



CRISTO REY | DE LA SALLE

EAST BAY HIGH SCHOOL

ST. ELIZABETH CAMPUS

# Student - Parent Handbook 2018 - 2019



Cristo Rey De La Salle East Bay High School  
1530 34th Ave, Oakland, CA 94601  
(510) 532-8947

## OUR STUDENTS AT A GLANCE



**12:1**

Student-Teacher Ratio



**\$1.2 MIL**

Scholarship Given



**5**

Service Immersion and Retreat Trips



**24**

Average Class Size



**25**

Corporate Partners



**4**

Athletic Teams



**100%**

Students Receiving Tuition Assistance



**\$3MIL**

School Improvements

# **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 excellence. 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 remarkable 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.**

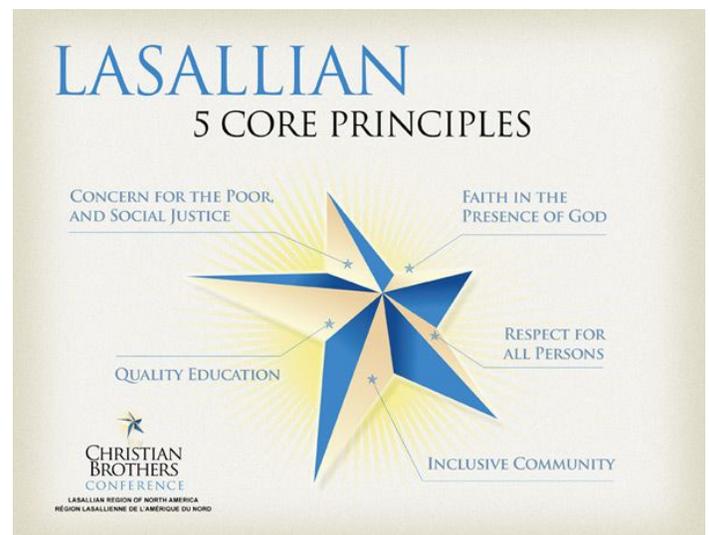
## Mission

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	Values
<p>We believe that economic status, zip code, gender and ethnicity should not obstruct the pathway to educational and life success.</p> <p>We accompany students and graduates in their journey to lead lives of wholeness, purpose, and agency.</p> <p>We unite youth and families with educators, corporations, nonprofits, and philanthropists through education and work.</p> <p>We believe in the power of these relationships to transform lives.</p>	<p>Authenticity</p> <p>Sincerity</p> <p>Compassion</p> <p>Mercy</p> <p>Perseverance</p> <p>Creativity</p>

## 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.



## Board of Trustees

Carole Swain, Chair

Paul Bennett

Sister Rose Marie Hennessy

Frank Matarrese

Dan McCallin

Trish Niedermeyer

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William D. Rauch, Jr.

Stephen Wilcox

David L. Mason

Michael Anderer, President

## Administration



**Michael Anderer**  
President and CEO



**Ana Hernández**  
Principal

## Faculty & Staff

 <p><b><a href="#">Chris Trinidad</a></b> Assistant Principal</p>	 <p><b><a href="#">Karl Peters</a></b> Director of School Culture</p>	 <p><b><a href="#">Jennifer Castello</a></b> Director of Wholeness</p>	 <p><b><a href="#">Damien McDuffie</a></b> Director of Admissions &amp; Community Engagement</p>
 <p><b><a href="#">Greg Young</a></b> Director of Mission Advancement</p>	 <p><b><a href="#">John Coughlan</a></b> Director of the Corporate Work Study Program</p>	 <p><b><a href="#">Neal Gutierrez</a></b> Account Manager</p>	 <p><b><a href="#">Annie Nguyen</a></b> Associate Director of the Corporate Work Study</p>
 <p><b><a href="#">Ashley Jackson</a></b> Mission Advancement Associate</p>	 <p><b><a href="#">Julio Orozco</a></b> Office &amp; Campus Manager</p>	 <p><b><a href="#">Eduardo Valencia</a></b> Executive Assistant to Academic Leadership</p>	 <p><b><a href="#">Sheila Garcia</a></b> Director of Campus Ministry and Catholic Studies Teacher</p>
 <p><b><a href="#">Lauren Davenport</a></b> Athletic Director and Physical Education Teacher</p>	 <p><b><a href="#">Alyssa Aninag</a></b> English Teacher</p>	 <p><b><a href="#">Nigel Barboza</a></b> Math Teacher</p>	<p>Need Science Teacher Here</p> <p>-She is not on the website!</p>

## **Administrative Services**

### **Office of the President**

The President of Cristo Rey De La Salle is the Chief Executive Officer of the school and is responsible to the Board of Trustees for providing the primary leadership for the Cristo Rey De La Salle community through the implementation of the school's mission, philosophy, written policies, and plans of the board. The President serves as the liaison between the San Francisco New Orleans District of the De La Salle Brothers and Cristo Rey Network who both sponsor Cristo Rey De La Salle High School and the Board of Trustees who govern it. The President appoints the Principal and delegates to the Principal the necessary authority to administer those functions essential to the operational management of the school. The Office of the President is further responsible for planning and executing programs addressing the needs of the school affecting the institution's advancement.

### **Office of the Principal**

The Principal is the operational leader of the school. The administration of the school shall be in accordance with the policies set forth by the President and the Board of Trustees. The Principal is the educational leader of the school who directs instructional programs, supervises the faculty and staff, and assists the President in maintaining effective relations within the school community.

### **Assistant Principal**

The Assistant Principal supports the Principal in the instructional program, college readiness, professional development, and parent organization. The Assistant Principal supervises assessment, student retention, discipline and school culture and serves as the key leader in the absence of the Principal.

### **Director of Wholeness**

The Director of Wholeness is responsible for developing and implementing a comprehensive student and family support program that is focused on student success in college and in life. Key elements of the program include but are not limited to an ecological frame, prevention and intervention strategies, trauma-informed care, healing circles, wellness, restorative justice practices and wholeness.

### **Director of School Culture**

The Director of School Culture is responsible for supporting a positive school culture, implementing restorative practices, managing student behavior, and overseeing all aspects of student life, including dances, rallies, student council, athletics, and co-curricular activities.

### **Teachers**

Cristo Rey De La Salle teachers serve as facilitators and coaches to students, act as mentors, plan by deeply understanding student stat, and determine group and individual support needed to ensure students progress and succeed at the highest levels.

### **Director of Athletics**

The Director of Athletics provides for the overall leadership and coordination among the various sports to facilitate programs that provide student-athletes worthwhile learning experiences. The director ensures all activities of the department maintain the ideals and standards of the school administration, the league, the North Coast Section (NCS), and California Interscholastic Federation (CIF).

#### **Director of Campus Ministry**

The Director of Campus Ministry is a pastoral leader within the school community who oversees all aspects of the formative and spiritual development of students through: retreats, worship, social justice, service/outreach programs, immersions, and leadership development.

#### **Director of Mission Advancement**

The Advancement Director is responsible for managing a comprehensive fund development program, stewarding relationships with individual, corporate and foundation donors, and marketing the school.

#### **Director of Admissions and Community Engagement**

The Director of Admissions oversees all matters relating to the admissions process including marketing of the school's programs to prospective students, arranging school visits, coordinating the placement test, admission interviews, support school outreach, and all admission activities.

#### **Director of Corporate Work Study Program**

The Director of the Corporate Work Study Program oversees all work-study activities, including overall policy, job procurement strategy, operations, administration and budget. The Director demonstrates a strong skill-set to develop and manage a variety of projects from visioning to implementation. The Director is a member of the school's leadership team and works collaboratively with the school to meet the objectives of the school and work program.

#### **Director of Finance**

The Director of Finance & Operations is responsible for directing a comprehensive business, finance and operations program in support of \$6-8 million nonprofit. Budgeting and financial administration that demonstrates to fiscal reliability, health and sustainability. Managing the physical plant, vendor relationships, permits and licenses. Supporting the principal in the management of the food services program. Supervising and supporting a team of staff and volunteers.

# 2018 - 2019 STUDENT and PARENT ACKNOWLEDGEMENT FORM

Cristo Rey De La Salle East Bay High School

**Student Name:** \_\_\_\_\_

We have read the Cristo Rey De La Salle East Bay High School Student-Parent 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:** \_\_\_\_\_

## PERMISSION TO VIDEOTAPE/PHOTOGRAPH/RECORD

I grant Cristo Rey De La Salle East Bay High School and/or its agents, permission to videotape/photograph/record/interview my son's/daughter's likeness and/or voice at Cristo Rey De La Salle East Bay High School for the purpose of obtaining live or still images or voice commentary for school publications, marketing materials, and/or media productions.

The purpose of said efforts would be to demonstrate the qualities of Cristo Rey De La Salle East Bay High School, its teachers, students, as well as its academic, religious and community service environment. Productions/ads/publications, etc. would be shown to students, prospective students, parents, and supporters, and are not intended for commercial resale.

\_\_\_ **I GIVE permission to the school to videotape/photograph/record my child**

\_\_\_ I do NOT give permission to the school to videotape/photograph/record my child

**PRINT >> [Acknowledgement Form](#)**

## **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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**Monday - Thursday Schedule - 8:00am to 4:00pm**

(On their work day students must report to school by 7:30am!)

Optional

Breakfast: 7:30-7:55

Drop In PLT: 7:30-7:55

Mandatory

Morning Gathering: 8:00-8:15

Block 1: 8:20-10:20

Block 2: 10:25-12:25

Lunch 12:25-1:05

\*Lunch ends at 1:00

Block 3: 1:05 – 3:05

Mentor/LL Time: 3:10-4:00

Dismissal: 4:00

**Friday Schedule - 8:00am- 1:40pm**

(On their work day students must report to school by 7:30am!)

Breakfast - 7:30 –7:55

Block 1 - 8:00 –8:40

Block 2 - 8:45 –9:25

Block 3 - 9:30 – 10:10

Block 4 - 10:15 – 10:55

Block 5 - 11:00 – 11:40

Block 6 - 11:45 – 12:25

Lunch - 12:25 – 12:55  
Co-Curriculars – 12:55- 1:40  
Dismissal 1:40

## **12. Calendar**

# CHAPTER 1 - 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.

## 1.1 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.”

## 1.2 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.

### **1.3 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 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.

## 1.5 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!

## 1.6 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 Catholic Studies courses, 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.

### **1.7 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.

### **1.8 Campus Ministry**

The mission of our Campus Ministry team is to enhance the faith, service, and community lives of all members of our school 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.

### **1.9 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.

### **1.10 Liturgies**

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

### **1.11 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.

## **CHAPTER 2 - ACADEMIC POLICIES**

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 and Teach to One platform tools to guide 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.

### **2.1 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).

### **2.2 Personalized Learning Platforms**

The Summit Learning and Teach to One (TTO) platforms are dynamic online dashboards for students to set goals, track progress, and direct their own learning. We use these tools to communicate student academic progress with families. Students review their progress daily and parents can login using their own account to view 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.

**LEARN MORE >> [Personalized Learning at Cristo Rey](#)**

### **2.3 Graduation Requirements**

The following course of studies is required for graduation:

English	4 years
Math	4 years
Science	3 years
Social Science	3 years
Arts	1 year
Catholic Studies	4 years
Physical Education	1 year
Electives	

## 2.4 Academic Integrity

As a community that affirms the traditions and values of Christianity and the Catholic faith, Cristo Rey De La Salle High School expects academic integrity and ethical conduct in all areas of school life.

Academic dishonesty includes, but is not limited to plagiarism and cheating.

- Plagiarism is defined as the theft and use of another's ideas or writings as one's own, with or without the knowledge of the other person. This includes not properly citing sources in a written work and sources taken from the Internet and/or other electronic resources.
- Cheating is defined as using unauthorized notes, materials, and/or resources of any type (calculators, the help of another student, looking at another paper, etc.) on any exam, quiz, paper, and/or homework assignment. Allowing sharing work or otherwise allowing another student to cheat from one's own exam, paper, and /or homework is also considered cheating.

Consequences will be appropriately assigned to any student who gives the impression of academic dishonesty by word and/or action.

## 2.5 Grading Period

The school year is divided into two semesters with semester grades posting to final transcripts. Students and parents can check daily academic progress online using the Summit and Teach to One portals. Students receiving Ds and/or Fs may require a student-parent-administrator meeting.

## 2.6 Grading System

Student can view daily feedback on their progress and receive detailed descriptions of their project assessments. At the end of the semester in December and in June, students receive final grades that are recorded on their permanent transcript. These transcript grades are based on a standard grading system of A, B, C, D, and F. A failure grade is indicated by a D or an F. All Cristo Rey students are supported in earning passing grades and extra support and time is offered for students earning below average grades.

## 2.7 Grade Point Average (GPA)

Grade point average, GPA, is determined by giving to letter grades a numerical value:

A	4.00	C	2.00
A-	3.66	C-	1.66
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.66	D-	.667
C+	2.33	F	0.00

In the junior and senior years, Honors and AP courses are given an additional point for an A, B, or C grade.

## 2.8 Academic Requirements for Participation in Athletics

Student athletes must maintain a minimum of a 2.5 GPA in order to participate in team sports. If a student athlete's GPA is between a 2.0 and a 2.5, he or she may still participate in practice with the team, but will be unable to participate in games until the individual's GPA back up to a 2.5. If a student

athlete's GPA is between a 2.0 and a 2.5, the student athlete must work with his or her coach and mentor to receive the necessary academic support to be eligible to play in games.

## CHAPTER 3 - 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.

### 3.1 Code of Conduct - Vision

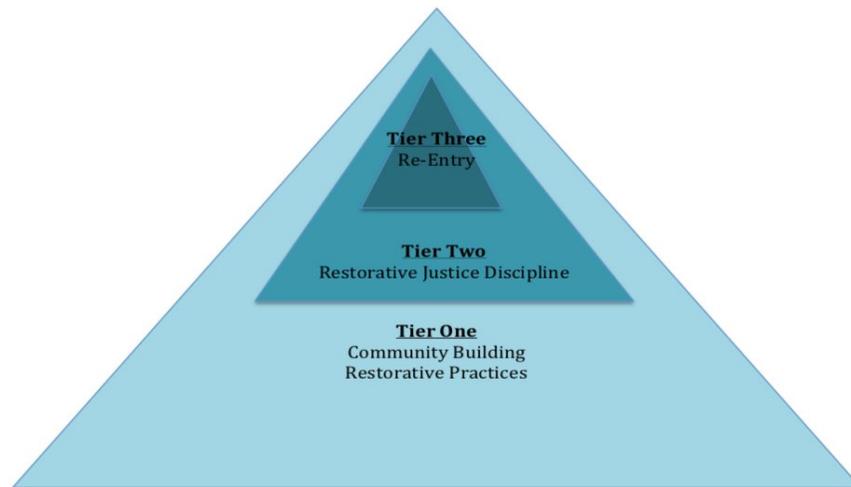
We are a school community where all members feel protected from both physical and emotional harm. Our restorative practices resonate through all levels of the student associate's educational experience through a school culture which honors and respects diversity.

### 3.2 Restorative Practice

*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: Reentry 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.

### **3.3 Off-Campus Expectations**

Moral conduct, courteous behavior, and respect for the property of others are expected of Cristo Rey De La Salle students at all times including travel to and from school and school events. (CA Ed Code 44807).

### **3.4 Investigations**

To maintain order to protect the safety and welfare of students and school personnel, school authorities may interview students and/or search a student's personal effects. A student's personal effects, includes but is not limited to: purses, book bags, sport bags, electronic devices, books, folders, clothing and other personal items. A search may occur whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a student is involved in an interview, it is expected that he/she conduct themselves in a manner that is consistent with Catholic values including but not limited to being respectful, honest and complete in their statements. The school reserves the right to search lost and found items and items in unlocked lockers for identification and safety purposes.

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

### **3.5 Appearance Code**

Cristo Rey De La Salle High School expects students to demonstrate good taste and modesty in their appearance, as appropriate to an educational environment.

### **3.6 Drugs and Alcohol**

We recognize the many problems that challenge students and their families. The problem of alcohol and drug abuse/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.

### **3.7 Harassment and Bullying**

All students must be allowed to learn in an environment free from unwelcome and unsolicited harassment of any type. This may include, but is not limited to, harassment regarding race, appearance, or sexual orientation. Behavior or comments that are offensive and/or of an offensive nature will not be tolerated.

Cristo Rey De La Salle High School defines harassment and bullying as any behavior by students that willfully and repeatedly demeans or harasses a person or persons through verbal, physical, or electronic means (using information or devices such as texting/instant messaging, site postings, photos, or video-“cyberbullying”), whether these actions occur on or off campus.

Harassment also includes conduct that has the purpose or effect of unreasonably interfering with a student’s academic performance or of creating an intimidating, hostile, or offensive educational environment.

### **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, appropriate administrator 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 police will be contacted.

It is the student's responsibility to:

Conduct himself or herself 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.

### **Sexting**

Sexting includes, but is not limited to, requesting, producing, exchanging, receiving, or distributing inappropriate photos or images in any way or posting or sharing pictures or texts of a sexual nature on any social media site. It is a violation of acceptable use of technology, as well as against the law.

Students found to have been involved in producing, sending or distributing photos or texts of a sexual nature, or saving such photos or texts on their electronic devices, will be dealt with severely. It is the expectation that students who receive any texts or photos of this nature will report it to the administration immediately.

### **3.8 Theft**

The school does not tolerate theft. 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 detention.

### **3.9 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:

- a. Hazing. (California Education Code - Section 32051)
- b. Extreme insubordination.
- c. Theft.
- d. Willfully cutting, defacing, or otherwise injuring in any way, any property, real or personal, belonging to the school or to persons.
- e. Assault or battery, or any threat of force or violence, directed against anyone.
- f. Use or possession of dangerous weapons.
- g. Gang involvement or affiliation, or actions that mimic gang behavior.
- h. Harassment
- i. Extreme violation of the Student Guidelines for Acceptable Use of Technology Resources.
- j. Any threat against the school or school community.
- k. The use of extreme hate speech

## **CHAPTER 4 - TECHNOLOGY ACCEPTABLE USE POLICY**

Cristo Rey De La Salle 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 Cristo De La Salle Administration and will be announced to the students.

Cristo Rey De La Salle issues a device to students at the beginning of ninth grade. Students are expected to use this device for as long as they are enrolled at Cristo Rey De La Salle.

### **4.1 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.

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.

## 4.2 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.

## 4.3 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 will not be permitted on campus.

## 4.4 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 on as well as off-campus.

## 4.5 Damaged Devices

Damage that occurs at school or home should be **reported directly to the Cristo Rey De La Salle 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.

## 4.6 Lost Devices and 'Loaners'

**In case of theft**, the student is responsible for **immediate communication** with Cristo Rey De La Salle Staff who will assist the student in contacting local authorities and filing a police report.

In case of loss, the student should communicate with Cristo Rey De La Salle 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.

#### **4.7 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 Cristo Rey De La Salle or terminates enrollment for any reason.

#### **4.8 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.

Cristo Rey De La Salle 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 Cristo Rey De La Salle Student Handbook.

#### **4.9 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.

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

#### **4.10 Searches**

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

#### **4.11 Email**

Cristo Rey De La Salle student email accounts should be used for educational purposes in support of the mission of the school. Email transmissions, stored data, transmitted data, and any other use of the Cristo Rey De La Salle network services used by students shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use. All Cristo Rey De La Salle email accounts and content are the property of the school.

**PRINT >> [Acceptable Technology Use Policy](#)**

## **CHAPTER 5 - ATHLETICS**

The Cristo Rey De La Salle East Bay High School Athletics Program started 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*.

### **5.1 Team Sports**

For the 2018-2019 school year, we offer a Girls Volleyball in the Fall, Girls and Boys Basketball in the Winter, and Boys Volleyball in the Spring. We plan to expand the program to include Girls and Boys Soccer, Co-Ed Track and Field, and Co-Ed Cross Country (among other sports). All interscholastic activities of the school's athletic department will maintain the ideals and standards that are the policy of the school administration, the league, North Coast Section (NCS), and the California Interscholastic Federation (CIF).

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.

For more information on Academic Eligibility for Athletic Participation, see Chapter 2, section 2.8.

### **5.2 Informed Consent**

Parents and students need to be aware of the potential dangers of participation in interscholastic athletics since there is a risk of being injured in all sports. The risk of injury may be severe, including varieties of fractures, sprains, contusions, brain injuries, paralysis, or even death. Risk of injury may be somewhat reduced through parent insistence upon student-athletes following carefully all of the guidelines given by the coaching staff and school regarding training rules, safety procedures, proper use of equipment, legal and safe playing techniques, and any and all other safety procedures. As part of the Athletic Packet that all students must submit in order to participate, students and parents will acknowledge the risks inherent with athletic competition and will receive guidelines on concussions as well as follow up treatments and protocols if a student is diagnosed with a concussion.

### **5.3 Eligibility Rules**

Only students regularly enrolled in CIF member schools, grades 9-12, are permitted to participate in interscholastic competition. Students cannot participate nor practice on any team if they attain their nineteenth birthday prior to January 1st.

A student who first enters the ninth grade of any school following his/her completion of the eighth grade in any school may be eligible for athletic competition during a maximum period of time that is not to exceed eight semesters. This eligibility must be used during the first eight semesters of attendance at that school or any school. Enrollment and/or attendance for fifteen (15) days or more, or participation in one or more inter-school contests, shall count as one of the eight semesters.

A student who transfers from one school to another without a change of address on the part of the parents or legal guardians is ineligible for one (1) year. This rule also applies to students 18 years of age or older, though they are legally adults. It does not apply to students who have been promoted from elementary or junior high schools at the end of the preceding semester. CIF, NCS, and the league do, however, provide a means to appeal for waivers of ineligibility. Questions regarding this should be referred to the Athletic Director.

#### **5.4 Outside Competition**

According to CIF rules, no student may participate for an outside team and a school team in the same sport during the same season; i.e. USVBA volleyball and Cristo Rey De La Salle volleyball.

#### **5.5 Uniforms**

Uniforms are the property of Cristo Rey De la Salle High School. 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.

#### **5.6 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.

#### **5.7 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).

#### **5.8 Code of Conduct for Students, Parents, Spectators, and Cheering Sections**

We value creating a supportive community in which students, parents, spectators, and cheering sections are encouraged to support our teams in a positive, vocal manner that does not reflect negatively on the school or our Catholic affiliation. Fans who become verbally abusive to officials, coaches, players, or other fans may be asked to leave the event and may risk causing the team a penalty during the game. Parents and 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.

Code of Conduct includes but is not limited to the following expectations:

- 1) Students are to respect the campus of the other schools. Students guilty of vandalism, on any school campus, are liable for expulsion.
- 2) Students guilty of unauthorized visitations to other schools at any time are subject to suspension.
- 3) No pre-game or post-game rallies are permitted at another school's campus. Rallies may be held by the home-school only after the visiting team players and spectators have left the campus, public stadium, or auditorium.

- 4) Signs and/or posters, banners, etc., (other than regular school banners) must meet league guidelines and must be in accordance with Cristo Rey De La Salle philosophies.
- 5) Spectators are required to maintain a high degree of sportsmanship during athletic contests.
- 6) Spectators must, at all times, remain in the designated seating areas while a contest is in progress.
- 7) No spectator is allowed to confront an official, coach, school employee, or player before, during, or after an athletic contest.
- 8) A spectator suspected of throwing objects onto the playing surface of an athletic contest will be immediately ejected from the premises.
- 9) The actions of a spectator detrimental to the playing of a game may cause forfeiture of the contest.
- 10) There shall be no antagonistic or deprecating comments directed at the opposing school, individual players or referee's. Cristo Rey De La Salle/Athletic Director reserves the right to impose suspension(s) and the right to remove a student from a team when violated.
- 11) Cristo Rey De La Salle High School reserves the right to remove any person who is in violation of the above standards from any event and to refuse admission to future events

### **5.9 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.

### **5.10 Steroid Prohibition**

The California Interscholastic Federation mandates that, "as a condition of membership, all schools shall adopt policies prohibiting the use and abuse of androgenic/anabolic steroids. All member schools shall have all participating students and their parents/guardian agree that the athlete will not use steroids without the written prescription of a fully licensed physician (as recognized by the American Medical Association) to treat a medical condition." Cristo Rey De La Salle High School affirms and supports this mandate and encourages all families to discuss this important issue with their student-athletes.

## **CHAPTER 6 - ADMISSIONS**

### **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.

### **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)

## **CHAPTER 7 - STUDENT RECORDS**

### **7.1 FERPA**

In 1974, the 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:

- A. Other officials of the same school.
- B. Officials of another school in which the student seeks or intends to enroll.
- C. Certain federal, state and local authorities performing functions authorized by law.
- D. Individuals or organizations in connection with a student's application for receiving financial aid.
- E. Court or law enforcement officials, if the school is given a subpoena or court order

## **CHAPTER 8 - INCLUSIVE COMMUNITY**

### **8.1 Community Vision**

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.

## **8.2 Family Partnership**

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.

## **8.3 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.

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.

## 8.4 School Contacts

If you have a question, concern, or feedback about ...	You should contact ...	By ...
<ul style="list-style-type: none"> <li>● General inquiries</li> <li>● Student associate attendance</li> <li>● Parent communications</li> <li>● Student associate enrollment</li> <li>● Transcripts and registrar</li> <li>● Parent volunteering</li> <li>● Meal program or meal balances</li> </ul>	<p style="text-align: center;">Mr. Eduardo Valencia <i>Registrar and Executive Assistant to Academic Leadership Team</i></p>	<p style="text-align: center;"><a href="mailto:evalencia@crstoreydelasalle.org">evalencia@crstoreydelasalle.org</a></p>
<ul style="list-style-type: none"> <li>● Performance in academic classes</li> <li>● Student health, behavior, wellbeing</li> <li>● Parent SLP</li> </ul>	<p style="text-align: center;">Your student associate's mentor</p>	<p style="text-align: center;">Please see our email directory in the "Contact Us" section of the website.</p>
<ul style="list-style-type: none"> <li>● Course content</li> </ul>	<p style="text-align: center;">Your student associate's teacher</p>	<p style="text-align: center;">Please see our email directory in the "Contact Us" section of the website.</p>
<ul style="list-style-type: none"> <li>● Sports games and practices</li> <li>● Eligibility for sports teams</li> <li>● Physical Education</li> </ul>	<p style="text-align: center;">Miss Lauren Davenport Athletic Director</p>	<p style="text-align: center;"><a href="mailto:ldavenport@crstoreydelasalle.org">ldavenport@crstoreydelasalle.org</a></p>
<p style="text-align: center;">The College Application Process</p>	<p style="text-align: center;">Ms. Monique Jimenez</p>	
<p style="text-align: center;">The Corporate Work Study Program</p>	<p style="text-align: center;">Mr. John Coughlan <i>Corporate Work Study Program Director</i></p>	<p style="text-align: center;"><a href="mailto:jcoughlan@crstoreydelasalle.org">jcoughlan@crstoreydelasalle.org</a></p>
<ul style="list-style-type: none"> <li>● Overall student or parent experience</li> <li>● School culture and community</li> <li>● Academic model</li> <li>● Disciplinary situations</li> <li>● Faculty members</li> <li>● Fundraising and donations</li> </ul>	<p style="text-align: center;">Mr. Karl Peters <i>Director of School Culture</i></p> <p style="text-align: center;">Mr. Chris Trinidad <i>Assistant Principal</i></p> <p style="text-align: center;">Mrs. Ana Hernández <i>Principal</i></p>	<p style="text-align: center;"><a href="mailto:kpeters@crstoreydelasalle.org">kpeters@crstoreydelasalle.org</a></p> <p style="text-align: center;"><a href="mailto:ctrinidad@crstoreydelasalle.org">ctrinidad@crstoreydelasalle.org</a></p> <p style="text-align: center;"><a href="mailto:ahernandez@crstoreydelasalle.org">ahernandez@crstoreydelasalle.org</a></p>

## 8.5 Schoolwide Communication Process

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) and Teach to One (TTO) portal	<ul style="list-style-type: none"> <li>● Student courses and course materials</li> <li>● Student grades and progress</li> <li>● Student goals and tasks</li> <li>● Student reflection</li> </ul>	All parents/guardians will receive a login at the beginning of the year.
School Email Newsletter	<ul style="list-style-type: none"> <li>● School events and activities</li> <li>● Updates on student associate schedule and school experience</li> <li>● School, student associate, faculty, and parent/guardian news and celebrations</li> <li>● Student associate, faculty, and parent spotlights</li> <li>● Parent/guardian volunteering and donations</li> <li>● Parent/guardian resources</li> </ul>	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"> <li>● Our faculty</li> <li>● School calendar</li> <li>● Athletics and clubs</li> <li>● Parent/guardian volunteering and donations</li> <li>● Parent/guardian resources</li> </ul>	Accessible to the public.
Daily automated phone calls (and text messages), if applicable	Unexcused absences	All parent/guardian phone numbers are automatically subscribed.

### 8.6 Mentor Communication Process

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.

### **8.7 Updating 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 as soon as possible.

## **CHAPTER 9 - LASALLIAN STUDENT LIFE PROGRAM AND CASA SYSTEM**

### **9.1. Preamble**

### **9.2. Casa Structures**

A four house system to Harry Potter in which we will have student activities, inner-school competitions, charity drives, and more! Casas will evolve to have student associates from each grade level--not just frosh class, sophomore class, junior class, and senior class.

Each Casa will have four leaders:

- *Prime Minister*: Overall student leader of the Casa
- *Minister of Faith*: Assist in faith-based activities (liturgy, morning assembly prayer, and prayer assemblies)
- *Minister of Service*: Assist in service-based activities (local service projects, fundraisers, and drives)
- *Minister of Community*: Assist in community-based activities (rallies, dances, etc.)

### **9.3. Casa Elections (Student Government)**

All four leaders will make up the *Intra-Casa Council* and will speak collectively for the student body. Leaders will be decided by Casa votes.

### **9.4. Casa Parliamentary Procedures (TBD)**

### **9.5. Casa Activities (TBD)**

## **CHAPTER 10 - CORPORATE WORK STUDY PROGRAM**

### **10.1 Program Overview**

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.

### **10.2 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.
- 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.

### **10.3 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.

#### **10.4 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.

#### **10.5 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).

#### **10.6 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.

#### **10.7 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.

#### **10.8 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.

### 10.9 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.

## CHAPTER 11 - SCHEDULE

### Fall Semester

Monday-Thursday			Friday	
7:30am-8:25am	Breakfast		7:30am-8:00am	Breakfast
7:45am-8:25am	Drop in LL		8:00am-8:55am	Co-curriculars
8:30am-8:55am	Morning Gathering		9:00am-10:20am	Block 1
9:00am-10:20am	Block 1		10:25am-11:45am	Block 2
10:25am-11:45am	Block 2		11:45am-12:15pm	Lunch
11:45am-12:15pm	Lunch		12:20pm-1:40pm	Block 3
12:20pm-1:40pm	Block 3		1:40pm-2:00pm	Dismissal

1:45pm-3:20pm	Mentor/LL			
3:20pm-3:30pm	Dismissal			

## Spring Semester (Updated)

Monday-Thursday		Friday	
7:30-7:55	Drop in PLT/Breakfast	7:30-8:00	Breakfast
8:00-8:15	Morning Gathering	8:00-8:40	Block 1
8:20-10:20	Block 1	8:45-9:25	Block 2
10:25-12:25	Block 2	9:30-10:10	Block 3
12:25-1:00	Lunch	10:15-10:55	Block 4
1:05-3:05	Block 3	11:00-11:40	Block 5
3:10-4:00	Mentor/LL	11:45-12:25	Blok 6
4:00	Dismissal	12:55-1:40	Co-Curriculars
		1:40	Dismissal

## CHAPTER 12 - CALENDAR

**Cristo Rey De La Salle | Academic Calendar 2018 – 19**

**Cristo Rey De La Salle | Corporate Work Study Calendar 2018 – 19**