

Priority to the poor

The schools of San Miguel
in the United States



I. The Identity of the Miguel School Movement

History of the Movement of The Lasallian Association Of Miguel Schools (LAMS)

The Miguel School Movement describes the wave of new schools established by the De La Salle Christian Brothers over the past ten years to specifically address the needs of students from economically-poor communities. A Miguel School is defined as a small, Lasallian, elementary, middle, or high school that is not tuition-driven and serves students and families from all faiths and cultures. Almost all of our students are considered at-risk due to the voids and pressures associated with low-income neighborhoods, and some students may already be struggling with the effects of this environment.

As a Lasallian school, we inherit the story of St. John Baptist De La Salle who launched a movement to provide a human and Christian education to children of the “artisans and the poor” in France in the late 1600's. Inspired by the faith and zeal of De La Salle, the Miguel Schools continue a strong tradition of innovative and accessible Catholic education by the Brothers of the Christian Schools. The first four Miguel Schools to open (Providence, RI, in 1993, Chicago, IL, in 1995, Camden, NJ, in 1997, and Minneapolis, MN, in 2000) are all named after San Miguel Febres Cordero, a Christian Brother saint from Ecuador, who was known as an excellent scholar and linguist and had a particular affection for teaching religion to young people. Schools that have opened more recently are known by several names, but each has modeled its design from the pioneering spirit of the first four schools. Currently, there are thirteen schools including ten middle schools, two elementary schools (opened in Memphis, TN, in 2000 and 2002) and one high school (opened in Portland, OR, in 2001). More schools are in the middle of a feasibility study and are scheduled to open in the next few years, including Tulsa, OK; Philadelphia, PA; and Tucson, AZ.

Three sets of events, or movements, predate and impact the

growth of the Miguel School Movement. The first set of events is the renewal of the De La Salle Christian Brothers begun in 1966 in response to Vatican Council II. A twenty-year period of experimentation in ministry, prayer and community culminated in the rewriting of The Rule of the Brothers of the Christian Schools in 1987. Ministerially, this time was marked by a handful of individual Brothers founding and leading alternative educational centers and community-based organizations. These Brothers were on the margins of their own districts and communities. The new guiding idea of this renewal period critical to the development of the Miguel Schools is the reclaiming of the direct service of the poor through education as the founding mission of the De La Salle Christian Brothers. This guiding idea is affirmed in the new Rule.

The second set of events which impacted Miguel School movement has been the development of the Lasallian Volunteers. The seeds of what became the Lasallian Volunteer program were sown in New York City in 1981. A young man in his forties working at a Lasallian high school asked the community of Brothers at that school if he could live with them. He had no intention of being a Brother, but simply wanted to share with them a simple life of community, prayer and educational ministry. In 1989, the Lasallian Volunteer Movement, as it was called at the time, named its first director.

In 1990, the first women were accepted officially as Lasallian Volunteers, and lived with Christian Brothers. In 1993, two female Lasallian Volunteers joined one De La Salle Christian Brother to open the first San Miguel Middle School, in Providence, RI. In 1994, the Lasallian Volunteer Movement became the Lasallian Volunteer Program, and the director moved to the national office of the De La Salle Christian Brothers. The spirit of the Lasallian Volunteers is a critical component of the founding groups at nearly all of the members schools of the Lasallian Association of Miguel Schools.

The final set of events is still in the middle of unfolding. In fact, the development of the Miguel Schools is one element of this third movement. It is nothing less than the refoundation of the Lasallian mission. The visionary elements of this third movement were initially stated in the 1993 document "A Shared Mission" which placed the participation of non-Brothers as a welcome gift and

characteristic of the Lasallian mission. In 2000, a second statement, "Association for the Service of the Poor through Education", positioned the education of the economically poor at the center of the Lasallian mission and re-emphasized the role of lay partners and colleagues in the leadership and future of the Lasallian mission. One practical, visible element of this movement began with a gathering of brothers, Lasallian Volunteers, and lay colleagues in the Spring of 1998. It was a gathering of the diaspora of Brothers who had been working on the margins for the past 30 years, of the young Lasallian Volunteers who had given new energy to Lasallian communities, and of the founders and teachers of the first three San Miguel Schools. All of the participants were working in Lasallian ministries in direct service with the poor. This gathering gave birth to a group called the Lasallian Partners for the Economically Poor (LPEP). In the fall of 2000, LPEP invited the leaders of all of the existing Miguel Schools and schools in formation together, and facilitated a weekend of sharing and visioning. The Lasallian Association of Miguel Schools (LAMS) was formed at this meeting and formalized in the spring of 2001.



Six Essential Qualities of the Miguel School Model

In looking at the educational environments of our member schools, six essential qualities emerge that collectively link our schools at all stages of formation, development and maturity. These essential qualities have been and will continue to be critical to inspiring, constructing and sustaining a positive, nurturing school model that empower our students, families and communities to achieve beyond their greatest hopes. The following are recognized as the six essential qualities of the Miguel School model:

1. Lasallian.

A Miguel School, authentically Catholic in its mission, adheres to the principles and values of a Catholic faith community. Furthermore, we honor the tradition begun by St. John Baptist De La Salle in France in the late 1600's to provide a human and Christian education to children of the "artisans and the poor". As a Lasallian institution, a Miguel School believes strongly in De La Salle's approach of meeting and engaging each student at the point which they enter each day and preparing each student for

the next step of their young lives. With this belief central to our educational philosophy, the Miguel Schools are able to provide:

- An Education that Deepens Faith

A Miguel School deepens a student's faith and belief in God. Centered on the mission of Jesus and rooted in the Gospel values, a Miguel School provides the spiritual and religious environment that enables our students to honor their sacredness and giftedness and fulfill their potential as a child created in the likeness of God.

- An Education that Sets Higher Expectations of Academic Achievement

A Miguel School promotes an environment of learning and strengthens a student's cognitive ability according to his/her individual capacity. A Miguel School challenges our students to master reading, writing and math skills, and improve their knowledge and appreciation of history and the scientific world.

- An Education that Promotes Service to Others

In gratitude of the support from our benefactors, a Miguel School teaches each student to fulfill his/her social responsibility to the local community. Through participation in guided service learning projects and on-going reflection, our students grow to respect the dignity of human life and become active, caring citizens of the world.

- An Education that Fosters Social & Relational Development

A Miguel School fosters caring and trusting relationships with peers and adults through a dynamic and positive community life. Our students learn critical conflict resolution skills that promote cooperation and communication, and are able to apply these skills in a safe, nurturing environment.

- An Education that Teaches Responsible Life Skills

A Miguel School prepares our students to choose, practice and embrace life skills and habits that are healthy and moral. Our students learn to discern and make responsible decisions that lead to positive physical and emotional development.

- An Education that Recognizes the Need for Family Development

A Miguel School supports our families as the primary educators of their children. A Miguel School provides resources and offers programs that strengthen families, reinforce their children's success, and build a hope in the future.

2. Accessible to All.

We believe that regardless of race, ethnicity, creed or income level, all students and their families should be able to access to a quality educational opportunity. As significantly, our member schools establish a network of support for our students and families to assist them during periods of family and personal crisis that often threaten a student's stability. Our schools serve students from more than five distinct cultural groups and not one group represents more than 40% of the total number of students (see graph 1).

Additionally, the Miguel Schools are committed to serving high poverty communities. Seventy-seven percent (77%) of our students are eligible for free or reduced lunch indicating a high level of accessibility for students from impoverished families (See graph 2).

The primary ground for this accessibility is our commitment to remain non-tuition driven.

Tuition is not a determining factor for our families. Our families pay what they can afford, and this is a minimal percentage of our overall costs. Overall, the amount of tuition received by any school comprises on average just over 5% of the total operating expenses (see table 3).

3. Small School Community/Small Class Size.

We believe that a small school community, and corresponding small class size, allows for a nurturing, welcoming environment where positive relationships are fostered and healthy communication is facilitated with, between and among students, parents and faculty members. At the elementary, middle, or high school level, the number of students at each grade level and the number of students taught by a teacher in a classroom may not compromise the individualized care and attention that a student receives. Individuals are known by name, supported during times of struggle, celebrated during times of joy, honored for the significant role

they fulfill, and affirmed for their ongoing contribution. Additionally, students are expected to adhere to clearly set boundaries and receive consistent consequences from faculty and other caring adults who monitor their decisions.

4. Responsibility to Educate the Whole Student and Engage the Whole Family.

We believe that even the most reluctant learners become engaged when provided with the appropriate structure and experience. While mastery in basic skills of reading, writing and math is a priority, as Lasallian educators we are challenged to nurture the emotional hearts, physical health and well-being, and spiritual souls of each student and family.

5. Extended Hours of Accessibility.

We believe that our schools have a responsibility to provide as complete an education as possible. This commitment often requires faculty, students, and families to attend school or be present with the school community for significantly more hours than their peers in local public schools, (see graph 4).

Many students arrive at school earlier in the morning and return to their home later in the afternoon than their peers. This increased number of school hours is possible through an intensive schedule with extended days and extended years. Member schools have adapted creative and innovative approaches to provide educational opportunities during the summer. Some of our schools maintain a year round schedule and other schools provide enrichment and recreational experiences during the summer months. Even with such a demanding schedule, students and parents are dedicated to their education which is demonstrated by an attendance rate of over 96% (see graph 5).

6. Commitment Beyond Graduation.

We believe that our responsibility to each student and families extends beyond graduation. No matter what path a student chooses, they continue to receive support from the Miguel School community. This support might include financial aid to reduce tuition at a Catholic or private high school or at the university level, a mentoring relationship with a trusted adult, tutoring to improve and enrich academic performance, counseling and peer media-

tion to counter the affects of harmful distractions such as drugs, truancy, alcohol, sex, gangs, crime, etc., and/or other resources as needed. Our commitment to support, assist and care for our graduates throughout the next step of the educational journey means a consistent presence in their lives to ensure that they succeed and are able to choose what they will do next from a variety of options. In 1998, a total of thirty-four students graduated from San Miguel Providence and San Miguel Chicago. These students were tracked and monitored throughout high school, and we were able to compile the following look into where these students are headed next (on the next page, see graph 6).

As our schools continue to enter maturity, there will be an increase in the number of graduates. In the year 2008, we project that there will be over 2200 students enrolled in our schools, and as significantly, there will be over 1070 students served through our graduate support programs (on the next page, see graph 7 and 8).

Sharing.

What have you learned in the history of this movement regarding the key moments of the foundations of this net-work?

Which are the necessary conditions for such a movement to develop?

II. LAMS Best Practices

- **Tracking the Movement by Terry Shields, coordinator**

Welcome to the Best Practices Publication for the Lasallian Association of Miguel Schools! Anyone who has ever set foot in a Miguel School can attest to the presence of the spirit at work. Perhaps it's the teachers greeting a student at the school door with a handshake. Perhaps it's the student reading with a tutor for over an hour each day. Perhaps it's the school principal on a knee reviewing a math lesson with a student during afternoon enrichment. Perhaps it's the mentor discussing high school possibilities with a student, one on one. Perhaps it's the student packing a backpack with books at 5:15 p.m. after nine hours of school and mustering enough energy to wish the principal a good evening. Perhaps it's the families that smile proudly at graduation. Perhaps it's the sense that anything is possible for any student if the student and the community commit themselves to the possibility. As the Network Builder for the Association, I am very proud to present a set of images that collectively capture the spirit of the Miguel Schools at a national level.

The spirit of the Miguel Schools has sparked a national educational movement to provide an innovative and quality educational opportunity to students and families who may not have access otherwise. Rooted in the mission of St. John Baptist De La Salle, that is the human and Christian education of the artisans and the poor, the faculty, families, children, and neighborhoods at the heart of this movement have been transformed by the power of hope.

The images that follow, of individuals and communities awakened and enlightened by the beauty at hand and the opportunities that await them, reveal the personal triumphs and accomplishments of our school environments. Our success stories clearly indicate that we are having a tremendous, positive impact in communities across the country. We are in the process of gathering data to demonstrate that impact with numbers and percentages. As you stay tuned for those reports, we invite you to read about some of the creative and innovative educational approaches that abound in our schools.

We continue to gain momentum at the national and local level. More and more concerned individuals are becoming involved, and this educational movement thrives on their energy and commitment. If you are already a supporter in any way, we are very grateful for your dedication. If you are unfamiliar with the mission of the Miguel School movement, we encourage you to read our stories about the transformative power of our schools and their effect on the students, faculty, families and ultimately the communities in which they live. It is our hope that the Miguel School spirit will have the same effect on you. Peace!

- **LAMS Mission and Objectives**

We seek to accomplish our objectives by:

Gathering

to support one another personally, spiritually, and professionally;

Strengthening

our mission to alternative Catholic education;

Inviting

others to join us directly or through partnerships.

LAMS Mission Statement

As a response to the call of the Spirit and challenge of the 43rd General Chapter, the Lasallian Association of Miguel Schools wishes to follow the path that leads to the poor.

We acknowledge that God calls us to bring a creative and generous response to the world of the poor today and to live in fidelity to the founding charism of John Baptist De La Salle. Associated together, we will serve, support, and empower the Miguel Schools in their Lasallian mission.

Actors Stories



Adriana: Words of Hope

De La Salle at Blessed Sacrament, Memphis, TN

Originally from Peru, Adriana Larrea had been in the United States about four months and spoke very limited English when she came to De La Salle at Blessed Sacrament in August 2001. Her father spoke some English, but the rest of the family, a mother and younger brother, spoke only Spanish. When she entered school, her apprehensiveness was understandable. Her first grade teacher, Mrs. Bannister, had taken two semesters of Spanish in college but was unable to speak much Spanish. The upcoming year would prove to be an interesting and sometimes frustrating challenge for both of them.

Adriana knew no one in the school except for the principal, Br. Mark Snodgrass, who spoke Spanish fluently. She had a hard time making new friends in spite of the fact there were two other Spanish speakers in the class. Mrs. Bannister made additional efforts to make sure that Adriana understood the concept or instructions. If Adriana did not understand, one of the other Spanish-speaking students would translate for her. Several times Mrs. Bannister found her sitting at her desk, crying. When she would not communicate the reason for her tears, the other Spanish-speaking students would try to talk to her and find out the problem. Occasionally they would be able to determine the problem. Generally, it would take a trip to Br. Mark's office where he would talk with her and she would stay in his office for a time. Often she would "not feel well" and want Br. Mark to take her home. Though he did agree on one occasion, he typically returned her to the classroom after resting for a time. Eventually the crying and the trips to the office subsided.

In an effort to put her at ease in her new surroundings, Mrs. Bannister purchased a storybook in Spanish and encouraged her to take it home to read. She enjoyed the book and agreed to bring some of her books from home. One book had poems in Spanish and English. She would read the Spanish version and the class would try to figure out the poem. She then read it in English and

the class would compare the Spanish and English versions. She read stories like *Cat in the Hat* to the class in Spanish and provided several Spanish lessons to the class during the first semester. Mrs. Bannister encouraged her to ask questions and to speak up if she did not understand a word or sentence. At first she was reluctant, but soon she became curious about the meaning of new words. In a box of books donated to the school, Mrs. Bannister found a student dictionary. She showed the class how to look up words in the dictionary to help them understand the words. Soon Adriana was using any free time she had to read the dictionary.

Adriana's reading level in January 2002 was 1.4 (first grade-fourth month). By May, her reading level had increased to 2.2 (second grade-second month)! Her math scores increased from 1.3 in September 2001 to 1.9 in April 2002. Her testing scores in word analysis increased by more than eleven months and in language by 16 months. By the end of school, Adriana was friends with everyone in the class, even the boys. She even went to a week-long children's camp with Mrs. Bannister's church. She easily made friends and faced new experiences without a moment's hesitation. Adriana has bloomed into a friendly, curious, intelligent, and loving young girl.



Promoting the Rights of Children Everywhere DeMarillac Middle School, San Francisco, CA

On a sunny, spring day in May, there was an electric atmosphere as sixth grade students at DeMarillac Middle School directed family and friends to their Rights of the Children project carefully displayed in the library. They were joined by De La Salle Christian Brothers, Daughters of Charity and countless other community members. This day spotlighted the hard work of many generous people who have come together to establish a Catholic middle school that serves at-risk youth in San Francisco's Tenderloin neighborhood -a low- income, inner-city neighborhood that is often noted for its large homeless population, prostitution and drug trade. As one might imagine, it is a neighborhood which does not even provide a safe park for kids to play in or safe streets to ride a bike. The Tenderloin, however, is also known as a com-

munity that cares and is compassionate towards the basic human needs of its residents - both young and old.

Together, parents, teachers and administrators have supported and encouraged the efforts of DeMarillac's first sixth grade class. The students have begun to develop the intellectual, spiritual and personal strengths that will help them succeed in high school and beyond. DeMarillac students are experiencing life within a completely different context. They are being exposed to the arts, technology and a strong core curriculum while being given the opportunity to learn in an environment that nurtures their growth and recognizes their achievements.

In keeping with the beliefs of St. John Baptist De La Salle and St. Vincent De Paul, DeMarillac Middle School is also committed to fostering an academic culture of action when it comes to the rights of the poor and the rights of children. DeMarillac students are learning how to help themselves and how to help children internationally.

On Lasallians4Kids Day 2002, De Marillac Middle School students discussed the Rights of Children proclamation and learned about homelessness, disease, and hunger-issues that plague children around the world everyday. The students asked questions, shared personal stories of their families' native countries and prayed. Many were noticeably moved by the discussion on children's rights and wanted to know how they could help. "It isn't fair, those kids are so little... I can't believe they live like that", said student Leslie Yes.

Included in the day's activities was a lesson on Kenya, the location of DeMarillac's "twin school", the Children's Discovery Center, in the village of Nakuru. The class listened intently as DeMarillac's principal, Catherine Karrels, described the mud-walled school house that more than 50 abandoned street children attend everyday. The class discussed the needs of the Kenyan students and then offered thanks for the blessings the San Francisco students had received during their first year at DeMarillac Middle School.

DeMarillac students raised \$250.00 for the Children's Discovery Center during the 2002 Lenten season. In July, 2002, Mrs. Karrels, while traveling in Africa, was able to visit the Discovery Center

and personally present the check to the administrators, students and teachers.

The students finished their discussion by reading and signing the United Nations' Rights of Children Peace Agreement below and created a Lasallians 4 Kids display board that was hung in the school's main office. In honor of the children around the world who suffer due to human rights violations, De Marillac students, faculty and staff wore blue ribbons on May 15 a reminder that all children are God's children and should be free to grow in peace and dignity.

PEACE Agreement.

We believe that all children should be free to grow in health, peace and dignity and that we must:

Leave no child out; Put children first; Care for every child; Fight HIV/AIDS; Stop harming and exploiting children; Listen to children; Educate every child; Protect children from labor; Protect the earth for children; Fight poverty by investing in children!



Artist in Residence San Miguel School of Camden. NJ

Providing art education experiences for different levels of artistic interest and ability can be a challenge for San Miguel Schools. With a small staff and limited budget, there is often no one available who has the background to be able to offer a variety of activities. Volunteer teachers and the opportunity to participate in an external program can help. Such was the situation at San Miguel in Camden, NJ, where an Artist-in-Residence program provided an exciting solution to this dilemma.

An Artist-in-Residence is one of the educational outreach programs offered by the Perkins Center for the Arts in Moorestown, NJ. A professional, working artist is placed in the school for a period of time from a week to several weeks. A variety of artists and media are available from the visual arts to dance to story-telling. To this point, San Miguel has worked with the visual arts. The first project involved creating a mural, the second worked in papier-mache and the most recent involved fabric art.

A group product was the final goal of the project, though by no means the only end of the program. Each artist worked with the groups to draw ideas and themes from their cultural backgrounds and academic studies and to incorporate them into the final piece. The students also received valuable lessons in carefully following directions and working together in a team. The pride in the final product greatly enhances self-esteem.

Our first experience was a week-long residency of mural artist Henry Dean. He first worked with the students to elicit possible ideas and decide what themes they would want to incorporate into their mural. He helped them design the mural, sketch the figures and select the appropriate colors. Each student was given the opportunity to paint a portion of the wall mural. At the end, several rows of the cinderblock wall were left so that each student could design and paint an individual brick.

The husband and wife team of Carole Hendrickson and Marco Giammetti spent three weeks at the school. Their project was the creation of a 'dinner table' featuring historical figures created from papier-mache. Each of the four groups of students was asked to select two historical figures associated with understanding and tolerance. The groups selected Jesus, Gandhi, Martin Luther King Jr., Harriet Tubman, Abraham Lincoln, Michelangelo, Jackie Robinson and Roberto Clemente. Over the three weeks, the students created each figure carefully layering the wet paper over a balloon for a head and a form for the body.

They then painted the figure and added elements to create hair and clothing. They also had to create the dishes, eating utensils and foods that would be appropriate to each person. Completed just before Thanksgiving, the students also added the elements of a traditional Thanksgiving dinner. At the final presentation of the project for faculty and families, each group had to explain why they selected the particular individuals and what contributions they offered to world.

The most recent project was directed by fabric artist Bette Leacraft. The principal part of the project was the creation of two large quilt-like banners. After some instruction in design and color, each student was given a square foot patch of cloth and, following a pattern, was to add designs and colors of his own choosing. At the end, Ms. Leacraft sewed the pieces together into

two large banners that now hang in the school stairwells. Because we are a Catholic school, Ms. Leacraft was able to add another component - the creation of a 'prayer square'. Each student was asked to write a personal prayer and then place it on a piece of fabric. He could then decorate the square using crayon. The square was then ironed to make the color permanent. The squares hung in the various classrooms throughout the year as a reminder of the project and their prayers.

In a world as drab as Camden can be, the chance to create art that can bring beauty and hope to the environment is important. Whether one feels he has no talent or great talent, all are able to participate and proudly join efforts in the project.



**Assembly Required: Celebrating Community
San Miguel Providence, Providence, RI**

"I am pleased that this student has been selected as the week's 'Miguel Man of the Week' because he is a boy who has a wonderful disposition", announces Mrs. Flynn. "He is always friendly to his fellow classmates and is often willing to lend a hand to his teachers".

"I have known this boy for three years now", says Mr. McClatchy, "and what I have noticed is that he is a student who is respected by all his peers. He treats others with respect and he, in turn, is respected by his fellow classmates. I am thrilled that we are honoring him this week".

Brother Michael follows, "I am impressed by the fact that this young man never gives up. He sometimes finds math very difficult, but instead of saying, 'What's the use? I'll never get this.' He asks for help and doesn't stop trying".

"I have been impressed with this Miguel Man's dedication to service", announces Ms. Ruple. He has worked for four months now... giving up almost 15 Saturdays to participate in community service projects as a member of City Year's 'Young Heroes' program. He is always very generous with his time helping others.

Finally, Ms. Wentworth mentions, "I've got a feeling that this boy will go far in life. High schools will be very interested in a student

who has a strong work ethic and works to his potential”.

“And now the moment we have all been waiting for!” announces Sister Mary Ellen. “This week's Miguel Man of the Week award goes to seventh grader Alex Gomez! Let's offer a round of applause for Alex”.

And so ends another Monday morning assembly at The San Miguel School in Providence, RI. In the nine years since this middle school of sixty-four boys opened its doors, hardly a day has passed when the morning assembly was not conducted. For approximately twenty minutes each day the entire school community - students, teachers, staff and administrators - gather in the school lunchroom to applaud the efforts and accomplishments of each child. It's hard to imagine life at San Miguel without this important custom.

On the very first day of school in September 1993 thirteen fifth and sixth grade boys gathered in one of the spare classrooms at 8:30 a.m. Mariesa Jozwiak, a Lasallian Volunteer, was charged with the task of selecting the Word of the Week. To get off to a positive start she decided on “Optimistic”. A card approximately “8 by 18” was created with the word on one side and the definition on the other. At the conclusion of each day's assembly, the card, with two holes punched into the top, was hung in the school's entrance for all to see during the day. During the assembly, a few minutes were spent on spelling the word, identifying its part of speech, discovering other word forms, and using the word in a sentence. We were off to a great start until a fifth grader, Toua Yang, took a chance and volunteered a sentence. “I am not optimistic today, because when I look around I notice that there are no girls in this school!” Once the teachers recovered from that creative sentence, our first assembly was complete.

In our nine-year history we have had 1530 morning assemblies, amounting to over 30,000 minutes! It is probably the most important time of the day.

Visitors to San Miguel often arrive at 8:15 during the homeroom period. They are greeted at the front door with a firm handshake by two or three of the boys. It is a perfect time for the boys to offer the guests a tour of the school. With pride, the boys lead the guests through the main entrance explaining the various display

boards announcing the Writer of the Week, the service awards and the sportsmanship awards for the week, the monthly birthday board, and the "trophy" case that displays the name, photo, and certificate of the Miguel Man of the Week. They stroll through the four classrooms and introduce the guests to the teachers and students, and then they head downstairs for a quick visit to the library/media center before offering the guests a comfortable chair before the start of the daily assembly. Once all students have arrived and are seated, the room quickly comes to silence as Br. Lawrence Goyette moves to the front.

"Good morning everyone!" says Brother Lawrence. "I am very pleased to introduce three guests to all of you this morning. First, we have a fourth grader who is spending the day in Brother Michael's fifth grade class. His name is Jason Fernandez and he attends Flynn Elementary School. Please welcome Jason and his mother Omaris to San Miguel".

There's a brief moment of polite applause. "Next, we have Mr. Peter Arnold from Fleet Bank. Mr. Arnold is on the Board of Directors of the Grinnell Foundation. Last year his foundation contributed \$15,000 to our Scholarship Fund and Mr. Arnold is finally getting a chance to visit our school. We are lucky to have Peter's support and I would ask all of you to offer a Miguel welcome to Mr. Arnold".

"Today is also the birthday of fifth grader Alberto Cruz. Put your hands together for Alberto".

In addition to prospective students, their parents, and financial backers of the school, community leaders and board members often participate in this twenty-minute assembly. It is a wonderful time of day for the students to showcase all that they have accomplished.

Teachers and staff members take turns organizing the various parts of the assembly. On the first day of the year, each teacher receives his/her weekly assembly duties for the year. For instance, one week, Principal Jim Bower is responsible for identifying the week's Miguel Man, the following week he selects the daily reflection to begin the assembly, and the next week he handles the daily proofreading exercise. With a large enough staff, Jim is "free" during week four.

A member of San Miguel's President's Council and longtime supporter, Polly Handy, noted, "The first time I set foot in San Miguel School I was moved by the enthusiasm of the young men offering me their hands in greeting and proudly introducing themselves. I have been moved ever since by what is accomplished in Providence at 12 Carter Street. I have been overwhelmed by the adversity some of these boys face in their private lives. I am awed by the self-esteem they have developed, not by being told they are great, but rather by being taught and encouraged to do great things. I am buoyed by the smiles every time I visit; the shy smile of a tour guide showing me his artwork, and the broad smile of the Miguel Man of the Week, the giddy grin of a tootsie pop recipient at Thursday's Good Deeds' assembly".

Board member Brother Charles Kitson, FSC, states, "San Miguel addresses the 'whole' boy. Many of these young men are far from material resources, far from safe neighborhoods, far from strong role models, far from supporting families and far from a voice that gently and firmly calls them into responsible manhood. San Miguel is that beacon of light that charts a course for young men who are far from 'wholeness.' It is a living miracle. It is a privilege for me to enter the school and receive a strong handshake of welcome from one of the boys knowing that his pride in his school is the clearest indication that his mind and heart has been touched".

We at San Miguel Providence, as Brother Charles hints, remember the directive from our founder St. John Baptist De La Salle to touch the minds and hearts of the children entrusted to our care. Our school is the kind of place where the miracle of touching the hearts of the students occurs directly, deeply and daily, across the board and at all levels.

With the focus on the student and the celebration of his efforts and accomplishments, our school is making a difference in the lives of city kids. Much of this happens during the morning assembly, a small and integral part of our school day.



Morning Assembly at San Miguel Providence

Everyday Activities:

1. Announcements

2. Word of the Week:

Spelling, definition, part of speech, context in a sentence

3. Poetry:

Religious, spiritual and/or inspirational

4. Sentence:

A sentence with grammatical mistakes that is corrected by those assembled, learning proofreading techniques and seeing proof-reading symbols

5. World Geography

Two or three countries or states each week including capitals and basic facts

Numbers 4 and 5 are alternated each week.

- Changes according to the day of the week:

1. Monday:

Miguel Man of the Week

2. Tuesday:

Writer of the Week

3. Wednesday:

Student led assembly

4. Thursday:

Sportsmanship Awards

5. Friday:

Community Service/Good Deeds

Examples of Words of the Week:

- Diligent
- Grandiose
- Potential
- Tenacity
- Prestigious

Sharing

What do you find most inspiring in these practices?

In your own educational practices, which is the one that seems to have the greatest impact on those young people entrusted to you?



Behind us every step of the way

San Miguel School - Back of the Yards Campus. Chicago. IL

The San Miguel Community in the Back of the Yards neighborhood in Chicago experienced an incredible moment in spring, 2002: the first class of 8th grade graduates of San Miguel Middle School graduated from high school. It reminded us of our mission to provide an innovative and accessible education. Our middle school program accomplishes this mission offering opportunities for academic success, relevant learning activities, a climate of caring and support, and help with students' individual challenges within a faith-based, Lasallian environment.

Graduating from 8th grade, however, is not the only dream for our students. In a neighborhood where the drop out rate is reported at anywhere between 50-75%, we desire that our students graduate from high school. The challenge we face is the "fade-out effect", the dissipation or even complete disappearance of early learning gains because of insufficient follow-through on the initial investment in later grades. Our solution is the High School Outreach Program. Through this program, we continue to accompany and support students and families through their high school years. It is our belief that our families desire a better quality of life and education for their children. Our mission is to help families fulfill that desire through an innovative and accessible middle school education and through continued accompaniment and support through high school. While financial assistance was offered to our graduates since 1998, the High School Outreach program was formalized in spring, 2000, when GerriAnne McMackin began as a part-time volunteer. In fall, 2000, she joined the San Miguel staff as full-time director of the program. A second staff member was added to the program for the upcoming academic year. In a

neighborhood where the graduation rate is reported to be anywhere between 25-50%, eighty-five percent of the San Miguel Class of 1998 graduated from high school; another ten percent are still in school and scheduled to graduate next year. It was not an easy road. One graduate survived a bullet that he took through his body; a second graduate also survived a bullet he took in a drive-by shooting; a third graduate lost a sister who took her own life; a fourth graduate overcame the influence of a brother who is serving time for homicide; a fifth graduate, despite not knowing English when he started at San Miguel, is graduating with a 3.5 grade point average from De La Salle Institute.

As more classes graduate from high school, more evidence demonstrating the effectiveness of the San Miguel Middle School and High School Outreach program will become available. The initial evidence is very hopeful. In 2000-01, when the High School Outreach program was formalized, 63% of our graduates attended Catholic high schools. At the current growth rate, the number of San Miguel graduates in Catholic high schools will level off around 90% in 2004-05. In 2002-03, that percentage is 78%. We are also keeping an eye on what our graduates do after high school (see graph 6 entitled Class of 1998 Post High School). Tracking this information will continue to provide evidence of the strengths of our program.



Four Components of the High School Outreach Program at San Miguel in Chicago

- **Accompaniment & Advocacy:** Starting in 8th grade. High School Outreach staff walk with families and students through the high school placement process and scholarship and financial aid applications. They continue to facilitate communication among families, students, scholarship organizations, and high school staff throughout the four years of high school. This requires an established relationship both with the families as well as with private scholarship organizations and high school administrations and faculties. In 2002-03 academic year, our middle school graduates attend nine different high schools and receive direct scholarships from two private organizations.

- **Academic Assistance:** Four nights a week, the school is open for all high school students.

Students are able to use computers and the Internet, to receive one-on-one tutoring assistance, or simply to have a quiet place to complete their homework. All students are required to provide us with copies of their report cards. If necessary, we facilitate a direct intervention between a student and his or her high school counselor or teachers. Depending on their grades, all students are required to attend a minimum of one evening tutoring session each week.

- **Financial Assistance:** In the city of Chicago, one excellent alternative for high school age students in challenging situations is a Catholic high school. Fortunately, students have several different Catholic high schools to choose from based on their needs and desires. The barrier that remains is tuition. Even with assistance from private scholarship organizations, even with financial aid from the high schools themselves, even after making a significant financial sacrifice themselves, most families of our graduates still cannot afford to send their children to Catholic high schools. In order to guard against the “effect” and to see our students fulfill their high school dreams, San Miguel subsidizes the balance of tuition needed to enable our graduates to attend their high school of choice, on average \$2,500 per student in Catholic high school.

- **Caring and Supportive Community:** One of the hallmarks of our middle school program is the sense of community built among teachers, parents and students. The High School Outreach program continues this sense of community. Parents still come to meetings and classes once a month through all four years of high school. In addition to tutoring sessions, students attend meetings once a month, plan and attend an annual weekend retreat, and attend several social and service activities throughout the year. While most of these components are required in order to receive financial assistance, students and parents gratefully participate in these mutually supportive activities.



A Day in “the Park” De La Salle Blackfeet Browning, MT

Old Man and the Beginning of the World: Blackfeet Creation

Story

In the long ago, Old Man (Napi) came traveling up from the south. He was feeling lonely and a little bit bored. He needed something to do to keep him busy. As he traveled he made the mountains, prairies and forests with birds and animals to live among them. He traveled constantly northward making the landscape as we know it today...

Today, this land is called Waterton-Glacier International Peace Park and the Blackfoot Reservation on the border of southern Alberta and northern Montana. The area is astonishingly rich and unique in life, both plant and animal; culture, the Blackfeet have called this land home for thousands of years; and geology, the many glaciers and faults have shaped this land like no other. The Blackfeet, considering it a gift from the Creator, have always held this ground sacred.

The faculty at De La Salle Blackfoot Middle School is also thankful for the land. We are able to offer our students a hands-on experience in a wonderful environment. Dr. Bob Bakker, one of the nation's top dinosaur experts and author of several books, once said, "You cannot prevent a young mind from wrapping around a natural object". The land of northern Montana gives us an infinite supply of natural objects for our students.

...Old Man made grass on the prairies for grazers to feed on. In the foothills he planted trees and bushes with berries on them. He filled the soil with roots like camas, and bitterroot, wild carrots, and potatoes. He made many plants with different attributes that would help his creations.

Everything that Old Man created had its own personality....

As the students pile out of the vehicles, they scatter. They are not defiant, but rather curious of their surroundings. Their eyes, and sometimes hands, race from object to object as basic words spill from their mouths: "Whoa!" Scott exclaims. "Those trees are humongous", Lynell replies.

The many geographical and geological terms we studied in Social Studies and Science are becoming very real: the Cardinal directions, Continental Divide, folded mountains, glaciers, and rain forest. Our day has begun at Avalanche Creek and the Trail of the

Cedars on the Western side of the mountains. The area that surrounds the Trail of the Cedars is the remnants of a cedar forest directly related to the Redwoods of California. The trees, while not as large as their relatives, take eight students stretching their arms to link around the trunk, Lynell's observation is very accurate; they are "humongous". Our guide, Susan, a ranger in the park, tells us that the trees are the eastern most cedars in North America. They remain because fire has not swept through the area for over five-hundred years. And yes, it is also the remnants of a rain forest, a tiny pocket receiving much rainfall throughout the year. We view the roots of a fallen tree and Susan explains that the trees' root system is very shallow and thickly spread. A student compares the roots to the snakes of Medusa.

The trail crosses Avalanche Creek twice as it circles through the old growth forest. The second crossing finds us at Avalanche Gorge. The gorge has been cut by the persistence of water as it melts from the glaciers, i.e. snow and ice built up and moving due to the weight of its own pressure or gravity, and snow fields, i.e. year-round snow cover. This water will eventually find its way into the Pacific Ocean via the Columbia River.

Later, on our return trip home through Maria's Pass, we stop at the Continental Divide. Here, along the highway, the Divide is only at 5213 feet elevation, which is one of the lower elevations in the area. Even from here, the mountains offer a breathtaking view. The water draining west will again make its way to the Pacific, and the water running east will eventually flow down the Missouri into the Mississippi and further into the Gulf of Mexico. We will not see it on this trip, but "the Park" is unique in North America for being the only place with a triple divide. The 7,397 foot mountain, rightly named Triple Divide Peak, feeds three drainages, the Pacific, the Gulf of Mexico, and the Hudson Bay to the north via the Saskatchewan River and later the Nelson.

...By this time he was a little tired so he laid down to take a nap. Where he rested on the hill above the river you can see an outline of his body formed with large rocks....

After a day of hiking, exploring and questioning, our students arrive back at the school exhausted and excited. Their feelings rush out as they share the day's experience with their parents,

who are waiting to take their child home. One student conveys his sole disappointment; our path never crossed with a grizzly bear. The faculty members were not disappointed.

Although DLSB welcomed the first class of students in the Fall of 2001, the school opened after ten years of prayers, sweat and tears in the making. The people were searching for a way to empower the children of the Reservation to lead healthy, successful lives while avoiding the poverty, low graduation rate, the high unemployment, drug and alcohol addiction and domestic violence that continues to plague their homes even today. In the early 1990's Little Flower Parish, led by Fr. Ed Kohler, approached the Christian Brothers to start a school.

Most of our students live less than thirty miles from "the Park", but unfortunately rarely find themselves in this wonderful haven. While no one is a full blood, all of our students consider themselves part of the Blackfeet tribe. The yearn for learning is great, but the aforementioned pressures they face each day keep them from fulfilling their potential. We attempt to help take some of the burden off of our families. Tuition collected this year comprised only 5% of all monies received by the school. In the fall of 2002 we will not only welcome back our 15 students from the previous year, now in sixth grade, but we will also share the new year with 16 fresh fifth graders. The size of our classes (fifteen to twenty students per grade), the student: teacher ratio (5 to 1), and the extended day allows us to take longer trips. Our time in "the Park" was not limited to that one day. We hiked, snowshoed and skied on many occasions.



Eating Green Eggs and Ham San Miguel Middle School Minneapolis. MN

Just about everyone is familiar with the story "Green Eggs and Ham" by the beloved Dr. Seuss. But how many of us have actually had the opportunity to taste green eggs? The students of San Miguel Middle School of Minneapolis did. On one of their community service outings to the Whittier Child Care Center, they participated in a Dr. Seuss festival, which ended with an actual meal of green eggs and ham.

“The children would always ask when they were coming back, and when they did, there was always a sparkle in the children’s eyes”.

This was one of the many unique and memorable activities that brought together the sixth- and seventh- graders from San Miguel with the pre-schoolers at Whittier Child Care Center. Every two weeks, a group of San Miguel students begins their enrichment period by walking across the alley to the Franklin Public Library. There each student chooses a children's book, returns to school, and practices reading it. Then, accompanied by two staff members, the group takes a van ride to the Whittier School, which is home to the Child Care Center, a special place for pre-schoolers. Once there, each San Miguel student is paired with a Whittier child, and the older children read to the younger. Sometimes, they'll be asked to read the story again. Or they may be asked to read another book that the pre-schooler picked out.

Toward the end of our time together, parents stop by to pick up their pre-schoolers, and as Kathy says: “Our parents really enjoy seeing the friendship between the older and younger children”.

Every once in awhile, there are special activities like the Dr. Seuss party. At the end of May, the San Miguel seventh graders planned a little carnival for the Whittier children, which involved fishing for prizes, ring toss and a variety of other games with lots of prizes. Kathy Blue, a teacher at the center, says this about the San Miguel visits: “It helps our children so much when the older children read to them. The bonding that occurs is very important. The children would always ask when the students were coming back, and when they did, there was always a sparkle in the children’s eyes”. It’s that sparkle that made the experience so valuable for both the little and the big kids.

Timara Brown, a seventh grader, shares what she likes about the trips to Whittier: “What I enjoyed was that I had the chance to show little ones my reading skills. I think they enjoy us being there because they need people older there with them to be positive role models”.

In January, San Miguel students were hailed as “Hometown Heroes” on the local CBS affiliate, WCCO TV, for their work reading with the children at Whittier.

The connection between San Miguel and Whittier began in the spring of 2001. Br. Dennis Galvin, FSC, then principal, had a friend who worked at the Whittier Child Care Center, and San Miguel was just beginning its service outreach at that time. As they talked about it, it seemed like a natural fit. The San Miguel students would be able to hone their reading skills with a little reading buddy, and the Whittier children would receive some much-needed individual “quality time” with an older child. And since both schools feature a diverse student body, the connection worked very well. At the beginning of the 2001-2002 school year, the Whittier Child Care Center was at the top of the agencies that would serve as service sites.

Reading is emphasized at San Miguel. Students read independently each day in the classroom and are paired with a volunteer reading partner once a week. Parents are encouraged to read with their children at home each evening. The service experience at Whittier extends that emphasis.

Whether it's green eggs and ham, a carnival, or just sitting down in a corner to share a good book, the great thing about this experience is that everyone benefits. As Yusneyvi Rodriguez says: “By going to Whittier, we give back to the community and share our time with them”.



Zoom Lens Photo Shoot De La Salle at St. Matthew, St. Louis, MO

From its earliest days, De La Salle Middle School at St. Matthew's identified an extended day enrichment program as an important component to support its educational model. Students are offered further academic support, and many other activities, such as cooking and music classes, during the last hour of the day.

One of the most exciting programs being offered to students is a photography class, made possible by two volunteers from the parish and financial support from a local nonprofit organization. The students have been provided with several digital cameras, iMac computers for image manipulation, and printers to share their work with others. They are learning to use this equipment to explore the community around De La Salle.

Photography subjects have included the community garden, construction of a recreation area across from the church, homes and businesses in the neighborhood, and profiles of De La Salle students. The goals of the class include not just teaching the skills of photography but also helping students learn about the people and places around them. Through these projects students have met neighbors, interviewed fellow students, and learned some of the rich history of their community.

Margaret Lee, a De La Salle 7 grader, encourages her classmates to join the photography club, "Learning to take pictures is fun and you have the chance to use computers too. I had to learn to be responsible so that I could take a camera with me to Memphis and on other field trips".

Margaret is looking forward to her first visit to Chicago this year and looks forward to sharing photos of the trip with family and friends when she returns.



Closing Thoughts

by Charlene Myers of De La Salle Blackfeet

This past February, my husband and I gave birth to an amazing baby girl. As all parents know, this is a life-changing, daunting and exhilarating experience. A new child is also an admittance pass to an existing "Mother's Club". I've found myself befriended by many other women who are mothers. We instantly have a connection: sharing baby eating habits, sleeping tricks and general thoughts or concerns regarding the babies' well-being. Interestingly enough, I have found there are some "new" experiences I am not sharing with these mothers, simply because they are not new to me. Worrying about a child's safety; making sure a child gets enough food and restful sleep; hoping, praying and working hard to ensure a child's future are issues I have been dealing with for quite some time now. These experiences have been an integral part of my time as a Miguel school teacher.

Five years ago, right out of college, I became a volunteer and was placed at the San Miguel School in Camden, NJ. I stayed for three years, leaving only to be help open the new school in Browning, MT: De La Salle Blackfeet Middle School. What has impressed me

most about these schools is that, quite simply, they work. I have prematurely developed this “motherly” nature, since that is the atmosphere created in a Miguel school.

With small classes, an extended day, and the spirit that exists in each of the classrooms, the teacher becomes wholly invested in each of the students and their families' lives. It is a unique academic setting; one where changes can happen, where attention can be paid to individual young men and women at a crucial stage in their developing lives.

Reminiscing about the San Miguel School in Camden brings back numerous faces and experiences. One of my favorites was serving as the soccer coach to a group of boys who seldom had the experience of running on a plot of grass larger than the abandoned lot at the corner of any given street in Camden. Despite the fact that they were athletic boys, their first soccer experience brought a 0-1-7 record. Not disheartened, essentially the same group came out the following season and practiced intensely. The first couple of games proved as successful as the previous season and I began doubting whether this was going to be a confidence-building opportunity for those boys. The fourth game of the season became a pivotal point. We scored two points within the first half of the game. For a team who collectively had one goal in its existence, this was pretty exciting. At the opening of the second half, the opposing team kicked off, made a strong offensive play towards our goal. But Fred, our center defender, intercepted the ball and sent it flying clear across the field. Amazingly, the ball had such momentum it sailed all the way into the opposing team's goal box. Fred's jaw dropped open, his eyes bulged wide and he ran around the field, jumping up and down, yelling, “It's a miracle, it's a miracle!” In the inner city, success is often seen as just luck. This success, their hard work paying off, appeared to be a miracle to Fred. The Miguel schools are working to show that success with hard work is not miraculous.

Moving from inner city Camden to rural Montana has been a drastic and wonderful change. Rather than views of razor wire and asphalt, these students have a view of the awesome mountains of Glacier National Park. Beautiful as their view is, it also serves as a constant reminder of the land that was taken from their people. In this small, connected community it is very difficult for young

men and women to avoid social pressures. Self-esteem is also low. Our hope is that in a supportive, faith-filled atmosphere students will overcome these hardships. Lynell is one student who is on her way. Due to speech problems that were discovered late, Lynell entered our school as a 5th grader at a first grade reading level. She was quiet, introverted and frustrated because she struggled with every subject. Lynell is also a hard worker. Throughout the year she spent extra time striving to improve her reading. Our staff was able to give her individual help each day and she even voluntarily came to tutoring all summer! But the biggest indicator that Lynell is moving towards success was when she agreed to do a reading at our student mass. Getting up in front of people is scary, getting up in front of people and doing a task that is extremely difficult is petrifying. Adjusting the microphone so that she could be heard, she proceeded slowly, pronouncing each word carefully just as she did in practice. In fact, by the end of the year, she was one of the students we could count on to practice and announce the readings. The tests scores indicate Lynell improved by two grades over the year, but her real success was gaining that confidence to read in front of others. It has helped her in all her classes.

The faith of those involved with the Miguel schools, the neighborhoods that are aesthetically poor but filled with rich culture and a passion to live, and most of all the individual students are what have drawn me to stay and be a part of this unique move-

Sharing

In your daily practices, what is the meaning of the expression, Touching the mind and the heart of those God has entrusted to your care?

ment. It has been a privilege to be a part of it, particularly in its founding stages. There is a charisma to these schools that is contagious! In that initial volunteer year, I never thought I would still be involved in these schools at this point in my life. As with many Miguel school teachers, what starts out as a one year experience, grabs hold of you and becomes embedded in your heart.



The Proposed Educational Model

Creation of San Miguel II in the Chicago Austin Neighborhood

Through research, the educational community has found the needs of early adolescents, ages 10-14, differ greatly from any other school-age grouping. According to studies conducted by Dr. Geneva Gay (1978), early adolescents have a strong need to belong to a group. Early perceptions of self are frequently altered by changes that occur at puberty. Students benefit from an opportunity to openly share their thoughts or emotions with an adult or another student who has been trained as a listener. She suggests that the presence of ethnicity during early adolescence is a further complication to their social-emotional development.

The middle school configuration includes grades fifth through eighth, which is the early adolescent developmental period. The middle school philosophy clearly delineates what should be included in an effective middle school so those children at this stage of development can become well-rounded and successful young adults.

- The middle school should not be a prep school for the high school. It should have a unique program for this unique age group. The middle school should bridge the elementary program to the high school. The curriculum and instruction can provide such a bridge through exploration and not specialization. Everything is exploratory at this age and multi-opportunities to participate are needed.
- Focus is on the student and the understanding that success is possible for all students is completely accepted. Students are in heterogeneous groups. Learning labs are created for skill assistance. The development of a positive self-esteem is essential to the student's personal growth and achievement. The premise of basic respect and dignity for all children is vital to the learning environment.
- The middle school model also promotes the concept of differentiated instruction. The aim of differentiated instruction is to maximize each student's academic growth by meeting each student where he/she is and helping the student progress in making academic gains.

- Teachers need to devote class time to skill development and self-concept, providing teaching strategies that actively involve students in the learning process. Teachers can help students become participants in their learning through the implementation of active learning; such as cooperative learning, discovery, inquiry, experimentation and tackling real world issues.
- Teachers anticipate student needs and act on them whether those needs are physical, intellectual, emotional, social or moral. The focus is looking for the good in all, nurturing it, and rewarding it.
- Parents are allies. Teachers should be available to parents and communication is balanced between the negatives and the positives. Parents should be encouraged to take an active role in their children's learning.
- Teachers and administrators are empowered to make decisions at the school level and at the classroom level, but still working together to move forward.

The current San Miguel Middle School program reflects all of the middle school philosophical beliefs in its educational model. The model also adheres to the needs of early adolescent development. Children and teachers are engaged in a unique relational experience of teaching and learning. Students are taught social skills, including conflict resolution and violence prevention. A strong curriculum that focuses on basic skills and embodies high expectations has been developed and implemented to create a student-centered learning environment. The best instructional practices and schedules reflect the unique needs of early adolescents. Examples of this are small class sizes and a caring learning environment. The mentoring and tutoring services enhance the program. The extended school day (that) allows extra time to be devoted to reading, writing and math. Further, to provide for the needs of the students, the program is cradled in a spirit of faith that permeates and ensures success for all members of the school community. The connection of school to home is a vital component of the school model created for San Miguel. Typically, a school building and the educated individuals in charge intimidate minimally educated parents of color. To break down such barriers that might exist between school and home; the educational

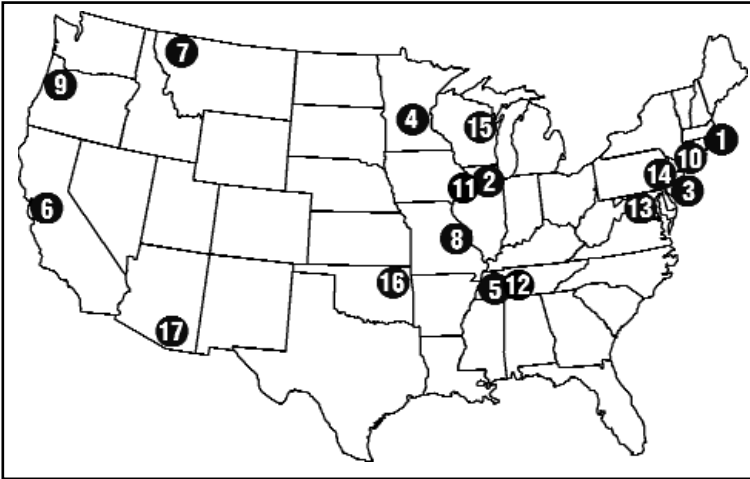
team of San Miguel makes visits to the homes of their students. In addition, a concerted effort is made to get the community involved so that the school is viewed as an extension of the community and not a separate entity. Counseling and family services are made available as well. A collaborative and thoughtful decision making process is in operation and involves all members of the school community. Embedded in this process is a true sharing of power and respect for diversity.

Sharing

Faith and spirituality seem to play a significant role in the San Miguel net work? Which are the signs that reveal them?

In your own practice, how are they expressed?

Annex 1: Listing Schools



1. San Miguel School of Providence

Established: September 1993

Contact: Lawrence Goyette, FSC (lgoyette@rinet36.org)

Address: 12 Carter Street, Providence, RI 02907

Phone: 401-467-9777

Fax: 401-785-4976

Website: www.sanmiguelprov.org

2. San Miguel School of Chicago

Established: September 1995

Contact: Dean Johnson (IWASDEAN@hotmail.com)

Address: 1949 W. 48th Street, Chicago, IL 60609

Phone: 773-890-1481

Fax: 773-254-3382

Website: www.san-miguel.org

3. San Miguel School of Camden

Established: September 1997

Contact: William Johnson, FSC (wjohnson1@juno.com)

Address: 836 S. 4th Street, Camden, NJ 08103

Phone: 856-342-6707

Fax: 856-342-6708

Website: www.fscbaltimore.org/sanmiguel

4. San Miguel School of Minneapolis

Established: September 2000

Contact: Larry Schatz, FSC (larryschatz@hutman.net)

Address: 1308 E. Franklin Ave, Minneapolis, MN 55404

Phone: 612-870-1109

Fax: 612-870-1224

5. De La Salle at Blessed Sacrament

Established: August 2000

Contact: Mark Snodgrass, FSC (sdelasal@midssouth.rr.com)

Address: 2540 Hale Ave, Memphis, TN 38112

Phone: 901-866-9084

Fax: 901-866-9086

6. De Marillac Middle School

Established: September 2001

Contact: Catherine Ronan (cathrona@shcp.edu)

Address: 135 Golden Gate Ave, San Francisco, CA 94102

Phone: 415-775-6626 x786

Fax: 415-292-4106

Website: www.demarillac.org

7. De La Salle Blackfeet Middle School

Established: September 2001

Contact: Paul Ackerman, FSC (paulackerman@hotmail.com)

Address: 201 1st Street, NW Box 1489, Browning, MT 59417

Phone: 406-338-5290

Fax: 406-338-5290

Website: www.littleflowerparish.catholicweb.com

8. De La Salle Middle School at St. Matthew's

Established: September 2001

Contact: Bob Sweeny (Rasweeny65@hotmail.com)

Address: 4145 Kennerly Ave, St. Louis, MO 63113

Phone: 314-531-9820

Fax: 314-531-9820

9. De La Salle North Catholic High School

Established: August 2001
Contact: Matthew Powell (mpowell@delasallenorth.org)
Address: 7654 N. Delaware Ave, Portland, OR 97217
Phone: 503-285-9385
Fax: 503-285-9546
Website: www.delasallenorthca.org

10. The De La Salle School

Established: September 2002
Contact: Thomas Casey, FSC (delasalleli@hotmail.com)
Address: 87 Pine St. Freeport, NY 11520
Phone: 516-379-8660
Fax: 516-379-8806

11. San Miguel School of Chicago - Gary Comer Campus

Established: September 2002
Contact: Ed Siderewicz, FSC (edsiderewicz@hotmail.com)
Address: 819 N. Leamington, Chicago, IL 60651
Phone: 773-261-8851
Fax: 773-261-8854

12. Holy Names Catholic School

Established: September 2002
Contact: Didier Aur (daur@holynamesmemphis.org)
Address: 709 Keel Ave., Memphis, TN 38107
Phone: 901-507-1503
Fax: 901-507-1507
Website: www.holynamesmemphis.org

13. San Miguel Middle School of Washington DC

Established: September 2002
Contact: Fran Eells, FSC (franeells@aol.com)
Address: 1525 Newton St., NW, Washington, DC 20015
Phone: 202-232-8345
Fax: 202-232-3987
Website: www.stjohns-chs.org

14. LaSalle Academy, Philadelphia, PA

Scheduled to Open: September 2003

Contact: Sr. Jeanne McGowan

Address: 6633 Ardleigh St., Philadelphia, PA 19119-3824

Phone: 215-844-5333

Fax: 215-843-1617

15. San Juan Diego Middle School, Racine, WI

Scheduled to Open: September 2003

Contact: Mike Frontier

Address: 1101 Douglas St., Racine, WI 53402

Phone: 262-619-0402

Feasibility Studies - Schools in the Formation Process

16. San Miguel Middle School, Tulsa, OK

Scheduled to Open: September 2004

Contact: Curt Adams

Address: 3905 South Hudson Avenue, Tulsa, OK 74135-5699

Phone: 918-627-3390

Fax: 918-644-2134

17. San Miguel Catholic High School, Tuscon, AZ

Scheduled to Open: September 2004

Contact: Henry Rillos

Address: PO Box 31

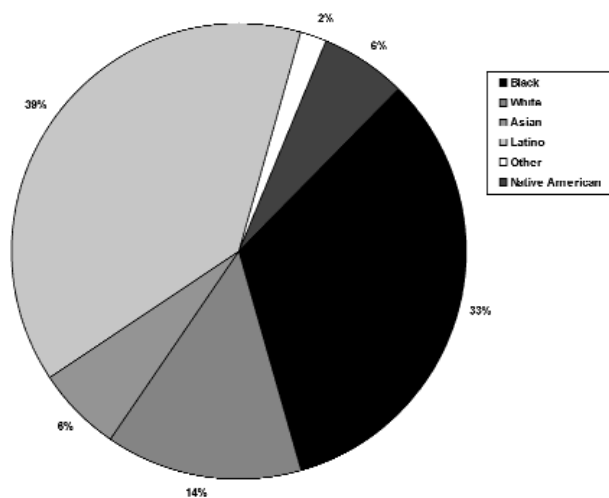
Phone: 520-982-5167

Fax: 520-838-2589

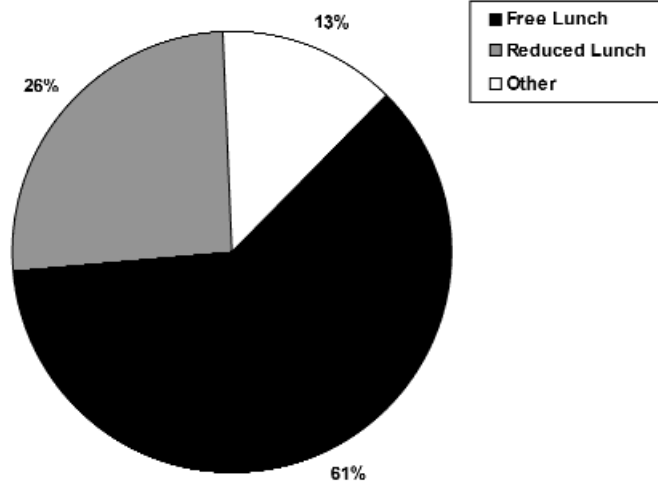
Website: www.sanmiguelhigh.com

Annex 2: Graphics

• Graphic 1



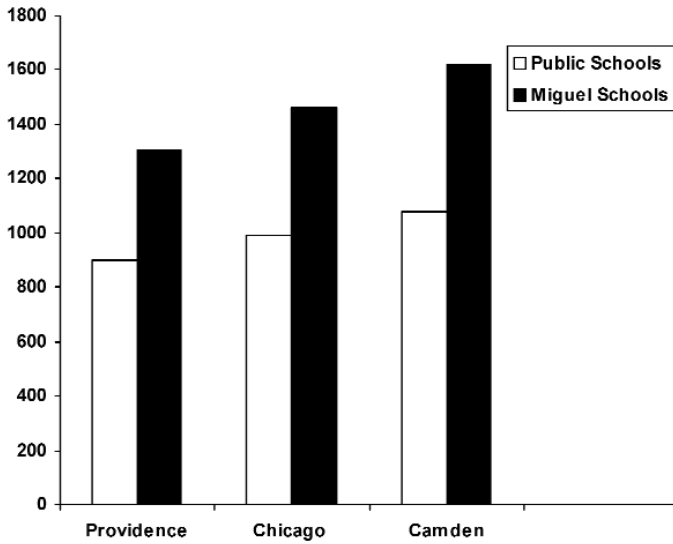
• Graphic 2



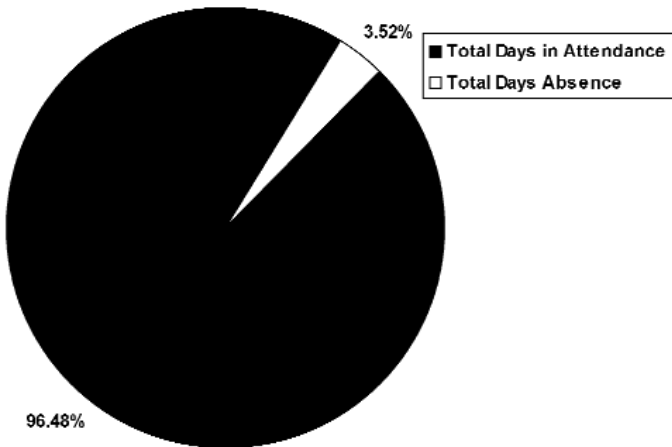
• Graphic 3

| School | Year Est. | Avg. Tuition | Total Tuition | % Tuition to Cost |
|-------------|-----------|--------------|---------------|-------------------|
| School 1 | 1993 | \$ 600 | \$ 38,400 | 5.58% |
| School 2 | 1995 | \$ 386 | \$ 30,800 | 3.08% |
| School 3 | 1997 | \$ 100 | \$ 5,100 | 1.33% |
| School 4 | 2000 | \$ 340 | \$ 12,240 | 2.39% |
| School 5 | 2000 | \$ 600 | \$ 37,200 | 15.24% |
| School 6 | 2001 | \$ 360 | \$ 14,400 | 2.05% |
| School 7 | 2001 | \$ 250 | \$ 8,000 | 6.43% |
| School 8 | 2001 | \$ 400 | \$ 11,600 | 3.58% |
| School 9 ** | 2001 | \$2,100 | \$ 317,100 | 20.70% |
| School 10 | 2002 | \$ 600 | \$ 7,200 | 7.33% |
| School 11 | 2002 | \$ 300 | \$ 9,000 | 1.61% |
| School 12 | 2002 | \$ 360 | \$ 11,160 | 4.31% |
| School 13 | 2002 | \$ 385 | \$ 4,620 | 2.43% |

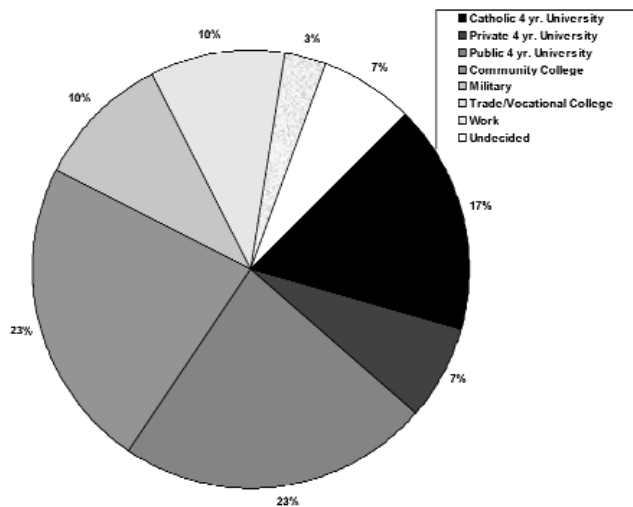
• Graphic 4



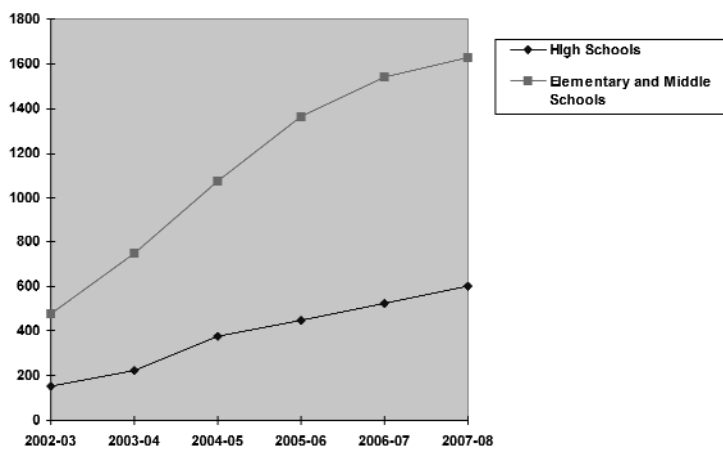
• Graphic 5



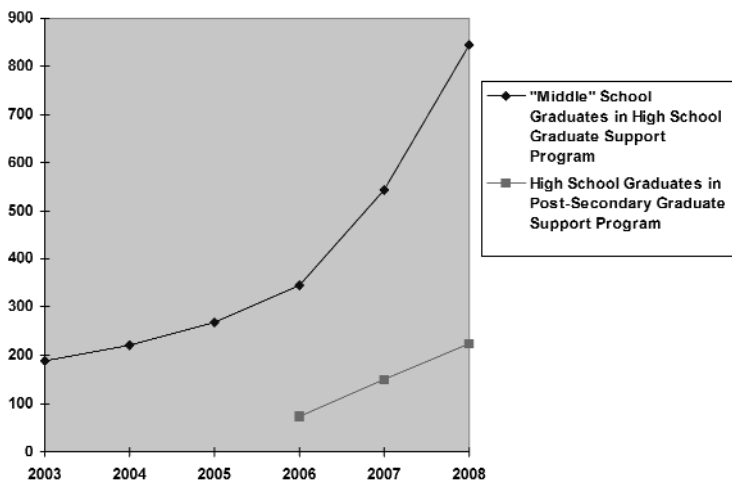
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• Graphic 8



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MEL bulletins - Programme

In these Bulletins you will find:

- **Specific Lasallian schemes**
- **Thoughts on lasallian association and identities**
- **Educational/pastoral approaches**

These Bulletins are intended to increase your knowledge of the Lasallian world, and to stimulate school staffs by speaking of what is done in other Lasallian schools throughout the world.

Specific Lasallian schemes

- In view of 2006
- Listening to youngsters: an Australian scheme
- Dealing with the marginalised: itinerants
- Educational service of the poor in Districts
- Lasallian Educational Statistics
- Lasallian Universities and the mission statement
- Lasallian innovations
- San Miguel schools in the USA
- Lasallian solidarity

Lasallian association and identities

- Lasallian association: the ongoing story
- Sociology of associative membership

Educational/pastoral approaches

- The Rights of the Child
- Working with families
- Lasallian mission statements
- Education today in different continents
- Building personal identity
- Living in the presence of God
- Educating for life
- Religious knowledge and catechesis
- Inter-religious dialogue
- Lasallian Volunteer Movement
- Catechesis in Lasallian history
- Challenges for the Christian school
- Bible and Catechesis
- Ecumenism

