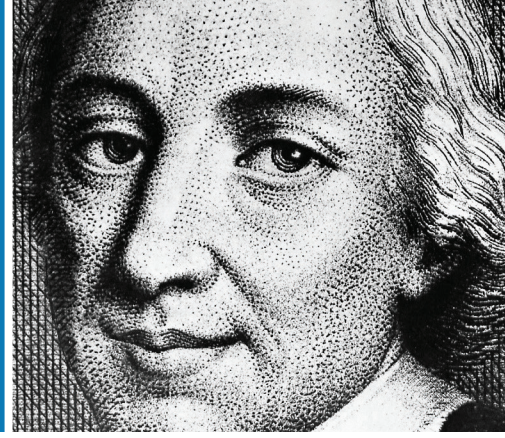


De La Salle TODAY

A MAGAZINE FOR THE LASALLIAN FAMILY IN THE
LASALLIAN REGION OF NORTH AMERICA

SPRING 2023



The Drive to Serve



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letter from the editor

Dear Readers,

What drives you to serve? What inspires you to get up each day and go to your ministry? Has the Lasallian mission become part of who you are? This issue of *De La Salle Today* explores “Lasallian DNA: What Drives Us to Serve,” the Lasallian theme for the 2022-2023 liturgical year.

We start by introducing the Leavening Project, a new initiative developed by the Superior General and General Council to encourage us to see new ways to serve young people on the peripheries.

Next, you’ll meet Johnny Kue, a lifelong Lasallian whose drive to serve started when he was a student at the San Miguel School of Providence. Thirty years later, he is now serving in the school where his journey began.

Then, we highlight boards of trustees. These typically behind-the-scenes leaders are responsible for ensuring the Lasallian mission in their ministries. Through a Q&A, you’ll find out why they serve, how formation helps them embrace the mission, what challenges Lasallian schools face and more.

Sustaining the mission from generation to generation involves invitation and accompaniment. To show how this is lived out, you’ll meet three educators who each started their Lasallian journey as students and can each point to one specific person who accompanied them along the way.

Finally, we mark the 80th anniversary of Lasallian Educational and Research Initiatives (LERI). Started as Saint Mary’s Press in 1943, see how the organization has grown while staying true to its Lasallian roots.

Open to the center of this magazine for the latest Lasallian Essentials. This time, we focus on *Identity Criteria for the Vitality of Lasallian Educational Ministries*, an Institute publication that defines characteristics of Lasallian education and offers assessments to ensure your ministry has a strong Lasallian identity.

As you read this issue, we invite you to consider the question: What drives you to serve?



Elizabeth Moors Jodice
Editor

De La Salle Today is published by Christian Brothers Conference for the Lasallian family in the Lasallian Region of North America (RELAN).

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(Cover) De La Salle Blackfeet School embodies the Leavening Project by going to the peripheries to serve young people. *Courtesy De La Salle Blackfeet School*



Institute Leadership to Visit RELAN

The Superior General and General Council Community will visit the Lasallian Region of North America (RELAN) in June 2023. Stemming from the One La Salle vision of the 46th General Chapter, the General Council committed itself to visit all five Regions this year. The purpose of the visits is to understand how the Districts and Regions operate organizationally, to learn the strengths and challenges related to living the mission, and to consider how the direction set forth by the General Chapter, AIMEL III and the Global Compact on Education can be applied in each Region and serve as an opportunity for renewal and greater collaboration.

Brother Superior General Armin Luistro, FSC, and the General Council Community (pictured below) will begin their visit with a retreat with the Regional Conference of Christian Brothers on June 9 at Mont La Salle in Napa, California, followed by meetings with District and Regional leadership June 10-14. They will meet with leaders of Lasallian colleges and universities on June 15 before concluding their visit by spending time at various ministries from June 17-19.

Prior to the RELAN visit, the Superior General and General Council completed their visits to the Pacific Asia Regional Conference (PARC) and the Lasallian Region of Europe and the Mediterranean (RELEM). They plan to make their visits to the Lasallian Region of Latin America (RELAL) in September 2023 and conclude with the Lasallian Region of Africa (RELAF) in November 2023.

From left, Brothers Sergio Leal, executive secretary for the General Council; Donald Johanson, director of financial stewardship; Carlos Gómez, Vicar General; Armin Luistro, Superior General; Ricky Laguda, General Councilor; Anatole Diretenadji, General Councilor; Joël Palud, General Councilor; Alfonso Novillo, Secretary General; Martin Digilio, General Councilor; and Chris Patiño, General Councilor. *Courtesy Communications and Technology Service, Generalate*



Midwest District Visitor Reappointed

Brother Superior General Armin Luistro, FSC, has announced the appointment of Brother Michael Fehrenbach, FSC, to a second four-year term as Visitor of the Midwest District, effective July 1, 2023. Brother Michael has held this role since 2019 and previously served as the District's Auxiliary Visitor from 1995-2001. He has been a Brother for more than 50 years, serving both the Church and the Brothers in a range of roles.



Brother Michael Fehrenbach, FSC, participates in a table discussion at the Midwest District's summit on mission-driven governance for school presidents and board leaders in March 2023.

Summer Programs to Begin in June

Regional summer formation programs will begin in June, bringing Lasallians together for varied experiences intended to give them a deeper understanding of the mission. The Buttimer Institute of Lasallian Studies will welcome an increased number of participants from around the world as international travel restrictions related to COVID-19 have loosened. Buttimer will be held June 25 – July 8 at Manhattan College in New York.

Participants in cohort IV of the Brother John Johnston Institute of Contemporary Lasallian Practice will come together as a Regional group for the first time July 10-14 at Lewis University in Romeoville, Illinois. Registration for cohort V will open in February 2024.

The Lasallian Social Justice Institute (LSJI) will introduce a new partnership with La Salle Educational Center in Homestead, Florida, to focus on the experience of the migrant farm worker, a topic that is prominent in today's world. The program will raise awareness of the reality of the migrant community in Homestead. Participants will have an opportunity to interact with the community, visit local agencies and gain perspective on the migrant experience. LSJI will take place July 17-21.

Learn more about these formation programs offered by Christian Brothers Conference and additional formation and education opportunities at www.Lasallian.info/programs.

The 2022 Lasallian Social Justice Institute partnered with De La Salle Blackfeet School in Browning, Montana, for the OKI-NI-SOO-KA-WA (Come and See) Blackfeet Immersion experience.



School Leaders Look to New Pathways

LASSCA provided multiple opportunities for secondary school leaders to engage with each other and discuss various topics that are important in their schools.



The 2023 Lasallian Association of Secondary School Chief Administrators (LASSCA) Conference provided an opportunity for leaders to connect more deeply with the mission, build community and return to their ministries rejuvenated. The gathering took place February 26 through March 1, 2023, in Orlando, Florida, with the theme “Navigating Our New Pathway.” A keynote address, panel discussion, forums, table discussions, breakout sessions, socials and more provided time for leaders to share their experiences and hear new ideas.

On opening night, the counseling department at Christian Brothers High School in Memphis, Tennessee, was honored with the Brother Michael Collins Award of Excellence. The 2023-2024 LASSCA officers were welcomed during the Tuesday morning business meeting. Dr. Melinda Lawlor Skrade, president of Sacred Heart Cathedral Preparatory in San Francisco, California, completed her term as LASSCA president, and will now serve as immediate past president. Matthew Keough, president of Christian Brothers Academy in Syracuse, New York, served as vice president for the past year and will now serve

From left, Dr. Melinda Lawlor Skrade, Matthew Keough and Mona Passman, LASSCA officers for 2023-2024



as president. Mona Passman, principal of Cretin-Derham Hall in St. Paul, Minnesota, was elected as vice president. Additionally, Jamie Brummer, principal of Christian Brothers High School in Memphis, was thanked for his year of service as immediate past president pro tem. The LASSCA Conference will return to Orlando February 25-28, 2024.

Re-envisioning Twinning in Eritrea

A change is underway in the twinning relationships between schools in RELAN and the mission in Eritrea in the Lwanga District of Africa. The change comes in response to a call to see the mission anew following the government's nationalization of St. Joseph School in Keren (2019) and Nativity School in Shinara Village (2021). With the nationalization, the Brothers no longer run schools but are committed to supporting young people outside the classroom. Effective April 2023, schools in RELAN that were twinned with St. Joseph and Nativity are now transitioning to be twinned with "Lasallian Youth in Eritrea." This change will encourage a connection between the RELAN schools and the Brothers' efforts to serve students outside of a school setting in Eritrea. It will help financially support the efforts to serve young people through informal study centers and formation activities, along with building relationships between students and educators in RELAN and Brothers and young people in Eritrea. Learn more about twinning at www.Lasallian.info/twinning.



Pilot Program Focuses on Environment

A pilot program focused on the environment is underway in a limited number of schools in RELAN. The Environmental Sustainability Education Initiative (ESEI) is a project of the Midwest District supported by the Region that calls on Lasallian ministries to acknowledge the urgent need to address environmental challenges. The goal is to develop a culture of sustainability and environmental stewardship by integrating social justice, economic and ecological values into institutional policies, programs and practices. ESEI provides a platform for connecting students, faculty and staff to learn about the environment and to make schools and communities more sustainable, knowing that sustainability, collaboration and solidarity go together. ESEI is a direct response to the United Nations' sustainability goals to promote social and economic sustainability based on environmental protection and quality education, the call in *Laudato Si'* to care for our common home, the commitment in the Global Compact on Education to safeguard our common home, and the 46th General Chapter's pathway on integral ecology conversion. The program will be made more widely available by the end of the year. Visit www.cbmidwest.org/esei to learn more.



Honored as AFSC

Lasallians recognized with Letters of Affiliation (AFSC) have been formally honored by the Institute of the Brothers of the Christian Schools for having served the Lasallian mission in an extraordinary way.

District of Eastern North America

Bishop Gerald M. Barbarito, AFSC, has served the Diocese of Palm Beach since 2003, advocating for expanded, accessible quality Catholic education. He has had Lasallian ties serving in Catholic education over the years, from Brooklyn, New York, to Palm Beach, Florida.

Rev. Frank Berna, AFSC, has served La Salle University for more than 25 years as director of graduate religion, campus minister, teacher and more. He has also provided sacramental nourishment to the Brothers communities in Philadelphia, as well as at many District functions.

James Casey, AFSC, was the leading voice in saving the historic stained-glass windows that are now on display in the Manhattan College Chapel. He also maintains a regular e-news that keeps more than 100 former Brothers from the 1950s and 1960s in touch with each other and with the Brothers.

Rev. John Andrew Connell, AFSC, has been available to the Brothers for years to celebrate Masses and funerals, and lead retreats from New Jersey to Rhode Island. Since 2013, Fr. John has been a chaplain at De La Salle Hall, offering countless hours of service to elder and infirmed Brothers.

Robert Conway, AFSC, was a resident of LaSalle School in Albany, New York, in his youth and has continued to grow in the Lasallian charism. For the past 40 years, he has been a member (and past chair) of both the school's board of trustees and the foundation board.

District of San Francisco New Orleans

Greg Kopra has served the Lasallian mission for more than 30 years, beginning in 1991 as a teacher at La Salle High School (now La Salle Catholic College Preparatory) in Milwaukie, Oregon, before joining the legacy San Francisco District's Office of Education as director of formation for mission. He then served the District of San Francisco New Orleans in a number of capacities before retiring in 2022. Kopra continues to serve the mission as an instructor at the Buttimer Institute of Lasallian Studies.

Lawrence Puck has dedicated more than 40 years to his alma mater, Saint Mary's College High School in Berkeley, California. After graduating in 1978, he joined the staff in 1980, serving in various roles before being appointed president in 2018, a position he holds today.

Janet Ruggiero joined the legacy District of San Francisco in 2009, where she served as director of board formation. In this role, she guided the District's full implementation of the Policy Governance model of organizational leadership. Upon her retirement in 2022, she continues to serve on a number of boards.

The affiliation ceremonies for Puck, Kopra and Ruggiero will be announced at a later date.

appointments

Tom Coughlan, Executive Director, Lasallian Christian Brothers Foundation, Napa, CA, effective January 9, 2023

Philip De Rita, Lasallian Programs Manager, Christian Brothers Conference, Washington, DC, effective January 18, 2023

Julian Elorduy, Interim Principal, Christian Brothers High School, Sacramento, CA, effective December 5, 2022

Brother Michael Fehrenbach, FSC, Visitor (reappointed), Midwest District, effective July 1, 2023

Patrick Felicetta, President, DeLaSalle High School, Minneapolis, MN, effective July 1, 2023

Brother James Joost, FSC, Interim Principal, St. Michael's High School, Santa Fe, NM, effective December 19, 2022

Sarah Laitinen, Director of Education and Formation, Christian Brothers Conference, Washington, DC, effective January 2, 2023

Arturo Lopez, Principal, Cathedral High School College Preparatory, Los Angeles, CA, effective 2023-2024 school year

David Perry, Ed.D., Principal, Christian Brothers High School, Sacramento, CA, effective July 1, 2023

Brother Michael Phipps, Spirituality Project Manager, Christian Brothers Conference, Washington, DC, effective January 1, 2023

Michael Sandoval, Interim President, St. Michael's High School, Santa Fe, NM, effective January 1, 2023

Brother George Van Grieken, FSC, Lasallian Resource Coordinator, Christian Brothers Conference, Washington, DC, effective January 1, 2023

Trevor Watkins, AFSC, Interim President, Saint Paul's School, Covington, LA, effective February 10, 2023

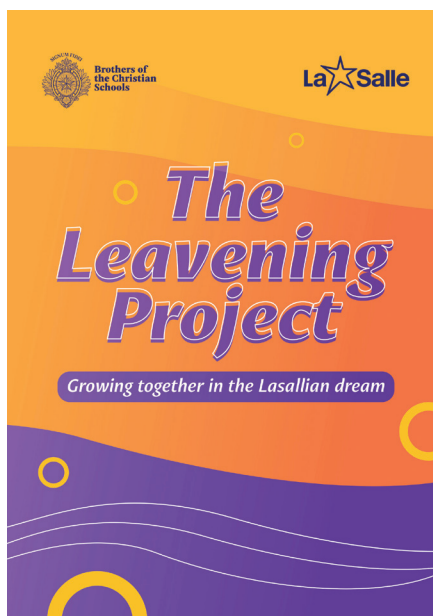
Joe Welling, Principal, Justin-Siena High School, Napa, CA, effective July 1, 2023

Introducing the Leavening Project

By Elizabeth Moors Jodice

■ “Where is your brother?
Where is your sister?”

This is the message emerging from the Leavening Project, the latest initiative of the Institute of the Brothers of the Christian Schools. Rather than being a strategic plan, the Leavening Project is an invitation to grow



together in the Lasallian dream. It encourages a mindset and a spiritual disposition to be the leaven from which new possibilities to serve young people on the peripheries grow.

“It is an invitation to see anew, renew, and, perhaps, discover something new,” explained Brother Chris Patiño, FSC, General Councilor. “One may ask, ‘when things are trying to survive,

how can we expect to do more?’ It is not more, it’s an invitation to see anew how the mission is being lived in a specific setting. The primary question for us in this project is, ‘Where is your brother? Where is your sister?’ The natural tendency is to focus on who and not where. This initiative invites us to shift our gaze to where we might encounter our sisters and brothers.”

As described in *The Leavening Project*, an explanatory document published by the Institute in November 2022, the question “Where is your brother?” is explained as God’s word to each of us. “It expresses God’s question and how we are responsible for the well-being of others. It is a call to care for those around us and those who are far away or on the peripheries. A question that, like the leaven, serves as the ferment to transform reality.” (p. 16)

The Superior General and General Council started to develop the idea of the Leavening Project during their first General Council meeting in the summer of 2022 in Bogotá, Colombia. The new leaders began to discuss how they could help the mission move forward during the next seven years.

They do not intend to have the Leavening Project replace plans of Regions, Districts, Delegations or Sectors. It is to be seen as the “guiding instrument” to bring

together the Pathways of Transformation from the 46th General Chapter, the lines of action from III AIMEL and the commitments of the Global Compact on Education “in a journey that will go from the local to the global, from the personal to the institutional, and from the diverse to the convergent” (p. 9).

Brother Chris summarized the initiative as moving toward the peripheries, becoming more and more One La Salle, and witnessing fraternity. The effort invites individual Lasallians and ministries to be the leaven and take action, instead of waiting for a plan to be given to them. Examples of this taking place in the Lasallian Region of North America (RELAN) include the District of San Francisco New Orleans creating a four-week reflection journey on the Leavening Project and the Midwest District frequently sharing reflections through the Visitor’s weekly newsletter.

“The leaven works in the mixture with the flour, it needs time, it needs care, it needs conditions; then it will need fire to become bread. Jesus uses the metaphor of yeast to refer to the Kingdom of God that is present, that transforms, that acts by itself, even if we cannot explain how. The leaven also shows us God’s pedagogy for reaching the hearts of his sons and daughters:

in service, from below, from within, and from close by.” (p. 13-14)

As explained in the Leavening Project document, this effort is intended to help transform our interior lives. “What we propose is a convergent movement that, from small things, can transform us all from within as we make room for the Holy Spirit of God, who is the true Leaven. ... In short, consider this Project as a way of being and walking together in the discovery and encounter with God, especially for those who are on the peripheries.” (p. 10)

“It’s an invitation to consider, as you live the mission and try to respond to needs, where are the margins?” explained Brother Chris. “This does not necessarily mean immersion experiences or mission trips but looking for the people in our own school communities who are the outliers. This could be teachers, staff or students who are academically challenged or feel outside social circles. We need to ask ourselves, ‘Who and what do I need to be looking for? How can it become an invitation to walk alongside them and truly place ourselves at the peripheries? Where do I place my emphasis?’”

The document offers a few examples of simple ways to embrace the spirit of the Leavening Project. It suggests approaching a homeless person and getting to know them by name, offering a simple gesture of kindness to a member of your community who may feel marginalized, or

“We want the Leavening Project to help us to walk and to go out with our own vulnerability, with our limits, with our own fragilities, with our own poverty.”

The Leavening Project, p. 15

opening a casual chat with someone in your ministry who may feel unheard. (p. 14)

One goal of the Superior General and General Council with this project is to share examples of how Lasallians are going to the peripheries. These efforts can be existing or new, inspired by this initiative. To begin, here are three examples of how ministries in RELAN are being the leaven.

Parish on the Blackfeet American Indian Reservation. They invited the Brothers to start a school as a way to develop their children’s dignity, talents and learning abilities while providing hope to the community.

Today, DLSBS serves middle school students by offering accessible Catholic education in a safe environment with extended school days, small class sizes, a community focus

De La Salle Blackfeet

De La Salle Blackfeet School (DLSBS) opened in Browning, Montana, in 2001, at the request of parents in the Little Flower

De La Salle Blackfeet School provides an extended day experience, 8:15 a.m. - 4:30 p.m., which includes enrichment, sports and cultural heritage classes. *Courtesy De La Salle Blackfeet School*



and an emphasis on restorative justice practices to help to model healing and resolution. DLSBS provides young people with an opportunity to escape the various forms of poverty that touch their lives, such as chronic unemployment, domestic violence, teen pregnancy and alcohol and drug addiction.

DLSBS is a San Miguel school, one of 10 in the United States that are not tuition driven, serve at-risk students and extend support beyond graduation. DLSBS is the only San Miguel school not in an urban area. It relies on individual donations to help fund school operations.

DLSBS also facilitates the OKI-NI-SOO-KA-WA (Come & See) Blackfeet Immersion program for young people and adults. The program provides participants with the opportunity to learn about the realities and culture in Blackfeet by engaging with community members. They also serve students, live in community and have a faith formation experience. The program serves more than 35 groups each year. Participants learn how historical events have impacted the current reality, and, in turn, share what they have learned to inspire others to respond to these issues.

The 2023 Lasallian Social Justice Institute, a Regional formation program, will take place at La Salle Educational Center in July focusing on the experience of the migrant farm worker. *Courtesy La Salle Educational Center*

La Salle Educational Center

La Salle Educational Center was established in 1991 in Homestead, Florida, by a small group of Cuban alumni who generously gifted both their time and financial resources. Initially, it was in response to a need for religious education within an impoverished migrant farm worker camp housing up to 300 families.

Through the years, the center has offered various programs, including an after-school homework/mentoring program for elementary and middle schoolers, an eight-week day camp in the summer and adult evening classes, such as English language learning, GED prep, computer literacy and vocational trades, depending on the needs and interests of the community at that time. The center also provides monthly food distributions and special giveaways during the holidays. Currently, the center continues to explore how to best serve the community given its new ethnic makeup and political situation in southern Florida.

With an emphasis on community and service, La Salle Educational Center welcomes volunteers in many capacities, including three long-term positions. Local students are offered service hours for helping in the after-school program or summer camp. The center also hosts agricultural migrant community mission immersion experiences for 15 students for a week or more.

San Miguel High School

San Miguel High School (SMHS) in Tucson, Arizona, opened in 2004 to empower young people from communities of limited resources through the integration of Christian values, rigorous academics and practical work experience. San Miguel helps students develop a genuine awareness and knowledge of themselves, their talents and their abilities.

SMHS is part of the nationwide Cristo Rey Network, which incorporates the Corporate Work Study (CWS) program into the





education and development of the students. CWS aims to remove the socioeconomic and cultural barriers that often hold underserved students back. Students take a full college-preparatory course load while simultaneously holding professional internships, which help students to earn a significant portion of their tuition. CWS provides an important link between academic and career goals.

In addition to gaining work experience, students have the opportunity for enrichment through the school's El Otro Lado program. This US/Mexico border immersion program provides students with the opportunity to learn about the many complexities of border issues and immigration. Visiting agencies and organizations that serve the margins of society, students explore response strategies while developing community. During their time at SMHS, students also receive extensive college counseling

to help develop a portfolio for applications to post-secondary institutions and compete for scholarships. Nearly three-quarters of SMHS students are the first generation in their family to attend college. By the time they graduate, students are ready to enter a higher education environment with confidence in their educational preparedness and a determination to succeed in their chosen field.

Be the Leaven

Do you have an example of how you, another Lasallian or your ministry is acting as the leaven or is planning a response to this call? We will highlight more examples in future issues of *De La Salle Today* and share the efforts with the Institute. Email communications@lasallian.info to share your examples. ■

Elizabeth Moors Jodice is director of communications for Christian Brothers Conference.

Brother Superior General Armin Luistro, FSC (second from right), visited San Miguel High School in January 2023, accompanied by Brother General Councilor Chris Patiño, FSC (right), and Brother Nick Gonzalez, FSC (left), SFNO Visitor. *Courtesy San Miguel High School*

Présentation du projet Levain

Par Elizabeth Moors Jodice

■ « Où est ton frère? Où est ta sœur? »

C'est le message qui se dégage du Projet Levain, la dernière initiative de l'Institut des Frères des Écoles Chrétiennes. Plutôt que d'être un plan stratégique, le Projet Levain est une invitation à grandir ensemble



dans le rêve lasallien. Il encourage un état d'esprit et une disposition spirituelle à être le levain à partir duquel de nouvelles possibilités de servir les jeunes à la périphérie grandissent.

« C'est une invitation à revoir, à renouveler et, peut-être, à découvrir des réalités sous un jour nouveau », a expliqué frère Chris Patiño, FSC, Conseiller général. « On peut se demander : « Lorsque nous sommes en mode survie, comment pouvons-nous nous attendre à en

faire plus? » Ce n'est pas d'en faire plus, c'est une invitation à regarder, à nouveau, comment la mission est vécue dans un cadre spécifique. La principale question pour nous dans ce projet est: « Où est ton frère? Où est ta sœur? » L'attitude naturelle serait de se concentrer sur le qui et non où. Cette initiative nous invite à déplacer notre regard vers l'endroit où nous pourrions rencontrer nos sœurs et nos frères. »

Comme décrit dans le Projet Levain, un document explicatif publié par l'Institut en novembre 2022, pose la question « Où est ton frère? » Et cette dernière est expliquée comme la parole de Dieu qui s'adresse à chacun de nous. « Il exprime la question de Dieu et comment nous sommes responsables du bien-être des autres. C'est un appel à prendre soin de ceux qui nous entourent et de ceux qui sont loin ou à la périphérie. Une question qui, comme le levain, sert de ferment pour transformer la réalité. » (p. 16)

Le Supérieur général et le Conseil général ont commencé à développer l'idée du Projet Levain lors de leur première réunion du Conseil général à l'été 2022 à Bogotá, en Colombie. Les nouveaux dirigeants ont commencé à discuter de la façon dont ils pourraient aider la mission à aller de l'avant au cours des sept prochaines années.

Ils n'ont pas l'intention de faire en sorte que le Projet Levain remplace les plans stratégiques des régions, des districts, des délégations ou des secteurs. Il doit être considéré

comme « l'instrument directeur » pour rassembler les voies de la transformation du 46e Chapitre Général, les lignes d'action de la III AIMEL et les engagements du Pacte mondial sur l'éducation « dans un parcours qui ira du local au mondial, du personnel à l'institutionnel, et du divers au convergent » (p. 9).

Frère Chris a résumé l'initiative en tant que mouvement vers les périphéries, devenant de plus en plus Un La Salle, et témoignant de la fraternité. L'effort invite les Lasalliens et les ministères individuels à être le levain dans la pâte et à agir, au lieu d'attendre qu'un plan leur soit donné. Parmi les exemples de ce qui se passe dans la Région Lasallienne de l'Amérique du Nord (RELAN), citons le district de San Francisco - Nouvelle-Orléans qui a récemment publié un parcours de réflexion de quatre semaines sur le Projet Levain. De plus, le district du Midwest partage fréquemment des réflexions via le bulletin hebdomadaire du Visiteur.

« Le levain travaille dans le mélange avec la farine, il a besoin de temps, il a besoin de soins, il a besoin de conditions ; ensuite il aura besoin de feu pour devenir du pain. Jésus utilise la métaphore du levain pour désigner le Royaume de Dieu qui est présent, qui transforme, qui agit par lui-même, même si nous ne pouvons pas expliquer comment. Le levain nous montre aussi la pédagogie de Dieu pour atteindre le cœur de ses fils et de ses filles : dans le service, par le bas, par l'intérieur, par la proximité. » (p. 13-14)

Comme expliqué dans le document du Projet Levain, cet effort vise à aider à transformer nos vies intérieures. « Ce que nous proposons est un mouvement concomitant qui, à partir du petit, peut nous transformer tous de l'intérieur en faisant place à l'Esprit-Saint de Dieu, qui est le vrai levain. (...) En bref, considérez ce projet comme une manière d'être et de marcher ensemble dans la découverte et la rencontre avec Dieu, en particulier chez ceux qui sont dans les périphéries. »

« C'est une invitation à vous poser la question : Où sont les marges ? en même temps que vous vivez la mission et que vous essayez de répondre aux besoins, » a expliqué Frère Chris. « Cela ne signifie pas nécessairement des expériences d'immersion ou des voyages missionnaires, mais la recherche des personnes dans nos propres communautés éducatives qui sont en marge du groupe. Il peut s'agir d'enseignants, d'éducateurs, de membres du personnel ou d'élèves qui ont des difficultés scolaires ou qui se sentent en dehors des cercles sociaux. Nous devons nous demander: « Qui et que dois-je rechercher? Serait-ce une invitation à marcher à leurs côtés et à vraiment nous placer à la périphérie? Où dois-je mettre l'accent? » »

Le document offre quelques exemples de façons simples d'embrasser l'esprit du Projet Levain. Il suggère d'approcher un sans-abri et d'apprendre à le connaître par son nom, d'offrir un simple geste de gentillesse à un membre de la communauté qui peut se sentir marginalisé, ou d'ouvrir une conversation informelle avec quelqu'un de votre ministère qui peut ne pas se sentir écouté. (p. 14)



L'un des objectifs du Supérieur général et du Conseil général avec ce projet est de partager des exemples de la façon dont les Lasalliens vont dans les périphéries. Ces efforts peuvent être existants ou nouveaux, inspirés par cette initiative. Pour commencer, voici trois exemples de la façon dont les ministères de la région lasallienne de l'Amérique du Nord sont le levain.

École De La Salle Blackfeet

De La Salle Blackfeet School (DLSBS) a ouvert ses portes à Browning, Montana, en 2001, à la demande des parents de la paroisse Little Flower sur la réserve autochtone Blackfeet American. Ils ont invité les Frères à créer une école afin de développer la dignité, les talents et les capacités d'apprentissage de leurs enfants tout en donnant de l'espoir à la communauté.

Aujourd'hui, le DLSBS est au service des élèves des écoles intermédiaires en offrant une éducation catholique accessible dans un environnement sûr avec des journées d'école prolongées, des classes de petite taille, une orientation

L'École De La Salle Blackfeet offre une expérience d'une journée prolongée, de 8 h 15 à 16 h 30, qui comprend des cours d'enrichissement, de sport et de patrimoine culturel. Avec l'aimable autorisation de l'École De La Salle Blackfeet

communautaire et un accent sur les pratiques de justice réparatrice pour aider à modéliser la guérison et la résolution de conflits. Le DLSBS offre aux jeunes la possibilité d'échapper aux diverses formes de pauvreté qui touchent leur vie, telles que le chômage chronique, la violence domestique, la grossesse chez les adolescentes et la dépendance à l'alcool et aux drogues.

DLSBS est une école San Miguel, l'une des 10 aux États-Unis qui ne sont pas axés sur les frais de scolarité, servent les étudiants à risque et étendent le soutien au-delà de l'obtention du diplôme. DLSBS est la seule école San Miguel qui ne se trouve pas en zone urbaine. Il compte sur des dons individuels pour aider à financer le fonctionnement de l'école.

DLSBS facilite également le programme d'immersion des Pieds-Noirs OKI-NI-SOO-KA-WA (Venez et Voyez) pour les jeunes et les adultes. Le programme offre

aux participants l'occasion d'en apprendre davantage sur les réalités et la culture des Pieds-Noirs en s'engageant avec les membres de la communauté. Ils sont également au service des élèves, ils vivent en communauté et ont une expérience de formation de la foi. Le programme dessert plus de 35 groupes chaque année. Les participants apprennent comment les événements historiques ont eu un impact sur la réalité actuelle et, à leur tour, partagent ce qu'ils ont appris pour en inspirer d'autres à répondre à ces problèmes.

La Salle Educational Center

Le Centre éducatif La Salle a été créé en 1991 à Homestead, en Floride, par un petit groupe d'anciens élèves cubains qui ont généreusement donné de leur temps et de leurs ressources financières. Au départ, c'était en réponse à un besoin d'éducation religieuse dans un camp de travailleurs agricoles migrants appauvris abritant jusqu'à 300 familles. Au fil des ans, le centre a offert divers programmes, y compris un programme de devoirs et de mentorat après l'école pour les élèves du primaire et du début du secondaire, un camp de jour de huit semaines en été et des cours du soir pour adultes, tels que l'apprentissage de la langue anglaise, la préparation du GED (l'équivalent du diplôme d'études secondaires), la littératie informatique et les métiers professionnels, en

Le Frère Conseiller Général Chris Patiño, FÉC, a passé du temps à donner des cours particuliers aux étudiants du Centre éducatif De La Salle lorsqu'il a visité l'œuvre avec le Frère Supérieur Général Armin Luistro, FÉC, en janvier 2023. Avec l'aimable autorisation du Centre éducatif La Salle

« Nous voulons que le Projet Levain nous aide à marcher et à sortir avec notre propre vulnérabilité, avec nos limites, avec nos fragilités, avec notre pauvreté. »

Projet Levain, p. 15

fonction des besoins et des intérêts de la communauté à ce moment-là. Le centre propose également des distributions mensuelles de nourriture et des cadeaux spéciaux pendant les vacances. Actuellement, le Centre continue d'explorer la meilleure façon de servir la communauté compte tenu de sa nouvelle composition ethnique et de sa situation politique dans le sud de la Floride.

En mettant l'accent sur la communauté et le service, le La Salle Educational Center accueille des bénévoles à de nombreux titres, dont trois postes permanents. Les

étudiants locaux se voient offrir des heures de service pour aider au programme parascolaire ou au camp d'été. Le Centre accueille également des expériences d'immersion de mission de la communauté des migrants agricoles pour 15 étudiants pendant une semaine ou plus.

San Miguel High School

San Miguel High School (SMHS) à Tucson, en Arizona, a ouvert ses portes en 2004 pour donner du pouvoir d'agir aux jeunes des communautés aux ressources limitées grâce à l'intégration des valeurs chrétiennes,



des universitaires rigoureux et une expérience de travail pratique. San Miguel aide les élèves à développer une véritable conscience et connaissance d'eux-mêmes, de leurs talents et de leurs capacités.

Le SMHS fait partie du réseau national Cristo Rey, qui intègre le programme d'études sur le travail d'entreprise (Corporate Work Study - CWS) dans l'éducation et le développement des étudiants. Le CWS vise à éliminer les obstacles socioéconomiques et culturels qui rebutent souvent les étudiants vulnérables à aller de l'avant. Les étudiants prennent une charge de cours préparatoire complète au collège tout en organisant simultanément des stages professionnels, ce qui aide les jeunes à gagner une partie importante de leurs frais de scolarité. Le CWS constitue un lien important entre les objectifs scolaires et les objectifs de carrière.

En plus d'acquérir une expérience de travail, les étudiants ont la possibilité de s'enrichir grâce au programme El Otro Lado de l'école. Ce programme d'immersion à la frontière entre les États-Unis et le Mexique offre aux étudiants l'occasion d'en apprendre davantage sur les nombreuses complexités des questions frontalières et de l'immigration. En visitant les agences et les organismes qui desservent les personnes en marge de la société, les élèves explorent des stratégies d'intervention tout en développant la communauté. Pendant leur séjour à la SMHS, les étudiants reçoivent également de nombreux conseils en orientation scolaire pour les aider à élaborer un portfolio pour les demandes d'admission aux établissements postsecondaires et à concourir pour



des bourses d'études. Près des trois quarts des étudiants SMHS sont la première génération de leur famille à aller à l'université. Au moment où ils obtiennent leur diplôme, les étudiants sont prêts à entrer dans un environnement d'enseignement supérieur avec confiance grâce à un solide sens de l'organisation et une détermination à réussir dans le domaine de leur choix.

Sois le Levain!

Avez-vous un exemple de la façon dont vous, un autre Lasallien ou votre ministère agissez en tant que levain ou planifiez une réponse à cet appel? Nous mettrons en évidence d'autres exemples dans les prochains numéros de De La Salle Today et partagerons les efforts avec l'Institut. Envoyez un courriel à communications@lasallian.info pour partager vos exemples. ■

Elizabeth Moors Jodice est directrice des communications pour la Conférence des Frères des Écoles Chrétiennes.

L'École secondaire San Miguel offre le programme d'études-travail en entreprise, qui donne aux étudiants une expérience de travail professionnelle et les aide à gagner une partie importante de leurs frais de scolarité. Avec l'aimable autorisation de l'École secondaire San Miguel



Tradition and Transformation: Aspiring to Our Legacy of Educational Excellence

Celebrate the 50th Anniversary of Huether!
November 16 - 18, 2023 | Q Center | St. Charles, IL

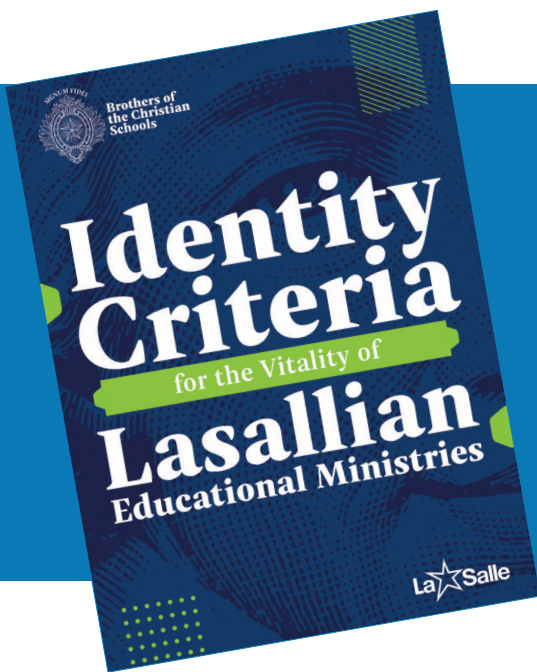
The gathering will celebrate the first 50 years of the Huether Lasallian Conference and will encourage us to boldly look to the future of Lasallian education in our Region. We hope you'll join us to be a part of this historic celebration!

More to come at www.Lasallian.info/Huether.

Exploring Lasallian documents.

Uncovering Lasallian research.

Sparking engagement to build a deeper understanding of mission and community.



Lasallian Essentials, a recurring feature in *De La Salle Today*, focuses on bringing Lasallian documents to life. This issue highlights *Identity Criteria for the Vitality of Lasallian Educational Ministries*, a publication of the Institute of the Brothers of the Christian Schools that focuses on ensuring the vitality of the shared commitment of Lasallians. Published in November 2020, the document highlights pedagogical principles to distinguish the characteristics of Lasallian education.

Visit www.Lasallian.info/LasallianEssentials to get a printable version of this section. You will also find the Lasallian Essentials on the *Declaration* and *The Pilgrim's Handbook*, both mentioned in this issue's feature.

Identity Criteria for the Vitality of Lasallian Educational Ministries

By Brother Néstor Anaya, FSC



Inspired by the example of Saint John Baptist de La Salle, committed Brothers and Lasallian Partners serve in ministries throughout the world responding to the needs of today and uniting as One La Salle. Lasallian ministries have certain characteristics that distinguish them from other educational institutions. These characteristics have been the subject of several documents published recently by the Institute of the Brothers of the Christian Schools to support the Lasallian identity.

The 45th General Chapter (2014), in its proposition 13, called for the creation of “a series of criteria that help to strengthen the degree of belonging of an educational work in the Lasallian network” that would ensure the vitality of the shared commitment of Lasallians.¹ In response to this proposition, the International Council for Association and the Lasallian Educational Mission (CIAMEL) published *Identity Criteria for the Vitality of Lasallian Educational Ministries* in 2020.

The Identity Criteria are pedagogical principles that make it possible to distinguish the characteristics of Lasallian education, as well as offer guidance on how to live them out. They aim to guarantee fidelity to the founding charism and ensure the vitality of the

shared commitment of Lasallians so that “the school runs well.”² This can be done by responding effectively to the needs of children and young people through committed educators, an efficient school organization based on Gospel values and sound holistic formation.

The criteria draw upon guidelines given by the 45th General Chapter and the experience of several Districts that use similar criteria, along with published works by Brothers who have studied characteristics of the Lasallian pedagogical style.

Other propositions and initiatives complement the effort to create criteria. This is why *Identity Criteria for the Vitality of Lasallian Educational Ministries* should be understood as part of a unified set of documents formed with the *Declaration on the Lasallian Educational Mission*, along with guidelines for formation in *Lasallian Formation for Mission: The Pilgrim’s Handbook* and guidelines on association in *A Conversation for the Lasallian Family: Deepening our Identity*. Together, these documents and guidelines seek to foster the mission, starting with committed educators associated in educational communities.

Brother Néstor Anaya, FSC, is Secretary for the Lasallian Educational Mission. He served on the editorial team for the creation of *Identity Criteria for the Vitality of Lasallian Educational Ministries*. Brother Néstor represents the Institute as one of the vice presidents of BICE (the International Catholic Child Bureau) and, under Pope Francis, is working with and promoting the Global Education Compact with the Vatican Dicastery on Education.

Objectives

The Identity Criteria have two objectives:

1. to recognize the development of Lasallian identity and its vitality in educational centers, and
2. to favor continuous plans for improvement in educational ministries regarding Lasallian identity and its vitality.

Criteria and Categories

The Identity Criteria are organized by categories that respond to the purposes and ways of carrying out education. Although the material offers a form of application and criteria, each

educational ministry, Sector, District or Region can adapt the criteria, expressions and methodology to local circumstances.

Identity Criteria for the Vitality of Lasallian Educational Ministries contains a framework in which reference is made to the origins of the Institute; to the current network of Lasallian educational ministries; to the essential values of faith, community and service; to the vision of the committed educator; and to pedagogy. It includes 27 criteria organized into six categories: response to needs; the educational community; accompaniment; historical, foundational support; a culture of quality; and strategic management.³

Possible Uses

Each category brings together a number of themes that, when viewed in depth, may inspire opportunities to share the results of the ministry's assessment on their Lasallian identity by using the themes and results to:

1. provide reflections,
2. create a set of seminars, or
3. infuse as topics for a Lasallian formation program.

In this way, these themes, accompanied by relevant activities and dynamics, may become very significant Lasallian educational and formation experiences.

Lasallian Assessment

In addition to defining the Identity Criteria, the document offers two models to assess the Lasallian identity and its vitality in ministries with the goal of promoting the development of the Lasallian identity in ministries. One model is an in-person assessment, while the other is a virtual assessment.

The in-person assessment includes one part to be completed privately and one to be done in a group. First, individuals consider how well the criteria are being lived out in their ministry and rate each one at the level at which it is being fulfilled (on a scale from 1-4). The results are shared and discussed in a group setting, including which criteria should be improved and how.

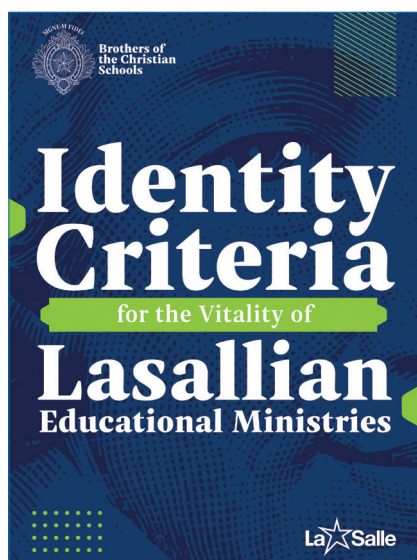
The assessment ends by forming a committee tasked with developing an improvement plan. The virtual assessment takes participants through the same process of evaluating the criteria through an online evaluation instrument provided by the Secretariat for Association and Mission. The online assessment can be completed at the ministry or at home.

Ministries in all five Regions of the Institute have used these assessments, whether the ministries are in urban, semi-urban or rural environments, in primary, secondary and tertiary educational centers, in educational communities where there are Brothers and in others where there are no longer Brothers, and in small and large

schools, so it is hoped that the document will be of great help.

The experience has been very positive using both models, highlighting some of the benefits as:

1. the possibility of strengthening a culture of continuously improving Lasallian identity and vitality,
2. the vigilance of each ministry to care for the Lasallian heritage,
3. flexibility to adapt expressions of the mission,
4. the opportunity to incorporate elements (criteria) that are not currently present in the ministry, and
5. the simplicity and ease of using the material.



More Ways to Use the Identity Criteria in Ministries

1. Offer the criteria as an introduction to the Lasallian mission for new staff members who join an educational community.
2. Design a professional development course in Lasallian pedagogy using the criteria as a thematic reference.
3. Write essays that deepen the themes.
4. Provide short reflections to students or as topics for study, including prayer and vocational discernment.
5. Be a reference in the implementation of strategic plans and Lasallian pedagogy.

For Reflection and Discussion

1. In your work as an educator, which Identity Criteria do you live? How could you develop them individually or as a group?
2. In your educational community, have you reviewed how your Lasallian identity is lived and to what extent it is being developed? If so, what were the results, and what has been done subsequently?
3. Based on your experience, what would be the essential Lasallian Identity Criteria to be lived in an educational ministry?

“The COVID-19 pandemic, financial crisis and other situations urge us to reiterate our faith in the transforming power of education, favoring new strategies to evangelize and to promote solidarity, peace and justice, just like the efforts of great Lasallians who preceded us, starting from the deep roots we have inherited.”

Brother Néstor Anaya, FSC

Endnotes

1. Brothers of the Christian Schools. *Documents of the 45th General Chapter*. Rome, Italy: November 2014, p. 22.
2. Brothers of the Christian Schools. *Identity Criteria for the Vitality of Lasallian Educational Ministries*. Rome, Italy: 2020, p. 11.
3. The work carried out by Brother Léon Lauraire, FSC, helps to deepen the understanding of these topics, mainly: “The Conduct of Schools: Pedagogical approach.” *Cahiers lasalliens* 62. Rome, Italy: 2006; “Conduct of Schools. An overall plan of human and Christian education.” *MEL Bulletin* 12. Rome, Italy: 2004; and “The challenge of Fraternity. A Reflection and Personal Testimony.” *MEL Bulletins* 56. Rome, Italy: 2021.

A Drive to Serve: Johnny Kue's Lasallian Journey Comes Full Circle

By Ryan Wall

■ "I instantly knew there was something different about this guy."

That's how John Wolf, executive director of the San Miguel School of Providence, described his first interaction with Johnny Kue.

And he's not alone. During his time at San Miguel, Kue has made quite an impression. Currently serving the school community as graduate support director and admissions coordinator, he has impacted the lives of many students who attend the small, mission-based Lasallian school serving boys in fifth through eighth grades from underserved populations in the Providence, Rhode Island, area.

Kue's work at San Miguel represents a homecoming – he

was among the first group of students to attend the school when it opened in 1993 – and is a continuation of his lifelong service carrying out the Lasallian mission.

Formative Beginnings

On Kue's first day as a student at San Miguel, he didn't have to walk far. In those early days of the school, it was housed in a small church directly across the street from his father's job.

"I had no idea I would be attending the San Miguel School on my first day. When I walked in, I was a little surprised because it didn't look like a school," he recalled. "I saw a couple of students. There weren't many of

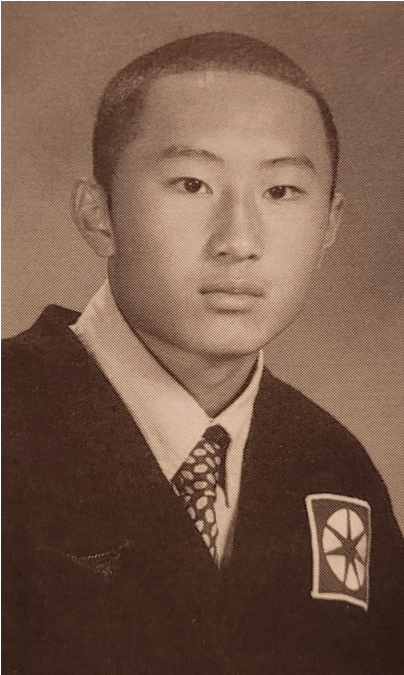
us. I was very confused. I remember asking my father, 'Dad, is this even a school?'"

His skepticism soon gave way as he immersed himself in the small but close-knit community.

"The boys in that first fifth grade class, including Johnny, developed a very strong sense of brotherhood. Even in those first couple years, the kids started referring to each other as brothers, and they were always there for each other," reflected Brother Lawrence Goyette, FSC, who founded San Miguel School, the first in what would become a network of schools.

Johnny Kue's Lasallian journey took him back to where it began in 1993, the San Miguel School of Providence. Courtesy San Miguel School





Kue was a member of the first class at San Miguel. Courtesy San Miguel School

Kue got involved in a variety of extracurricular activities, played sports and helped his family while staying on top of his studies.

“Johnny was in the top of the class academically and had no trouble getting into high school and college. He would have done well no matter where he went. But the typical student at San Miguel faces considerable adversity in their neighborhood or their family, and he was no different,” Brother Lawrence continued.

Growing up in a large Hmong family, money was always tight. His parents risked death to escape to the United States, and, after getting asylum, they continued to work hard to support their seven children. His father earned his GED and became an immigrant case worker, while his mother worked various jobs.

After Kue graduated from San Miguel, he went on to attend the former La Salle Military Academy on Long Island, where he was part of the institution’s final graduating class. He then went on to Stonehill College, where he studied criminology, with an interest in helping youth stay out of trouble.

“I always knew I wanted to work with a younger population, but I wanted to be proactive to their needs rather than reactive,” he said.

All Roads Lead to La Salle

After he earned his degree, Kue applied for a job at Ocean Tides School, a school in Rhode Island for young men who require residential placement and supervision. When Kue showed up for the interview, he was surprised to learn it was also a Lasallian ministry.

“I look back and laugh because I was so overdressed for that first interview, but I needed a job and I felt I could be a good fit,” he said.

For more than 15 years, Kue worked at Ocean Tides, where he found an instant community of mentors, colleagues and friends who shared his desire to serve. He worked closely with students who had unique challenges – from growing up in a gang to overcoming mental health issues to experiencing adverse trauma. But he admired their grit and made it his mission to get to know – and truly see – the students.

“I related to them differently. When I drove them home, I didn’t need directions. I grew up blocks away from some of them. And because I was also a little younger at the time, I understood what they were going through,” Kue reflected.

That empathy, fairness and level-headedness instantly earned him the trust and respect of his students and colleagues alike. Eugene S. Smith, residential care counselor at Ocean Tides, put it succinctly: “He’s just a special person. If we had 500 more Johnny Kues in the world, we’d all be better off.”

They worked an overnight shift together for nearly a decade and spent many nights having introspective conversations.

“When my mother passed away, Johnny was one of the first people to come and listen to me. He cared. He was always there for me, for us. He was always committed. And he always, always wanted what was best for the kids,” Smith shared.

“He was a Godsend”

Kue didn’t plan on leaving Ocean Tides, but when a position opened at San Miguel, he reflected on what made him choose his field in the first place, a desire to help prevent students from going down the wrong path.

“San Miguel was so instrumental to me and my trajectory, and I thought I could do that for someone else,” he said.

He reached out to Brother Lawrence, who immediately

From left, Kaiden, Kue's son and current San Miguel eighth grader, with Kue, Brother Lawrence Goyette, FSC, John Wolf and Kim Martel, Lasallian animator and assistant director of development, at graduation in 2022. Kaiden served as an usher. *Courtesy San Miguel School*



offered his support for the move: "I don't know if it was part of his plan, but he was a Godsend."

By this point, a network of San Miguel schools had sprung up around the country, rooted in the belief that tight community and accessible opportunity could change the life trajectory of each student. Kue would soon rejoin that community, and he would return home.

His journey speaks to the Lasallian theme for 2022-2023, "Lasallian DNA: What Drives Us to Serve." It's a reminder that our desire to serve others is ingrained in each one of us, and we find opportunities – whether we intend to or not – to give back to our communities in multiple ways.

"Being a Lasallian doesn't mean you have to work in Lasallian ministry to have those same values, virtues and qualities," Kue said. "It means caring about others and being a voice for the voiceless. It's about always trying to help others however you can."

Now that he's been back at San Miguel for a few years, he continues to make an impact on the community that shaped him nearly 30 years ago. He's grown the graduate support program and has been embraced by students who view him as a coach, mentor and friend. He's even driven students to basketball

practice and helped them prep for important interviews – always with an encouraging smile and joyful attitude.

Beyond San Miguel, Kue has had the opportunity to participate in the Brother John Johnston Institute of Contemporary Lasallian Practice, a two-year Regional formation program focused on informing, preparing and influencing participants' understanding of the Lasallian mission through pedagogy, contemporary texts and dialogue. It's helped introduce him to the broader Lasallian world.

"It's given me the time to reflect and grow as an individual, as a Lasallian and as a leader," Kue said.

Most recently, Kue has assumed the responsibilities of assistant

director, a new position at San Miguel aimed to help chart the school's future. Wolf knew Kue was the ideal candidate for the role: "As I look to the future of San Miguel, I know that Johnny is going to be a very meaningful piece of the Lasallian mission for years to come, here and anywhere he goes."

Just like Kue, we are each on our own Lasallian journey, and we're called to live the mission in our daily actions. But how could we not? As Kue demonstrates, it's in our DNA. ■

Ryan Wall is a 2018 graduate of La Salle University residing in Philadelphia, Pennsylvania. He works as a communications strategist at a higher education institution.



Kue shares his thoughts on practical applications of authentic evangelization at the March 2023 session of the Brother John Johnston Institute of Contemporary Lasallian Practice.

Stewarding the Mission through Board Service

By Elizabeth Moors Jodice

“Take care that your
school runs well.”

– *Saint John
Baptist de La Salle,
in a letter to
Brother Robert,
February 26, 1709*

■ Board directors, board trustees, board members. The language varies but the spirit of the responsibility is the same: ensure the mission and make sure the “school runs well,” as Saint John Baptist de La Salle wrote in a 1709 letter to a Brother. Boards are a vital asset in the leadership and sustainability of ministries throughout the Lasallian Region of North America (RELAN), with those who serve on boards offering their areas of expertise and passion for service.

Boards typically have one employee, the president of the school, and the board is responsible for holding the president accountable for carrying out the mission. The board chair and president are encouraged to have a close working relationship to promote good communication, transparency and accountability. When it comes to serving on a board in a Lasallian ministry, understanding the mission is key and should be at the forefront of any decision making. This is one reason why the Districts offer formation and support for boards.

SFNO District

In 2009, the former District of San Francisco adopted Policy Governance® as the governance model for its schools. The District of San Francisco New Orleans (SFNO) continues to use this model for boards in the 18 schools that are individually incorporated under the Lasallian Education Corporation, the corporate structure within SFNO that allows the Brothers to maintain their canonical responsibility for the schools but leave the governance to school leaders. The model enables the board to focus on the purpose of the school and be accountable for the sustainability of the institution.

Anyone who serves on a board in SFNO is required to take part in board governance training and Lasallian formation, which includes a heavy emphasis on the concept of together and by association as it applies to the work of governance.

“The commitment of the SFNO District to providing formation for prospective trustees is the cornerstone of the success of the governance model,” explained Maria Ribera, director of board formation in SFNO. “The required board governance training provides formation in the Lasallian mission as well as an introduction to Policy Governance. This equips trustees to understand fully the importance of their role in safeguarding the mission and provides them with the tools and a framework within which to do so.”

SFNO offers three to four governance trainings each year for new trustees. The District’s Association of Board Chairs, which includes chairs and vice chairs, meets twice a year. Every other year, recording secretaries come together for training and formation. The District also offers a variety of resources, including District policies, policy manuals, handbooks and articles of interest. A District-wide gathering of all SFNO board trustees is scheduled to be held in the summer of 2024.



Midwest District

The Midwest District operates limited jurisdiction boards for the seven secondary schools that the District canonically sponsors (owns). The Brothers are the corporate member and have reserve powers over the school, meaning the school can't, for example, change bylaws or hire a president without the Brothers' approval. All boards include designees of the District, whom the Visitor appoints. Boards receive District support to foster and sustain the Lasallian identity in their schools, and board directors are invited to participate in formation. The District plans to require formation for all new board directors beginning in the fall of 2023.

The Midwest District held its first gathering of school presidents, board chairs and directors March 1-3, 2023, in Orlando, Florida. The summit focused on mission-driven governance. It followed the Lasallian Association of Secondary School Chief Administrators (LASSCA) Conference, an annual gathering that includes leaders from across RELAN. Presidents and several board chairs from Midwest attended LASSCA before the summit, which was the first formal board formation the District has offered. The summit focused on current best practices for board governance of a congregation-sponsored ministry, Lasallian pedagogy and spirituality through the lens of mission-based servant leadership and legal issues. The overall purpose was to engender a greater sense of history, purpose, role and belonging to the Lasallian mission and to the Midwest District.

"The summit was a great opportunity for board members and presidents from across the District to share their experiences and learn about the common Lasallian heritage for mission-driven governance," shared Scott A. Kier, Ed.D., superintendent of Lasallian education in the Midwest District.

District of Eastern North America

Board formation in secondary schools and youth and family service ministries is a growing priority in the District of Eastern North America (DNA). Governing boards gained popularity in the 1980s as structures changed to allow Brothers to share leadership with Partners, but trustees did not have shared responsibility for the charism. The school president, a Brother, ensured the charism, while the board was primarily responsible for finances and guidance.

The Midwest District is increasing its focus on board formation, including by hosting its first gathering of school presidents, board chairs and directors in March 2023.

In addition to its 19 secondary schools and two universities, DENA has Lasallian associations with multiple primary and youth and family service ministries that have independent boards of governance. In all of these, the ministerial relationship and the governance approach and practices are unique to the ministry.

Along with providing formation to guide them in stewarding the mission, the District offers support to boards for how they govern and develop strong practices. Each ministry in DENA is independent, so the District's relationship is one of sponsorship, not ownership. Each board signs a covenant that defines the ministerial relationship and responsibilities, and District representatives serve on each board.

With an increasing focus on board formation, DENA established its Association of Board Chairs in 2015 to hold an annual meeting and provide formation and support. Focusing on formation and community building, in November 2022, the District held its first Fall Convocation for both chief administrators and board chairs.

"The relationship between the chief administrator and the board chair is meant to be collegial and completely transparent," explained Benjamin Ventresca, provincial delegate for board governance in DENA. "Within the ministry, the board chair is normally the only individual with whom the chief administrator can have complete confidentiality and trust. It is incumbent on the District to help foster that relationship."

DENA plans to use the Fall Convocation and the LASSCA Conference as anchors for formation and networking opportunities, with virtual sessions in between. This program for board leadership and trustees will provide a continuous dialogue on orientation, Lasallian board service, building best practices and the wider Lasallian mission.

Why Do They Serve?

Saying "yes" to the invitation to serve on a board means committing a significant amount of time and energy in service. So, what drives board trustees to serve? How does formation help them to frame their decision-making? Read on, as board trustees for middle school through higher education share their thoughts.

Chief administrators and board chairs gathered in November 2022 for DENA's Fall Convocation of the Association of Governance Leadership. *Courtesy DENA*



Why did you choose to accept the invitation to serve as a board trustee?

Greg Shea, De La Salle Collegiate, Warren, MI, Class of 1983:

I accepted the invitation to be nominated to serve on the board because De La Salle Collegiate was singularly important to my personal growth and maturation as a young person. Apart from the fact that my father and my two elder brothers are also graduates of the school, De La Salle taught me self-confidence, resilience, how to work, how to question, how to think about my faith differently and more deeply. In that context, I have always felt an obligation, and I use that word intentionally, to give back. The opportunity to be considered for board service seemed aligned with that obligation.

Ann Trauscht, M.D., Saint Mary's University of Minnesota, Class of 1977:

The De La Salle Christian Brothers have had a profound influence on our family since our fathers and their brothers attended Brothers' high schools in the late 1930s. After service in World War II, the Brothers encouraged and enabled our fathers/uncles to attend college – a first for our families. Since that time, dozens of our family members have attended Lasallian institutions. I strongly believe education changes lives for the better, leading to ripple effects nationally and globally. When Saint Mary's asked me to serve on the board, I saw it as a very small way to repay our incredible debt of gratitude to the Brothers. More importantly, I see it as a way to help ensure a future generation of learners can benefit from the Lasallian way of teaching the whole person, leading to ethical lives of service and leadership.

What do you consider to be the most important skills and qualities that someone should have in order to serve on a Lasallian board?

Carol Hetman, Resurrection College Prep High School, Chicago, IL:

I feel strongly about this question as I feel that we all have certain talents, and we need to be able to share these talents with others. The school administrators teach the girls to share their talents, be of service to others and the community, while always supporting and building their faith. As board members, we need to emulate these teachings and be willing to serve, understand the educational relationship and the community, and understand how the school administrators support this.

Michael Parker, Lewis University, Romeoville, IL: One of the most important qualities is compassion. Understanding the trials of the student and working steadily to provide access to workable solutions. One of the most important skills is mastering critical thinking. Yes, we try to develop that in our students, but it is still one of the most important activities that a trustee can possess. Making the right decisions at the right time to advance the university.



| Greg Shea, De La Salle Collegiate



| Dr. Ann Trauscht, with husband Dr. Robert Trauscht, both graduates of Saint Mary's University of Minnesota, at the university's Celebration of Excellence event in Chicago.

| Michael Parker, with wife Angelique Parker, at an event on the Lewis University campus in Romeoville.



How does the board help to support the Lasallian mission in your ministry?

David McDonnell, Christian Brothers High School, Memphis, TN, Class of 1983:

The board at Christian Brothers High School (CBHS) does a fantastic job keeping the school socio-economically diversified through the admissions process with financial aid. We have over 250 students receiving financial aid, and our average award is around \$7,500. John Baptist de La Salle dedicated much of his life to educating poor children in France. The current mission of the board at CBHS is to identify children from our local community who are the modern-day

French children and give them an education environment in the CBHS community that changes their lives for the better.

Maria Reamer, Cretin-Derham Hall, St. Paul, MN:

I believe that the Cretin-Derham Hall (CDH) board focuses on the mission of CDH in all of our decisions, which are vetted through the lens of this mission in all questions, concerns and suggestions.

Shea: At De La Salle Collegiate, we are a governing board, and our work is focused on ensuring that the operation of the school is fully mission-aligned and properly managed through our supervision of the president. He is our only employee, and his performance is evaluated based on what we tell him is important to the board, as a body, with one voice. In that light, all board members must comprehend and internalize the mission of the school. We do that, hopefully, through effective ongoing formation. We then translate the mission into

a series of objectives that, when achieved measurably, tell us that our school is successful. That sounds very straightforward and almost formulaic. It's not. "Lasallian" means different things to different people. So does "Catholic." And so, our board has challenging conversations about "Lasallian," "Catholic" and "mission" among ourselves and with our president in order to ensure that De La Salle Collegiate embodies each of these appropriately for our students, practically and empathetically, and in such a way that the school community thrives.



From left, David McDonnell, Christian Brothers High School, Memphis; Maria Reamer, Cretin-Derham Hall; and Carol Hetman, Resurrection College Prep High School, attended the March 2023 gathering of Midwest District school presidents, board chairs and directors.

How does your District's Lasallian formation help you in your service as a board member?

Chris Murdy, Board Chair, Mullen High School, Denver, CO: The formation experience, from initial board training to ongoing formation in our meetings to the chair and vice chair training, has been an amazing experience both as a Catholic individual and as a board member charged with carrying on the traditions of Saint John Baptist de La Salle. The guiding principles – especially when taking on a transformative

project such as our campus master plan – have provided a “northern star” for our entire team throughout the process. How does one lead a process to improve a school without allowing agendas or egos to derail the process? How does a team that pours their blood, sweat and tears into a process that is so difficult with constant challenges maintain the integrity and faith of our Founder? It is through the constant reminders of service to the children of Mullen, faith in the guiding principles of De La Salle, understanding the tradition of the Christian Brothers, and the steady hand of the District. We are mere instruments of God’s will. The ongoing formation serves as that constant reminder.

What have you as a board trustee come to see as your school’s single most important responsibility to its students?

McDonnell: The single most important responsibility the CBHS community (trustees, parents, teachers and other students) has to its students is a quality education that changes their lives while they are at CBHS, and they carry that education with them throughout life. The CBHS community needs to deliver an education that instills confidence with critical thinking, practical skills and an environment that leverages each student to maximize their potential.

Reamer: I believe that our single most important responsibility to our students is to provide them with a Christian education within a framework of compassion and equity.

Murdy: Continuing to set the example of faith and service to others in all that we do. If the board is not a labor of love with a daily focus on what is best for the students, then personal agendas and ego have room to grow. It is not about me or us as trustees. It is about them. Daily. Even hourly. And not just when we are on campus or in board meetings, but always.

Stephanie Paggi, La Salle College Preparatory, Pasadena, CA: Our single most important responsibility is to provide our students with the academic, social and faith formation opportunities, experiences and options to explore and develop their “life plan” with their faith always being at the center of their decisions and actions.

What do you as a board trustee see as the main challenges for stewarding Lasallian schools heading into the future?

Parker: Using prudence and forethought in our fiduciary activities as we do everything we can do to keep our brand of education in reach and affordable to as many families as possible.

Hetman: A key challenge for board members, as well as school administrators, is to ensure that the school is inclusive, that no one is left out. Diversity can mean various things but for a board member the challenge is always to question whether respect for all persons is



| Chris Murdy, Mullen High School

| Stephanie Paggi, La Salle College Preparatory





Gregory Vizza, third from left, with fellow La Salle Academy board members, school leadership and Philadelphia Archbishop Nelson Pérez at the Mass for the feast of Saint Joseph in March 2023.

demonstrated. It is the role of the board member to offer suggestions and challenge school administrators to think if they can do more to support students and the community.

Gregory F. Vizza, La Salle Academy, Philadelphia, PA: As a steward of a school founded in the traditions of both the Christian Brothers and the Sisters of Saint Joseph, I believe the challenges we face are manifest. While our school has always relied significantly on lay people who are inspired to educate based on the principles of these religious orders, our religious leadership has always been the force that guides and influences us. As we look to the future – one in which our leadership is unlikely to be a Brother or Sister – we must focus on ensuring that our leaders, both board members and administrators, are committed to not just promoting the mission that inspired the founding of our school, but also living its mission in a meaningful way.

What has been most personally inspiring or fulfilling for you in your experience as a board trustee?

Paggi: Meeting, getting to know and working with our students. It keeps in perspective why we do what we do. They are amazing young adults – smart, perceptive, eager, respectful and polite. Their futures are so bright. I am proud we will send them into the world ready and capable to seize the opportunities and meet the challenges they encounter.

Vizza: La Salle Academy (LSA) educates the poorest of the poor in Philadelphia, providing a Catholic education to children whose parents desire but cannot afford Catholic school. One need to spend only a few moments speaking with an LSA student – whether current or graduate – to appreciate how a Lasallian education has impacted his or her life. My inspiration comes from the commitment of the teachers, from the unwavering guidance and leadership of the administrators, from the love and generosity of all who contribute to LSA's success, and from the character of the students who strive each day to be peaceful, responsible, consistent, motivated and respectful. ■

(Editor's note: Details in this story do not necessarily apply to every board yet offer a general overview of how boards operate and why formation is important. The focus is primarily on boards that serve secondary schools. The Q&A responses have been lightly edited for length and style.)

Elizabeth Moors Jodice is director of communications for Christian Brothers Conference. Photos of trustees were submitted by their respective ministries.

Inspiring the Next Generation

By Bob Carrejo

■ When we experience something that touches our hearts and transforms us, it's natural to want to invite others into the same experience. This is one strength of the Lasallian mission. Teachers accompany students on their journey, and in some cases, the mission becomes so embedded into the fabric of who they are that the students become the teachers – and the cycle continues.

In our autumn 2022 issue of *De La Salle Today*, we began highlighting trios of Lasallians who span three generations to show their points of connection, invitation and inspiration. In this issue, we share the story of three educators in the District of San Francisco New Orleans who each started their Lasallian journey as students.

Emily Heaverlo

You might say that Emily Heaverlo began her Lasallian journey early. She was looking for a special school to join. A place where she would fit and where she could thrive. This was an important decision, and she had to get it right. A tall order for any young woman looking to build a meaningful life. Especially one who had not yet finished the eighth grade.

"It really started when I was looking for Catholic high schools here in the Yakima Valley," Heaverlo recalled. "La Salle had only been open for maybe five

or six years. I loved that it was a small community with a faith aspect. I could tell that there was something really special about it."

For Heaverlo, her fulfilling experience at La Salle High School in Union Gap, Washington, made it almost inevitable that her graduation would not be the end of her time there. She explained, "It was a blessing in my life as a young person, and I always knew that I wanted to continue to be part of the story and to be able to be part of other kids' stories at La Salle. I always knew that I wanted to come back in some capacity, somehow, someday."

"Somehow, someday" came in the form of running into a former

teacher at a wholesale store. She asked Ted Kanelopoulos, who was La Salle's principal at the time, if she could volunteer to help with campus ministry activities, and her time doing that led to a full-time job. That was eight years ago. She currently serves as the school's vice principal of student activities. What was most fitting about that chance encounter was that it was with the person who she holds up as the most influential Lasallian in her career.

"Hands down, it's Mr. K," Heaverlo stated. "He was my role model as a student, and he is still the epitome to me of what it means to be Lasallian. He gets it. He



Ted Kanelopoulos and Emily Heaverlo attend the 2023 Lasallian Association of Secondary School Chief Administrators Conference in Orlando, Florida.



Emily Heaverlo serves as La Salle High School's vice principal of student activities. Courtesy La Salle High School

lives in the most Lasallian way, and he's had the most impact and most influence on my career."

Ted Kanelopolous

It seems like Ted Kanelopolous has always been a part of the Lasallian world: first, as a high school student, then a college student, then as a Lasallian Volunteer, for a time as a postulant with the Brothers, and now as a Lasallian Partner serving as president of La Salle High School in Union Gap. As he traces the significance of those years, one particular memory stands out.

"My first ministry experience was as a volunteer at Saint Gabriel's Hall outside of Philadelphia," he remembered. "It was exceptionally challenging, and our impact was often difficult to measure. Nevertheless, the zeal for the mission that the Lasallians there exhibited was truly inspiring. Having this experience and the opportunity to live in a Brothers' community inspired me to seriously consider the vocation of a Lasallian educator."

Among the things that Kanelopolous came to recognize at Saint Gabriel's was the relational

character of Lasallian education. "As a student, teacher and administrator," he said, "I have come to appreciate that a Lasallian educator understands that to be 'good for kids' you must be present to them. Lasallian ministry is a ministry of presence where you are available to your students inside and outside of the classroom."

Passing on this wisdom is something to which Kanelopolous is committed. "I feel blessed in having the opportunity to have received exceptional formation in our Lasallian heritage and pedagogy and excellent mentoring from Lasallian colleagues. I hope to share this in my service to our young school and the many staff and teachers who are eager to deepen their commitment to Lasallian ministry."

For Kanelopolous, a Lasallian who walked with him in his early days of vocation discernment stands out as his own greatest mentor, Brother Michael Avila, FSC.

"Brother Michael," Kanelopolous explained, "was my Jan Term Christian Service Internship teacher at Saint Mary's College and later my director of postulants. He helped me see my vocation. Even in my

resistance and self-doubt, he patiently supported me as I discerned my calling."

Brother Michael Avila, FSC

Brother Michael Avila's journey into the Lasallian world began in the 1960s when he and his brother were accepted to Saint Mary's Grammar Boarding School in Berkeley, California. From fifth grade through high school, Brother Michael would experience the men and the culture that would come, first to influence his life, and then to define it.

"I believe what captured me about the life of a Lasallian school was its focus on students and the kindness and selflessness of the Brothers," mused Brother Michael, a retired professor at Saint Mary's College of California in Moraga. "I felt a tremendous admiration for what the Brothers did for me personally and how they handled us as students and boarders. So much so that, in my junior year, I began to consider the possibility of becoming a Brother."

However, that consideration came with an unconventional twist. "Whenever I'm asked why I joined the Brothers, I invariably tell people that it was to prove that I actually didn't have a vocation so that I could get on with my life and regardless of what happened, I would never have to wonder whether I should have been a Brother!"

Instead, Brother Michael's clever plan would prove the opposite to be true. In time, he would

come to recognize the parallels between his vocational journey and that of Saint John Baptist de La Salle.

"It's the Founder's words, 'If I had known what I was getting into, I would never have started this work,'" said Brother Michael. "I find these words so foundational for me because they succinctly capture the nature of what happened to me and how God can lead any one of us on a path we could never have envisioned."

Like many Brothers, Brother Michael takes a humble and straightforward view of his religious life, bringing to bear on the Lasallian mission lessons and values that stretch back a lifetime.

"Coming from a Latino family, I believe I already had experience of our poor and marginalized students and families," he said.

"As director of the Jan Term Christian Service Internship at Saint Mary's College, I was able

to expose our privileged students to the plight of the poor and alter their perceptions of what it means to 'enter to learn and leave to serve' when it comes to the poorest of the poor."

Continuing the Cycle

As Heaverlo, Kanelopolous and Brother Michael each expressed, one step led to another in their vocational call to serve the Lasallian mission and young people. They each can clearly look back on who inspired them and helped them to grow in their commitment to the mission. Their overlapping experiences of connection, invitation and inspiration demonstrate the relational character of Lasallian education, something that will continue to span generations. ■

Bob Carrejo is director of communications for the District of San Francisco New Orleans.



Brother Michael Avila, FSC. Courtesy District of San Francisco New Orleans

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From Publisher to Research Institute: 80 Years Advancing the Mission

By Sara Lawrence

■ A handful of young Brothers sat around a small table and began to envision a new approach to catechesis that would more effectively speak to the lived experiences of their students. They recognized that the rote memorization method was not sufficiently reflective of the charism of touching their students' hearts. They began to imagine something radically different to generate reflection on the Gospel as a lived experience.

They were referred to as the "young startups" who would go on to craft a narrative method of catechesis rooted in contemporary human development, the social sciences, and emerging theological and biblical methods. It was a method that was centered in dialogue and reflection on lived experience. The idea

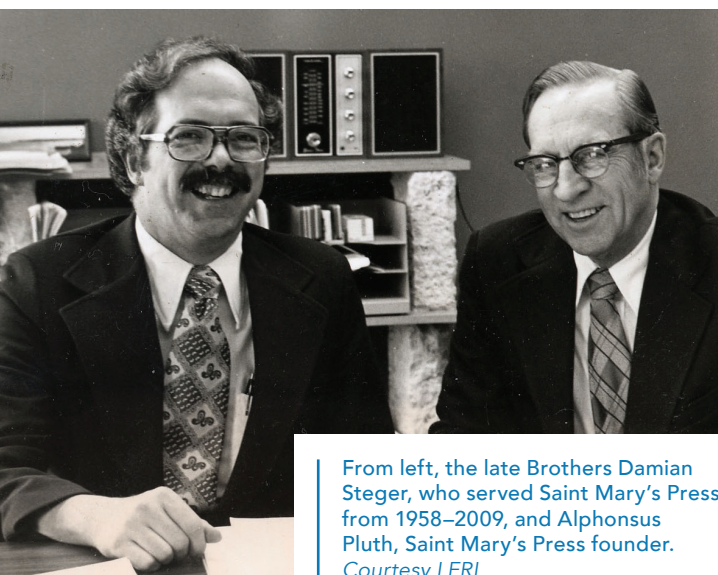
was to put the Gospel message in dialogue with the students' lived experience so that its teachings would move beyond a set of doctrinal beliefs to a personal conversion of the heart and the desire to conform one's life to the Gospel.

The project began with the printing of loose sheets of lesson plans that would be mailed weekly to the religion departments of the Brothers' schools. Little by little, based on regular feedback from the religion teachers, the project became a textbook. Then, soon a textbook series known as "Living in Christ." With that, Saint Mary's College Press was born under the guidance of Brother Alphonsus Pluth, FSC.

Eighty years later, Saint Mary's Press stands as one of the most consequential Catholic publishing companies in the United States, with distribution throughout the English-speaking world. It is the leading Catholic bible publisher specializing in youth bibles and the leading publisher of Catholic high school religion textbooks, as well as K-12 religious education publishing.

"I began working at the Press in 1990," said Sandy Fenske, accounting administrator. "I've seen a lot of changes in my 33 years, from order processing, technology used, products developed and our expanded reach. We now span from lower elementary through college age and have expanded well beyond curriculum to studying the inner and outer lives of young people. Throughout the years, we've always followed the needs of young people and have stayed rooted in our Lasallian mission."

Over its 80 years, the Press has never stopped innovating. As Brother Gerard Rummery, FSC, shared with the Press' staff during a retreat several years back, "a distinguishing mark of being Lasallian is to always follow the needs of the young." Shifts in culture or society demand shifts in approaches as well. Ten years ago, the organization's leadership and board of directors could see the next big shift that would reshape the way young people express religious identity. Increasingly, the Press saw declining enrollments in religious education, the sacraments and Catholic schools as a trend that would accelerate and likely not reverse. The Press knew it was time to adapt to a new religious landscape in which young people would seek meaning, purpose, identity and community in the future.



From left, the late Brothers Damian Steger, who served Saint Mary's Press from 1958–2009, and Alphonsus Pluth, Saint Mary's Press founder. Courtesy LERI



Some of the LERI staff members at a March 2023 gathering. Courtesy LERI

In 2019, the Press took a bold step in response to the shifting needs of young people coupled with the call of the Institute of the Brothers of the Christian Schools to bring the Lasallian charism into the public square. Following its landmark study, *Going, Going, Gone: The Dynamics of Disaffiliation in Young Catholics*, the Press' board realized it was time to expand the organization's mission. Consequently, the organization changed its name to Lasallian Educational and Research Initiatives (LERI) and expanded its purpose to include social research and youth advocacy for the common good of society.

nonsectarian social research institute would generate ongoing insights into the lives of young people (ages 13-25) at the intersection of their human and religious experience. It was a concrete expression of the Lasallian mission in the public square.

"We created Springtide to help religious and cultural leaders shed the massive misconceptions that are present in the current disaffiliation narrative," said LERI CEO John Vitek. "While the shifting religious landscape of the United States does present a host of concerns for religious institutions and can lead religious

In its first three years, Springtide has built the single largest data-set on the human and religious experience of young people in the nation. Its reputation has been established as a trustworthy source of deep insight. Its work serves all religious traditions. With a recent \$1.25-million grant from Lilly Endowment Inc. to LERI, Springtide is identifying "what's working with Gen Z" to help shape future models of pastoral care for young people, models that extend beyond traditional institutional frameworks.

Much like De La Salle's own work, Saint Mary's Press started as a simple project without expectation of being more than a service to the Brothers' schools. Today, 80 years later, that small project has led to one of the longest standing Catholic publishing houses in the United States and a renowned research institute, with LERI bringing together Saint Mary's Press, Anselm Academic, Professor's Choice® and Springtide. The struggles along the way were overcome by fidelity to one central commitment: Always following the needs of the young and generating innovative responses to those needs. ■

“There is no doubt in my mind that we are still here because we have stayed true to our Lasallian DNA, focusing daily on what drives us to serve: young people. There has never been a more important time for us to live out our mission.”

Sara Lawrence, LERI President

In considering the new ways in which young people were expressing religious identity, making meaning and forming communities of belonging, the board established Springtide Research Institute®. The

leaders to a place of despair, seeing the present shifts solely through the lens of institutional affiliation misses the hopefulness that can be found in seeing the present moment as one in which something new is being birthed.”

Sara Lawrence serves as president of Lasallian Educational and Research Initiatives.

calendar of events

June 2023

- 8–20 Superior General and General Council Community Visit to RELAN
- 25 – July 8 Buttimer Institute of Lasallian Studies, Riverdale, NY

July 2023

- 10–14 Brother John Johnston Institute of Contemporary Lasallian Practice (Regional Gathering), Romeoville, IL
- 17–21 Lasallian Social Justice Institute (LSJI), Homestead, FL

October 2023

- 4–6 Lasallian Education Council (LEC) Retreat, Mercy Retreat Center, St. Louis, MO

- 6–9 Brothers in Initial Formation Gathering, Ocean City, NJ
- 12–14 Johnston Institute (SFNO), Loranger, LA
- 19–21 Johnston Institute (DENA), Shawnee on Delaware, PA
- 24–26 Regional Conference of Christian Brothers (RCCB) Meeting, Québec, QC
- 26–28 Johnston Institute (Midwest), Glencoe, MO

November 2023

- 15–16 Lasallian Education Council (LEC) Meeting, St. Charles, IL
- 16–18 50th Huether Lasallian Conference, St. Charles, IL



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– Pope Francis

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