



2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Chatfield ISD #227

Grades Served: PreK-12

WBWF Contact: Edward J. Harris

A&I Contact: Randy Paulson

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Title: High School Principal

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Amy Jeffers Lanny Isensee Katie Priebe Josh Thompson Matt McMahon Rick Lowrey	Parent/School Board School Board Parent/School Board Parent/School Board Parent/School Board School Board	
Randy Paulson Shane McBroom Ed Harris	High School Principal Parent/Elementary Principal Parent/Superintendent	X X
Sara Duxbury Jay Harstad	High School Counselor Teacher	X X
Mary Allen	Community Member	
Lorri Lowrey	Support Staff	
Abi Hinckley Stephanie Bradt	Student Student	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

Type response here.

Prior to each school year, principals, counselors, and teacher leaders, evaluate NWEA MAP and MCA data to determine remedial and enrichment needs of K-12 students. *This was limited this year due to COVID 19.* Based upon this data, groups of students are identified and scheduled into programs such as ADSIS (K-6), ALEKS Math (7-12), Reading Enrichment (7-12), Flex Time Support (7-12), FOCUS ALP (7-12) and CIS courses (10-12). Specialized teachers are chosen and assigned to these programs to ensure congruence between student need and teacher skill sets. Students may be placed or exited thereafter depending upon their academic abilities/progress. Our district is not large enough nor diverse enough for equitable access concerns to develop regarding teacher assignments/access. All staff are effective and in-field. There are no identifiable gaps related to equitable access for low income, students of color, or American Indian students.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? *We have no access equity issues such as this.*
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps? *NA*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and

indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? **All but white/Caucasian**. How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? **1-2**.
Limit response to 200 words.

We are an equal opportunity employer and post for positions several times per year. Diversity among applicants is very low which is reflective of our student population. Rural southeast MN school districts do not attract a diverse teacher candidate pool. In the past couple of years, the number of applicants for certain positions has declined dramatically. In recent years we have been fortunate to get one applicant for some positions. This is reflective of the statewide teacher shortage.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
Limit response to 200 words.

Statewide advertisement of teaching positions.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>At the start of the 19-20 school year, we would like 86% of our incoming kindergarten students to have attended a preschool course. This would be a 2% improvement over the previous year goal.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>At the start of the 19-20 school year, we had 48/58 (82.8%) enrolled in kindergarten who had attended preschool.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The data used to identify needs in this goal area include the preschool enrollment figures compared to the kindergarten enrollment figures. The data is disaggregated based on those students that did not have any preschool experience as compared to those that did have preschool experience prior to entering kindergarten.

What strategies are in place to support this goal area? The strategies used to support this goal is to promote our preschool programming through our Community Education Early Childhood Family Education classes as well as publishing notices in the local newspapers, our school website, school email, and on our school Facebook page.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>After spring benchmark testing, 73.6% or more of Chatfield Elementary second graders will score at or above Norm Grade Level Mean RIT on the NWEA MAP test for overall performance. This</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
would be a 2% increase over the previous year.		<input type="checkbox"/> District/charter does not enroll students in grade 3 <input checked="" type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The data used to identify needs in this goal includes the NWEA MAP Test for all of our second grade students. The data is disaggregated by student groups including those that score at or above the Norm Grade Level Mean RIT score and those that score below.
- What strategies are in place to support this goal area? Weekly PLC Meetings take place to review the Unit Assessments used to determine mastery on the MN State Standard. Report Cards have been aligned to the standards and student performance is reviewed weekly to determine interventions that are needed.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>District Goals (K-6)</p> <p>1. K-6 Reading: Increase percentage of students proficient in Reading from 77.6% proficient (2019) to 79% proficient in the spring of 2020. State average for 2018 Elementary Reading: 61.2%</p> <p>2. K-6 Math: Increase percentage of students proficient in Math from 75% proficient (2019) to 77% proficient in the spring of 2020. State average for 2018 Elementary Math: 60.3%</p> <p>3. K-6 Science: Increase percentage of students proficient in Science from 75.5% proficient (2019) to 77% proficient in the spring of 2020. State average for 2018 Elementary Science: 58.7%</p> <p>4. K-6 At the start of the 19-20 school year, we would like 86% of our incoming kindergarten students to have attended a preschool course. This would be a 2% improvement over the previous year goal.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>District Goals (K-6) 1-3: Unable to Report.</p> <p>District Goal 4 (K-6): At the start of the 19-20 school year, we had 48/58 (82.8%) enrolled in kindergarten who had attended preschool.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

District formative assessments such as the MCAs as well as NWEA Map scores to guide instruction. The District disaggregated the information by identifying students in different subgroups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

- What strategies are in place to support this goal area?

Elementary interventions include Title One, ADSIS and Reading Research small groups to support students struggling in Math and Reading.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Class of 2020 grads will receive a “Career and College Ready” designation on their transcripts if they: 1. Complete the MCAs and ACT 2. Complete all graduation course requirements 3. Complete yearly goal setting, career interest inventories, and a senior job shadow/informational interview assignment.</p>	<p>Unable to report results because of COVID-19</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The strategy for the 2020-2021 school year will be to introduce the Schoology assignments to all students earlier, before second semester begins.

What strategies are in place to support this goal area? 9-11th graders have already been introduced to the career requirements on Schoology and are familiar with new grade requirements each year. The current seniors have started to complete this but may be difficult to complete by the end of the year because of interruptions caused by COVID-19

How well are you implementing your strategies? Current seniors have logged in to Schoology and working on the juniors and they will know at least what their requirements are for each year.

How do you know whether it is or is not helping you make progress toward your goal? The actual counting of the number of seniors each year that has successfully completed each step.

All Students Graduate

Goal	Result	Goal Status
<p>Chatfield High School will have more than 96% of their 2020 graduating class earn a high school diploma by the end of June 2020 and reduce the number of non-graduates by 2 students.</p>	<p>We only had one student that did not graduate in June. That student did graduate by the end of October 2020, but would likely of graduated in June if it wasn't for the interruption of COVID-19.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The district has used the data records of students that have finished the 11th grade and compare that with the students that have graduated at the end of June their senior year. The district also uses the Graduation Rate report from MDE.
- What strategies are in place to support this goal area? The District implemented an ALP program along with an in-school credit recovery program that operates during the school year and a credit recovery program during the summer. There is a PLC group that meets weekly to review student progress and implement support strategies for those students that are not keeping up with their progress.
- How well are you implementing your strategies? Both the ALP program and the Credit Recovery program have been fully implemented and continue to be in place. The PLC has and continues to meet weekly.
- How do you know whether it is or is not helping you make progress toward your goal? The district is using the credit data records of students that have entered the 11th grade and compare that with the students that have graduated meeting all the credit requirements at the end of June their senior year. The district also uses the Graduation Rate report from MDE.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Proficiency rates on the Minnesota State Accountability Reading Test will increase by an average of 2 percentage points per year while free and reduced students will increase by an average of 3 percentage points per year.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Spring 2016 Minnesota State Accountability Test reading data for all students is 72% with high school at 57.4% and Elementary at 81.4% and for Free-Reduced students 54.6% with High School at 33.3% and Elementary at 67.1%	Unable to Report results because of interruptions from COVID-19. Below is last year's data 2018-2019 Reading results for all students is 70.8% with high school at 61.7% and Elementary at 78.0% and for Free-Reduced Students 64/7% with the High School at 56.8% and the Elementary at 70.8% Provide the result for the 2019-20 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? The district formative assessments as well as NWEA Map scores to guide instruction.
- How is this data disaggregated by student groups? The district identifies students in different subgroups and track their data during data wall/review meetings to discuss district assessments and MAP scores.
- What strategies are in place to support this goal area? The district has added a .75 FTE special education teacher who will continue to focus on reading interventions for 7th and 8th grade special education students by using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher to offer a general education 7th and 8th grade reading intervention course that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.

- How well are you implementing your strategies? This strategy/goal has been completely implemented and has continued to be in place for the current school year.
- How do you know whether it is or is not helping you make progress toward your goal? By assessing student skills when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores from past scores to current scores. The District has also added a .25 FTE general education teacher to offer a general education 7th and 8th grade reading intervention course that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Proficiency rates on the Minnesota State Accountability Math Test will increase by an average of 1 percentage points per year while free and reduced students will increase by an average of 2 percentage points per year.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Spring 2016 Minnesota State Accountability Test math data for all students is 75.6% with high school at 68.5% and Elementary at 80.1% and for Free-Reduced students 54.6% with High School at 54.2% and Elementary at 70.7%	Unable to report because of interruptions caused by COVID-19 Provide the result for the 2019-20 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? District formative assessments as well as NWEA Map scores to guide instruction.
- How is this data disaggregated by student groups? We identify students in different subgroups and track their data during data wall/review meetings to discuss district assessments and MAP scores.
- What strategies are in place to support this goal area? The district has added a math enrichment program for all students in the 7th grade, starting the 2017-18 school year and recently added the same program for all 8th graders.
- How well are you implementing your strategies? This goal has been completely implemented and has continued to be in place for the current school year.

- How do you know whether it is or is not helping you make progress toward your goal? By assessing student skills when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores from past scores to current scores.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative: Our data and completion of our integration was significantly interrupted because of COVID-19. To increase college and career readiness, Rochester Area AI collaborative districts will partner annually by sending a team of student leaders to at least one Student School Board meeting each year. This collaboration will result in a decrease of the number of Chatfield High School non-graduates by 2 students per year as measured by our annual graduation rate report. We have combined our Diversity Council and with a new organization that is referred to as BIONIC which focuses on students that have experienced traumatic situations or students that need support and encouragement. We have also started a new student group called Delta Crew. Delta's purpose is to make sure to include all students, making all students feel welcome and focusing on the academics and all curricular and extracurricular activities. Chatfield High School has also participated in at least two career exploration opportunities in Rochester, which resulted in sharing similar experiences and a change to intermix with students from Rochester. Chatfield High School's graduation rate for the 2020 school year was 100% by the end of October. We would of likely been at 100% at the end of June but COVID-19 significantly interrupted the learning process. This exceeds the goal of 96% and has reduced the number of non-graduates by 2.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you were not able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Because of COVID-19 we had several new challenges to overcome because of not having direct contact with our students. Students that usually struggle academically are also in need of additional services from the counselor, social worker, SpEd staff, and regular education teachers. This will continue into the 2020-21 school year since we are currently in the Distance Learning Model. Chatfield High School has modified the Distance Learning Model to Distance Learning Plus, which will still provide some opportunities for students on IEPs, and 504s that are struggling along with general education students that are struggling in the Distance Learning Model. Chatfield High School will also be limited this year as they were last year in connecting with Student Leaders from Rochester Public Schools and the other area schools in the A & I cooperative because of COVID-19 limitations and restrictions.