



CRISTO REY DE LA SALLE
EAST BAY HIGH SCHOOL



**Student and Family Handbook
Academic Year 2020 - 2021**

One La Salle Prayer

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

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

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

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

Amen.

Saint John Baptist De La Salle ...
Saint Elizabeth of Hungary ...
Saint Oscar Romero ...
Saint Kateri Tekakwitha ... **Pray for us.**
Live, Jesus, in our Hearts ... **Forever!**

Mission Statement

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

Vision Statement

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

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

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

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

Lasallian Educational Outcomes

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

... Develops Academic Excellence and Intellectual Agency:

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

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

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

... Leads with Integrity and Respect:

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

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

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

Accreditation

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

Canonical Ownership

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

Directory

BOARD OF TRUSTEES

Paul Bennett
Brother Jonathan Cord, FSC
Sister Rose Marie Hennessey, OP
Ian Johnson
David Mason
Frank Matarrese
Dan McCallin

Trish Neidermeyer
Matt Powell
William Rauch, Jr
Janet Ruggiero
Carole Swain
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President and CEO
Principal
Director of CWSP
Vice Principal
Director of Admissions
Director of Wholeness
Director of Finance
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Retreat Ministry Lead
Catholic Service Ministry Lead
Vocation Ministry Lead
Student Retention Lead
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Handbook Preamble

This handbook serves as a reference guide to the expectations and responsibilities you have as a Cristo Rey De La Salle (the "School" or "CRDLS") and Corporate Work Study Program ("CWSP") (collectively, "Cristo Rey De La Salle") student.

When we use the term "family" in this handbook, we intend this to include parents, caregivers, guardians, and other family members who have legal responsibility for the student.

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

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

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

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

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

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Introduction to the Five Core Principles of a Lasallian Education

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

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

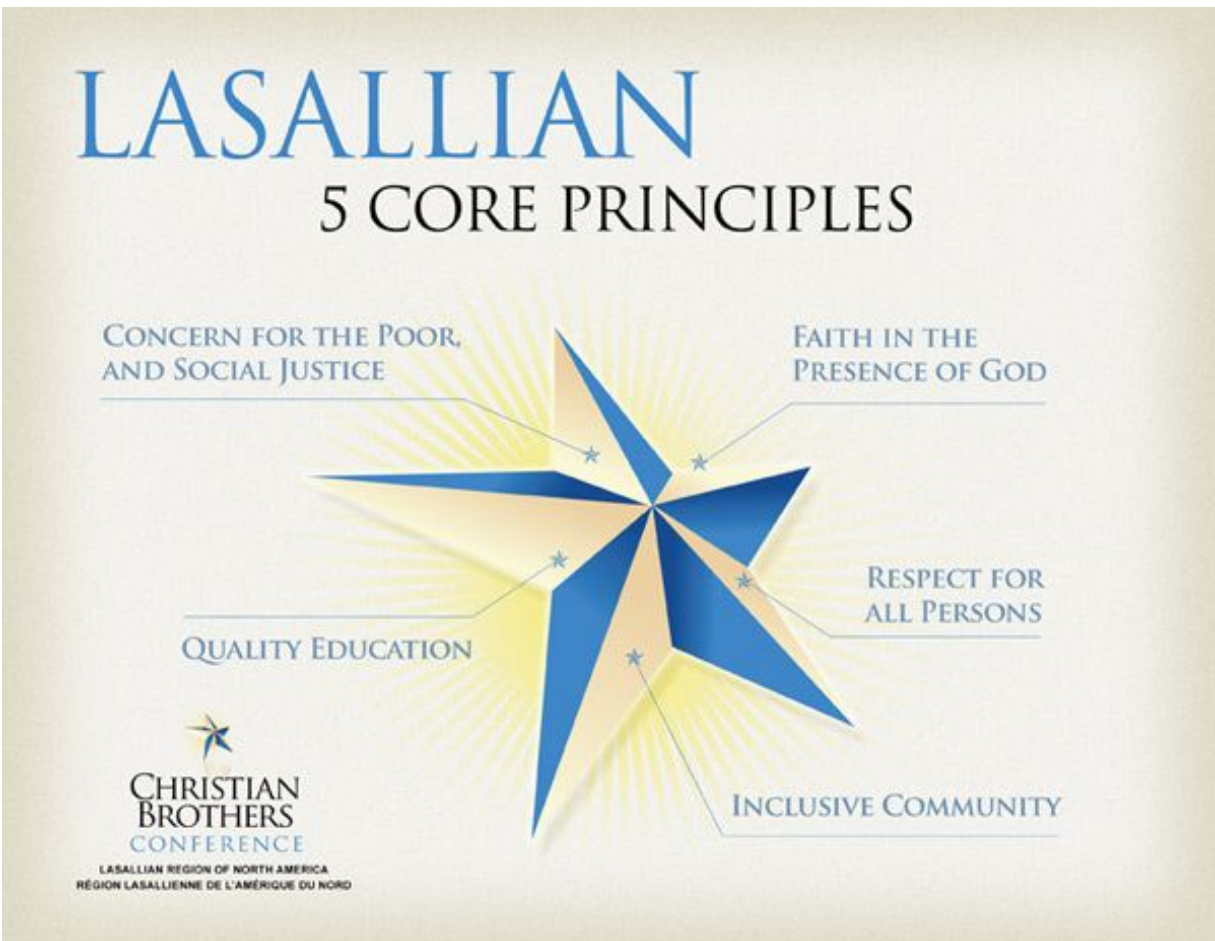
Faith in the Presence of God: We believe in the living presence of God in our students, our community, and in our world.

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

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

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

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



1.0 Faith in the Presence of God

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

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

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

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

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

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

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

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

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

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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.

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Cristo Rey De La Salle High School is a part of the 37-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 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 of the District of San Francisco New Orleans.

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

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

Opening at the beginning of any group prayer

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

Followed by a few moments of silent reflection.

Intercessory at the end of any group prayer

Leader: Saint John Baptist de La Salle ...
Saint Elizabeth of Hungary...
Saint Kateri Tekakwitha ...
Saint Oscar Romero ...

Group: ... pray for us!

Leader: Live, Jesus, in our hearts ...

Group: ... Forever!

%* 'GUVUa YbHU' @ZY'UbX' @UgU']Ub' Gd]f]h U']hm'

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

The sacraments allow us to see Christ's presence in all the key moments of life: birth, death, coming of age, community leadership, the most basic relationships of family, our daily struggle to love better, and, in the Eucharist, our daily life in communion with the God we worship. It is grace that draws us toward the sacraments, grace that leads one to ask for Baptism, grace that leads the sinner to repent and go to Confession, grace that makes us long for the Eucharist and Confirmation, divine, sanctifying, transforming grace that leads us to consecrate our lives in marriage or the priesthood. The sacraments show what grace does in us. And when we come to those perfect moments in the life of grace, when we act like graced people by truly participating in the sacraments, the sacramental life of grace is fulfilled and renewed in us, and so the sacraments drive us forward, as well.

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

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

In keeping with the key Lasallian belief that "**k Y' UfY' U'k Ung' UbX' Yj Yfnk \ YfY']b' H Y' \ c'mi dfYgYbW' cZ' ; cX,**" our work with our students and families is centered on calling those whom we serve to prayerful service. With this reality, our Campus Ministry Program seeks to respond to the spiritual needs of our students, families, administration, faculty and staff in a variety of ways.

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

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

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

During our students' Senior year, they will be invited to attend our Kairos Retreat program. Kairos is a Greek word meaning "The Lord's Time." It is built upon a peer-to-peer ministry model which helps the retreatants deepen their relationships with themselves, their families, their friends and, most importantly, Jesus Christ. Prayer and Sacraments are an essential part of the retreat, as well as the retreatants' involvement in discussions and group exercises. The retreatants may not leave the retreat with all of life's answers, but will hopefully leave with a greater awareness of whom they are and where they are going.

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

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The Chapel is open from 7.30 AM until 4.00 PM daily.

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

2.0 Quality Education

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

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

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

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

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

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

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

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

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

In addition to being a tool for students to direct their own learning, the SLP is the primary way we communicate a student's academic progress with their family. When a parent logs in to the SLP using their own account, they see the same information that students, mentors, and teachers see. Parents can view detailed information about their child's projects and content assessments as well as up-to-date information about their overall grades.

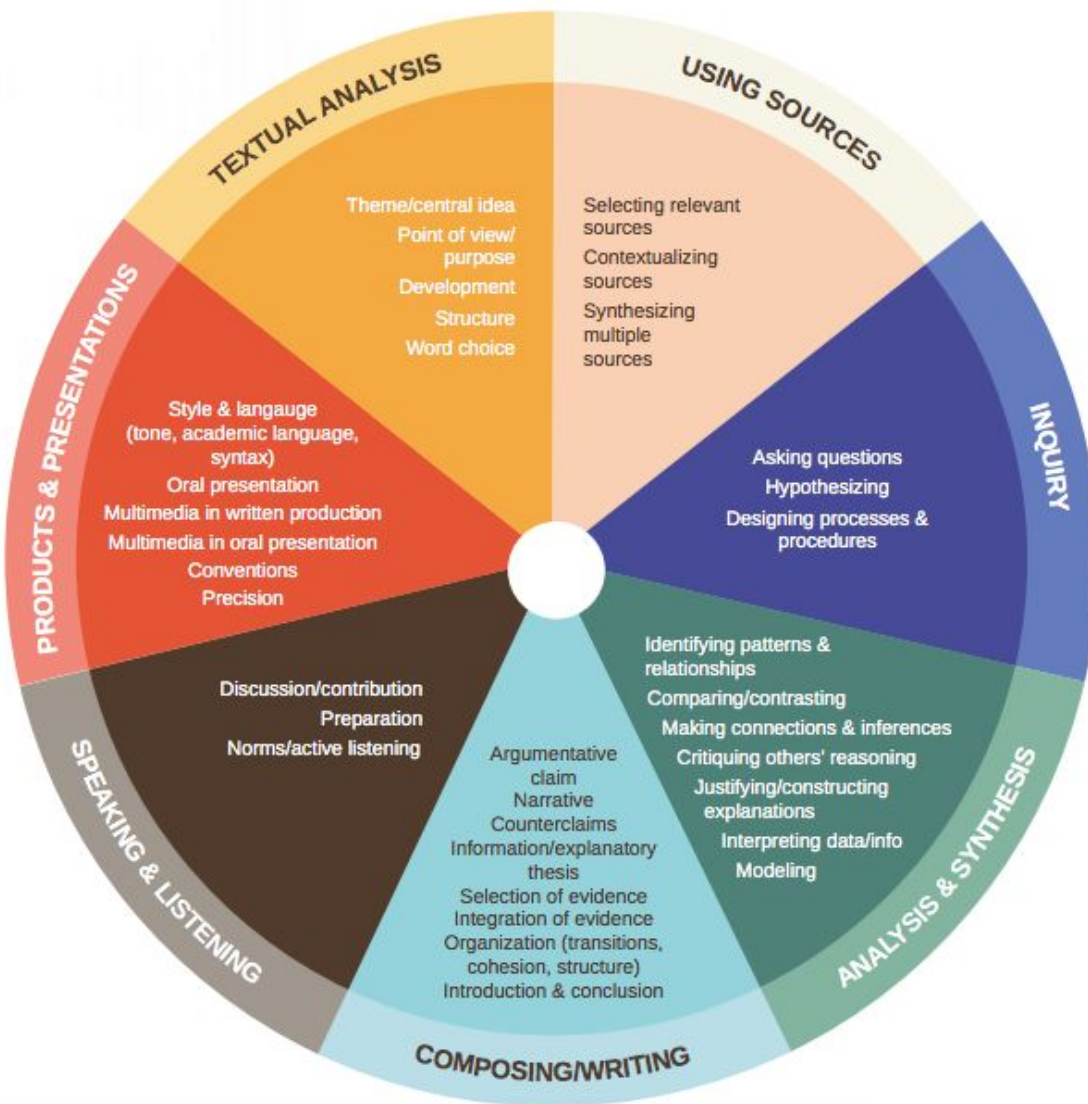
For more information about how parents can use the SLP to support their student's academic success, see the section titled "Family and School Academic Partnerships." For more information about grades, see the section titled "Grading Policy."

SUMmit LEARNING STUDENT OUTCOMES



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



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

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

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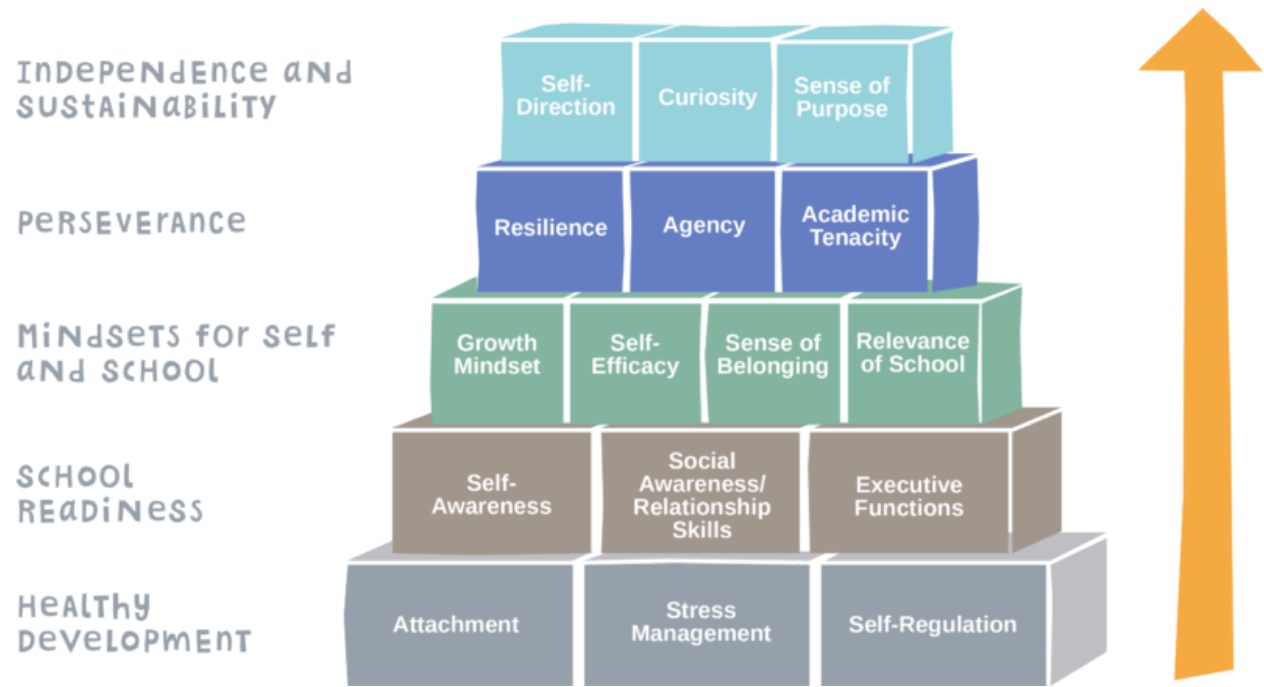
Content knowledge is the set of facts and information that is fundamental to understanding the world around us. students learn content in different ways and at different speeds. At our school students have access to a wide variety of resources to help them learn relevant content. Teachers curate these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

Content is assessed through online, on-demand, multiple-choice content assessments. When a student 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. students decide which content they study, whether to try again if they haven't passed it, and whether to attempt different content assessments.

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

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

Habits of Success describe the ways we relate to ourselves, others, and the world around us. Success in college and beyond requires that students develop self-direction (taking the initiative in navigating toward goals), curiosity (desire to engage and understand the world), and civic identity (belonging to and participation in a variety of communities). To do so, students must also develop foundational habits that enable them to draw on self-direction, curiosity, and civic identity in many contexts and with limited supports. These foundational habits include a developmental layering of habits that have all proven to have two things in common: (1) They are *important* for college, career readiness, and student associates' well-being; and (2) they are *possible to learn/build*, so that students (and adults) can get better at them with practice.

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

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

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

2.4 Instructional Modalities and Learning Spaces

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

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

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

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

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

2.5 Course Sequence and Graduation Requirements

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

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

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

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FRESHMEN	SOPHOMORE	JUNIOR	SENIOR
English I	English II	AP English Language and Composition	AP English Literature and Composition
Algebra I	Geometry	Algebra II	Pre-Calculus <i>or</i> AP Statistics, <i>or</i> AP Calculus AB, <i>or</i> AP Calculus BC
Ethnic Studies and Civics	World History and Geography	AP United States History	AP Government and Politics
Biology	Chemistry	Physics	AP Environmental Science, <i>or</i> Engineering, <i>or</i> Human Anatomy
Spanish I	Spanish II	Spanish III	AP Spanish Language
Health and Wellness	Visual and Performing Arts		
Catholic Studies I: The Lasallian Catholic Experience	Catholic Studies II: Hebrew and Christian Scriptures	Catholic Studies III: Church History, <i>and</i> Social Justice and Ethics	Catholic Studies IV: World Religions, <i>and</i> Christian Service and Vocation
Corporate Work Study I	Corporate Work Study II	Corporate Work Study III	Corporate Work Study IV

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COURSE AREA (A - G CATEGORY)	MINIMUM NUMBER OF YEARS REQUIRED and DESCRIPTION
History / Social Science (A)	THREE YEARS: One year of world history, cultures and historical geography and two semesters of United States History, and one semester of American Government or Civics.
English (B)	FOUR YEARS of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
Mathematics (C)	THREE YEARS of college preparatory mathematics including or integrating topic covered in Elementary Algebra, Advanced Algebra, and Two and Three-Dimensional Geometry. Also acceptable are courses that integrate the above and include Trigonometry or Statistics.
Laboratory Science (D)	TWO YEARS providing fundamental knowledge in two of the following disciplines: Biology, Chemistry, and Physics.
Languages Other Than English (E)	TWO YEARS of the same non-English language.
Visual and Performing Arts (F)	ONE YEAR chosen from dance, drama / theater, music, or visual art.
Electives (G)	ONE YEAR of an additional approved "A-G" course beyond the minimum required from that subject area, or of a course that combines any of the "A-F" subject areas in an interdisciplinary fashion.

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

2.6 Grading and Assessment Policies

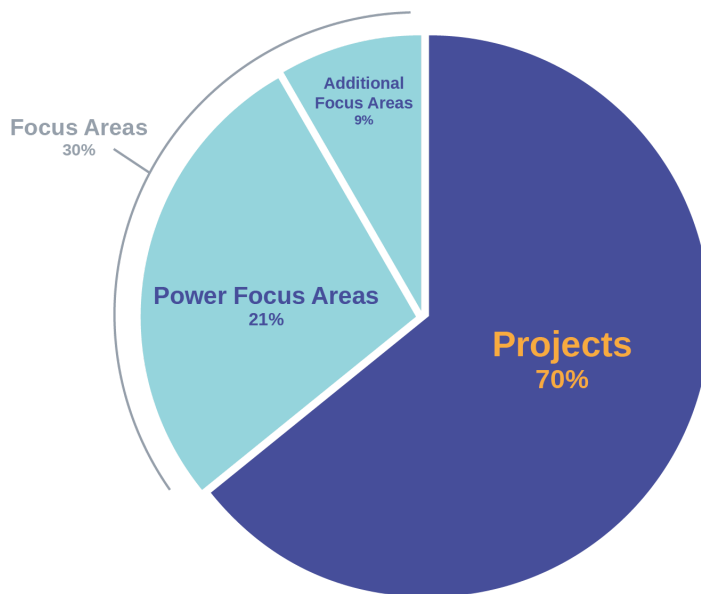
Grades are symbolic indicators that communicate and document a student's achievement of course outcomes. Grades indicate the academic competencies that students have developed and are determined primarily by the teacher's professional recommendation with assistance from our personalized learning platforms.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

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

Students receive two grades for each class.

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

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



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

Students also receive a Habits of Success grade for their Mentor class. Toward the end of each quarter, the mentor and mentee arrive at this grade in a relational and collaborative way where each discuss how the mentee practiced those Habits of Success during the quarter.

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

may be required to attend and successfully complete summer school. Colleges and universities do not accept an Academic Achievement grade of D or F.

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

2.7 Academic Integrity and Plagiarism

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

In keeping with our model of restorative justice, the school treats first violations of academic integrity as a learning event. In these situations, the student will receive an "I" for the assignment or activity in question. The student then has a conversation with the teacher who debriefs what occurred, next steps to rectify the action, and the teacher coaches the student on how to tell their parents. Owning up to the action is an important step in understanding the severity of the violation of academic integrity.

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

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

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

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

2.8 Student Records

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

The law requires that schools:

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

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

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

3.0 Respect for All Persons

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

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

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

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

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

3.1 Reflective Conversations and Restorative Service Time

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

3.2 Dress Code

Cristo Rey De La Salle students dress for success! The school and the Corporate Work Study Program expect that students demonstrate self-respect in their appearance which upholds their dignity as persons, and which is appropriate for a Lasallian Catholic educational community. A Dress Code allows students to display a sense of school unity while allowing for some individual variation while maintaining a professional look.

If a student is found out of conformity with the Dress Code, the following graduated discipline system is in place:

- The first time a student is found out-of-dress code, they will be required to change into the official school dress code, provided by the office. The student will complete a reflection form and will submit said form to the Dean of Students.
- The second time, parents or guardians will be contacted and will be required to bring appropriate school clothing for the student.

Those students may also be assigned Restorative Service Time. More serious consequences including a mandated uniform for the student may result if a student is habitually out of conformity with the Dress Code. Chronic and continual noncompliance may result in dismissal from the school.

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

- Grey dress slacks or trousers (no denim)
- White or Light Blue long sleeve or short sleeve button down or button up dress shirt
- Blue, Gold, Red, or White (school colours) ties

- Dress belt matching colour of shoes
- Solid black or brown dress shoes or all-black Vans

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

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

- Hoodies are not allowed, however the school fleece may be worn on colder days;
- Hats or other headgear may not be worn in classrooms and offices or during school functions;
- For reasons of safety, sunglasses may not be worn inside any school building;
- For reasons of safety, footwear must cover the toes so “flip-flops” are not permitted;
- For reasons of safety, earphones or headphones are not permitted in school hallways;
- A tightened belt is required at all times;
- Visible earphones or headphones are not permitted;
- Dress shirts must always be tucked in.

3.2.1 Free Dress

From time to time, the school administration may designate particular days in the calendar year as Free Dress days which are usually held to raise funds in support of our Twin School. As such, the following apply when Free Dress days are designated:

- For reasons of safety, sunglasses may not be worn inside any school building;
- For reasons of safety, footwear must cover the toes so “flip-flops” are not permitted;
- For reasons of safety, earphones or headphones are not permitted in school hallways;
- A tightened belt is required at all times;
- Visible earphones or headphones are not permitted;
- No torn jeans are permitted;

3.3 Phone Use At School and in the Workplace

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

From the hours of 8.00 AM until 4.35 PM, all mobile phones or smartphones must be turned off and stowed away in the backpack **before** the student enters the school building. The phone may **not** be stored in a student’s pocket.

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

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

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

The use of smartphone cameras and video is absolutely forbidden at any time on school campus, included, but not limited to private areas, such as locker rooms, bathrooms, dressing areas, classrooms, and offices unless otherwise authorized by the administration.

Phones should be off and unseen while in the workplace. If an emergency occurs at the workplace, students should notify their supervisors who, in turn, will notify the CWSP team. The CWSP team will

then contact the student's family. If there is a family emergency or a need to get a hold of their students, they should communicate with the CWSP team who will, in turn, reach out to the student via their workplace supervisors. Families should not be contacting students via their cell phones during the work day.

3.4 Respect for School Property and Facilities

Our school is a shared space for learning. As such, we are to be mindful of the ways in which we care for school property and facilities. Defacing or damaging school property or facilities is strictly prohibited. Students should report instances of defacement or damage to the school administration.

For reasons of cleanliness and safety, gum chewing is not allowed on campus.

3.5 Drugs and Alcohol

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

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

- "Reasonable suspicion" is defined as sufficient reasons or basis in fact to give rise to a reasonable belief that a student has drugs and/or alcohol in her/his blood system and/or on her/his person."
- "Showing evidence of" includes any behavior or conduct observed by an adult, which might be indicative of the use of alcohol and other drugs. This may be based upon specific observations concerning behavior, speech, body odors, or circumstances which indicate that a student at school or school event is not in a sober and reliable state, free from the influence of drugs and/or alcohol.
- "In possession" includes participation in the use of, being in the presence of drugs, or possession of drugs or drug paraphernalia, while going to and from school, on campus, or at any school activity.
- "Drugs" includes, but is not limited to, all that is commonly understood in the context of the problem, for example: narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana (including medicinal marijuana), tobacco, and federally controlled substances including prescription medications.

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

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

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

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

3.6 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, Vice Principal, or the Principal.

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

It is the student's responsibility to:

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

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

3.7 Theft

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

3.8 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 any time.

Causes for expulsion include, but are not limited to:

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

3.9 Responsible Social Media Use

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

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

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

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

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

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

Sexting includes but is not limited to the following:

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

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

3.10 Responsible Technology Use Policy

CRDLS offers Internet access, devices, and technology resources for educational purposes for student and staff use through the school's device network. This policy applies to all electronic communications or depictions whether they occur through the school's equipment or connectivity resources or through personal electronic devices. Changes or modifications to this policy may be made at the discretion of the CRDLS Administration and will be announced to the User.

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

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

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

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

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

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

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

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

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

Wireless headphones such as BEATS or earphones such as AirPods are only to be used by students in classrooms with teacher approval. For reasons of safety, no wireless headphones or earphones are to be used by students on campus outside the classroom. Students use and bring these devices onto campus at their own risk and the school assumes no responsibility for theft or loss.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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For your privacy and safety, installation of unauthorized computer programs and software, including files downloaded and accessed on the Internet without authorization and permission from CRDLS is strictly prohibited.

This policy includes Apps from Google webstore and from any 3rd party developer. Google Chrome is the only authorized browser for Cristo Rey De La Salle High School. All other Internet browsers such as X-Browser and all incognito type browsers are not allowed.

The use of VPN (Virtual Private Networking) and applications used for bypassing Cristo Rey De La Salle High School firewall are not allowed.

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Students who bring personal devices to school do so at their own risk, just like any other personal items. No personal electronic devices such as Mobile Phones, Smart Watches, Music Players, video game devices and personal laptops should be used during the school day. These devices will be confiscated and returned in accordance with the Confiscated Items Return Policy.

Students are permitted to use technology only for educational purposes and subject to the individual instructor's discretion. The use of technology at CRDLS is a privilege. CRDLS may request to search student devices when a student may have violated the school's acceptable use policy, or the CRDLS Honour Code. We are working together to provide a positive and safe learning environment by respecting others, our work, property, and ourselves. Violation of this policy is subject to disciplinary action.

3.11 Pregnancy + Paternity Policy

The school is committed to the belief that human life is sacred from conception to natural end, that sexuality becomes personal and truly human when it is integrated into the lifelong union of marriage, and that the dignity and respect for all persons is protected.

In light of this, the school administration responds to student pregnancy or paternity on a case-by-case basis in a spirit of Christ-like Lasallian Catholic compassion. Expectant students require acceptance, counsel, and love. As such, CRDLS will not suspend or expel any student on the grounds of pregnancy or paternity.

Any determination as to health matters concerning the restrictions on, or continuing participation in, curricular or extracurricular activities by a pregnant student shall be made by the student's doctor. Written notice of the doctor's determination shall be provided to the school Principal.

It is a Lasallian Catholic community's responsibility to give support and aid to those involved while not condoning or justifying their behavior. Counseling for the expectant parents is strongly encouraged.

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

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

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

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

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

4.0 Inclusive Community

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

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

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

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

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

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

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

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

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

If you have a question, concern, or feedback about ...	You should contact ...	By ...
General inquiries Student attendance Parent communications Student enrollment Transcripts	<i>Executive Assistant + School Registrar</i>	Please see our email directory in the "Contact Us" section of the website.
Performance in academic classes Student health, behavior, wellbeing	Your student's mentor	Please see our email directory in the "Contact Us" section of the website.

Course content Grades	Your student's subject area teacher	Please see our email directory in the "Contact Us" section of the website.
Sports games and practices Eligibility for sports teams Meal program or meal balances	Julio Orozco <i>Athletic Director + Operations Manager</i>	jorozco@crestoreydelasalle.org
Tuition collection	Jolanta Zakrzewski <i>Director of Finance</i>	jzakrzewski@crestoreydelasalle.org
The College Application Process	Dennise Villalpando <i>College Counselor</i>	dvillalpando@crestoreydelasalle.org
The Corporate Work Study Program	John Coughlan <i>Director of Corporate Work Study Program</i>	jcoughlan@crestoreydelasalle.org
Mustang Volunteer Program	Chris Trinidad <i>Vice Principal</i>	ctrinidad@crestoreydelasalle.org
Overall student or parent experience Community Life Academic model Faculty members	Chris Trinidad <i>Vice Principal</i> Ana Hernández <i>Principal</i>	ctrinidad@crestoreydelasalle.org ahernandez@crestoreydelasalle.org

Communication Channels

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

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

Daily automated phone calls (and text messages), if applicable	Unexcused absences	All family phone numbers are automatically subscribed.
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CRDLS students plan for success! In addition to our school bells, clocks are posted in prominent locations throughout our building. Therefore, students are responsible for being on time for school, for class, or for work. In order to be counted on time and present, students must be in their assigned seats.

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

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

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

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

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

If a student arrives late to class, they are marked "tardy" in the attendance record. A student must be in their assigned seat and ready for class before the bell rings to be considered "on time."

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

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We highly encourage all medical appointments be made during non-school and non-work hours to the extent possible. If appointments are made during the school day, the student must supply a note from a parent before departure which includes the reason and the time at which the student needs to be dismissed. Upon return, the school also requires the student to provide a doctor's note. Please, see also the Corporate Work Study Program section for more information regarding medical appointments during workdays.

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

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

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On regular school days, all students should be dropped off between 7.30AM and 7.55AM to arrive on time and in their first period class by 8.00AM. On mornings where students report to work, students should arrive between 7.15 AM and 7.40AM to meet with CWSP at 7.45AM. The regular school day ends at 4.35PM and all students should be picked up or otherwise depart from campus no later than 5.00PM. On regular schedule Fridays (non work days) the day will conclude at 12.40pm and all students should be picked up no later than 1.10pm. Please note that there is no supervision available for students after the 30 minute window proceeding daily dismissal.

A student working off campus might return to campus anytime between 4.30PM and 5.30PM. Please make sure you are in communication with your student and CWSP to know when your student will be arriving back to campus from work. If there are any significant delays, a member from CWSP will notify the student's family. Your student should be picked up or depart from campus within 30 minutes of their arrival back to campus on their work day.

Please be aware of traffic signs when parking near our school. All vehicles are prohibited from parking directly in front of our school during weekdays between 8.00AM and 4.30PM. During drop off and pick up, students and families should be mindful of traffic on 34th Avenue and pull over in a safe and designated spot to drop off or collect their student. Drivers should not make a U-turn at any point on 34th Avenue. For safety, all students crossing the street before and after school are required to use the nearest crosswalk.

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

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

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

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

4.2 Tuition and Fees

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All 2020 - 2021 students have already paid August's tuition by submitting the enrollment deposit in advance. Remaining balance of the tuition is divided into 9 monthly payments. The tuition will be billed on the first of the month and must be paid on or before the 15th of each month, unless those days fall on a weekend or holiday, in which case the due date would be the following business day. The first payment is due by September 15, 2020 and the final payment is due by May 15, 2021.

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We have three payment plan options:

- (1) One payment for the full tuition due on or before September 15th;
- (2) Two payments – 1st installment due on or before September 15, 2020 and 2nd installment due on or before January 15th, 2021;
- (3) Monthly payments due on or before the 15th of each month.

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- Due to COVID-19 CRDLS will not accept cash payments.
- Payments may be made with check or money order and **mailed** to:

Cristo Rey De La Salle High School
PO Box 7010
Oakland, CA
94601

Online invoices can be paid by credit card, debit, or ACH bank transfer.

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Returning students for the academic school year 2021-2020 must pay a \$25 registration fee on or before February 28, 2021.

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Tuition accounts are considered late if payment is not received by the 15th of the month. Families with delinquent accounts will receive a written notice sent home with the student that the account is past due. If there are exceptional circumstances that prohibit making a timely payment, a family member may request a modification to their tuition. Please, contact the Director of Finance to fill out the required form.

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

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

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

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

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

4.3 The Wholeness Center

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

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The Wholeness Center provides the following services:

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

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

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The Student Success Team (SST) is a meeting that brings students, families, and school staff together in support of a student who may have academic, social, behavioural, or emotional challenges. An SST is solutions-focused with the ultimate goal of identifying a support plan that is tailored for the specific needs of that student.

Coordinated and facilitated by the Director of Wholeness, the SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. It provides an opportunity for school staff, family members, community agencies, and other important people in a student's life to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities, and monitor results for a student/family.

Who is on the SST?

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

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

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

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

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

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

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

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

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

CARES

The CARES team is a group comprised of faculty and staff who come together on a regularly scheduled basis to collaborate in finding solutions to the challenges facing at-risk students and their families. The process is coordinated by the Director of Wholeness and is composed of administrators, teachers, CWSP staff, and support staff.

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

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

Through ...

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

Our team...

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

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

- Improve overall school climate: helps reduce systemic challenges in the school by addressing student, family, and faculty issues. By reducing these challenges at all levels, the school

becomes a safer, warmer, and more intellectually inviting place where students and faculty feel comfortable;

- Build hope and alleviate burnout among school professionals: provides dependable support for faculty, engendering a feeling of teamwork, empowerment, and effectiveness.
- Reduce the day-to-day frustrations all teachers encounter: increases sense of empowerment to handle difficult problems as well as promotes collegial cooperation.
- Encourages school professionals to achieve a greater understanding of how families function and of the social, emotional, and behavioral issues and challenges students face.
- Identify and utilize community resources to provide needed services to students;
- The CARES Team is a collaborative process. The collaborative process has many advantages:
- Ability to share more and better information;
- The realization that everyone has also had the same problems with the student or the realization that no one else has had the same problems with the student;
- The sense of empowerment and relief a teacher has knowing that a plan is in place to deal with a concern or problem;
- The sense of empowerment the team has knowing that a plan is in place to deal with a concern or problem;

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

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

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

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

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

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

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

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

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

4.4 Athletics and Co Curricular Activities

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

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

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

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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 not participate in practice with the team, and will be unable to participate in games until adequate progress is made.

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

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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.

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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).

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

4.5 Lasallian Student Life Program and Casa System

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

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

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

Casa Elizabeth (Red)

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

Casa La Salle (Blue)

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

Casa Romero (White)

Born in El Salvador on August 15, 1917, Saint Oscar Romero was Archbishop of El Salvador from 1977-1980, during the height of the country's bloody civil war. Originally considered a "safe" option. Archbishop Romero became a voice for the poor, marginalized, and oppressed after several murders of priests at the hands of the oppressive military force. He used radio sermons to give hope and strength to the people of El Salvador. Archbishop Romero's assassination on March 24, 1980 (thereby becoming a martyr for the faith) while celebrating the Eucharist during Mass sparked social change and civil unrest that led to the eventual start of the 12-year civil war. Archbishop Romero's life and martyrdom have transformed him into a hero of El Salvador and a worldwide example of liberation theology. Thus, he was canonized on October 14th, 2018.

Casa Kateri (Gold)

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

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

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

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

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

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

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

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

4.6 School Dances

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- Guest students must arrive between 7.00 pm - 7.45 pm to get checked in through the school's front doors on 34th avenue.
Guest students will not be admitted to the dance after 7.45 pm and parents or guardians will be notified by school staff. No refunds will be issued for latecomers.
- Student pick up from the dance can take place from 9.30 pm to no later than 10.15 pm.
- There are no entries and exits once checked in to the dance.

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- Guest students must present a photo ID (School ID or Driver's License) and a ticket.
No tickets will be sold at the door.
- Guest students must NOT be older than 18 years of age nor younger than a current 9th grade student in high school.
- Guest students who do not attend Saint Joseph Notre Dame High School, Bishop O'Dowd High School, Holy Names High School, or Immaculate Conception Academy MUST be invited by a Cristo Rey De La Salle student and must complete a guest pass.

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- All students are subject to search before entering the dance and at any time during the dance.
- Bags and purses will be searched.
- Drugs, alcohol, smoking, and vaping are strictly prohibited on school premises.
- The school reserves the right to *breathalyze* students at random.
- Dancing must be respectful of human dignity at all times. Sexually suggestive dancing is not permitted. Cristo Rey De La Salle chaperones and administration have final say on what is or is not acceptable.

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- The following rules apply:
 - No hats, hoods, or sunglasses;
 - No visible undergarments;
 - No flip-flops or bare feet;
 - No clothing displaying or promoting violence, alcohol, drugs, tobacco, racial discrimination, gang affiliation, sexually implicit or explicit messages;
 - No revealing clothing, including clothing with a plunging neckline and apparel that exposes the posterior or midriff.
 - Clothing must remain on during the dance.
- Cristo Rey De La Salle chaperones and administration reserve the right to determine if student attire is appropriate and in good taste.

- Students who are not dressed appropriately will not be admitted or they will be removed from the dance.

No refunds will be issued for those in violation of the dress code policy.

4.7 Admissions

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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.

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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;
- (2) Completed Confidential Recommendation Form or letters of recommendation from a current Math and English teacher, counselor and/or the student's Principal or Vice Principal;
- (3) Seventh and Eighth Grade report cards;
- (4) Student and parent personal interview;

4.8 Diversity, Equity, Inclusion, and Belonging

The diversity, equity, inclusion, and belonging team of Cristo Rey De La Salle understands our work as an enduring commitment towards wellness and wholeness of our entire community.

Students are the "why" of CRDLS and every one of them and our staff holds their own identity and experiences. Uplifting and educating our community on how to hold space for their own lived experiences and that of others, creates an environment where everyone can thrive.

This team reports directly to the Senior Management Team and will actively work on developing a strategic plan focused on faculty and staff professional development, and student and family programming and outreach.

5.0 Concern for the Economically Marginalized and for Social Justice

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

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

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

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

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

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

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

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

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

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

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

CRDLS's twin school is Saint La Salle School in Karameno, Kenya. Saint La Salle School in Karameno, Kenya, is owned by the De La Salle Christian Brothers in Kenya, and it welcomed its first class in

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

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

6.0 Corporate Work Study Program

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

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

Students perform a wide range of work to suit Corporate Partner staffing needs which may include administrative duties related to such areas as general research, Information Technology, Human Resources, Sales, Marketing, and other duties as assigned.

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

Students are:

- Attentive to the Dress Code;
- On time for transportation to and from work (at school and seated in the check-in room by 8.00am);
- Present on each assigned work day;
- Responsible for making up any missed work day(s); students not making up their work days in a timely manner will receive a surcharge of \$200 on their next tuition bill to cover the cost of their missing work. This will not be applicable if the student is directly or indirectly impacted by COVID-19.
- Responsible for abiding by Cristo Rey's code of conduct;
- Responsible for abiding by the specific rules and regulations of the Partner company or organization at which the student is assigned;
- Only permitted to use a phone for work-related purposes while on duty. Personal calls or text messaging are permitted only during designated work breaks and lunch;
- Only permitted to use the company internet browser for work-related purposes.

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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 prohibited. 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. All questions and concerns should be directed to the CWSP staff. Because CRDLS is the legal employer of the students, parents/guardians should not contact supervisors directly.
 - The Corporate Work Study Program does not allow parents, family members, or friends of students to contact any student associate while he or she is at work. 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. Parents, guardians, family members, or friends also may not contact any employee of the partnering company or organization.

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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.

If working remotely, student associates are required to attend all required Zoom check-ins and meetings with CWSP staff and/or Corporate Partners, or communicate their inability to attend in advance, in the case an unforeseen circumstance arises.

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.

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

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

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

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

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

Make up days will be waived for any student directly or indirectly impacted by COVID-19.

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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).

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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.

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

Students are required to complete their workday timecard before the completion of their workday.

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The Corporate Work Study Program provides transportation to and from the workplace for all students. Parents may not drop off or pick up students at work without the direct approval of CWSP staff. Students may not drive themselves to or from work.

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

Students are expected to abide by the CRDLS Code of Conduct and behave in a non-disruptive manner at all times while using 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.

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

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

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Students may be removed from their Corporate Work Study placement if CWSP staff determine that the student is not fulfilling the requirements of the job description and consistently receiving daily timecard ratings of "2-Needs improvement" and below. In the case of removal, students will undergo "retraining" to review and practice key workplace skills. Upon successful completion of retraining, as determined by CWSP staff, the student will be reassigned to a work placement upon availability.