers, brides, charities, and death of children. Elizabeth led a life of prayer and service—seeking peace after the murder of her mother. Even though she was born into a life of luxury, she elected to lead a more simple life and use her wealth and royal position to further her charitable acts. After the death of her husband, she joined the Third Order of Saint Francis in 1228; thereby taking vows of celibacy and obedience as she continued to serve the poor before passing away at the age of 24 on November 17, 1231.

Casa La Salle (Blue)

Born in France on April 30, 1651, Saint John Baptist de La Salle is the patron saint of educators. La Salle was ordained a priest on April 9, 1678. He worked to establish a school for poor boys before continuing on to establish the Brothers of the Christian Schools in 1725. La Salle's journey includes his constant devotion to education (even establishing teacher colleges), renouncing his wealth, and leaving the priesthood to form the Christian Brothers. La Salle championed that education must be an act of being "together and by association".

Casa Romero (White)

Born in El Salvador on August 15, 1917, Saint Oscar Romero was Archbishop of El Salvador from 1977-1980, during the height of the country's bloody civil war. Originally considered a "safe" option.

Archbishop Romero became a voice for the poor, marginalized, and oppressed after several murders of priests at the hands of the oppressive military force. He used radio sermons to give hope and strength to the people of El Salvador. Archbishop Romero's assassination on March 24, 1980 (thereby becoming a martyr for the faith) while celebrating the Eucharist during Mass sparked social change and civil unrest that led to the eventual start of the 12-year civil war. Archbishop Romero's life and martyrdom have transformed him into a hero of El Salvador and a worldwide example of liberation theology. Thus, he was canonized on October 14th, 2018.

Casa Kateri (Gold)

Born in 1656, Saint Kateri Tekakwitha is the patron saint of *ecology and the environment*. Her feast day is July 14th. Saint Kateri is the first Native American saint recognized by the Catholic Church. She lived her life with scarred skin after contracting smallpox at the age of four. She became an orphan after her family passed away from smallpox and often covered her face with a scarf to cover her scars. Kateri was raised by her uncle and was known to be a skilled, yet patient worker. She combined both Mohawk and Christian traditions, which led to her possible persecution, as she was devout in her pledge to Jesus Christ.

4.5.3 Casa Elections

La Casa is grounded and inspired by our local civic community; La Casa will utilize the same Ranked Choice voting system as the city of Oakland. Each Casa will elect a total of four representatives from each class year to serve in parliament. The process is as follows:

- During the Spring, students attend an Interest Meeting.
- Students draft campaign statements.
- Students present their statements during morning assembly.
- On Election Day, students fill out paper ballots.
- Casa Faculty Advisors, utilizing Ranked Choice, declare the four winners from each house.
- Meetings occur during lunch.

4.5.4 Casa Ministries

Casa leaders have the opportunity to specialize into certain segments of school programming. These specializations are called ministries. Each Casa has one representative dedicated to each ministry. This allows for La Casa to break into focused, inter-casa groups when large projects, events, or holy days arrive.

The Minister of **Social Action** – Responsible for planning, organizing, and leading community service projects oriented around our school's commitment to the poor and Social Justice.

The Minister of **Campus Spirituality** – Collaborates with Campus Ministry to write, schedule, and produce morning prayer, prayer services, and mass.

The Minister of **Student Life** – Responsible for amping school spirit through programming of spirit weeks, dances, and other student events. Collaborates with faculty to communicate student needs and student council plans.

The Minister of **Restorative Justice** – Builds community, nurtures school climate, and heals harm through circle, action, and example in collaboration with the Director of School Culture.

4.6 Admissions

4.6.1 Non-discrimination Policy

Cristo Rey De La Salle admits students of any color, race, ethnic origin, faith, or gender to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of color, race, ethnic origin, faith, or gender in the administration of its education policies, scholarships and financial aid programs, athletic, and other school-administered programs.

4.6.2 Admissions Process

Entrance requirements are not exclusively based on intellectual ability, but on a combination of character, willingness to learn and study, and other related factors. All transfer students must meet the necessary Cristo Rey De La Salle graduation requirements.

The specific criteria which are considered for determining admission are:

- (1) Completed application for admission and financial aid application to determine eligibility, and signed agreement form to complete the program of study of Cristo Rey De La Salle High School;
- (2) Completed Confidential Recommendation Form or letters of recommendation from a current Math and English teacher, and the student's Principal or Assistant Principal;
- (3) Completed Diocesan Grade Form (submitted by Diocesan Catholic elementary schools) or two years of transcripts (7th and 8th grade);
- (4) Standardized test scores from public or private schools;
- (5) Student and parent personal interview;
- (6) High School Placement Test results (required of all incoming 9th grade students).

5.0 CONCERN FOR THE POOR AND FOR SOCIAL JUSTICE

A Lasallian school calls its members to an awareness of the poor and victims of injustice and responds to their needs through programs of community service, advocacy, and social justice education. At Cristo Rey De La Salle East Bay, this core principle is reflected each day through the Lasallian vision of Gospel living: “Enter to Learn, Leave to Serve.”

As members of the Lasallian Catholic and Cristo Rey communities, we create a foundation of equity and build strong relationships in our diverse community by building understanding and empathy among all members of the community. Students ask appropriate questions that deepen knowledge of others’ backgrounds and interests while seeking to understand the perspective of others. They also think about how their actions will affect others before they act.

Students are respectful of differences and actively search for commonalities. They go out of their way to be kind to others and actively look to see if a peer is struggling. We believe all students can succeed. When a student is struggling to succeed in our program, we use a clear intervention system, with the student and family, to diagnose their needs and develop a support plan.

Students are active bystanders who are willing to stand by for what is true and right. We provide support for all students to become self-directed learners with a strong sense of curiosity and civic identity.

5.1 Christian Service

Saint John Baptist de La Salle began his service in his home community, and our students begin their journey at Cristo Rey De La Salle in the same way. Through the Catholic Studies curriculum, students are asked to work in association with local community projects in meaningful ways to put their faith and studies into practice.

Coordinated through Campus Ministry and Catholic Studies, service experiences introduce our students to injustices in our society and to those who are suffering as a result of these injustices. These experiences help our students to understand the oppression felt by others, to grow in empathy and compassion, and to form a habit of authentic service which we hope will continue well into their adult lives.

5.2 Social Justice Immersions

Saint John Baptist de La Salle saw the injustices happening in his own local community and chose to identify the root of the social justice issue and supply an alternative path for the young students that he was called to mentor. He provided the resources needed to enact change in his community to serve long lastingly.

In collaboration with Campus Ministry and Catholic Studies, students will have the opportunity to attend locally coordinated Bay Area Social Justice Immersions and Conferences to gain a better understanding, additional knowledge, and a varied skill set to best identify social justice and systemic issues, how to address these issues, and establishing tangible steps to improve the community/persons involved.

5.3 Twinning Program and Twin School

The twinning program is an initiative by the Lasallian Region of North America (RELAN) which our District of San Francisco New Orleans belongs to. Most middle and high schools in our region are “twinned” with a school from Kenya, Nigeria, Ethiopia, or Eritrea, all of whom belong to the District of Lwanga. While the RELAN schools help support the Lwanga ministries financially, the students also build relationships as brothers and sisters in the Lasallian family to share challenges, accomplishments, stories and experiences.

The program began in 1995 in response to a call from the Institute to financially assist economically poor Districts and new Districts that were forming. A goal was to help these Districts achieve financial self-sufficiency in the long term.

The high cost of education in Africa presents a major challenge for most students who are financially poor and even without families in some cases. Therefore, the ministries subsidize much of the cost. To limit additional costs, students in Africa are responsible for many chores on campus, including cleaning buildings and maintaining grounds, growing food, and preparing, serving, and cleaning up after meals. Ministries use twinning donations for tuition assistance, maintenance and expansion of school facilities, the purchase of books and class materials, and other essential school expenses.

CRDLS’s twin school is Saint La Salle School in Karameno, Kenya. Saint La Salle School in Karameno, Kenya, is owned by the De La Salle Christian Brothers in Kenya, and it welcomed its first class in January 2016. Saint La Salle School is a co-ed secondary boarding school that currently serves 150 students (125 boys and 25 girls) in grades nine through 12. Saint La Salle School has 10 teachers and nine support staff members. Students come from the local community and the suburbs of Nyeri. The majority of students are from very poor families and depend on help from the school. They cannot afford the school fees of \$US900 per year. While at home, some students do not have an adequate supply of food. The school is in the process of finishing the girls dorm, which will house 100 young women and allow the school to serve more girls. Constructing a new boys dorm will follow that project. Saint La Salle has a hydroponic farm for food for its animals, and it harvests tilapia, which is used for meals for students and sold to raise money for scholarships. The school also grows a variety of vegetables and raises pigs for food.

We support our twin school by conducting various fundraisers that are planned by our Community Life Team through the course of the school year.

6.0 CORPORATE WORK STUDY PROGRAM

Every CRDLS student takes a full course load of college preparatory coursework for four years, while they participate one day each week during that time to fund the majority of their tuition.

Students at Cristo Rey schools work in job-sharing teams of four. Each student works five full days a month, Monday through Friday from 8.30 am - 4.30 pm. Their academic schedules are structured so that students work without missing any classes.

Students perform a wide range of work to suit Corporate Partner staffing needs which include administrative duties to research.

6.1 Expectations of Students

At all times, students are expected to conduct themselves in a manner consistent with the Cristo Rey expectations set forth in this Handbook and consistent with the professional expectations of the workplace.

Students are:

- Attentive to the Dress Code;
- On time for transportation to and from work (at school and seated in the check-in room by 7.30 am);
- Present on each assigned work day;
- Responsible for making up any missed work day(s);
- Responsible for abiding by Cristo Rey's code of conduct;
- Responsible for abiding by the specific rules and regulations of the Partner company or organization at which the student is assigned;
- Only permitted to use a phone for work-related purposes while on duty. No personal calls or text messaging are permitted;
- Only permitted to use the company internet browser for work-related purposes.

6.2 General Rules

These rules provide general guidelines for both students and family members regarding the student's participation in the Corporate Work Study Program:

- Use of a Corporate Partner telephone, office equipment, office services (i.e., Internet access, etc.), or office materials without a supervisor's approval is tantamount to stealing and will not be tolerated. Students may not use the Internet or office equipment at work for any reason unless it is directly related to the performance of their job. Inappropriate use of any company equipment or services by the student may result in immediate termination from the workplace and may lead to expulsion.

- Students may not leave the company's premises for any reason unless approved by the supervisors and/or accompanied by an approved representative of the partner company.

- Students are not eligible for partner company benefits unless specifically told by their supervisor, and consequently students should never presume that they may partake in these benefits. Students are not permitted to use gym facilities at the workplace.

- Students are employees of the Corporate Work Study Program. Because Cristo Rey is the legal employer of the students, parents/guardians should not contact supervisors directly. All questions and concerns should be directed to the CWSP staff.

- The Corporate Work Study Program does not allow parents, family members, or friends of students to contact any student associate while he or she is at work. Parents, family members, or friends also may not contact any employee of the partnering company or organization. If a situation arises that necessitates contact between home and students at work, please contact the Corporate Work Study office who will then contact the student's workplace.

6.3 Attendance Policy

Each student is expected to attend work each and every day work is assigned. Since each student works only one day each week, missing a day of work is a very serious event. Cristo Rey and the student promise the Corporate Partner they will fulfill their work responsibilities for the entire school year.

Corporate Partners pay Cristo Rey for this work and students automatically receive financial credit toward their education. If a student does not work, Cristo Rey must recoup the financial credit to the partner company.

6.3.1 Missed Work

Attendance on all work days is required. If a student misses a work day for ANY reason, they will receive a charge of **\$200** on their next tuition bill to reflect the value of the student's work to the Corporate Partner. Once the student has completed their make-up day, the charge will be removed. Students must make their missed day at the next available opportunity. If a student does not resolve their missed days by mid-June, the student may not be asked return to CRDLS. Additionally, students who miss five (5) or more work days may be subject to removal from their work placement.

A student must make up any absence as soon as possible. Missed work days August through December must be made up before the start of academic classes in January.

Any days missed January through May need to be made up prior to, or during the first week of Summer vacation.

The student is responsible for making the arrangements with her/his supervisor and notifying the CWSP Office.

Students are responsible for arranging transportation to and from work for any day they must make up.

Students who accumulate five (5) or more missed work days may be subject to firing from their work study placement. If a student ends the school year with more than one absence that is not made up, and has not made arrangements to make up the absences within the first week of summer break, the student may be liable to expulsion.

6.3.2 Tardiness

If a student arrives late to school and misses the Corporate Work Study Program transportation to work, he or she will be marked absent for the day (See Transportation Policy below).

6.3.3 Illness

If a student becomes ill at work, the student's supervisor should call school, and the school will arrange for transportation of the student back to school. The school will call the student's parent/guardian in order for the student to be picked up from school. If a parent/guardian or emergency contact cannot be reached, the student will remain at the school until either the end of the school day or until someone can be reached.

6.4 Time Cards

As a way to ensure that all students are fully accountable for the time worked, Corporate Partner supervisors complete a simple time card for each student associate, each workday. The students are responsible for checking in with their supervisors the moment they arrive each morning. Within the time card, supervisors should document the student associate's arrival, lunch, and departure and sign the time card at the end of the day.

6.5 Transportation Policy

The Corporate Work Study Program provides transportation to and from the workplace for all students. Parents may not drop off or pick up students at work. Students may not drive themselves to or from work.

The student is responsible for being on time for the morning and afternoon transportation departures to and from work. Seatbelts must be worn at all times when riding in vans. Failure to do so may result in disciplinary action or loss of the ability to use the vans to be transported to work.

Students are expected to behave in a non-disruptive manner at all times while on Corporate Work Study Program provided transportation. The Corporate Work Study Program reserves the right to determine consequences for misbehavior while being transported to and from the workplace. Arrangements for direct commute to or from work by a parent or legal guardian may be arranged on a case-by-case basis with the CWSP coordinator. This privilege may be revoked at any time. An additional form must be signed each time a direct commute is arranged.

6.6 Lunch Policy

A bag lunch will be made available for students each work day. students are allowed to take lunch breaks according to the Corporate Partner's preference and schedule. The Corporate Work Study Program expects that most students will take a lunch break at some point between 11.00 am and 2.00 pm.

Students may not make arrangements to intentionally miss lunch in order to leave work early. Students are encouraged to have lunch in the Partner company's break room or internal dining facility. Students are only allowed to leave the Corporate Partner's premises for lunch if accompanied by approved representatives of the Partner.

6.7 CWSP Participation Agreement

Every CRDLS student (and their respective guardians) **MUST** read, initial and sign the CRDLS Corporate Work Study Program Participation Agreement (attached as addendum) to ensure student safety and success, as well as the sustainable operation of our program.

CRISTO REY DE LA SALLE HIGH SCHOOL

2019 - 2020 STUDENT + FAMILY ACKNOWLEDGEMENT FORM

Student Name: _____

We have read the Cristo Rey De La Salle East Bay High School Student + Family Handbook and we agree to cooperate with all the policies, procedures, and expectations outlined in this document.

Student and Parent Signatures Required.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____