

# WE'RE BACK!

**Donna Illerbrun, Principal**  
**St. Therese Catholic School**

Due to the COVID-19 pandemic, our students and staff moved to online learning from March 16th to May 22nd, 2020. We learned a lot about uploading curriculum and documents to the cloud, setting routines and schedules, and being accountable for learning with students at home.

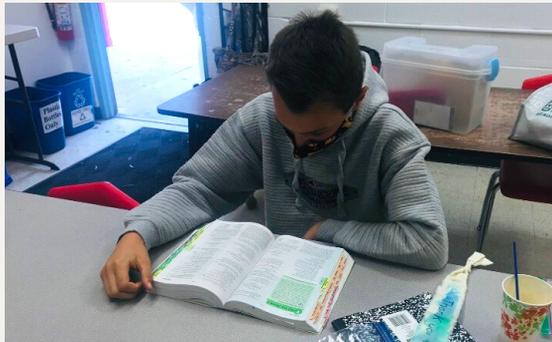
We used our new knowledge to start this current school year strong online. On September 8th, we were able to come back at 25% of our occupancy. This allowed for some of our students to return to the classroom. It is so amazing to have the children in their classrooms, social-distancing and with many layers of protection for both students and staff.

School is different, yet learning is still taking place; the children are interacting (6ft apart), and we continue to strive to meet the needs of our community. It is a blessing to see the children in person, as well as to see the beautiful faces of those at home and online.

The world is changing. We have faith that we will get through this pandemic. We are praying that the governor will allow private schools to return to 50% occupancy like public schools. Meanwhile, we will continue to teach and to reach all of our students.



## AMPLIFY READING AT HOLY GHOST



**Dr. Douglas Wine, Principal**  
**Holy Ghost Catholic School**

Holy Ghost takes pride in their mission to foster a culture of readers with student-designed t-shirts, a 20,000+ book library, reading goals, and an additional reading period. The importance of reading hasn't changed but the methods to reach students needed an update. We wanted more excitement, self-reflection, and depth of understanding.

With only half of students on campus and the other half on a live feed, something had to change. Texts to engender lively classroom discussions, insightful writing, and reading choice became necessary.

"We used to test for comprehension and point goals, but we found that those actions were not improving comprehension nor building reading skills," said Assistant Principal Shawnda Osborn, "Now, students tackle complex text, make observations, grapple with exciting ideas, and find relevance in reading and writing."

Our students work in real-time, allowing the teacher to adjust the support needed for the next writing prompt or adapt the text complexity during class. This allows for differentiation regardless of fluency or ability, while using the same passage. Now, we hear: "When do we get to start the next unit? May I start this weekend instead of waiting until Monday? May I read ahead instead of to the end of the chapter?"