

From: Lynn Darene Harper <lynnhareneharper@gmail.com>

Sent: Saturday, December 25, 2021 8:54 PM

To: Johnson, Bernadeia H; Schwietz, Julianne E; Andrew Gebert; LHarper19@cps.edu

Subject: Thresholds Special Issue Update

Dear

Drs. Johnson and Schwietz,

We

are happy to inform you that we have received your paper and are happy to accept it for publication in the upcoming Thresholds in Education Special Issue,

Mapping Possibilities: Creative

Educational Responses to the Time-Space Disruptions of Climate, COVID, and Inequality,

pending revisions during the review process.

Your

approach of "urgency and creativity" to the multiple threats of climate change, pandemic, and inequality is very much in line with the one we want to take with this special issue. The

historical and theoretical foundations of your article provide a solid basis

for presenting the concrete practices of Minnesota's "Good Trouble Principals." As you write, exemplars can provide a lifelong point of reference and inspiration for transformative action.

Papers

are now under peer review, and we hope to publish in Spring 2022. If you have any additional questions or thoughts, don't hesitate to contact us.

Best Wishes,

Andrew Gebert, Soka University

Lynn Harper, Chicago Public Schools