

De La Salle TODAY

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

AUTUMN 2017



TEACHING TECHNOLOGY

Dear Lasallians,

Do you remember, “back in the day,” when students took notes by writing with No. 2 pencils in lined notebooks as the teacher wrote on a chalkboard? Then, they clapped erasers after class and passed notes in the hall to friends written on loose-leaf paper? Now, students type class notes on laptops, access lessons online, and group text friends using the latest social media trend.

Times have changed! Just when you think you have the latest educational technology in your school, it changes. And then changes again. Despite the time and effort it takes to keep your school up to date, network secure, and students protected, technology can offer amazing opportunities.

Using and teaching tech in schools is a must these days. In this issue, we reach out to Lasallians for their thoughts on a number of important tech-related topics. We explore how our use of technology as Lasallians relates to pedagogy, formation, creativity and the underserved – and how to keep students safe in all of this.

We also look at some innovative efforts in our schools, including how they weave service into technology. You’ll see how La Salle College High School in Wyndmoor, Pennsylvania, opens doors for students with its unique Microsoft IT Academy and other tech-related courses and clubs. We’ll also take you to Louisiana to show you how Saint Paul’s School in Covington and Christian Brothers School in New Orleans have introduced Project Lead the Way, a program that takes teaching STEM (science, technology, engineering and math) one step further by incorporating creative thinking, problem-solving and more. Next, we go to Lewis University in Romeoville, Illinois, to show how Lewis is educating educators on tech in the classroom.

Even the novices are looking for balance when it comes to technology. Five men entered the novitiate in August to deepen their formation on their journey as Brothers of the Christian Schools. You’ll hear from them on technology and much more, including their hopes for this novitiate year.

Taking a look at the wider Lasallian world, check our news section for details on the Lasallian theme and reflection for the 2017-2018 liturgical year, “Lasallians Without Limits.” Also, flip to the center of this issue to find information on the Year of Lasallian Vocations, themed “De La Salle: One Heart. One Commitment. One Life.” Happening during the 2018-2019 liturgical year, numerous events and programs will take place to mark the 300th anniversary of Saint John Baptist de La Salle’s entry into eternal life.

Whether you’re reading this issue on your cell phone, tablet, laptop or paper, we hope you find a few stories that resonate with you, give you something to think about, and leave you hopeful.

ELIZABETH MOORS JODICE
Editor

Cover photo: From left, Cameron Deshnad '19 and Jack Kennedy '19 collaborate on editing footage from a school play in the Digital Multimedia Lab at La Salle College High School in Wyndmoor, Pennsylvania. Courtesy Sam Fritch Photography

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NEWS

'LASALLIANS WITHOUT LIMITS': LASALLIAN THEME FOR 2017-2018

The Lasallian theme for the upcoming liturgical year, "Lasallians Without Limits," will begin December 3, 2017, with the start of the season of Advent. Expanding on the theme, Lasallian Reflection 3 focuses on the creation of sustainable communities and the radical changes in demographics and the environment. The reflection is divided into four sections titled: radical changes in demographics and the environment, citizens of the world and beyond its borders, going to new borders requires discernment, and a look at the present and the future. It encourages Lasallians to respond to these issues and offers questions for personal and community reflection. The full reflection and other resources to help Lasallians incorporate and engage with the theme are available at www.lasallian.info/lasallians-without-limits. This theme supports the overall Lasallian theme of "Living Together Our Joyful Mission," which the Brother Superior and General Council developed after the 45th General Chapter. Each year through 2021 has its own Lasallian theme.



REMEMBERING MIMI MACCAUL

Longtime Lasallian Partner Mimi MacCaul, AFSC, passed away on Thursday, May 11, 2017, in Seattle, Washington, at the age of 77. MacCaul served as an integral member of the staff of the Buttimer Institute of Lasallian Studies from 1992 until her retirement.

She joined the staff as participant community director, initially for Buttimer I students, and eventually as lead community director for the full program. She also served as a Buttimer I instructor with Brother Luke Salm, FSC (d. 2009), as well as an instructor of special "Buttimer IV" sessions with Brother Donald Mouton, FSC.

At her funeral, Brother Gerard Rummery, FSC, an early Buttimer presenter, was quoted as remembering meeting MacCaul when she was a Buttimer student, one of just a few students who were not Brothers. He went on to share the impact she had while serving on the Buttimer staff.



Mimi MacCaul, AFSC. Courtesy MacCaul family

"She gave her special attention to the evening socials, quietly visiting each group, noting presences and absences, and occasionally suggesting to presenters anyone who appeared to be having difficulties of any kind," recalled Brother Gerard. "I can think of a number of participants to whom I was able to give special attention because of Mimi's discreet observations to me."

Brother Jeffrey Calligan, FSC, current Buttimer presenter and MacCaul's close friend, called her a model for Lasallian women.

"When we were still learning how to move past Brother confines of Lasallian family, she was a pathfinder in designing the Lasallian colleague's vocation and in particular the Lasallian woman," he said in a message read at her funeral.

MacCaul began her service to the Lasallian mission in 1983 as a faculty member at La Salle High School in Pasadena, California. She was presented with Letters of Affiliation by the Institute of the Brothers of the Christian Schools in 2002 in recognition of her numerous contributions to Lasallian education in both the former District of San Francisco and throughout the Region.



*(Above left inset) Participants of the 2017 LSJI stand at the United States/Mexico border Courtesy Alma Mejía-García
(Above right inset) Johnston Institute participants gather by District for the start of cohort two.
Pictured: participants from the District of San Francisco New Orleans. Courtesy Brother George Van Grieken, FSC
(Above) Buttimer returns to Manhattan College. Pictured: Buttimer III class. Courtesy Julie Bennis*

EXCITING SUMMER FOR BUTTIMER, JOHNSTON AND LSJI

The summer of formation programs in the Lasallian Region of North America (RELAN) included a change in venue for one program, a new cohort for another, and a new partnership for a third.

The Buttimer Institute of Lasallian Studies, held at Saint Mary's College of California in Moraga for the past 25 years, returned to its roots this year at Manhattan College in Riverdale, New York, where it first took place in 1984. From June 25 and July 8, 2017, the program included more than 100 participants in the three Buttimer classes. In addition to participants from the United States and Canada, Buttimer welcomed Lasallians from Jamaica, Ethiopia, Kenya, Nigeria, South Africa, Papua New Guinea, Benin, the Democratic Republic of the Congo, Pakistan, New Zealand, Australia, Hong Kong and Singapore. Buttimer brings together participants for two weeks each summer for three consecutive summers to study the life, work and spirituality of Saint John Baptist de La Salle and the origins of the Lasallian mission.

The second cohort of the Brother John Johnston Institute of Contemporary Lasallian Practice began with three gatherings by District in July 2017. Participants included 40 from the District of Eastern North America, 31 from the District of San Francisco New Orleans, and 20 from the Midwest District.

This new cohort features a redesigned program, which includes a deeper focus on evangelization and an online learning component. Hosted by Schoology, the online component was introduced in the summer sessions and will be fully implemented during the October in-person gatherings by District. The online aspect of the program will, among other things, serve as a means of continuing reflection and dialogue around session topics. Johnston is a two-year program that focuses on deepening participants' understanding of De La Salle's story and vision, Lasallian pedagogy, the Lasallian promotion of justice, and Lasallian spirituality while utilizing contemporary texts to inform and influence current and future Lasallian practice.

The Lasallian Social Justice Institute (LSJI) partnered with the District of San Francisco New Orleans (SFNO) to focus on immigration with *El Otro Lado: Guides in the Encounter*. LSJI brought Lasallians to El Paso, Texas, and Ciudad Juárez, Mexico, July 10-14, 2017, for a formation experience that combined immigration immersion with professional development focused on advocacy practices and resources. In addition to participants from RELAN, Lasallians from the México-Norte District also took part in the experience.

Buttimer, Johnston and LSJI are programs of the Office for Lasallian Education at Christian Brothers Conference. Learn more about these formation opportunities at www.lasallian.info/programs-events.

NEWS

CONTINUED

LWANGA VISITOR MAKES SECOND RELAN VISIT

Using the symbol of walking hand in hand, Brother Ghebreyesus Habte, FSC, Visitor of the Lwanga District of Africa, visited schools in the Lasallian Region of North America (RELAN) in May 2017. Brother Ghebreyesus, who used the same symbol during his 2014 RELAN visit, used that image to make a connection between RELAN and Lwanga students at twinned schools. Twinning pairs ministries in the Lwanga District with schools in RELAN to help students build relationships, while students in RELAN raise donations for fellow students in Lwanga.

During the May 2017 visit, Brother Ghebreyesus visited 12 schools in the District of Eastern North America (DENA), the District of San Francisco New Orleans (SFNO) and the Midwest District, along with visiting District offices in DENA and Midwest and attending the Regional Conference of Christian Brothers (RCCB) meeting. At each school, Brother Ghebreyesus spent time learning about the school and students, shared his story and information about the Lwanga District and

twinned ministries, and connected with students through activities, like playing basketball. Learn more about twinning at www.lasallian.info/twinning.



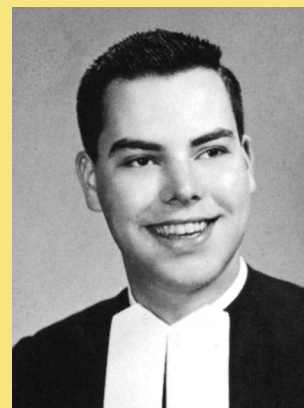
Brother Ghebreyesus Habte, FSC, Visitor of the Lwanga District of Africa, spends time with students at De Marillac Academy in San Francisco, California, during his May 2017 visit to the Lasallian Region of North America. Courtesy Brother James Joost, FSC

FSC AWARDS HONOR LV SUPPORTERS

Lasallian Volunteers (LV) honored three supporters with the 2017 LV FSC Awards, which were held at La Salle University on September 30. The award recipients were: Bassen Service Award, Kerry Conroy, LV 99-01; Johnston Faith Award, Daniel Brenner; and Farrell Community Award, Brother Joseph Mahon, FSC. Recipients are selected on a rotating basis between the Districts in the Lasallian Region of North America (RELAN). This year's honorees are from the District of Eastern North America.

VATICAN TO HEAR CAUSE FOR BEATIFICATION OF BROTHER JAMES MILLER, FSC

The Vatican will formally hear the cause for the beatification of Brother James (Santiago) Miller, FSC, in March 2018. An American missionary, Brother James was killed in Huehuetenango, Guatemala, on February 13, 1982. The cause for beatification was undertaken by the Diocese of Huehuetenango in 2009 and received the Decree of Validity in Rome in July 2010 when he was designated a Servant of God and a martyr for the faith. Because Brother James is considered a martyr, a miracle was not necessary for his beatification, but will be necessary for canonization, or the full declaration of sainthood.



Brother James Miller, FSC. Courtesy Midwest District



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NEWS

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NEW LEC LEADERSHIP, MEMBERS

The Lasallian Education Council (LEC) welcomed new leaders and new members at its annual summer meeting July 17-19, 2017, at the Christian Brothers Conference office in Washington, D.C. Sulema Modesto, dean of studies at Cathedral High School in Los Angeles, California, and John Vitek, president/CEO of Saint Mary's Press in Winona, Minnesota, joined the LEC. Dr. Kurt Schackmuth, vice president for Mission and Academic Services at Lewis University in Romeoville, Illinois, officially began his term as LEC chair. Dr. Scott Kier, superintendent of Lasallian education for the Midwest District, started his term as secretary. Loras "Red" Sieve, AFSC, consultant to the Midwest District, continues in his role as vice chair. Among the highlights, before the start of the meeting, the executive committees of the LEC and Regional Conference of Christian Brothers (RCCB) met in an effort to enhance communication, explore opportunities to align agendas and priorities, collaborate on projects, and share ideas. As part of the full meeting, the LEC created task forces to advance progress on two key strategic directions of the LEC: evangelization and catechesis, and advocacy. The LEC also received updates from Mark Freund, executive director of the Office for Lasallian Education, on summer formation programs and other topics; from LEC committees on spirituality and mission, finance and advancement, and governance; from the Regional Council of Young Lasallians; on the Year of Lasallian Vocations in 2019; and more. The next LEC

meeting will take place November 14-16 in Denver, Colorado. You can learn more about the LEC and read executive summaries of its meetings at www.lasallian.info/LEC.

SFNO ANNOUNCES NEW SCHOOL



The Cristo Rey De La Salle East Bay High School leadership team is preparing to open the school. From left, Ana Hernández, principal; John Coughlan, director of the Corporate Work Study Program; Brother Richard Orona, FSC, Lasallian animator; Michael Anderer, president; JoEllen Baker, director of mission advancement; Julio Orozco, director of facilities and campus environment; and Damien McDuffie, director of admissions and community engagement.

Courtesy Cristo Rey De La Salle East Bay High School

The District of San Francisco New Orleans and the Cristo Rey Network are preparing to open a new school in Oakland, California, in August 2018. Cristo Rey De La Salle East Bay High School is expected to welcome 125 freshmen in its first class. The school ultimately plans to serve 500 low-income youth and their families from underserved area neighborhoods with rigorous college preparatory academics and an innovative Corporate Work Study Program, in which students are employed one day a week by local businesses and agencies to provide tuition assistance. As of July 1, 2017, Michael Anderer took on the role of the school's founding president, and Ana Hernández began her duties as the founding principal.

(Left) The Lasallian Education Council meets in Washington, D.C. Back row, from left, John Vitek, Alan Weyland, Catherine Déry, Loras "Red" Sieve, AFSC (vice chair), Dr. Mike Daniels, Sulema Modesto and Brother Tom Johnson, FSC. Front row, from left, Dr. Scott Kier (secretary), Brother Chris Englert, FSC, Dr. Kurt Schackmuth (chair), Charlie Legendre, AFSC, Sister Doris Gottemoeller, RSM, Sister Jeanne McGowan, SSJ, and Brother James Martino, FSC.



NEWS

CONTINUED



The 2017-18 Lasallian Volunteers gather for the inaugural Kitson Institute.

LVS GATHER FOR INAUGURAL KITSON INSTITUTE

Lasallian Volunteers (LVs) gathered for the inaugural Brother Charles Kitson Institute for Formation of Lasallian Volunteers July 21-30, 2017, at Lewis University in Romeoville, Illinois. Kitson Institute replaces LV Orientation and features a redesigned program to meet the needs of today's LVs. Brother Charles Kitson, FSC, was a champion of inviting young people to engage in the Lasallian mission to deepen their commitment to a life lived so that others "might have life and have it in abundance."

For the 2017-2018 service year, 34 LVs are serving in 22 ministries. For the first time, the Lasallian Volunteers program is working with the District of Eastern North America (DENA) to support two volunteers serving at St. Vincent Strambi High School in Bull Savannah, Jamaica, a DENA ministry. While the volunteers are not Lasallian Volunteers, the LV program is offering support as the young people serve at St. Vincent Strambi, including by welcoming one of the volunteers at Kitson Institute and having a staff member visit the Jamaica school during the year.

APPOINTMENTS

MICHAEL ANDERER, President, Cristo Rey De La Salle East Bay High School, Oakland, CA, effective July 1, 2017 (school opens August 2018)

JEANMARIE BECKER, Principal, The De La Salle School, Freeport, NY, effective September 1, 2017

MICHAEL BRENNAN, President, Holy Family Catholic High School, Victoria, MN, effective July 1, 2017

BROTHER THOMAS CASEY, FSC, Auxiliary Visitor, District of Eastern North America, Eatontown, NJ, effective September 1, 2017

PAMELA COOK HOWARD, Principal, Cathedral High School, El Paso, TX, effective July 21, 2017

MICHAEL COSENTINO, Principal, St. Peter's Boys High School, Staten Island, NY, effective July 1, 2017

JOHN FODERA, President, St. Peter's Boys High School, Staten Island, NY, effective July 1, 2017

JIM FRANZ, Principal, Bishop Kelley High School, Tulsa, OK, effective July 1, 2017

BROTHER RICHARD GALVIN, FSC, Auxiliary Visitor, District of Eastern North America, Eatontown, NJ, effective September 1, 2017

ANA HERNÁNDEZ, Principal, Cristo Rey De La Salle East Bay High School, Oakland, CA, effective July 1, 2017 (school opens August 2018)

DR. SCOTT KIER, Secretary, Lasallian Education Council, effective July 1, 2017

JANELL KLOOSTERMAN, AFSC, Director of Leadership Formation, District of San Francisco New Orleans, effective summer 2018

KELLY LANZA, Principal, West Catholic Preparatory High School, Philadelphia, PA, effective July 1, 2017

JEFFREY MCCROY, CEO, Christian Brothers Investment Services, Chicago, IL, effective May 18, 2017

RICHARD NEIDER, Principal, Christian Brothers School Canal Street campus, New Orleans, LA, effective August 1, 2017

CHRIS ORR, Principal, Christian Brothers High School, Sacramento, CA, effective July 1, 2017

LIEUTENANT COLONEL JOSEPH RACZKOWSKI, Principal, La Salle Institute, Troy, NY, effective June 22, 2017

CHELLSEA RIVERA, Principal, De Marillac Academy, San Francisco, CA, effective July 1, 2017

DR. KURT SCHACKMUTH, Chair, Lasallian Education Council, effective July 1, 2017

JOHN WOLF, Executive Director, The San Miguel School of Providence, RI, effective July 1, 2017

HONORED AS AFSCs

DISTRICT OF EASTERN NORTH AMERICA

G. GREGORY BERTLES, AFSC: served as a Lasallian leader in the Ocean Tides School and Christian Brothers Center communities, most notably as the first non-Brother board chair at Ocean Tides, as well as tutor.

RICHARD MCKAY, AFSC, AND JUDITH THOMPSON MCKAY, AFSC: longtime supporters of St. Mary's Secondary School and Child Rescue Centre in Nyeri, Kenya, a ministry in the twinning program.

MIDWEST DISTRICT

ROBERT DARASKEVICH, AFSC: 10 years of service in the San Miguel Chicago community handling administrative duties and volunteering at San Miguel School, and currently volunteers to care for senior Brothers in the Chicago area.

ROBERT DRESSEL, AFSC, AND LORI DRESSEL, AFSC: 25 years of leadership at La Salle Manor Retreat Center in Plano, Illinois, a center for Lasallian formation of youth, along with participation in a number of formation programs, District meetings and committees.

DISTRICT OF SAN FRANCISCO NEW ORLEANS

PATRICIA MAY, AFSC: 16 years of service as a nurse to aged and infirmed members of Mont La Salle's Holy Family community and to Brothers in the District of San Francisco New Orleans. (This posthumous honor will be celebrated in a ceremony October 28, 2017.)

GERY SHORT, AFSC: longtime Lasallian who retired as director of the Office of Education for the District of San Francisco New Orleans in 2016 and who contributed to a number of significant initiatives, including the development of what is now the Lasallian Education Council at the Regional level and development of the International Mission Assembly on the Institute level.

HONORED AS BFSC

DISTRICT OF EASTERN NORTH AMERICA

MARION D. SCHOCK, BFSC: longtime cook for the La Salle Hall-Ammendale Brothers' Community in Beltsville, Maryland, and volunteer and tutor at the San Miguel School in Washington, D.C.

TECHNOLOGY IN TIMES OF CHANGE

BY ELIZABETH MOORS JODICE

In a time when it seems everyone is addicted to being online, we have to ask ourselves, as Lasallians, how can we incorporate technology differently? What can we do to give the young people entrusted to our care experience with technology while not letting it overwhelm their lives?

There are so many factors to take into consideration! So, we asked Lasallians to weigh in on five areas that relate to technology in our ministries: pedagogy, formation, creativity, the underserved, and safety. We hope you find their answers to be helpful as you consider technology use in your ministry.

The Lasallian pedagogy gives spirit to technology. An unprecedented wave of technological innovation hit our schools and pedagogical practice full force, bringing with it a lot of promises, hopes and challenges. As Lasallian educators, we aim to prepare young people in the best possible ways for tomorrow's world – which is already here. This is what drives us.

TECHNOLOGY AND PEDAGOGY: HOW DOES LASALLIAN PEDAGOGY IMPACT OR TRANSFORM OUR USE OF TECHNOLOGY?

Denis de Villers: We saw it coming. Twenty years ago in Barcelona, Lasallians came together at a colloquy to discuss new technology and challenges in Lasallian schools, with their findings published in Bulletin 245. At that gathering, experts from around the world realized that the digital universe of youth would change our relationship to space, time, body and perception of reality. That is what has happened.

The use of techno-pedagogy at school is popular, but it is the educational intent of the Lasallian educator that gives its meaning. Indeed, the four strands of the DNA of Lasallian pedagogy – faith, commitment, community and meaning – make technology become a pedagogy of relationship, a pedagogy of the heart. Thus, technology becomes and remains a tool of creation, collaboration and communication. New ways to make community, to express one's faith, to commit to a cause, and to understand oneself become possible. That's what young Lasallians already do.

We should not avoid technology, but instead integrate it into education. Lasallian pedagogy allows young people to understand technology

as a tool at the service of humanity. By empowering young people in their digital world, we contribute in making them free. This is our mission.

Denis de Villers was a member on the Lasallian Educational Mission (MEL) international standing committee in Rome from 2002 to 2013. As a pedagogy director in a Québec high school, he was among the first institutions to implement the use of the iPad as the main personal tool of learning in his school. De Villers was a part of the International Session of Lasallian Studies (SIEL) in 2015 and contributed an article in the Digital Journal of Lasallian Research on this topic. He now gives workshops on the use of technology with a Lasallian spirit.

TECHNOLOGY AND FORMATION: HOW DOES TECHNOLOGY IMPACT OR TRANSFORM THE FORMATION OF OTHERS?

Brother George Van Grieken, FSC: Technology changes the way we do things and radically influences the way we see things. Formation

changes the way we see things and radically influences the way we do things. Technology deals with the outsides of things, the external life that we live. Formation deals with the insides of things, the internal life that we live. Technology shapes relationships with our outside world and how we come to see ourselves as a result. Formation shapes relationships with our inside world and how we come to see others as a result.

While we reap amazing benefits from technology in terms of connection, efficiency and information, it carries with it a habit-forming dependency that may easily make us unaware of its potential to erode genuine relationships, empathy and formation.

Formation and technology need not be natural enemies, but neither are they natural friends. Insofar as formation involves real conversations, thoughtful reflection and ongoing personal relationships, today's technologies may be a helpful supplement in advancing the goals of formation, being "extraordinarily useful in expanding access to our learning [and formation] programs, but only if we implement them in ways that follow from our goals, not that drive them" (Mary Hess).



Students take a selfie at each clue location as part of an educational scavenger hunt in Montréal. Courtesy Denis de Villers

TECHNOLOGY IN TIMES OF CHANGE CONTINUED

The cultivation of face-to-face conversations, tools for discernment, times of silence, engaging hobbies, exposure to nature, and a vibrant community context will go a long way toward developing habits that structure our attention in truly formative ways. We may then yet live well in an era of technology.

Brother George Van Grieken has used, explored and been interested in technology for all of his professional life. Recently, he wrote a paper on formation and technology as part of a research team led by the International Council for Lasallian Association and the Educational Mission (CIAMEL).

TECHNOLOGY AND CREATIVITY: HOW DOES TECHNOLOGY ENHANCE AND EMPOWER CREATIVITY FOR STUDENTS?

David Cummings: Students require creative skills to thrive in their technology driven world. Schools must look at curricula for where to infuse nascent learning technologies. In order to create innovative students, educators need to explore new tools for erudition.

The reality is that traditional lessons through textbooks can now be researched instantly with an internet connection. Focus needs to be on problem-solving concepts and skills. Student work can be resourceful enough to use technologies to solve problems both independently and in a team setting. It takes time for such a paradigm shift to take place, but extracurriculars can be more flexible and offer a perfect starting point. Clubs, internships and workshops help provide students with just the immersive environment needed to learn skills that align with the demands of the 21st century work environment.

In the Innovation Center at St. Joseph's Collegiate Institute in Buffalo, New York, we aim to accomplish active learning opportunities exposing students to developing careers. Over the summer, we offered an Innovation Camp that introduced middle school students to emerging technologies. Students brainstormed pragmatic inventions, drew them up with digital modeling apps, and then created their projects with 3-D printing. Other group projects included drone camera capture, robotic construction and video game coding.

At the rapid pace of technological change, it is challenging to predict exact technologies or the software students will need in a decade. Instead, a focus on more broad and impactful skills such as creativity, research, experimentation and



A student learns about creating 3-D images while attending a 2017 summer camp at St. Joseph's Collegiate Institute in Buffalo, New York. Courtesy St. Joseph's Collegiate Institute

TECHNOLOGY IN TIMES OF CHANGE CONTINUED

entrepreneurialism will help prepare students to pick majors and careers that will be highly relevant during their lifetime.

David Cummings is the technical coordinator at St. Joseph's Collegiate Institute (SJCI) in Buffalo, New York. SJCI piloted a one-to-one iPad initiative six years ago and continues to develop its educational plans using emerging technologies.

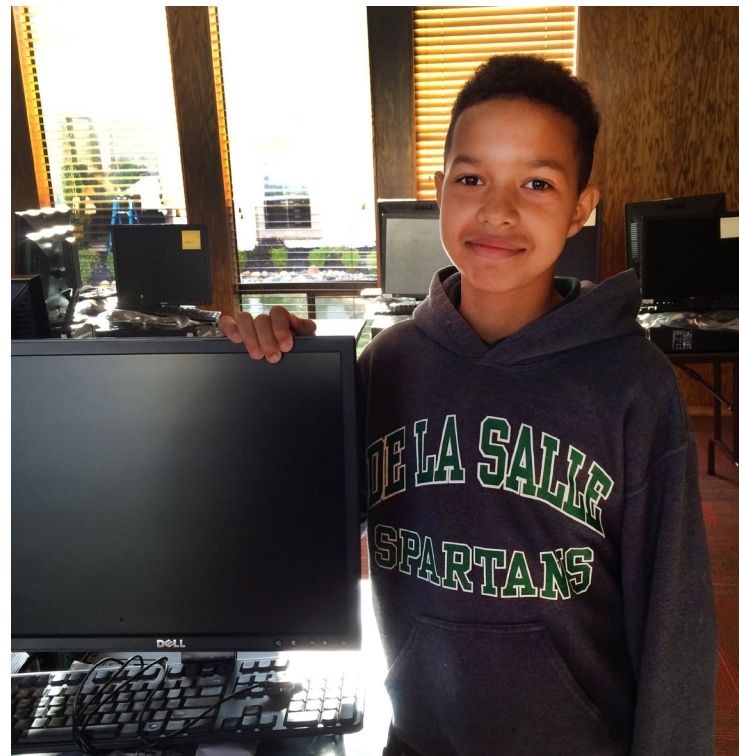
TECHNOLOGY AND THE UNDERSERVED: HOW DO WE MAKE SURE THAT UNDERSERVED STUDENTS HAVE ACCESS TO TECHNOLOGY?

Marilyn Paquette: In the 21st century, you can't educate young people without incorporating technology. It's part of their learning; it's part of their everyday lives. We have to give students access to educational technology and teach them how to use it – not only teach them how to use technology itself, but also how to use it responsibly and be good digital citizens. That often means relying on donations and educating families.

At De La Salle Academy in Concord, California, students come from low-income families, and many do not have access to educational technology at home. So, we've taken a number of steps to ensure our students have access to technology at school. As our school opened in 2014, the board of Lasallian Educational Opportunities (LEO) Center, which was closing, helped fundraise over three years to provide funding for a laptop for each student, along with a charging cart for each classroom. We are able to intertwine technology education throughout our curriculum.

We know it's important for our students to have access to technology at home. Out of the 57 families our school is serving this year, 23 don't have a computer at home. At the start of the current school year, each family was given a computer to use at home, thanks to private donations. Part of our mission as a San Miguel-model school is a strong partnership between the school and the families we serve. Providing this free technology affords us a chance to educate parents in terms of technology use as well.

Marilyn Paquette is principal of De La Salle Academy in Concord, California, a San Miguel-model school serving fifth through eighth grade boys of academic promise from low-income families.



A De La Salle Academy student prepares to take a donated laptop home at the start of the 2017-2018 school year. Courtesy De La Salle Academy

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(Left) Some teachers at Bishop Kelley High School in Tulsa, Oklahoma, have “phone hotels” in their classrooms, where students can house their cell phones during class to limit distraction. Courtesy Bishop Kelley High School

TECHNOLOGY AND PROTECTION: HOW DO WE MAKE SURE THAT STUDENTS USE TECHNOLOGY RESPONSIBLY?

Jeff Pratt: What we can do, and what we try to do here at Bishop Kelley High School in Tulsa, Oklahoma, is foster an environment where making safe and healthy decisions makes sense and is more attractive than the alternatives. Helping students understand the connection between their electronic presence and their public reputation may be a good place to start. Reconnecting students to the basic sense of good character is critical.

Schools should clearly communicate expectations to parents and students. If students veer out of those expectations, the school can consistently, in cooperation with the parents, redirect the student toward more positive online behavior. Minor infractions can be treated as learning opportunities. Repeat or serious offenses may call for disciplinary action.

A trusted referral process is key when it comes to cyberbullying. Students are reluctant to report bullying because they feel it will only make the situation worse or that nothing will change. Clear guidelines regarding retaliatory behavior and consistent responses help build trust and increase the likelihood that students will seek intervention.

To help keep students safe online and focused on appropriate content, we use Lightspeed, a service that allows us to filter students’ activity on their Chromebooks even when they are off campus. Also, teachers have started using “phone hotels” to limit the distraction of cell

phones. During class, students keep their phones in numbered slots in hanging shoe organizers. Creative solutions, shared best practices, effective monitoring and clear policy will hopefully continue to help educators create safe and productive educational environments for their students.

Jeff Pratt is dean of students at Bishop Kelley High School in Tulsa, Oklahoma. With the 2017-2018 academic year, Bishop Kelley launched a program to provide each student with a Chromebook for school use. •

Elizabeth Moors Jodice is the director of communications at Christian Brothers Conference. She can be reached at ejodice@cbconf.org.



Students at Bishop Kelley High School in Tulsa, Oklahoma, receive Chromebooks at the start of the 2017-2018 school year. Courtesy Bishop Kelley High School

Matt Mahoney '16 works on one of the 300+ workstation computers at La Salle College High School. Courtesy Sam Fritch Photography



LA SALLE COLLEGE HIGH SCHOOL TEACHES STUDENTS IN MODERN VERNACULAR: TECHNOLOGY

BY RYAN WALL

When Microsoft decided to test an updated version of its Windows server, it contacted some of the most technologically advanced organizations in the country: Boeing, Amazon, NSA, FBI – the list goes on. However, one of those organizations was not like the others. Among these Fortune 500 companies, government agencies and global corporations, was a sole academic institution: La Salle College High School.

Nestled in the hills of Wyndmoor, Pennsylvania, just outside of Philadelphia, La Salle College High School (LSCHS) is revolutionizing the way technology is used in the classroom. While its five multimedia computer labs are impressive, what makes the technology at LSCHS so innovative is the way it is integrated into the daily life of students.

“One of the things that we consider very important is furthering our Lasallian mission when educating our boys,” said Chris Carabello, director of communications and public relations for LSCHS, an all-boys high school of 1,100 students. “Just like our namesake, who taught in the vernacular to help his students better understand the material, we teach using technology, which is arguably the vernacular of our time.”

Pete Sigmund, chief information officer, agreed, emphasizing their efforts to stay “at the leading edge of every technological development” in order to ensure no students are left behind.

The cornerstone of technology at the high school is the one-of-a-kind relationship with Microsoft. The school runs a Microsoft IT Academy that allows students to take courses like Windows server administration, network fundamentals, software development and security. Upon completion of a rigorous and involved curriculum, students are able to take certification examinations that provide them with impressive credentials before they have even attained their high school degree.

LA SALLE COLLEGE HIGH SCHOOL TEACHES STUDENTS IN MODERN VERNACULAR: TECHNOLOGY

CONTINUED

Each year, more than 200 students participate in the Microsoft Technology Associate program, and several go on to pass courses that certify them in those technologies. It's a program that helps prepare students for careers in technology, and it gives them an advantage over other potential job candidates.

"Sometimes, they even know more than me," Sigmund laughed.

For Sigmund, much of the work he does in the computer labs is personal. Aside from his role of chief information officer, he also is the head of the Lab Managers, a competitive program that educates students on maintaining computers on the school's servers. About 30 lab managers oversee the network in a unique and hands-on experience that gives them full ownership and permission. Named one of the 100 Most Innovative Technology Programs by Microsoft in 2012, it's a formula pioneered at LSCHS that has become an emerging model for similar programs across the country.

The Lab Manager program was founded as the result of Sigmund's desire to instill in his students a sense of responsibility, leadership and passion. After serving as an award-winning crew coach for several years, he wanted to bring that team mentality to the computer lab. Much like a crew team, "Coach Sigmund" works side by side with students as he sets goals for the team. This collaborative approach has empowered students to explore and embrace their interests, while also allowing students to serve their community in a way that highlights their strengths.

"I really enjoy the community aspect of being a lab manager. I liked forming strong friendships with fellow students in the programs, as well as the relationships I developed with faculty and staff

while supporting the network," said Nicholas Maisel '17, former president of the program. "However, while I learned a lot about technology during my time at LSCHS, what I will take away most is the teamwork and trust that the program has instilled in me."

One element of the Lab Manager program that is especially crucial to the Lasallian mission is the community service arm, called TechServe. This initiative aims to utilize the skills of lab managers to serve those less fortunate. Past TechServe projects have included donating and refurbishing equipment, networking, and providing free IT support to underserved schools. Currently 15 schools have benefitted from this initiative, many of them inner-city Philadelphia schools. Recently, LSCHS students visited a Navajo Reservation for a week and established a similar network for their school system.

"The beautiful thing about TechServe is that it allows kids to serve a greater purpose, to use their God-given skills to have an impact and feel important," Sigmund said.



Clay Donahue '19 formats the faculty laptops. Courtesy Sam Fritch Photography



Chief Information Officer Pete Sigmund '85, center, works with Lab Managers Sean Mitchell '20, left, and Zach Rotzal '18, right. Courtesy Sam Fritch Photography

“Moreover, with TechServe, students are excited to serve because it incorporates their passions,” Carabello added.

“I’m grateful that I’ve had the opportunity to help people in so many different ways while learning at the same time,” incoming Lab Manager President Rob Uzzo said. “Mr. Sigmund, [Lab Managers Co-moderator] Mr. [Braden] Bonner and others have helped build the next generation of Microsoft tech associates. I definitely see a lot of talented incoming students who have been attracted to LSCHS because of the program.”

Uzzo eagerly noted that an upcoming IBM-supported TechServe endeavor aims to map diseases for researchers and could have huge implications for the local healthcare community.

“Over 300 years ago, Saint John Baptist de La Salle made the decision to educate others in the hope that his students would give back to their community and advance society. We see that time and time again through the results of our

technology use in the classroom. These kids are embracing the tools we provide them and are making a difference in their own lives, as well as the lives around them,” Carabello noted.

For Sigmund and the rest of the IT department at La Salle College High School, technology transcends the educational experience; it forms the foundation for a comprehensive understanding of the rapidly digitizing world. Moreover, it provides students with a platform to hone their skills and engage their passions to benefit the greater good. Just as Saint John Baptist de La Salle’s students left their classes enlightened and eager to spread their knowledge, the students of La Salle College High School are eager to put their technological prowess to good use. In this way, students embody the school’s motto of “Enter to Learn, Leave to Serve.” •

Ryan Wall is a senior Communication major at La Salle University in Philadelphia. He can be reached at rywall100@gmail.com.

PROBLEM-SOLVERS ON A MISSION

TECHNOLOGICAL INNOVATION AND ADAPTATION HELP LASALLIAN SCHOOLS CONNECT LEARNING BY DOING TO DOING FOR OTHERS.

BY BOB CARREJO

In recent decades, national efforts to improve student learning and career preparation in the areas of math, science and technology have led to a number of school improvement initiatives in both K-12 and higher education.

One of the most well-known of these is STEM, a movement in which science, technology, engineering and mathematics are taught through a specialized curriculum that integrates these disciplines and focuses on real-world applications.

In the District of San Francisco New Orleans, a number of schools have adopted approaches to STEM that enrich not only instruction and learning but also the Lasallian mission. Two such schools, serving within just miles of each other in Louisiana, are using their programs to meet emerging student needs while also addressing unique local events.

BRINGING PLTW TO THE CLASSROOM

Saint Paul's School in Covington and Christian Brothers School (CBS) in New Orleans have partnered with national organization Project Lead the Way (PLTW) to introduce both students and teachers to STEM. PLTW emphasizes STEM learning through building personal skills such as problem-solving, critical and creative thinking, collaboration and communication.

Saint Paul's took the initiative first, joining with PLTW in the fall of 2010. According to Principal Trevor Watkins, it all began with an innocent question about some former students.

"Every year, a number of our graduates choose to go into engineering in college," he said. "So, I happened to ask one of our counselors how they were doing. What I was told was, 'Not so well.'"



Students in a civil engineering class at Saint Paul's School in Covington, Louisiana, learn to use surveying equipment. Courtesy Karen Hebert, Saint Paul's School



(Left) Fourth graders at the Christian Brothers School Canal Street campus in New Orleans, Louisiana, create models during an investigation of forces and interactions. Students explore simple machines such as the wheel and axle while investigating the effects of balanced and unbalanced forces on the motion of an object. Courtesy Kim Flair, Christian Brothers School

Understandably concerned, Watkins learned that his school's long-established take on science and mathematics courses, which included honors and advanced placement offerings, was not preparing its students for higher education as well as had been assumed. Determined to meet his students' needs, Watkins began exploring the then-emerging STEM initiative.

One day, a Saint Paul's grandparent who worked as an engineer told Watkins about PLTW and its promise of the type of resourceful and imaginative qualities that colleges and universities were demanding. Soon after, the decision was made to phase in PLTW, introducing first its engineering curriculum, and a year later, its biomedical sciences curriculum.

"It was very effective from the start," Watkins recalled. "PLTW is more about process, about tapping into kids' natural curiosity and connecting it to learning. Our students were now getting both hands-on skills as well as the necessary academic instruction."

CBS began its STEM initiative in the fall of 2016. Having just expanded from an all-male middle school to include a second campus with a pre-K through seven co-ed enrollment, Principal Michael Prat and then-Principal Heath Barker were interested in ways to diversify and enrich CBS' touted academic tradition. Aware of Saint Paul's success with PLTW, they looked into the program and liked what they saw.

"We believed that this curriculum would provide [students] with not only the content they need to be successful, but also 21st century skills, such as hands-on experience and working as part of a team or group," Prat stated.

"We felt, as a ministry, that we would best serve our population of students with a hands-on, student-centered and engaging approach to STEM," added Barker. "It would allow our students to 'break up the day' and become acquainted with project-based learning and inquiry based learning."

CBS is now in year two of phasing in PLTW over three years, which includes both PLTW's Launch program, specially modified for grades pre-K through five, and its Gateway program for grades six through eight.

SEEING THE SUCCESS

To date, PLTW and the students in both schools are flourishing. Saint Paul's graduates report that they find themselves well-prepared for college science and mathematics coursework, with the engineering majors progressing adeptly toward their degrees. At CBS, data from students' ACT Aspire assessments showed after one year that scores in science and mathematics were above average in comparison to area Catholic elementary and middle schools.



"I think PLTW has reinvigorated our science program," observed Julie Beck, Saint Paul's eighth grade teacher. "The students are engaged and seem to find purpose in what they are learning and doing. They are able to find meaning in the information they are learning because they are able to see the real-world importance of it."

For CBS, PLTW has helped with the challenge of adjusting to the learning needs of a new, younger wave of students. A second grader exclaimed, "At my old school, I did not like science. Now, I love science!", while a pre-K student gave the definitive kid seal of approval, "Science is awesome!"

And there have been other benefits.

At Saint Paul's, seven teachers are now PLTW-certified instructors. One of those is Beck, the 2017 Louisiana Outstanding PLTW Educator and moderator of the school's award-winning VEX Robotics team. As she helped to implement PLTW with eighth grade students, she soon began to experience its effects on her teaching.

"Instead of giving direct instruction, I found myself in the role of a facilitator, where the students learn through discovery and trial and error," she recalled. "Being a PLTW teacher has changed me in so many ways that I'm not sure that I would ever go back to teaching a non-STEM/PLTW class!"

Meanwhile, at CBS, a significant PLTW contribution has been to the school's transition into co-education. Barker explained, "For promoting the girls' middle school experience in an advanced curriculum, PLTW has been a great fit. We wanted to empower our young ladies in STEM, including positioning capable and influential female teachers in the STEM classes. These choices have proven to benefit both the girls and the learning environment."

HELPING OTHERS

While these results are impressive, the bar sits even higher for Lasallian schools, where the qualities of faith, service and community are the most essential learning outcomes for all students.

(Left) Engineering students at Saint Paul's School in Covington, Louisiana, work on a design of an EcoCAR to resemble the Batmobile. Courtesy Karen Hebert, Saint Paul's School

To succeed at Saint Paul's and CBS, PLTW would have to reach that bar, with students and teachers challenged not only to become more proficient in the classroom but also to turn their minds outward toward the lives and needs of others.

There is inspiring evidence that this is happening.

In August 2016, torrential rainfall caused catastrophic flooding in parts of southern Louisiana. Tens of thousands of people were left homeless in Baton Rouge. At Saint Paul's, engineering students came up with an idea for an emergency shelter made of lightweight, all-weather materials that had a rainwater collection apparatus and a plumbing-free latrine. The group presented its idea to local professional engineers for input and developed a final design. The students then built a prototype to use for determining their design's practical and commercial feasibility.

"We hope that students become more environmentally and socially conscious," said Watkins. "Don't just pass tests. Make things better."

CBS students also drew from local events to connect their learning with the real world. The 2010 Deepwater Horizon oil spill resulted in unprecedented damage to the environment and fishing industry of the Gulf Coast. Sixth-grade science students worked to simulate an oil spill, learning how to develop solutions for cleaning oil spills and restoring wounded ecosystems.

"The opportunity for teachers is to introduce their own real-world experiences and understandings into the curriculum, to extend content beyond the surface level," said Prat.

It has been said that the phrase "enter to learn, leave to serve" best characterize the vision of Lasallian schools. To this end, what is being done at Saint Paul's School and Christian Brothers School shows that, when animated by that vision, quality education serves to form the whole student, awakening each to both their human potential and their sacred purpose as part of God's world. ●

Bob Carrejo is the director of communications for the District of San Francisco New Orleans. He can be reached at bcarrejo@dlsi.org.



Sixth graders at the Christian Brothers School Canal Street campus in New Orleans, Louisiana, conduct a simulated oil spill and develop solutions similar to how environmental engineers clean up a spill. Courtesy Kim Flair, Christian Brothers School

TEACHING TECHNOLOGY AND BUILDING RELATIONSHIPS

BY ANNA WADDELOVE

It is indisputable that in today's world, students need to be tech savvy to be prepared for the life that awaits them outside of school. Hand a child of almost any age a smart phone or tablet and they can find entertainment; however, that's obviously not the goal within the four walls of a classroom.

Schools need to use technology in the best possible ways to enhance the curriculum, but just having computers, iPads or SMART Boards is not enough. Technology moves at an incredible speed, and educators have to stay on the cutting edge so they can use technology most effectively to best serve their students.

In the Chicagoland area, faculty members at Lewis University in Romeoville, Illinois, work to prepare educators to use technology effectively, while strengthening relationships with local Lasallian schools and other Catholic secondary schools.

TEACHING TECH TO EDUCATORS

The need to keep students on track and to keep teachers ahead of the curve is where Lewis University's Institute for the Advancement of Catholic and Lasallian Education comes in. It currently has ongoing relationships with approximately 65 schools in the Diocese of Joliet and the Archdiocese of Chicago. The Institute

offered 17 professional development seminars for teachers and administrators over the summer with a number of them specifically geared toward educating educators about technology in the classroom.

The summer 2017 seminars, taught by Dr. Elizabeth Sturm, assistant professor for combined special education and elementary education at Lewis, included Engaging Your One-to-One Classroom with Nearpod and SMART Board: Creating Collaborative, Engaging Activities. In the seminar teaching Nearpod, an interactive multimedia lesson builder to engage students on a variety of one-to-one devices, educators learned to construct lessons, monitor and measure performance, and even include absent students in classroom lessons. In the SMART Board session, participants used the SMART Board and SMART Notebook collaborative learning software to create interactive lessons and classroom activities. The seminar covered creating attendance activities, editing pre-made games, and ways to make lessons more interactive.



“There are so many demands on educators now that there is no time to keep up with technology,” said Sturm. “Technology is ever changing and very competitive. Educators find it hard to know which platforms to spend time learning, or which to trust.”

The summer seminars offer an outlet for educators to have those questions answered so they can use technology in the classroom as one way to keep students engaged.

“Students are using tech in their personal lives frequently,” explained Sturm. “Using it in the classroom is a natural continuation of how they are informally learning, and teachers have the ability to teach them how to use their tech efficiently and safely. Teachers also teach them digital literacy, which will be a skill they will need in and out of the classroom.”

“(Through use of technology) we give teachers the ability to drive experiences from which students can gain insights through direct interaction,” said Dr. Ray Klump, professor and chair of computer science and mathematics in the College of Arts and Sciences at Lewis, describing the benefits of technology in the classroom. “They can easily change things, see the effect, and then try to draw conclusions. So, we provide inexpensive,

easy-to-implement ways for students to discover lessons rather than be told them.”

In choosing how to teach best practices to educators, the Institute is also cognizant of potential downsides and helps educators understand how to avoid them.

“I think the rush to deploy iPads early on shows you what can go wrong,” Klump explained. “Having the devices makes you feel like you have to use them. But, without a plan, they just get used for the sake of getting used and end up distracting from the learning process. The technology shouldn’t get in the way. It should make the knowledge flow more smoothly. Otherwise, it’s like a guitarist forced to play a guitar with a warped neck: it just gets frustrating and often ends up discordant.”

Dr. Ray Klump, chair and professor of Computer and Mathematics Sciences, talks tech with his students at Lewis University. Courtesy Lewis University



TEACHING TECHNOLOGY AND BUILDING RELATIONSHIPS CONTINUED

The annual summer seminars offer the Institute an opportunity to teach best practices when it comes to the effectiveness of technology in the classroom. Outside of the classroom as well, technology has helped greatly with curriculum and individualized instruction planning for teachers.

“Technology is the vehicle in schools today that powers up teaching and learning,” explained Larry Wiers, Institute director. “When Catholic schools contact us with a need – not just technology but any staff development and professional growth need – they indicate to us whether they are able to offer our professors a small stipend. If they cannot afford it, the Institute for the Advancement of Catholic and Lasallian Education then provides our professors with a small honorarium. It should be noted that many times the professors do this work ‘pro bono.’”

TECHNOLOGY, TOGETHER AND BY ASSOCIATION

“Lewis University’s College of Education, in the spirit of association, reaches out to its Catholic school partners to be of assistance because we are all in this together,” Wiers explained.

A very specific example of that association is the relationship between Lewis University and nearby St. Joseph High School, a Lasallian school in Westchester, Illinois. St. Joseph has an enrollment that is noted for its diversity of race, ethnicity, religion, socio-economic status, and academic ability and preparation. The majority of students come from working class and working

poor families. St. Joseph also serves students with documented learning and health needs who require additional support.

“St. Joe’s relationship with Lewis University has been developing strongly and intentionally, especially in the last three years,” said Ronald Hoover, principal of St. Joseph. “Brother Thomas Harding, FSC, was appointed our president in 2015, and shortly thereafter Brother James Gaffney, FSC, now president emeritus of Lewis University, became our board chair. Together they encouraged and facilitated our partnership with the College of Education at Lewis. The generosity of the college has orchestrated several learning experiences for our teachers, including in-services on differentiated learning and technology in the classroom.”

Hoover believes that with technology preparedness, students will be ready for the life that awaits them after their time at St. Joseph.

“Opportunities for encounter and enrichment are vastly improved, and learning opportunities, previously restricted to students with means, are now available to any student with the drive for self-improvement.”

The relationship between Lewis University and St. Joseph, and the implementation of teaching technology allows for the students to be college-ready, work-ready and life-ready.

Whether it is through the classes Sturm teaches, the support given by educators like Wiers and Klump, or the relationships built between ministries, the Institute for the Advancement of Catholic and Lasallian Education is preparing teachers to stay a step ahead in the ever-changing landscape of technology and forming stronger bonds within both Lasallian community and the wider Catholic educational community. ●

Anna Waddelove is the communications specialist at Christian Brothers Conference. She can be reached at awaddelove@cbconf.org.



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Aquinas Institute of Theology,
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**“Know the Story
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QUESTIONS?

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De La Salle: One Heart. One Commitment. One Life.

The Year of Lasallian Vocations

will happen during the 2018-2019 liturgical year, marking the 300th anniversary of Saint John Baptist de La Salle's entry into eternal life. Programs, events and publications will emphasize this opportunity to celebrate our common heritage, renew our commitment to respond to the needs of today, and look to the future with hope as a Lasallian family.

During the Year of Lasallian Vocations we will:

- Celebrate and give thanks for our common heritage and our vitality through our association for the transformative human and Christian education of the young, especially the poor.
- Renew our commitment to respond to the reality and needs of today through promoting our mission, charism and founding story.
- Share our hope for the future within the unity and diversity of Lasallian vocations by witnessing the movement of the Spirit in our lives and ministry.

Programs, events and publications in the works:

- Shared Opening & Closing Prayer Services
- Young Lasallian Gathering before World Youth Day
- International Formation session on Youth Ministry and Lasallian Vocations

- International Education Congress
- Popular Biography of De La Salle
- New Video Resources on De La Salle and Lasallian vocations
- And so much more...

Three major celebrations are being planned in 2019:

- Rouen, France, on April 7, the date and location of De La Salle's passing
- Reims, France, on April 30, the date and location of De La Salle's birth
- Rome, Italy, on May 15, Founder's Day, when De La Salle was proclaimed Patron Saint of Teachers

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A YEAR OF BEING PRESENT

NOVICES BEGIN TIME OF INTROSPECTION AND FORMATION

BY CHRIS SWAIN

“THE NOVITIATE PROGRAM SHOULD ENABLE THE NOVICES TO KNOW THEMSELVES BETTER, TO UNDERSTAND BETTER THE CONTEMPORARY WORLD AND INSTITUTE, AND TO ADJUST BETTER TO THEIR OWN CULTURE” (*RULE 93.3*).

On August 6, 2017, five men in the Lasallian Region of North America (RELAN) began the novitiate year in their ongoing vocational journey as Brothers of the Christian Schools.

The novitiate, a yearlong experience for all entering religious life, is a unique opportunity in the life of the Brother. It serves as a chance to deepen one’s formation, and it gives sustaining life to their vocation as Brothers.

In this year away from educational ministry, the novices have opportunities to encounter God in their presence to one another in community and in their interior life. One of their challenges will be striking a balance in the use of virtual and digital means used to be present to others beyond the novitiate community. The novices also have the opportunity to deepen their formation through studying Institute and Lasallian writings, as well as welcoming presenters from across the Region.

The Brothers in the RELAN Novitiate are Paul Avvento and Stephen Barbaro from the District of Eastern North America and Mark Engelmeyer, Matthew Kotek and Dylan Perry from the Midwest District. Brother Tom Johnson, FSC, novitiate director, and Brother Stephen Olert, FSC, novitiate sub-director, are accompanying the novices on their journey.

For these five, “the term novice, in its literal sense, isn’t correct,” said Brother Tom. “They’ve had multiple experiences in community and ministry, and some for a long time. The novitiate is a chance to pull away and for them each to get to know themselves better.”

“I hope to develop a relationship with God that will not only feed and sustain me, but that I can share with my community and students,” said Brother Dylan. “I am looking forward to investing my time and energy to cultivating habits and wrestling with interior issues to open me up more to the movements of each person of the Trinity in my life.”

As the novices take time to deepen their own spiritual lives, they also support each other in that process, individually and as a group.

From left, Brothers Dylan Perry and Steven Barbaro work on landscaping at the novitiate. Courtesy James Hannon





From left, Brothers Tom Johnson, Steven Barbaro, Mark Engelmeyer, Paul Avvento, Dylan Perry, Stephen Olert and Matthew Kotek stand in the RELAN Novitiate Community chapel following a prayer service to commence their novitiate year. Courtesy James Hannon

“I look forward to getting to know my fellow novices better and hope that we can help each other grow stronger in our faith,” said Brother Matthew. “I believe that [through] building meaningful relationships as novices, we will be able to support one another throughout the rest of [our] lives as Brothers.”

Opportunities to build meaningful relationships are intentionally built into the novitiate. The novices come together as a community to share meals, prayer, formation events and retreats, as well as social and cultural experiences.

“It is an amazing opportunity to form a community with four other novices who have been moved to commit their lives to one another, and, along with our director and sub-director, to genuinely learn how to create and live in authentic community with and for one another,” said Brother Paul.

The absence of educational ministry in the novitiate experience gives novices an opportunity to get to know themselves better and pay attention to their personal and spiritual lives.

“With the novitiate year, it will be an opportunity to experience and live community life without

the ministry,” said Brother Mark. “On the flip side, there is never a year where there is ministry without community. So maybe the novitiate will be a time to more fully embrace and internalize the prominence of the community life in the vocation.”

The novices will experience the larger religious community as well. They will take part in the Inter-Community Novitiate, a program in which novices of more than a dozen religious communities participate in formation workshops, prayer and community.

“I’m looking forward to the retreats and the various spiritual talks and ‘desert days,’ where I can have the opportunity to work on my interior and spiritual prayer life during my year at the novitiate,” said Brother Stephen.



From left, Brothers Dylan Perry, Mark Engelmeyer, Paul Avvento, Matthew Kotek and Steven Barbaro spend time getting to know each other during their novitiate year. Courtesy James Hannon

A YEAR OF BEING PRESENT CONTINUED

(Right) From left, Brothers Dylan Perry, Paul Avvento, Mark Engelmeyer, Matthew Kotek and Steven Barbaro. Prior to beginning the novitiate year, each soon-to-be novice received his religious habit during a ceremony in his home District. Courtesy James Hannon

(Droit) De gauche à droite, Frères Dylan Perry, Paul Avvento, Mark Engelmeyer, Matthew Kotek et Steven Barbaro. Avant le début de l'année de noviciat, chaque novice en devenant a reçu l'habit religieux lors d'une cérémonie dans son district d'appartenance. Courtoisie de James Hannon

The novices will have the year for taking stock and seeking balance as they “continue the process of integrating the constitutive dimensions of the Brothers’ life” (*Rule* 93.4). One aspect of this will be determining how their online and social media habits evolve.

“I think the key is being an authentic witness,” said Brother Paul. “The biggest obstacle will be determining how I can share my experience with others who may be curious about the life of the Brothers, while maintaining the priority of focusing inward.”

There is also the practical aspect of connecting online that the novices have to consider.

“I want to update my family, friends and former students about my novitiate year,” said Brother Matthew. “However, I plan to step away from social media to focus on being present to the novitiate experience.”

Personally, professionally and spiritually, the novitiate will provide the Brothers an opportunity to integrate their experiences for their vocational journey ahead, especially considering that “how we live our life and how we share that with others is the best form of evangelization,” said Brother Tom.

When the RELAN Novitiate concludes July 21, 2018, the Brothers will return to their home Districts to profess temporary (annual) vows to reaffirm their commitment to a relationship with God as a Brother of the Christian Schools. They will then each be assigned to a community and ministry where they will continue to live out their vocation, relying on the experiences they had and the relationships they formed in the novitiate to guide them on their journey. ●

Chris Swain is director of the Office of Lasallian Vocation Ministry at Christian Brothers Conference. He can be reached at cswain@cbconf.org.

Novitiate Sub-director Brother Stephen Oler, FSC, center, enjoys the morning newspaper with novices Brother Matthew Kotek, left, and Brother Dylan Perry, right. Courtesy James Hannon





UNE ANNÉE DE PRÉSENCE

LES NOVICES COMMENCENT UNTEMPS D'INTROSPECTION ET DE FORMATION

PAR CHRIS SWAIN

« LE PROGRAMME DU NOVICIAT DOIT PERMETTRE AUX NOVICES DE MIEUX SE CONNAÎTRE, DE MIEUX COMPRENDRE LE MONDE ET L'INSTITUT CONTEMPORAINS, ET DE MIEUX SE SITUER DANS LEUR PROPRE CULTURE. »

(RÈGLE DES FRÈRES DES ÉCOLES CHRÉTIENNES 93.3)

Le 6 août 2017, cinq jeunes hommes de la Région lasallienne d'Amérique du Nord (RELAN) ont entrepris leur cheminement vocationnel au sein des Frères des Écoles chrétiennes dans le cadre du noviciat.

Ce dernier, d'une durée d'un an pour tout postulant à la vie religieuse, est une occasion unique dans la vie du frère. En effet, le noviciat permet d'approfondir sa propre formation, en plus de dynamiser sa vocation comme frère.

Pour cette année qui est vécue en retrait de la mission éducative courante, les novices ont des occasions de vivre la présence de Dieu dans l'autre, dans la communauté et dans

leur vie intérieure. Le défi qui se pose à eux est de maintenir un équilibre dans l'utilisation des moyens numériques utilisés pour être en lien avec d'autres personnes hors de la communauté du noviciat. Les novices ont également la possibilité d'approfondir leur formation par l'étude des écrits de l'Institut et des documents lasalliens. La communauté accueille également des conférenciers de partout dans la Région.

UNE ANNÉE DE PRÉSENCE SUITE

Les frères présents au noviciat de la RELAN sont Paul Avvento et Stephen Barbaro du District de l'Est de l'Amérique du Nord (DENA), Mark Engelmeyer, Matthew Kotek et Dylan Perry du District du Midwest. Frère Tom Johnson, FSC, directeur du noviciat et frère Stephen Olert, FSC, sous-directeur du noviciat, accompagnent les novices dans leur cheminement.

En ce qui concerne ces cinq jeunes hommes, « l'utilisation du terme novice, dans son sens littéral, est incorrecte, » a déclaré frère Tom. « Ils sont déjà riches de plusieurs expériences en communauté et dans le ministère et, pour certains, depuis longtemps. Le noviciat est une occasion pour chacun d'entre eux de s'arrêter et d'apprendre à mieux se connaître. »

« Je souhaite développer une relation avec Dieu qui sera non seulement enrichissante pour moi, mais que je pourrai aussi partager avec ma communauté et mes élèves, » a déclaré le frère Dylan. « Je suis impatient d'investir mon temps et mon énergie à développer une routine de vie spirituelle et à faire face aux problèmes intérieurs qui me rendront sensible à l'action des personnes de la Trinité dans ma vie. »

Comme les novices prennent le temps d'approfondir leur vie spirituelle, ils se soutiennent également l'un l'autre dans ce processus, individuellement et collectivement.

« J'ai hâte de faire plus ample connaissance avec mes collègues novices et j'espère que nous pourrons nous aider mutuellement à nous renforcer dans notre foi, » dit frère Matthew.

« Je crois qu'en construisant des relations significatives en tant que novices, nous serons en mesure de nous soutenir mutuellement dans le reste de nos vies de frères. »

Les occasions de développer des relations significatives sont intentionnellement intégrées

au noviciat. Les novices se réunissent en communauté pour partager les repas, pour prier, pour se former, pour vivre des retraites ainsi que des expériences sociales et culturelles.

« C'est une formidable occasion de former une communauté avec quatre autres novices qui se sont engagés à donner leur vie l'un pour l'autre. Notre directeur et notre sous-directeur font partie intégrante de l'expérience. Ils nous apprennent à créer et vivre au sein d'une communauté authentique avec et pour l'autre, » a déclaré le frère Paul.

L'absence d'engagement concret dans la mission d'éducation lors de l'expérience du noviciat donne aux novices l'occasion d'apprendre à mieux se connaître et à mieux prendre soin de leur vie personnelle et spirituelle.

« L'année de noviciat sera pour nous l'occasion de découvrir et de vivre une vie communautaire sans les contraintes de l'engagement dans un ministère, » a déclaré le frère Mark. « D'un autre côté, il n'y aura jamais une année où le ministère s'exercera sans être en communauté. Alors, le noviciat est certainement un moment pour mieux saisir et intérioriser l'importance de l'aspect communautaire de la vocation. »

Les novices feront également l'expérience de la plus grande communauté religieuse qui soit. En effet, ils prendront part au noviciat intercommunautaire, un programme dans lequel les novices de plus d'une douzaine de communautés religieuses différentes participent à des ateliers de formation, à des moments de prière et à une vie communautaire élargie.

« J'ai hâte aux retraites et aux différents entretiens spirituels et aux « jours de désert, » moments où j'aurai l'occasion de travailler sur ma vie intérieure et spirituelle au cours de mon année au noviciat, » a déclaré frère Stephen.

Les novices auront l'année pour faire le bilan et trouver l'équilibre nécessaire afin de «continuer son itinéraire d'intégration des éléments constitutifs de la vie de frère. » (*Règle des Frères* 93.4). Un des indicateurs de cela sera l'évolution de leurs habitudes de présence en ligne et dans les médias sociaux.

« Je pense que la clé, c'est d'être un témoin authentique, » a déclaré frère Paul. « Le plus grand obstacle sera de déterminer comment partager mon expérience avec d'autres personnes qui pourraient être curieuses de connaître la vie des frères, tout en privilégiant ma vie intérieure. »

Il y a aussi l'aspect pratique de connexion en ligne que les novices doivent envisager.

« Je désire tenir ma famille, mes amis et mes anciens élèves au courant de mon année au noviciat, » a déclaré le frère Matthew.
« Cependant, j'ai l'intention de tenir à l'écart les médias sociaux pour m'employer à être entièrement présent à l'expérience du noviciat. »

Personnellement, professionnellement et spirituellement, le noviciat fournira aux frères

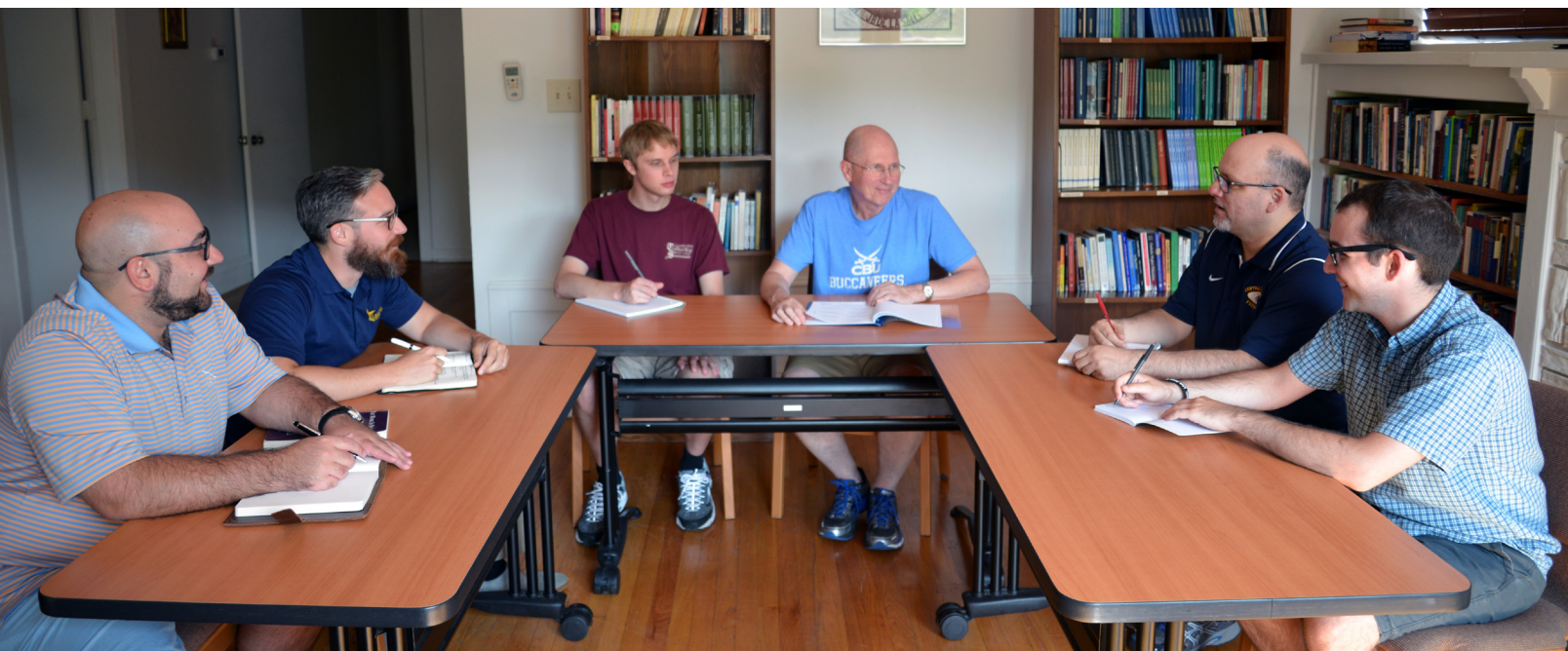
une occasion d'intégrer leurs expériences de vie au cheminement vocationnel à venir, surtout en considérant que « de la façon dont nous vivons notre vie et comment nous partageons cela avec les autres, est la meilleure forme d'évangélisation, » dit frère Tom.

Lorsque le noviciat de la RELAN arrivera à terme le 21 juillet 2018, les frères seront de retour dans leur lieu d'appartenance afin de professer des vœux temporaires (annuels) qui réaffirment leur attachement à une relation avec Dieu en tant que Frère des Écoles chrétiennes. Ils vont alors être affectés, chacun, à une communauté et à un ministère où ils continueront à vivre leur vocation, en s'appuyant sur les expériences qu'ils auront vécues et sur les liens qu'ils auront développés au noviciat pour les guider dans leur cheminement actuel et dans l'avenir. ●

Chris Swain est le directeur du Bureau du ministère des vocations lasalliennes pour le compte de Christian Brothers Conference. On peut le joindre à l'adresse suivante : cswain@cbconf.org.

Novitiate Director Brother Tom Johnson, FSC, back right, accompanies the novices during a conference at the start of their year. Formation conferences cover Lasallian heritage and mission, as well as religious life and the Catholic church. Courtesy James Hannon

Le directeur du Noviciat, Frère Tom Johnson, FSC (à l'arrière droite), accompagne les novices lors d'une conférence en début d'année. Les conférences de formation portent sur l'héritage lasallien et la mission, ainsi que sur la vie religieuse et l'Église catholique. Courtoisie de James Hannon



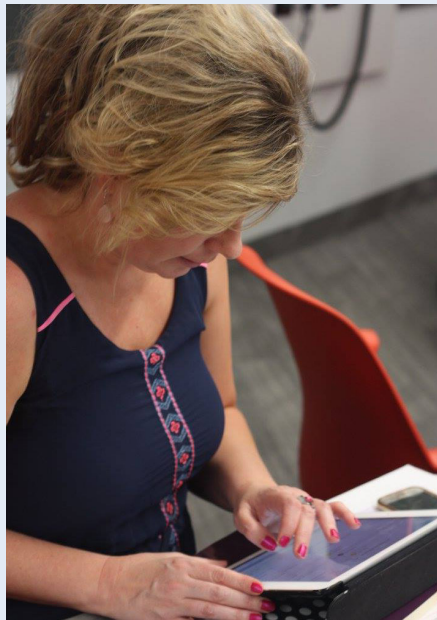
TAKING LASALLIAN FORMATION ONLINE

BY ELIZABETH MOORS JODICE

As online learning increases in popularity and continues to evolve, more and more opportunities for Lasallian formation are being offered online. From webinars to videos to online learning, here's a look at some of the initiatives in the Lasallian Region of North America.

OFFICE FOR LASALLIAN EDUCATION, CHRISTIAN BROTHERS CONFERENCE

The Office for Lasallian Education at Christian Brothers Conference offers an online learning component as part of the redesigned Brother John Johnston Institute of Contemporary Lasallian Practice. The Johnston Institute introduced one version of the online component during the first cohort and has enhanced



Jill Johnson, a graphic artist at Saint Mary's Press in Winona, Minnesota, uses an iPad to familiarize herself with Schoology during the Midwest District gathering of the summer 2017 Johnston Institute. Courtesy Brother Michael Fehrenbach, FSC.

and modified the component for the second cohort. Hosted by Schoology, the online component was introduced at the first three District sessions, which were held July 2017. Johnston will fully implement online learning during the October in-person District gatherings. The online aspect of the program will, among other things, serve as a means of continuing reflection and

dialogue around session topics, as well as provide an opportunity for additional discussion and interaction on topics of interest to specific groups of Johnston participants.



Ed Sirois, religion teacher at La Salle Academy in Providence, Rhode Island, conducts a series of webinars focused on understanding Islam and Judaism. Courtesy Maryann Donohue-Lynch

DISTRICT OF EASTERN NORTH AMERICA

In the District of Eastern North America (DENA), the Office for Mission and Ministry offers various formation webinars, including Life of the Founder and Saint John Baptist de La Salle: Women and the Story of Association. One of DENA's most popular webinars has been its yearly online advent retreats. Webinars are also used as follow-up sessions to District workshops. For example, DENA offered a three-part series on Understanding Judaism and another on Understanding Islam in response to the Brother Luke Salm Religious Education Workshop. Webinars have also been used to accompany Young Lasallians and District Animators on a variety of topics. Recently, DENA went "beyond borders" with a webinar on Judaism being



Videographer Joe Alexander Short interviews Brother John Mai, FSC, for a "Brothers of San Francisco New Orleans" video. Courtesy Joe Alexander Short

offered to religion teachers in England. Future plans include introductory webinars for new faculty and staff, along with a follow up to the 2017 Lasallian Global Women's Symposium.

DISTRICT OF SAN FRANCISCO NEW ORLEANS

The District of San Francisco New Orleans (SFNO) continues to develop webinars focused on vocations. These webinars are intended primarily as support and resource opportunities for Brothers and Partners serving in vocation ministry roles both in schools and in District leadership. SFNO is also developing video projects that aim to promote the identity of the District and contribute to formation for mission. "Broflix" includes several series of short online videos. One features contacts, aspirants and postulants reflecting on their sense of vocation and their interest in the Brothers' life. "Brothers of San Francisco New Orleans" presents SFNO Brothers speaking about their experiences in ministry and perspectives on the religious life. Future projects include a multi-part profile of the District told through the lenses of the five core principles, and a video history of

the legacy San Francisco and New Orleans-Santa Fe Districts as told by Brothers and Partners from both former Districts.

MIDWEST DISTRICT

The Midwest District is developing an online accompaniment program with hopes that it will become a model for creating a Lasallian formation community across the District. The intent is to create a flexible program built around five basic themes that emerge from a reading of Saint John Baptist de La Salle's life. It will be constructed around a trinity of experiences: becoming familiar with "source" material, personal dialogue with that material, and engaging with the local and District-wide communities. The goal is to assist ministry leadership (administration and boards) and those charged with being leaders in formation so they can engage and accompany Lasallians in ongoing personal transformation, as well as ministry and District transformation. The hope is to provide clarity about the Lasallian call, vocation and brand to lead to deeper commitments that will ultimately benefit the young, their families and their communities. ●

De la Salle **TODAY**



CALENDAR OF EVENTS

OCTOBER 2017

- 12 – 14 Brother John Johnston Institute of Contemporary Lasallian Practice (District of San Francisco New Orleans), Duncan Mills, CA
- 15 – 18 Regional Vocation Formation Committee (RVFC) Meeting, Montréal, QC
- 16 – 20 Regional Conference of Christian Brothers (RCCB) Meeting, Montréal, QC
- 19 – 21 Brother John Johnston Institute of Contemporary Lasallian Practice (Midwest District), Des Plaines, IL
- 26 – 28 Brother John Johnston Institute of Contemporary Lasallian Practice (District of Eastern North America), Pocono Manor, PA
- 26 – 29 Brothers in Initial Formation Gathering, Ocean City, NJ

NOVEMBER 2017

- 3 – 5 Regional Council of Young Lasallians (RCYL) Meeting, Narragansett, RI
- 5 – 7 Lasallian Publications Committee (LPC) Meeting, Chicago, IL
- 12 LVs Run, Tucson, AZ
- 14 – 16 Lasallian Education Council (LEC) Meeting, Denver, CO
- 16 – 18 Huether Lasallian Conference, Denver, CO

DECEMBER 2017

- 1 Novitiate Postulancy Committee (NPC) Meeting, Chicago, IL

JANUARY 2018

- 12 – 15 Lasallian Volunteers Midyear Retreat, Brant Lake, NY

- 22 – 25 Regional Conference of Christian Brothers (RCCB) Meeting, Napa, CA

FEBRUARY 2018

- 25 – 28 Lasallian Association of Secondary School Chief Administrators (LASSCA) Conference, Orlando, FL
- 14 – 16 Lasallian Education Council (LEC) Meeting, Denver, CO
- 28 – March 1 Regional Education Advisory Committee (REAC) Meeting, Orlando, FL

MARCH 2018

- 4 – 16 Intercapitular Meeting, Rome, Italy
- 8 – 10 Brother John Johnston Institute of Contemporary Lasallian Practice (District of San Francisco New Orleans), Loranger, LA
- 15 – 17 Brother John Johnston Institute of Contemporary Lasallian Practice (District of Eastern North America), Pocono Manor, PA
- 21 – 24 Regional Vocation Formation Committee (RVFC) Meeting, Glencoe, MO
- 22 – 24 Brother John Johnston Institute of Contemporary Lasallian Practice (Midwest District), Marine on Saint Croix, MN

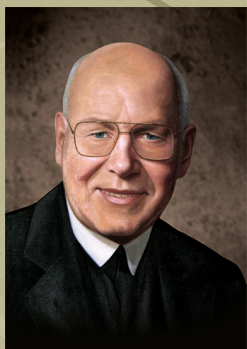
APRIL 2018

- 5 – 8 Brothers in Initial Formation Gathering, Memphis, TN
- 23 – 26 Lasallian Education Council (LEC) Meeting, Linthicum Heights, MD
- 23 – 27 Regional Conference of Christian Brothers (RCCB) Meeting, Linthicum Heights, MD



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Brother Joel Damian, FSC
Founder of Christian Brothers Services

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De la Salle
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