

A.M.D.G. Summer 2020

Dear Members of the CJA Community,

In July, Eric Smith – an alumnus from our Class of 2011 – met with me at CJA on an early Friday morning. He wanted to catch up before he helped run our weekly food distribution for our neighbors. Weeks before, Eric had sent me his Sociology thesis, which built on Dr. Anthony Abraham Jack's work at Harvard about creating equitable access and acceptance for historically under-represented students on college campuses. We were long overdue for a conversation about his thesis and his final year at Williams College.

As Eric and I walked the blocks around CJA's campus, Eric spoke with me about all of the work he had done to find a great job during the pandemic. He also told me about the new CJA alumni board, which he and Julian Wicks – another member of our Class of 2011 – were creating with a dozen other CJA alumni. They want to help CJA become more engaged with the larger West Side community in addition to mentoring our students and younger alumni and helping their former classmates who are enduring much harder times.

When we returned to campus from the walk,

Eric helped unload and distribute 500 boxes of food for our CJA families and neighbors – more than 6 ½ tons of fresh produce, dairy and meat. After we cleaned up from the food distribution, Eric offered to help move dozens of boxes of donated school supplies from our cafeteria to our faculty room. He then promised to return the next week.

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Our students, alumni and families are strong, talented and courageous. They inspire all that we do at CJA. During the pandemic, CJA parents have been cleaning hospital rooms and COVID-19 triage tents. They staff nursing homes, stock grocery store shelves, move critical freight at O'Hare and make countless deliveries to those fortunate enough to work from home.

Many of our alumni are doing similar work parttime while also completing their high school or college courses online. During remote learning, some of our older students are shouldering the responsibility of caring for younger siblings while their parents work – sacrificing time for their education so their families can make ends meet

Their stories and the stories of our other families and neighbors who are small-business owners and professionals are rarely told on the evening news, but this is the West Side that we see every day at CJA. Our families just want their children to have an equal opportunity to chase their dreams. In CJA, our parents see the school that they have always wanted their children to attend – a school with the resources their children deserve.

* * *

Through our work at CJA, we strive to repair a small measure of the damage that has been done by 400 years of systemic racism. The mission of Chicago Jesuit Academy is rooted in our shared belief that the Light shines in the darkness, and the darkness shall not overcome it.

Before his death in July, the civil-rights champion John Lewis called us to this brighter day:

"Do not get lost in a sea of despair. Be hopeful,

be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble."

While these can feel like dark and profoundly difficult days, I have great hope that this gloom is the darkness that precedes the most dazzling of dawns.

On the pages that follow, I hope you will enjoy reading about how our students and alumni continue to show us the way as they strive to build a more just and equitable world ad majorem Dei gloriam.

Thank you once again for believing in each of them and their great promise.

In gratitude,

Matthew Lynch

Matthew Lynch serves as the President of Chicago Jesuit Academy.

A.M.D.G. Summer 2020

Dear Fellow Members of the CJA Community,

Over the past few months, our lives have been turned upside down and we are no longer living our normal everyday lives. We can no longer live in our homes withdrawing or turning a blind eye to what has taken place over the past 400 years. Black people have been placed in a position of inferiority and subjected to many forms of abuse and even the murders of many Black men and women. It has become crystal clear that Black people have just become heartbroken, frustrated and infuriated. We see this through the various protests throughout this entire country.

While I'm still processing every incident that has occurred over the past few months, it takes me to a place in my heart where I can feel my father's anguish that he felt throughout his entire life being a Black man. But there is also a glimmer of hope inside of me for my 19-year-old son, Amari. My dad was a very strong man who used his voice in so many ways to encourage and inspire those around him, but of course within limits. I am now cognizant that

he poured that same voice into me. It is my duty and honor to continue his legacy and to pass the baton to my children.

In June of this year, the Black Affinity Group, which consists of Black employees of Chicago Jesuit Academy, began meeting to discuss our feelings individually and collectively regarding what was happening in our country, our city and even our school. I shared the following statement with our entire faculty and staff at an all-hands meeting on behalf of the Black Affinity Group:

All of us are aware of what has happened in the past few weeks, but as Black people, these experiences have hit us in a different way. We are deeply saddened, angry and still processing within ourselves and as a collective unit. The Black Affinity Group is taking an inward look at ourselves, but more importantly at the young Black men who walk into Chicago Jesuit Academy every single day. We realized that it is our responsibility to ensure that they know how

important, worthy, and deserving they are to have a wonderfully successful life just like their White peers. But we also realized that it's just not us that have been tasked with this great assignment. All of us as a whole are responsible for every single Black or Brown young man walking into this building. Mr. Lynch has been open and honest with us and has accepted this assignment to do some rethinking on how we as a school ensure that we are not embedding into our students that they are less than others because of the color of their skin. It is our hope that all of you as our White colleagues accept this assignment as well. There is much work to do as individuals and as a community. Will it be hard? Yes. Will it be messy? Yes. Will you become tired? Yes. But is it worth it? Absolutely. So as we continue to work with Mr. Lynch and the Executive Team, we ask that our White colleagues continue to read, research, ask questions (even the tough ones) because we are all in this together and that's how the change will occur.

As my voice becomes louder and stronger for my dad and my children, I ask that you all as benefactors do the same. Use your voice to call out racial injustice, inequality in our school systems and systematic oppression. And as I mentioned to my White peers, will it be hard? Yes. Will it be messy? Yes. Will you want to give up? Yes. But, will it be worth it? Yes. It is important for all of us to use our voices to make a difference in our homes, our community and even our workplace. It is our responsibility and our legacy for those who come after us.

I now accept the scripture in my spirit, and it's my hope that you do as well.

"From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked." Luke 12:48

Charlotte Curtis

Charlotte Curtis serves as the Parent Engagement Manager for Chicago Jesuit Academy. She is also the mother of Amari (CJA Class of 2014, Culver Academies Class of 2018 and St. John's University Class of 2022).

Let's Do This Together

Change. If not now, when? Let it be now. We have to stop procrastinating and put our actions to words. Now. Together. As One. Now.

We have to stop racism. Why not? Let's do it. Today. Tomorrow. Forever. Let's do it. Now.

I want to be able to feel safe. I haven't felt safe in 20 years of living on this earth. I want to now. If no one's gonna stop it, I will, but join me in stopping this today.

All lives Matter. You Matter, I matter, we all matter, but I'm asking for help. People that look like me are asking for help, today. We want a fair chance. I want a fair chance. I want to stop police brutality. I want to stop racism. Let's push it away, let's push that hate away and let's fight together.

To this crowd today, let's be the difference. Let's be the change. Let's walk and let's stand with those who look like me and share the same skin color as me.

As a Black male from Chicago, I grew up in a poverty -driven neighborhood, the Austin community. I learned how to survive, not live, and I'm ready to live.

The color of my skin should not be a crime. I should not be a target. I should be able to jog, I should not have a knee on my neck and I should be able to not be killed while I'm standing in my house.

Eliminate all hate. Be the difference, rise above and change. I am a young Black male with a dream and a future, and I will fight this battle with anyone and I mean absolutely anyone. Let's use our voices, let's give people like me a chance and let's fight. Join this fight with me. No more hate is allowed in this world, and I won't let it happen ever again.

Stand up with me. Be a change and let's do this together.

— Alzario Palmer, CJA '14, Loyola Academy '18, Arrupe College '21, speaking at a protest in Winnetka, June 6, 2020, 55 years after Dr. Martin Luther King, Jr., spoke at the same place.





Committed to Doing Justice

CJA's alumni are people for others who are serving their community every day. In the pages that follow, some of our alumni speak about their experiences and what being Committed to Doing Justice in the Service of Others means to them.

Never Afraid to be Me

As a Black man, there has never been a particularly easy path towards what I wanted in life. Since the day I graduated from CJA, I've faced a lot of obstacles that someone who does not have the same skin color as me would not have to face, but, to my advantage, the things CJA taught me stuck with me as I encountered all of them. While being a minority at a high school full of privileged people who, quite frankly, did not care about the effect their words and actions may have on someone like me, I was never afraid to speak up and show them that I was much more than my black skin. I was never afraid to educate them on the many different reasons why it wasn't okay to make jokes about my history. I was never afraid to be Committed to Doing Justice because I was never afraid to be me.

I remember one day I walked into the cafe at boarding school and some students were singing a song that used the N-Word. A few students yelled the word, but when they realized that I had just entered the room, they all ran to their seats. Judging from their reaction, they knew that what they did was wrong. Instead of being angry, I walked up to them and knelt down and said:

"Hi guys, I heard what happened when I walked in here. I know you're going to say it was a mistake, but I think you may only regret it because I happened to be in the room. I don't need an apology. Just remember that I have always treated you all with respect, even in this moment. In the future, I would ask that you reciprocate that respect and not use words like that."

Afterwards, they all found me separately to apologize and tell me that they would never do that again. I knew I would never forget the incident but wanted to make it something that the people involved would remember in the future.

Even though I experience situations like this lot, I

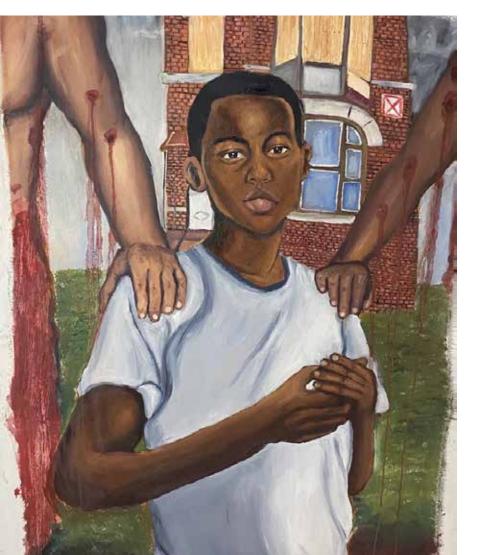
never thought the situations came from a place of hatred, but rather ignorance. These students really just did not know the weight of their words and actions. It would be easy, as a minority student, to fall in a place where you feel like your voice can't be heard and to be afraid of not being accepted because you stand up for yourself. I took it as motivation to make a change. I realized quickly that the only way to see that change was to educate. I even became the Co-President and a founding member of Black Lives: Achieving Cultural Knowledge (B.L.A.C.K.), a group created to educate people on Black culture and history.

Today, I am attending Central Michigan University on a full scholarship as a "Diversity Champion" because of that fearlessness and willingness to stand up for the things that I believe in. Amidst all that is going on today and all the hatred, I still live with integrity, and I live true to who I am. I am a Black man dedicated to showing the world what we are truly capable of, and Chicago Jesuit Academy and its values had a big hand in making me comfortable with that. — Jamarrio Rule, CJA '13, Culver Academies '17, Central Michigan University '21

Get to Know More People in the Process

Showing that you are committed to justice means that you are taking action in providing support for African Americans. Whether it be online, during a protest, in low income neighborhoods...I have supported justice for African Americans by setting up a basketball camp for the summer to give children an opportunity to be outside of their neighborhood without being in harm's way. It is a great way for people of my skin color to engage in a sport they love, have fun communicating with friends of their age group, and get to know more people in the process who they've never met before. — Justin Johnson, CJA '17, UIC College Prep '21





Exposing Trauma, as Opposed to Keeping it Hidden

In my artwork, I visualize my own experience dealing with racism, as I explored my heritage as a Black male on the West Side of Chicago. I researched important events like the killing of Laquan McDonald, the Race Riots of 1919 and the MLK riots. These different events shaped my experience. Through symbolism, color and imagery I began questioning how and why my community is in its current state. I started off with archived imagery from eras of America's horrible past that dealt with the oppression of Black Americans. In other pieces I discuss problems, such as redlining, police brutality and poverty rates in my community. In this piece, the use of red in conjunction with the jarring imagery in many of these pieces drives the narrative towards exposing trauma as opposed to keeping it hidden. — Tyshaun Zollicoffer, CJA '17, Nicholas Senn High School '21

Our students and their families are incredibly resilient, and they have met the challenge of the COVID-19 pandemic with the strength that has always been their hallmark.

The pandemic has amplified the racial and class inequalities our community was already actively working against. As many of our families are essential workers, they have been keeping our businesses and communities running throughout this shutdown, and that is no easy task. Some of our families have lost income and access to essential resources. This means CJA has the responsibility to deepen our commitment to our families as they continue to work in challenging conditions or grapple with the sudden loss of income.

In this unprecedented time where so many of our families are being disproportionately and unjustly impacted, Chicago Jesuit Academy is grateful to be able to continue to provide services for our families. Every person has the right to live healthfully. Thank you for helping us to ensure our students, alumni and their families have what they need to be safe and well.



In response to COVID-19, CJA closed for in-person instruction on March 13. In partnership with Gourmet Gorilla, CJA's school food provider, CJA was able to begin delivering food directly to our families the very next week. Those deliveries continued throughout the balance of the school year, through the summer and are scheduled to continue this fall.

165 families received deliveries

26,990 meals and snacks were delivered

Also in partnership with Gourmet Gorilla and through the USDA's Farmers to Families Food Box Program, CJA ran a food distribution from our parking lot on Fridays from May 22 through August 21. Boxes of fresh produce, meat and dairy were available, first-come, first-served, to members of CJA's community - current families, alumni and residents of the neighborhood.

25 pounds of food per box

6,130 boxes distributed

153,250 total pounds of food distributed

Beginning shortly after Governor Pritzker announced on March 13 that all schools would close March 17, CJA started a program of pastoral wellness calls. Each week, these calls served as an informal way to check in with CJA families and help connect them to the services and support they needed, many of which were offered by CJA directly.

3,429 pastoral wellness calls made

100% of families reached

of families received direct telehealth support from Nurse Kiefer

of families received direct telehealth support from CJA's Social Work Team

All data on this page through August 21, 2020



"OMG!!! Just knowing that a school actually took out the time to setup a team to call the families every week was amazing. To be honest, I thought that the calls would eventually fall off because I know that the staff had to deal with their own families. The calls just kept coming. It was to the point I would look forward to them and the good conversations. The calls made my heart feel very warm, and I just felt like they really care and they care a lot, and I so appreciate each member of the staff there. We love CJA. Thank you for all that you do and have done." — Ms. Akines, grandmother of Siar '23

"The check-in calls and updates my family have received are very appreciated, especially during these critical times. I feel like my voice is always heard. I'm always in the loop with everything that's going on. I know the school cares not only for my children but me as well." — Ms. Green, grandmother of Torrance '21 and Evan '23





We are proud of the eighth-grade class for finishing their year strong despite the pandemic. Next year, the Class of 2020 will attend the following high schools:







Noble Street College Prep Rauner College Prep

Private Catholic

Christ the King Jesuit College Preparatory School DePaul College Prep Leo Catholic High School Loyola Academy Saint Ignatius College Prep





Boarding

Culver Academies La Lumiere School

Other Public

Curie Metropolitan High School Glenbard East High School Intrinsic-Downtown Campus Lake View High School





Benefactors who choose to support CJA are investing in the long-term future of our young men. That investment signals a belief in their promise – not only as students, but also as gentlemen who are committed to doing justice in the service of others.

If you are interested in learning more about becoming a scholarship benefactor, please contact Ms. Mary Grawe, Vice President of Development, at (773) 629-8600 or grawe@cjacademy.org.

Magis

\$5,000/year

A Magis Scholarship ensures that a CJA student has access to social workers, a school nurse, a learning and reading specialist and other supports to help overcome trauma, chronic struggles and other special needs.

Core

\$12,500/year

A Core Scholarship provides a student with an excellent college prep education for 9.5 hours per day and 11 months per year in small class sizes with high-quality teachers.

Comprehensive

\$17,500/year

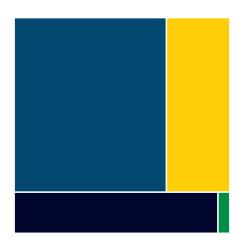
A Comprehensive Scholarship provides all of the resources of both the Magis and Core Scholarships for a CJA student.

Full Cost

\$28,600/year

A full-cost scholarship takes into account the approximate true cost per student per year at CJA. This cost is in line with the amount spent by many suburban public school districts whose average school day is three hours shorter and whose school year is two months shorter than CJA's.

Annual Fundraising by Program



57% Scholarships

24% Special Programs

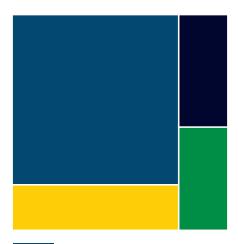
18% Annual Fund

1% Events

The majority of CJA's annual fundraising each year is in support of student scholarships. Scholarship fundraising is essential to CJA's continued growth. By raising students' scholarships in four-year pledges, we are able to ensure that we have the funds necessary to serve each young man through his eighthgrade graduation. Over 80% of scholarship benefactors choose to renew their four-year commitment in support of a new fifth grader after the young man they supported has graduated.

Some benefactors choose to support specific programs such as our Healthy Students Program, our College-Persistence Program, or our Arts & Music Program. Others give to our General Operating Fund, which directs contributions to areas of the school that need it most.

Spending by Department



61% Academic School Day

16% Business & Development

12% College Persistence

11% School Operations

The majority of spending at CJA during the 2019-20 school year directly supported the Academic School Day, ensuring an 8:1 student-to-teacher ratio and funding for five social workers, two social work interns, specialists in our Learning Resource Center and a full-time school nurse. This comprehensive support helps our young men grow as people for others.

The Business and Development Office raised 98% of CJA's revenue and helped ensure the financial health of the school remained strong.

The College-Persistence Office worked with our students and their families starting in sixth grade to help them prepare for the transition to high school and continued this work with our alumni in high school, post-secondary education and in their careers through the age of 25.

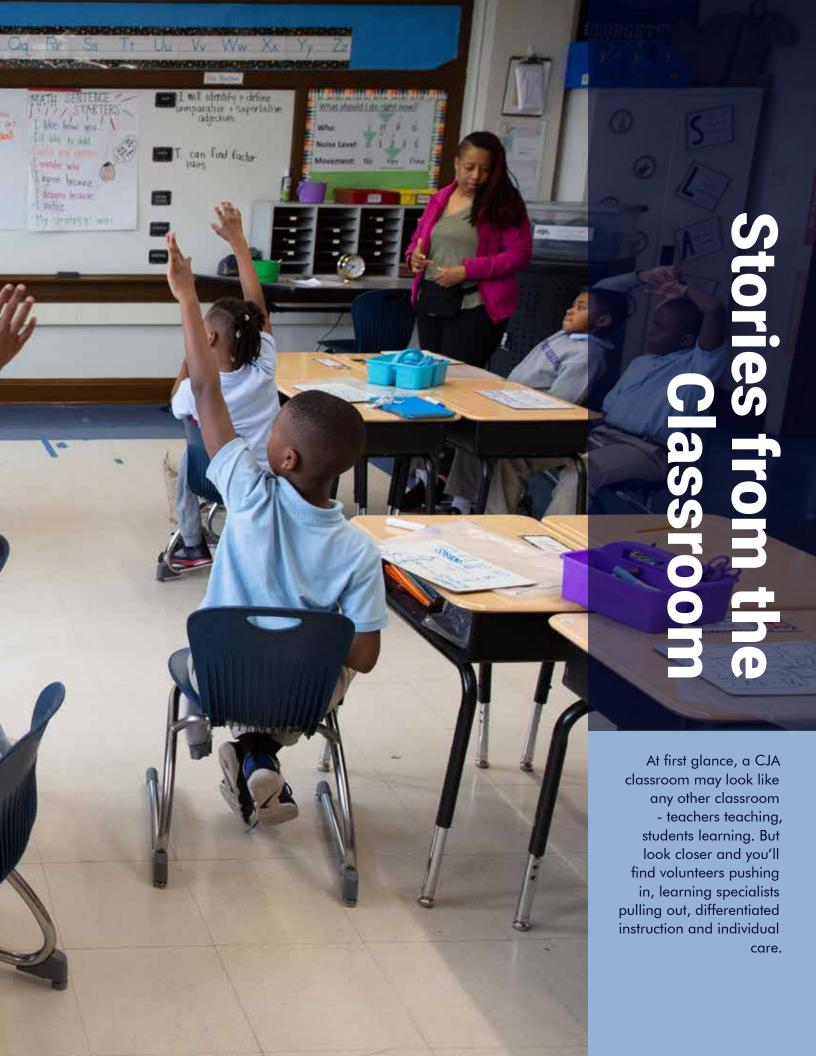
The Operations Office managed technology, campus safety and the buildings and grounds for our students and alumni.

Our Financials

For a copy of CJA's audited financials, please contact Ms.

Mary Grawe.





he time is 8:30 am: time to transition to Language Arts and Reading. I announce, "Let's do some breathing!" Our fourth graders take five big deep breaths. They trace each finger to correlate with breathing in and out. Our Director of Trauma Informed Education taught us this technique.

I call on two students to read today's objectives. They are always stated as "I can..." or "I will be able to..." so that students feel confident knowing their goals for the day. Today's lesson is on adjectives. I explain how adjectives can describe how a noun looks, feels, acts or sounds. Students choose the nouns: Mr. Beckley, pizza and turtles. "What a good mix," I think to myself. Together, we come up with, "Mr. Beckley is loud, smart and tall. Pizza is hot, cheesy and yummy. Lastly, turtles are cute, slow and green."

Students divide into their centers groups. One group works with me, one group works with our classroom aide, Ms. Shaffer, and the third group works with a volunteer. Volunteers and alumni helpers have been integral to providing the individualized support students need. These groups are based on skills and strategies that they are working on. This information comes from the iReady diagnostic tests that we take throughout the year. Members of our Learning Resource Center have helped ensure that I have students working

together with peers of comparable abilities.

If I notice a student is having a hard time, I will call a social worker for some assistance. Sometimes independent work can be a struggle, especially if there are other things on a student's mind. In walks a social worker with a quiet wave and an arm around a guy. They walk out. Generally, he returns with a smile ready to work.

Back to the rug we go for some reading! Today's book is Crown: An Ode to the Fresh Cut by Derrick Barnes. As I read, we stop a few times to answer questions or have guys share connections. I remind students, "Every time you stop to make a connection, you are being an active listener!" To see the students' brains moving and their hands going up to share is one of my favorite gifts of being an educator.

We wind down class with me asking, "Does anyone have praise for their classmates today?" One student remarks, "I would like to praise 'Amari' because he got frustrated during centers but turned it around." To finish class, each student holds a thumbs up, thumbs middle or thumbs down to their chest based on how they think the day went. I end class with, "You worked hard today. Let's do it again tomorrow!"

 Jordan Weber, Assistant Dean of the Lower School & Faculty Member





In the Classroom...and Online

Chicago Jesuit Academy transitioned to eLearning on Tuesday, March 17th. Since then, the Grade-Level Teams have developed eLearning plans that provide our students with a warm, welcoming and important connection to school and to one another. Supports from our IT Department, Student Services Team, Grade-Level Teams, Learning Resource Center and Dean of Curriculum & Instruction are in place to allow each of our students to access as much high-quality, standards-aligned instruction as possible while also maintaining a sense of community. CJA plans to begin the 2020-2021 school year with all students continuing to receive instruction via eLearning. However, a third of our students whose parents have opted into proctored eLearning will be on campus to receive additional services from their teachers, the Learning Resource Center or CJA's social workers.

CJA's extended school day and small class sizes ensure that each student is engaged, encouraged and supported no matter where they are in their academic journey. CJA teachers work hard to create the positive and loving learning environment all students deserve.



CJA strives for cura personalis (care for the whole person) by recognizing there are a variety of factors impacting students' opportunities for educational success, including access to social-emotional support.

In the Classroom...and Online

Since the transition to eLearning, CJA's Student Services Team has been in nearly continuous contact with families. The Director of Social Work Services navigated bureaucratic obstacles so that students who normally receive counseling services at school could continue to receive them over video conferencing. Nurse Kiefer, meanwhile, supports families who share with CJA that they are dealing with illness or medical issues, and she is in daily contact with those families as a support system as they recover and as an advocate as they interact with the medical system. At the heart of it all is the Principal's Office, whose weekly pastoral wellness calls to each family allow CJA to focus its medical and social-work resources where needed and marshal outside assistance when necessary.

s a social worker, I meet students where they are in the most non-threatening way possible. I allow students to explain their thoughts, concerns or situation without judgment. I help them process. Processing includes assessing the student's emotional well-being and their ability to manage their own success. If they cannot manage their success on their own, then I make suggestions and help them create a plan. What does this look like in real time?

One day, I was walking through the hallway, and I saw an 8th grader sitting on the floor outside of his classroom. He had that "I'm gonna snap" stoic look on his face. I used the relationship I had built with him and asked,"What's going on?" As he began to explain, I could see him getting visibly upset. I told him, "Stay cool; I got you." We engaged in some small talk (rapport building) until we entered my office. I offered him a seat and a snack. With his mouth full of cookies, he started telling me what was going on and how he felt. I listened, and we talked about strategies to help him return to class and be successful (i.e., "solution-based planning," which is derived from brief, solution-focused therapy where the emphasis is on present and future circumstances and goal setting). Because of CJA's commitment

to social work support, this student was able to use my services to help him reenter the class and have a strong rest of his day. That student graduated from CJA in May 2020, and a key part of his success was the availability of social work services as a resource.

Social work services help students reduce anxiety, manage stress and trauma and give them a safe space to be themselves while learning social and emotional management. This can be done by check-ins, one-on-one meetings or group sessions. As a social worker, I am also a resource for teachers, parents and other adults who work with CJA students.

In closing, I want you to remember what it was like being a student in middle school. Remember an adult who made you feel good about yourself: someone who listened and helped you make good choices. When you felt good, you often did better in class and did a better job managing negative self-talk. And that, in essence, is what social work does: provides you with a space to be healthier and more successful socially, emotionally and in many cases academically.

— Darryl Clayton, CJA Social Worker



his year, I joined the Learning Resource Center team as a Math Specialist. Ultimately, our goal is to provide students the support they need to feel confident in their classroom setting and be active participants learning alongside their peers. Many students I work with find math intimidating or believe they "can't do math," but the research is clear: all students can learn math at very deep levels, regardless of where they currently perform. A large portion of the work I do is to help students shift their own mindsets and intrinsic beliefs about math.

For example, one student I work with on developing multiplication fact strategies once told me it seemed like all his classmates were "doing magic" in math class and he just couldn't figure out how they were doing it. We spent several weeks together practicing strategies such as "adding a group" (if he did not know 4 x 6, but knew the nearby fact $3 \times 6 = 18$, he could "add a group" of 6 to 18 to get the product 24); "subtract a group" (if he did not know 4 x 5, but knew 5 x 5 = 25, he could "subtract a group" of 5 to get the product 20); and partitioning (to solve 3 x 12, he could break 12 into 10 and 2, and find the products of 3×10 and 3×2 and add them together for a sum of 36). Learning these strategies involved drawing pictures, playing hands-on games, using tiles and rectangles to

show equal groups and a lot of conversations about his strategies, his misconceptions and his progress toward his intervention goals.

After several weeks of intervention, this student could describe in detail several different strategies for solving math facts and boasted he was challenging himself not to use a calculator on any of his math work so he could get extra practice. This same student later wrote on a math attitude survey the following response to the question, "What do you like least about math?":

"I don't like that people think it's that hard of a subject. But when you put in effort, you get further than you think."

As a non-academically-selective school, we welcome students regardless of past academic achievement, and thus have a responsibility to provide each and every student access to a high-quality, standards-based education. The Learning Resource Center works in partnership with students, their families and teachers to ensure that all students have an equitable opportunity to experience success in the classroom alongside their peers.

— Sara Buethe, Mathematics Specialist





In the Classroom...and Online

The pandemic has required the LRC Team to think creatively about how to support our diverse learners. Each student requires a unique plan. There are particular students that the LRC Team checks in on daily via telephone calls, texts and Zoom calls, and the LRC members walk those students through specific lessons.

The LRC has set up Zoom calls with both individual students and small groups to support them through their Language Arts or Math assignments. The LRC Team members also have been joining synchronous Zoom content classes to co-teach lessons to support both the teacher and the students. The Team is also sending out tips and resources for teachers on how to differentiate online learning, and many members of the team presented best practices during formal professional development.

Like all schools, CJA's students have unique learning styles and myriad needs. The Learning Resource Center helps ensure that all learners can build their skills, challenge themselves and continually grow at CJA.



Volunteers give students extra individualized support both inside and outside the classroom. One of CJA's core goals is to ensure students are prepared for a rigorous high school experience, and personalized learning is a key piece of this preparation.

In the Classroom...and Online

During the COVID-19 pandemic, CJA volunteers have served as an incredible source of additional support for faculty and students. Volunteers have recorded videos for virtual morning meetings, provided audio recordings of text to accommodate different learning styles and given feedback and revised student work on various online platforms. Volunteers have also worked with specific students, providing individualized attention and academic support via Zoom or over the phone. Still other volunteers supported the College-Persistence Team by serving as Writing Mentors for the McIntosh Fellowship. CJA is grateful for the extra support volunteers have provided our students and alumni during this difficult time.

y name is Brendan McCormick, and I have been a volunteer at Chicago Jesuit Academy since the fall of 2014. After retiring from a corporate career of over thirty-five years, I decided that this might be the time to give back for all the blessings I have received throughout my life. My search eventually led me to CJA.

I noticed quickly the average 9.5-hour day for students is very structured and disciplined. Class starts with prayer, and then there is the request for special intentions from the students. This is usually a touching moment as students ask us to pray for events and people like ill siblings, parents, grandparents and fellow students.

The teachers engage me in different ways throughout class: sometimes one-on-one with a student in an alcove near the classroom and sometimes in-class with a group of students. At times, I might get called upon to offer historical knowledge on a subject. For example, this year during Ms. Odom's 8th-grade Language Arts and Reading class, I was called on to offer insight into why the courage and performance of the Tuskegee Airmen was and still is so important to the self-esteem and prestige of African Americans in the US. As we read the book You Can Fly, I

could see and hear the pride the young men had for this brave group of men.

My group Guided Independent Reading classes are quite rewarding: I get to see firsthand how the young men's reading and comprehension grows throughout the year. I learned from CJA's Dean of Curriculum & Instruction, Dr. Elsener, the importance of instilling in the boys as they read to think about the Who, What, When, Where and Why of the story. These elements then become a source of discussion after we have read. These smaller groups also give me the opportunity to get to know the students in different grades on a personal level.

I love my work at CJA. At times, my work week carries into the weekend as I go and watch the CJA teams play Basketball or Flag Football. As I tell family and friends, I probably get more out of my volunteer work than the young men that I work with do from me. My wife Barbara, who has taken a personal interest in CJA, probably sums it up best: "I've seen the satisfaction and pride he receives from his work with the boys. I don't believe he ever felt the sense of pride and accomplishment in the corporate world that he feels from his volunteer work at CJA."

- Brendan McCormick, CJA Volunteer



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