

# St. Francis Xavier Catholic School

## Return to Learn (RtL) Plan

### Area: Equity

The Equity portion of the Return to Learn Plan enables St. Francis Xavier Catholic School to:

- Assure Catholicity is the highest priority in our school
- Create equitable learning opportunities for all students
- Consider needs within the following populations: students with IEPs or 504s, English learners, students at-risk, and gifted and talented

[Review Google Tools: Leveling the Playing Field for All Learners](#)

A-1. Identify and meet the needs of target subgroups (e.g. students with IEPs, English language learners, gifted and talents)

A-2. Identify learners who might be considered generally “At-risk” for limited participation and/or engagement, independent of subgroup membership. social-emotional-behavior needs. (p. 30-31)

*How will we identify students in need of additional supports?*

Group	Process for identification	Lead Person/Team
Students with IEPs	A list will be generated via PowerSchool and cross-referenced by the Principal to ensure accuracy.	Mrs. Helle, Secretary Mr. Smith, Principal Ms. Vorwald, Resource/ELL Teacher Mrs. Roberts, School Counselor

Students with 504s	A list will be generated via PowerSchool and cross-referenced by the Principal to ensure accuracy.	Mrs. Helle, Secretary Mr. Smith, Principal Ms. Vorwald, Resource/ELL Teacher Mrs. Roberts, School Counselor
English language learners	A list will be generated via PowerSchool and cross-referenced by the ELL teacher to ensure accuracy.	Mrs. Helle, Secretary Mr. Smith, Principal Ms. Vorwald, Resource/ELL Teacher Mrs. Roberts, School Counselor
Gifted and talented	A list will be generated by classroom teachers and approved by the Principal for consistency in identification.	Classroom Teachers Mr. Smith, Principal Mrs. McDermott, Curriculum Director/TAG
Academically at-risk students	A list will be generated by classroom teachers and approved by the Principal for consistency in identification.	Classroom Teachers Mr. Smith, Principal Ms. Vorwald, Resource/ELL Teacher Mrs. Roberts, School Counselor
Students at-risk due to limited access to technology	A list will be generated by classroom teachers and approved by the Principal and Guidance Counselor for consistency in identification. Data from the technology survey will also be used.	Classroom Teachers Mrs. Helle, Secretary Mr. Smith, Principal Ms. Vorwald, Resource/ELL Teacher Mrs. Roberts, School Counselor
Students at-risk due to chronic health conditions (family or self)	A list will be generated by classroom teachers and approved by the Principal and Guidance Counselor for consistency in identification.	Classroom Teachers Mrs. Helle, Secretary Mr. Smith, Principal Mrs. Bagge, School Nurse Mrs. Roberts, School Counselor
Students at-risk due to irregular attendance, high mobility, or temporary housing	A list will be generated by classroom teachers and approved by the Principal and Guidance Counselor for consistency in identification.	Classroom Teachers Mrs. Helle, Secretary Mrs. Roberts, School Counselor Mr. Smith, Principal

## A-4. Ensure engagement of all learners across the sections, grades, and buildings. (p. 31)

*How will we track engagement across all sections, grades, and buildings?* (Answer from Iowa Academic Standards C-4)

St. Francis Xavier will expect students to be actively engaged in online learning. As a school we will develop expectations for remote learning. Areas to be addressed include: attendance, work completion, focus, and discussion.

Teachers will communicate the expectations to students and families, as needed.

Strategies for assisting in online learning will be distributed via the school newsletter or emails on a periodic basis.

B-1. Ensure appropriate access to, and equity of, Iowa's Academic Standards and other needs as the result of the disability.

B-2. Establish criteria for determining what method(s) of delivery students will receive (distance, in-person, or hybrid).

B-3. Ensure all rights and responsibilities under IDEA are provided.

(p. 32-33)

*How will we identify and track the needs of our students served by a Support Services IEP?*

Mr. Smith or Mrs. Roberts will reach out to Courtney Draude, AEA Speech Pathologist, Nancy Drees, AEA Occupational Therapist, or other AEA support professionals to determine what changes need to be made on each IEP, as well as determine any supports needed by the student. Support plans and IEP changes will be communicated to all classroom teachers by Mr. Smith or AEA personnel. Mr. Smith or AEA personnel will then communicate plans to each family. Each family will be contacted by the school at least once a month in August, September, and October to check in and evaluate needs and support.

*How will we identify and track the needs of our students served by an Academic/Behavior IEP?*

Mr. Smith will reach out to Western Dubuque Public Schools administrators and special education teachers, to determine what changes need to be made on each IEP, as well as determine any supports needed by the student. Support plans and IEP changes will be communicated to all classroom teachers by Mr. Smith. Mr. Smith and/or Western Dubuque Public Schools will then communicate plans to each family. Each family will be contacted by the school at least once a month in August, September, and October to check in and evaluate needs and support.

*How will we identify and track the needs of our students served by a 504 Plan?*

Mr. Smith or Mrs. Roberts will work with classroom teachers and families, to determine what changes need to be made on each 504, as well as determine any supports needed by the student. Support plans and 504 changes will be communicated to all classroom teachers by Mr. Smith or the school counselor, Mrs. Roberts. Mr. Smith or the school counselor, Mrs. Roberts, will then communicate plans to each family. Each family will be contacted by the school at least once a month in August, September, and October to check in and evaluate needs and support.

C-1. Ensure English learners and their families have access to communications and distance learning materials.

C-2. Establish methods for delivering instruction to support English Learners. (p. 33-34)

*How will we identify and track the needs of our English learners?*

Mr. Smith will work with Ms. Vorwald, ELL teacher, to determine any supports needed by the student and family. Support plans will be communicated to all classroom teachers and families by Ms. Vorwald with the help of Sr. Paula, our ELL translator. Each family will be contacted by the school at least once a month in August, September, and October to check in and evaluate needs and support with the help of Sr. Paula, our ELL translator.

[See EL Considerations document.](#)

A-3. Ensure quality instructional opportunities for learners generally considered “at-risk” due to any number of factors.

D-1. Establish supplemental methods of supporting at-risk learners to access and engage in learning opportunities. (p. 31, 34)

*How will we identify and track the needs of our at-risk students?*

Using the list of at-risk students generated by classroom teachers and counselors, Mr. Smith will work with the school’s Problem Solving team to make a list of additional contact, resources, and assistance for each student/family. One staff member will be assigned to each at-risk student. This staff member will contact the family bi-monthly for the first three months of school. Results of these family contacts will be shared at monthly Problem Solving meetings or as needed. The Problem Solving Team will then coordinate any additional resources needed, as well as determine if supports can be lifted.

E-1. Ensure the SEBH needs of gifted and talented learners are addressed.

E-2. Establish accelerated/enriched learning opportunities. (p. 34-35)

*How will we identify and track the needs of our gifted and talented students?*

Using the list of gifted and talented students generated by classroom teachers and Mrs. McDermott (curriculum director/TAG teacher), Mr. Smith will work with each grade level/department to determine appropriate opportunities for accelerated and enriched learning.

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