



CRISTO REY | DE LA SALLE

EAST BAY HIGH SCHOOL

ST. ELIZABETH CAMPUS



Welcome to Cristo Rey De La Salle East Bay High School!

Dear Students and Families,

It is with gratitude that we write to welcome you to Cristo Rey De La Salle East Bay High School. Congratulations on being part of the founding class of 2022! We know that you have made the best choice as students and as parents. Our student associates are preparing to enter a journey that will transform them through their service, faith, community and academic excellences. Our values are rooted in social justice and our mission focuses on empowering our students to be agents of their own learning, to live a life with purpose and lead the change needed to make our communities a better place for all.

We are excited to join in partnership as we focus on providing a quality, college preparatory Lasallian education to our students. We could not do this without our amazing faculty and staff, our corporate partners, our funders, the Cristo Rey Network and the De La Salle Christian Brothers, but most importantly we could not do this without you- our students and families. Thank you for saying YES to this amazing new journey. Together in solidarity as we clear the path for a better, brighter and equitable future for you, our students!

With Warmest Regards,

Michael Anderer
President

Ana Maria Hernández-Cortez
Principal

A Prayer for Cristo Rey De La Salle

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

God be in my head, and in my understanding; God be in mine eyes, and in my looking;

God be in my mouth, and in my speaking; God be in my heart, and in my thinking;

God be at mine end, and at my departing. Amen.

Saint John Baptist de La Salle, pray for us. Live Jesus in our hearts forever.

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

Saint Elizabeth, **Pray for us.**

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

Mission

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

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.

Values

Authenticity

Sincerity

Compassion

Mercy

Perseverance

Creativity

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 and student associate. 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 student associates leave 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. If there is a discrepancy between this handbook and an official school document, the official document will supersede this handbook.

The practices, policies, and benefits described here may be modified or discontinued by the school at its discretion. When possible, the school will attempt to notify students and parents/guardians in advance of a significant change.

Please take the time to read this handbook and familiarize yourself with its contents. As students of Cristo Rey De La Salle East Bay, you have the responsibility to follow school policies and procedures.

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

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Introduction to the Five Core Principles of a Lasallian Education

“Lasallian” is a term to describe a person/community of people who are personally/collectively fulfilling the mission set forth by Saint John Baptist De La Salle. Being Lasallian is based on five core principles, in no particular order or priority: Concern for the Poor and Social Justice; Faith in the Presence of God; Quality Education; Respect for all Persons; Inclusive Community. These five core principles focus on attitudes and views of education rather than formal structures.



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 all have a right to our own spirituality, therefore 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.

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 was high 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 St. Vincent De Paul was establishing his great work with the poor and when in England; the philosopher John Locke was penning his ‘Thoughts on Education’.

De La Salle was himself a well educated man, his highest degree being 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 of all three.

That is not to say that life was easy. De La Salle (a priest) 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 has 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 St. John Baptist De La Salle, people who “devote themselves wholeheartedly, to the human and Christian education of youth.”

The Lasallian Educational Mission and Network

The distinctive Lasallian approach recognizes all young people as children of God, 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.

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.

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 33-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 32 successful Cristo Rey Network schools operating across the country.

A Brief Introduction to Lasallian Prayer Life

Prayer is a central element of 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 St. 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!

Sacramental Life and Lasallian Spirituality

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

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.

Campus Ministry

The mission of our Campus Ministry team is to enhance the faith, service, and community lives of all members of the CRDLSEB family through the integration of liturgy, prayer, community service opportunities, and retreat programs. In order to accomplish this, we reach across the entire School community involving nearly 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 student associates, 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.

Retreats

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 student associates grow in their own spiritual relationships with God. The retreats are also designed to help student associates grow in self-knowledge and to develop Christian community among their peers.

During our student associates' 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.

Liturgies

The celebration of Mass is considered an integral part of the educational experience at CRDLSEB. 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.

Chapel

The Chapel is open from 7:00 AM until 5:00 PM.

Student associates, family, faculty, staff, administration, and friends of Cristo Rey De La Salle East Bay High School are welcome to enter into the presence of our Lord in the Chapel. The Chapel may be reserved at various times for use by school groups/classes. The Chapel is located on the second floor of southeast corner of the school building.

QUALITY EDUCATION

The Lasallian school provides an education that prepares student associates not only for college and careers but also for life. This education advances the student associates' abilities 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 our personalized learning.

Student associates will also set and maintain awareness of appropriate short-term goals (we are able to explain the purpose of the task we are working on and how it contributes to our personal long-term goals).

Student associates will seek help (if we have tried to answer a question ourselves and are still stuck, we follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate) and reflect on our progress and adjust our goals, plans, and learning strategies when necessary.

Student associates 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.

Expectations to Engage in Learning

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

Student associates follow the directions of the teacher or the adult leading the class promptly and respectfully. 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.

Student associates 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 our classmates and help peers who are struggling by attempting to answer or helping find resources or support (when appropriate).

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 CRDLSEB 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.

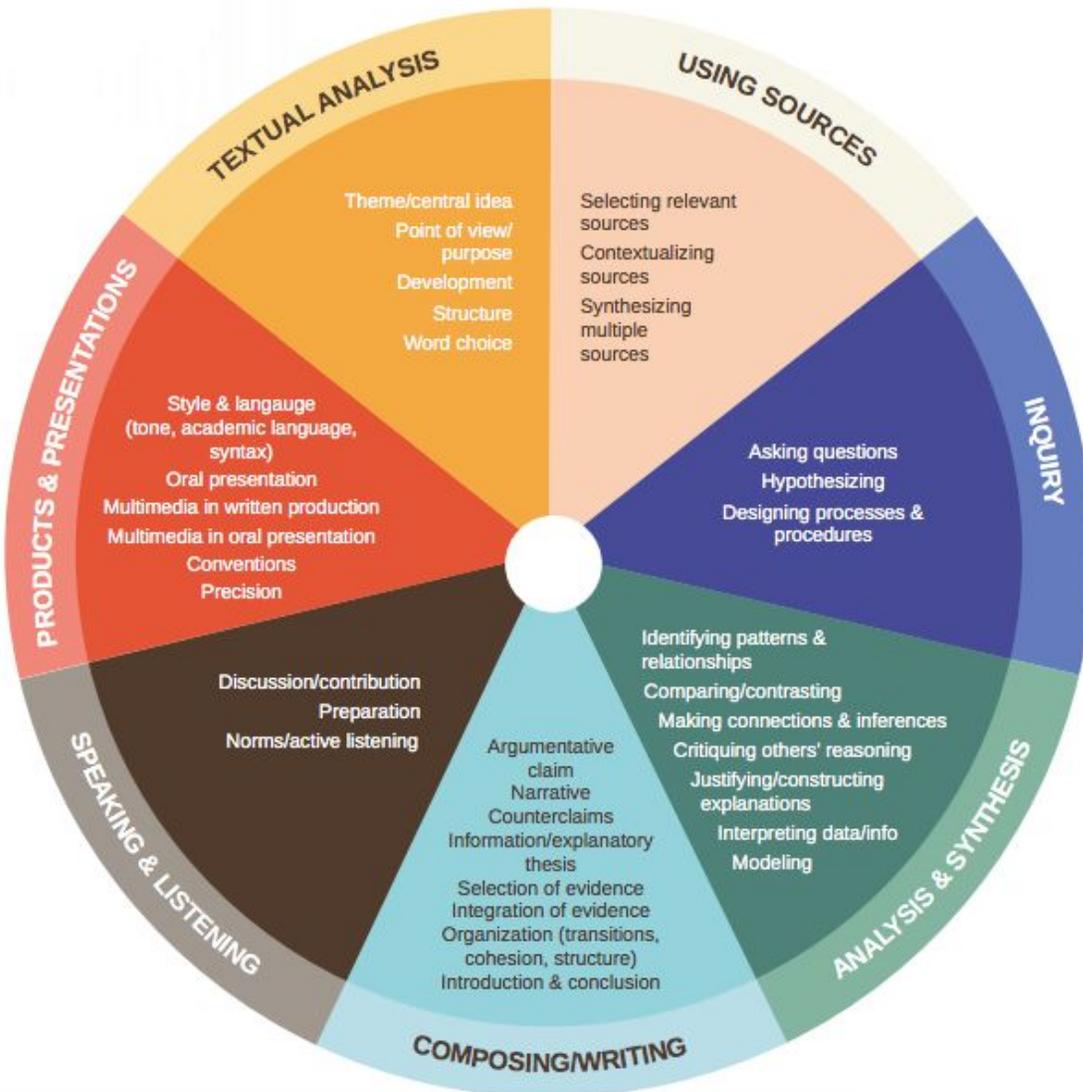
For more information about how parents can use the SLP to support their student’s academic success, see the section titled “Family and School Academic Partnerships.” For more information about grades, see the section titled “Grading Policy.”

Readiness for College and Life



Cognitive Skills

Cognitive skills are the higher-order thinking skills that student associates need to solve complex problems in and beyond college. They are skills like *Asking Questions* and *Interpreting Data and Information*. The 36 cognitive skills are relevant throughout a lifetime of learning. They enable student associates to be successful 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 student associates solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help student associates 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 student associates can see the connections between their classes and track their growth in these skills across all years at our school.

Content Knowledge

Content knowledge is the set of facts and information that is fundamental to understanding the world around us. Student associates learn content in different ways and at different speeds. At our school student associates 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. Student associates 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 associate believes 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. Student associates 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.

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 student associates 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, student associates 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' wellbeing; and (2) they are *possible to learn/build*, so that student associates (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 student associates' 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 student associates 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 student associates themselves and their mentor; who supports student associates 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). Student associates also self-assess on belonging and attachment through surveys three times per year, and they get information about their self-direction habits through many forms of feedback about their self-directed work at our school.

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 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.

Learning Space Descriptions

Collaborative Learning Time

Collaborative Learning Time (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 student associates to develop and demonstrate deeper thinking and learning skills.

Personalized Learning Time

During Personalized Learning Time (PL), student associates work at their own pace through focus area content -- curated resources or "playlists". When student associates 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 student associates in developing self-directed learning habits,

facilitating goal setting and reflection, creating structures for learning and collaboration, and providing content support.

Guided Learning Time

Guided Learning Time (GL) is where student associates are exposed to new ideas under the guidance of an expert. Often, this includes hand-on exploration of a new topic in the form of mini-projects, guided exploration, and class discussion. More importantly, student associates 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 and have not already demonstrated mastery of that new content (yet).

Mentor Time

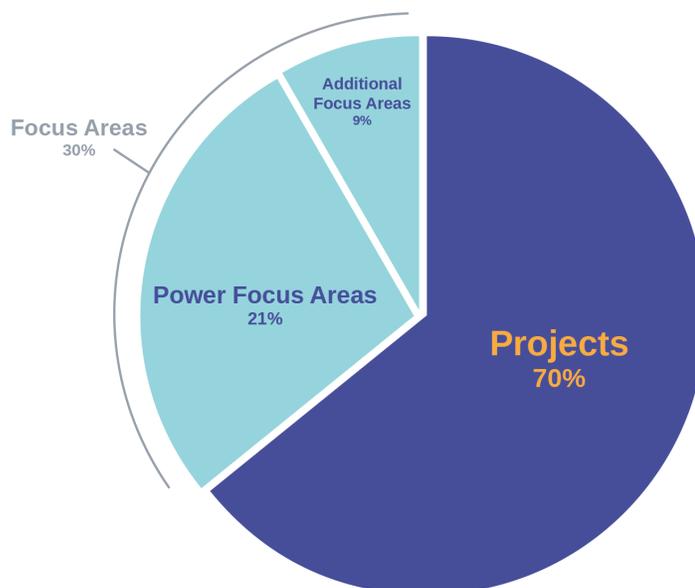
A student associate's mentor group serves as a home base for student associates throughout their time at school. It's a safe place for them to express themselves to their fellow community group members and to their mentor. During Mentor Time, student associates engage in activities and discussions focusing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

One specific component of Mentor Time is Habits, Culture, and Community (HCC) work. In HCC time, student associates engage in projects, discussions, and activities to develop their habits of success, build a positive school culture, and strengthen our school community.

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

Grading and Assessment Policies

Grades are symbolic indicators that communicate and document student associate's achievement of course outcomes. They also help to encourage the ongoing development and improvement of skills and knowledge over time.



70%: Cognitive Skills through Projects. Student associates must complete all Projects to pass a course.

30%: Mastery of content in Focus Areas through Content Assessments. Students must pass all Content Assessments for Power Focus Areas to pass a course. For non-AP courses, students must answer 8/10 assessment questions correctly to pass. For AP courses, students must answer 7/10 assessment questions correctly to pass.

21%: Power Focus Areas

9%: Additional Focus Areas. Focus Area percentages are based on completion and not what students score. An 8/10 mastery is worth the same as a 9/10 or a 10/10.

Academic Integrity and Plagiarism

Students who are involved in academic integrity and plagiarism will receive an “I” for the assignment. The teacher will need to meet with the student and contact the parents. A plan should be developed by the student, teacher, Director of school culture and parent in order for the student to re-entry the learning place and have a plan on how he/she will complete the assignment.

Calendar

Cristo Rey De La Salle | Academic Calendar 2018 – 19

<p>JULY 2018</p> <table border="1"> <thead> <tr><th>Su</th><th>Mo</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	Su	Mo	Tu	We	Th	Fr	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>9 - 27 Alpha Summer Institute Corporate Partner Visits 25 Bazer & Tie Ceremony 27 Speed Interviews</p>	<p>JANUARY 2019</p> <table border="1"> <thead> <tr><th>Su</th><th>Mo</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Su	Mo	Tu	We	Th	Fr	Sa						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>1 - 2 No School: Winter Break 4 First Day of Semester 2 21 No School: MLK Day</p>							
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Academic Contact Information

Enrollment Services 510.532.8947
Crisis Textline 510.532.8947

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 parents know where we are at all times on our way to and from school as well as our Corporate Work Study assignments. Student associates follow the assigned schedule at all times. They arrive early to school, classes, and Corporate Work Study so that we are able to begin tasks on time. Student associates stay in supervised, permitted locations while on campus until they are dismissed at the end of the day.

Student associates 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 we must leave our designated location.

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

Code of Conduct

Vision

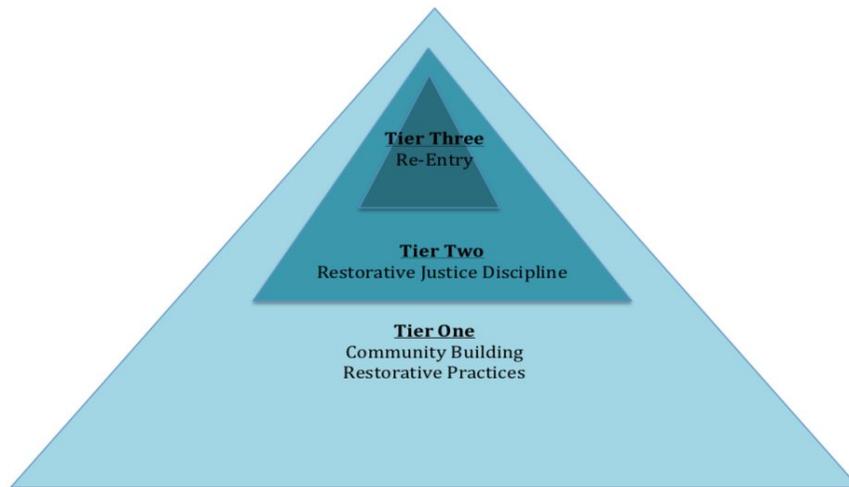
We are a school community where all members feel protected from both physical and emotional harm. Our restorative practices resonate through all levels of the student associate's educational experience through a school culture which honors and respects diversity.

Restorative Practices

Traditional school discipline policies focus on the use of punitive practices when rules are broken. Such practices only serve as short-term solutions to inappropriate behavior; it does not address the behaviors' root causes. Other disadvantages to the use of punitive practices include:

- It's tendency to be used disproportionately with students of color
- The lack of opportunities to repair damaged relationships
- The potentials for creating additional harm
- Supports negative school culture and climate
- Failure to prevent reoccurrence of inappropriate behaviors

Restorative practice is an excellent discipline alternative for schools. It is a more equitable, sustainable, and respectful alternative to dealing with misbehavior; from minor to major infractions. When restorative practice is infused throughout the school's culture, it also serves as a proactive solution to providing a safe school environment where all members can thrive.



Tier I: Community Building Circles

When striving to establish a rich restorative climate in schools, community building is the most important tier. All members of the school community should feel connected to one another, thus Tier I activities focus on strengthening trust by building relationships. Though there are a range of activities that happen within this tier, community building is largely conducted through regular “community circles,” where student associates use circle keeping protocols to discuss student associate issues, current events, and facilitate opportunities for student associate leadership. Tier I circles can also be used by teachers and administration to discuss important school policies and to support decision making practices.

Tier II: Meditation and Healing Circles

Harm in the school community has the potential to impact multiple member of the school community. Tier II activities focus on addressing harm by getting to the root of what happened and establishing a plan for how damaged relationships can be restored. Tier II activities include:

Mediation: Intervention between individuals in conflict, facilitated by staff trained in restorative practices.

Peer Mediation: Intervention between peers, facilitated by student associate leaders trained in restorative practices.

Restorative Conversations: A direct conversation between individuals in conflict that creates an opportunity to address the harm’s impact without judgement.

Healing Circles: Group circles used most often to discuss harm that affected the school community. These circles bring together impacted members for a to facilitate collective healing.

Sophisticated models of restorative justice infuse teachers, administration and parents as participants in healing circles. The focus of this tier is to directly address conflicts and challenges in ways that support both the doer of harm and those they affect.

Tier III: Re-Entry Circles

It is often the case that student associates and families experience extended periods of time away from the school community (i.e. out-of-school suspensions, arrests, moving away briefly, etc). Tier III focuses on the use of re-entry circles to reintegrate community members in a supportive and respectful manner. A skilled facilitator is used to insure participants feel safe and welcomed in re-entry circles. In extreme situations in accordance with California Education Code, the Director of School Culture will have the Disciplinary Review Committee gather for a disciplinary hearing. The committee will make a recommendation and the Principal will make a decision.

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 CRDLS. This section serves to offer rules and guidelines on how to best use this device as a professional academic.

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.

Student associates 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.

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

Usage

Students should **bring their charged device to class every day**, and the device should be **muted** until instruction from 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.

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 will not be permitted on campus.

Taking Devices Off Campus

Students may take their issued devices off campus but the device should be returned to school the next school day.

Students must respect the Technology Acceptable Use Policy even off-campus.

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 soft, lint-free cloth.

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

Lost Devices and ‘Loaners’

In case of theft, the student is responsible for **immediate communication** with CRDLS Staff 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 the device at home, they be asked to offer their cell phone as collateral in exchange for the use of a loaner device.

Returning Devices

Devices issued to students should be returned 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.

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 High School 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.

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.

Lost devices or devices that can't be used anymore will incur in the full cost of the device.

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 Code of Conduct. Students who bring personal devices to school do so at their own risk, just like any other personal items.

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 ideal: "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. Student associates 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. Student associates 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, student associates 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. Student associates 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.

Communications

A Vision of Family Partnerships

Parents/guardians and faculty are partners in helping our student associates achieve their educational goals as well as enhance the success of our school. We strive to create a community in which parents/guardians 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 parents/guardians to learn about our school, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents/guardians to share feedback, contribute to the school community, strengthen relationships among families and faculty, and help improve our school.

Communications

An essential ingredient to building a partnership between parents/guardians 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 student associates and school.

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 ...
<ul style="list-style-type: none"> ● General inquiries ● Student associate attendance ● Parent communications ● Student associate enrollment ● Transcripts and registrar ● Parent volunteering ● Meal program or meal balances 	<p>Mr. Eduardo Valencia <i>Registrar and Executive Assistant to Academic Leadership Team</i></p>	<p>evalencia@cristoreydelasalle.org</p>
<ul style="list-style-type: none"> ● Performance in academic classes ● Student health, behavior, wellbeing ● Parent SLP 	<p>Your student associate’s mentor</p>	<p>Please see our email directory in the “Contact Us” section of the website.</p>
<ul style="list-style-type: none"> ● Course content 	<p>Your student associate’s teacher</p>	<p>Please see our email directory in the “Contact Us” section of the website.</p>
<ul style="list-style-type: none"> ● Sports games and practices ● Eligibility for sports teams ● Physical Education 	<p>Miss Lauren Davenport Athletic Director</p>	<p>ldavenport@cristoreydelasalle.org</p>
<p>The College Application Process</p>	<p>Ms. Monique Jimenez</p>	
<p>The Corporate Work Study Program</p>	<p>Mr. John Coughlan <i>Corporate Work Study Program Director</i></p>	<p>jcoughlan@cristoreydelasalle.org</p>

<ul style="list-style-type: none"> ● Overall student or parent experience ● School culture and community ● Academic model ● Disciplinary situations ● Faculty members ● Fundraising and donations 	<p>Mr. Karl Peters <i>Director of School Culture</i></p> <p>Mr. Chris Trinidad <i>Assistant Principal</i></p> <p>Mrs. Ana Hernández <i>Principal</i></p>	<p>kpeters@cristoreydelasalle.org</p> <p>ctrinidad@cristoreydelasalle.org</p> <p>ahernandez@cristoreydelasalle.org</p>
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How Our School Will Communicate to 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	Provides information on:	Who Receives Information
Parent 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 parent/guardian 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 parent/guardian phone numbers are automatically subscribed.
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Mentor and Parent/Guardian Communications

Mentors are parents’/guardians’ primary liaisons for information about the school and about their child. Parents/guardians 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 parents via phone, email, or postal mail about their student’s academic performance and behaviors 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 parents/guardians to let mentors know relevant information about a student associate outside of school if it has an impact on their behaviors 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 associate’s other teachers as needed.

Updating Parent / Guardian Contact Information

We want to be able to contact parents/guardians to communicate about student associate progress and well-being, and alert them in case of an emergency. During the spring, families receive a parent/guardian 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 year, we expect families to promptly update the school by contacting (insert person’s name here).

Athletics and Co Curricular Activities

The Cristo Rey De La Salle East Bay High School Athletics Program will begin in the 2018-2019 school year. Our sports teams are built around our Lasallian philosophy “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. Student associates who participate in athletics and/or intramurals are considered to be *student athletes*.

Team Sports

For the 2018-2019 school year, we will offer a Girls Volleyball in the Fall, Girls and Boys Basketball in the Winter, and Boys Volleyball in the Spring. In the coming years we will expand the program to include Girls and Boys Soccer, Co-Ed Track and Field, and Co-Ed Cross Country (among other sports). We will also offer co-ed intramural sports, such as soccer and basketball, throughout the school year.

A decision to participate in a team sport is a commitment that must be taken 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.

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.

Uniforms

Uniforms are the property of CRDLSEB. 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.

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.

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).

Parent/Guardian Expectations

We value creating a supportive community in which parents/guardians 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. Parents/guardians who become 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. Parents/guardians 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.

Intramurals

If a student associate elects to participate in intramural sports, he or she must maintain a minimum 2.0 GPA in addition to upholding the values of sportsmanship and camaraderie held by the school community. Intramural teams that are co-ed must have at least one player of the opposite gender per team in order to participate. Intramural teams are not given dedicated practice time. Instead, each team will be given appropriate time to warm up and will go directly into competition. Each season will include brackets and will have playoffs.

CONCERN FOR THE POOR AND 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. Student associates 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.

Student associates 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.

Student associates 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.

Christian Service

St. John Baptist de La Salle began his service in his home community, and our student associates begin their journey at Cristo Rey De La Salle in the same way. Each student associate will participate in our Saturdays of Service throughout the year. Through the Catholic Studies curriculum, students will be 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 will 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 will hopefully lead into their adult lives.

CORPORATE WORK STUDY PROGRAM

Every Cristo Rey 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 his or her 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 9 am - 5 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 from administrative to research.

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 will:

- Be dressed in appropriate Cristo Rey uniform (See Dress Code Policy).
- Be on time for transportation to and from work.
- Be present on each assigned work day.
- Make up any missed work day(s).
- Abide by Cristo Rey's code of conduct.
- Abide by the specific rules and regulations of the Partner company or organization at which the student is assigned.
- Only use a phone for work-related purposes while on duty. No personal calls or text messaging will be permitted.
- Only use the company internet browser for work-related purposes.

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 student associates 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.

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.

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.

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).

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.

Time Cards

As a way to ensure that all student associates are fully accountable for the time worked, Corporate Partner supervisors complete a simple time card for each student associate, each workday. The student associates 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.

Transportation Policy

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

The student associate is responsible to be 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.

Lunch Policy

A bag lunch will be made available for students each work day. Student associates are allowed to take lunch breaks according to the Corporate Partner's preference and schedule. The Corporate Work Study Program expects that most student associates will take a lunch break at some point between 11 am and 2 pm.

Students may not make arrangements to intentionally miss lunch in order to leave work early. Student associates 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.