

POUDRE SCHOOL DISTRICT

Response Report

COVID-19

April 6, 2020



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INTRODUCTION

In February 2020, the U.S. Centers for Disease Control and Prevention released a statement advising communities to prepare for a domestic outbreak of COVID-19, a new coronavirus strand. On March 13, 2020, Poudre School District (PSD) decided to close all school and office buildings through March 27, 2020 in an effort to mitigate the potential spread of the virus. On March 18, 2020, the Governor of Colorado, Jared Polis, issued an executive order suspending in-person learning in public and private schools across the state from March 23 through April 17, 2020. ***On April 2, 2020, Poudre School District decided to close school buildings for the remainder of the 2019-2020 school year.***

Since March 13, 2020, Poudre School District has shifted its operational focus to the delivery of remote learning and enrichment opportunities for all of our students. All district facilities remain closed and staff are continuing their work remotely, to the extent possible dependent on their job responsibilities. During this time and into the foreseeable future, Poudre School District has and will continue to work closely with the [Larimer County Department of Health and Environment](#), [Colorado Department of Public Health and Environment](#), and the [Colorado Department of Education](#).

The following report provides a summary of PSD's response efforts to date and is subdivided into three sections:

- Guidance from state and federal authorities
- Construction
- Educational and operational updates

PSD continues to maintain the comprehensive [COVID-19 Coronavirus Response webpage on the PSD website](#). The most current information available about the district's response efforts and resources for staff and families will be posted to this webpage. For the most current health information related to COVID-19, please visit the [Larimer County Department of Health and Environment](#) and [Colorado Department of Public Health and Environment](#) webpages.

STATE AND FEDERAL GUIDANCE

The following sections provide a summary of state and federal guidance received in relation to a variety of topics and aspects of Poudre School District operations. Additionally, these sections provide summary information as to how PSD is responding to the guidance received in these areas.

ASSESSMENTS

State Assessments, SAT and PSAT

On March 17, 2020, the Colorado Department of Education announced a pause on 2019-2020 state assessments including the Colorado Measures of Academic Success (CMAS) and CoAlt. This pause is to extend through the remainder of the 2019-2020 school year. READ Act assessments and CPP Results Matter spring assessments have also been cancelled.

The CDE Commissioner, Katy Anthes, also communicated to Superintendents on March 26 that the PSAT and SAT will not be given as originally planned this spring. The CDE continues to work with the College Board to generate possible solutions for the administration of these tests, particularly for high school juniors. However, a solution has not yet been identified.

PSD's Curriculum, Instruction, and Assessment department will continue to monitor developments related to state assessments and national assessments. As determinations are made at the state level about the administration of the SAT, specifically for high school juniors, more information will be shared with the PSD community.

ACCOUNTABILITY

State Accountability Pause

In response to the evolving conditions related to COVID-19, the Colorado Department of Education will pause the state and federal accountability systems in the 2020-2021 school year. Per the Governor of Colorado's executive order on March 18, all state assessments and state accountability were paused to allow districts to focus on providing alternative learning opportunities for students. The Colorado Department of Education will work with the U.S. Department of Education to secure additional flexibility on federal requirements. As more information becomes available, the CDE will share it with districts.

The accountability pause for the 2020-2021 school year will be similar to the state pause in 2015-2016 that allowed for assessment transition and reauthorization of Elementary and Secondary Education Act (ESSA) at the federal level. The practices to be implemented under the 2020-2021 pause are as follows:

- District and school plan types will continue to implement their 2019 ratings for the 2020-2021 school year.
- Districts and schools (including alternative education campuses) will not receive a 2020 performance framework, nor updated plan types. Preliminary and final reports will not be available.
- The request to reconsider process will not be available in 2020-21.
- The April 15, 2020, deadline for public posting of Unified Improvement Plans (UIPs) has been extended to May 15, 2020. The department will continue to monitor the situation if additional flexibility is needed.
- The 2020-21 UIP process will resume with the typical timeline (e.g., January 15, April 15). Without state level data, emphasis will be on local data.
- Training and supports will continue to be available upon request via phone and webinar through the remainder of the school year. Beginning in summer 2020, the CDE will release a more comprehensive listing of opportunities.

For districts and schools on Performance Watch under the state system (i.e. priority improvement, turnaround, on watch) and/or schools identified for support through ESSA (i.e. Comprehensive support, Targeted support), additional guidance has been provided by CDE and is as follows:

- In addition to retaining the 2019 plan type, schools and districts on Performance Watch (i.e., Priority Improvement, Turnaround, On Watch) will also retain their Performance Watch year without advancing (e.g., a school on Year 4 of the accountability clock in 2019-20 will remain on Year 4 in 2020-21).
- The State Board of Education will not hold any clock hearings in 2020-21, unless the district opts for early action. This includes sites in year 4 that were preparing for hearings in 2020-21, as well as sites that have had previously directed action and were scheduled to reappear before the board. Districts that opt for early action will be prioritized for a State Review Panel visit when they resume.

- Progress monitoring will continue for sites that have received directed action from the State Board of Education.
- The department will contact districts about scheduling and re-scheduling State Review Panel visits and recommendations.
- Schools identified for Comprehensive (CS) or Targeted Support (TS) and Improvement, under the Every Student Succeeds Act (ESSA), will maintain their 2019 identification category pending approval from the U.S. Department of Education.
- UIPs submitted in May 2020 from CS schools will receive feedback over the summer and will have extended time for implementation of any required changes until 2020-2021 UIPs are submitted.
- Schools identified for support and improvement under ESSA (both CS and TS) in 2019 or through the state accountability clock will continue to be eligible for supports and funding through the EASI grants in 2020-2021. Continue to work with your assigned support coordinator.

PSD plans to bring the Unified Improvement Plan (UIP) to the Board of Education for consideration and action on April 28, 2020 so that it may be submitted for the May 1, 2020 deadline established by the CDE. PSD will continue to work closely with the Colorado Department of Education as additional accountability guidelines are developed in response to the circumstances associated with COVID-19.

GRADUATION

Local Graduation Requirements

In Colorado, graduation requirements are determined locally by local education providers (LEPs) (i.e. school districts). As such, school districts and charter schools have the flexibility to adjust local graduation requirements when appropriate. The Colorado Department of Education is encouraging school districts to find alternative ways to ensure that students in the class of 2020 graduate ready for postsecondary education and the workforce. The CDE has asked local education providers to consider the following when implementing local graduation requirements for the class of 2020:

- Consider alternative learning opportunities that the district can use to ensure students complete the needed coursework and experiences to graduate ready for postsecondary and workforce.
- Educational services should strive to include equitable access to instruction for all students.
- Consider the flexibility in local policy for graduation.
 - Are there local graduation requirements that students must meet to demonstrate their readiness to graduate? Are there ways for students to show these demonstrations via remote learning?
 - Would the local school board consider adding flexibility to locally-determined graduation requirements in light of the unanticipated situation created by COVID-19?
- The only course required in state law for graduation is Civics and local education providers may determine how this course requirement is met.
- LEPs also have the authority and flexibility to decide the number of courses required for graduation, and the method by which these courses are taught/delivered.
- Consider giving credit to students for internships, work, and other extracurricular experiences that they may have already completed, or that they may complete in the coming months. Pending safety needs and guidelines, at this time students may or may not have access to work or volunteer opportunities.

- Consider waiving some or all work-based hour requirements for students who have lost their jobs and who were relying on work-based credits to fulfill graduation requirements.
- Consider using alternative learning opportunities, such as demonstration of knowledge through capstone projects that are shared electronically, for course credit for any of these options.
- Consider using next year's [Graduation Guidelines Menu of Options](#) as an option for students who have not yet met all graduation requirements to demonstrate readiness.
 - There is nothing in the state graduation guidelines legislation that would prevent utilization before 2021.
 - The Graduation Guidelines Menu of Options is intended to allow students to demonstrate their readiness for career and college after high school in math and English through one (1) of the eleven (11) demonstrations.
 - Local school boards have the authority to use this as a graduation criteria now, in place of course completion.
- The Menu of Options is aligned with higher education policies for admissions and a signal to Colorado universities and colleges that the student is not in need of remediation.
- In order to count as a graduate in the class of 2020, students must meet local graduation requirements before August 31, 2020. Students may complete graduation requirements over the summer, if necessary. Consider counting summer courses, online courses, jobs, internships, apprenticeships, earned industry certificates, or other assessments/opportunities.
- If students are not yet ready for graduation in 4 years as determined at the local level, they may return for a 5th year.

In addition to working through these considerations with school and school district leaders, CDE is collaborating with higher education and business to identify flexible options so that students are able to successfully pursue pathways into higher education and work. CDE staff are available to support schools and districts in making these important decisions to ensure students are ready for their next steps in life.

Some of the flexible graduation policy and content delivery options suggested by the Colorado Department of Education to support efforts to ensure that the class of 2020 may graduate on time are as follows:

- Providing online and blended classroom experiences
- Counting previous volunteering, work and jobs for course credit
- Credit for small group tutoring
- Providing course credit for portfolio or capstone projects
- Using the Graduation Guidelines Menu of Options for the class of 2020
- Allowing for additional time to complete requirements for students to be counted as an on-time graduate
- Adjusting the criteria for completion of the civics course requirement

Graduation considerations for students with disabilities and English learners is pending due to information needed from the U.S. Department of Education.

On April 1, 2020, the Colorado Department of Education and Colorado Association of School Boards (CASB) held a webinar to share information and discuss graduation requirements. During this webinar, it was recommended that in lieu of altering graduation policies due to the current circumstances, that local school board adopt resolutions to allow for alternative graduation

requirements or temporary exemptions from policies. A sample resolution provided by CASB to accompany this recommendation allows for the suspension of policies for this purpose. As of April 3, 2020, PSD is exploring this option as a means of managing graduation requirements for the seniors of the class of 2020. More information will be shared with the Board of Education as this possibility is explored further.

Graduation Ceremonies

Governor Polis has asked schools not to hold traditional graduation ceremonies but instead that districts should brainstorm alternatives to in-person graduation.

Though a final decision as to whether to hold graduation ceremonies in-person has not yet been made, PSD is exploring options to replace in-person ceremonies with virtual ceremonies. PSD is also exploring opportunities to hold in-person ceremonies at a later date, when social distancing practices are no longer necessary. As plans are formalized and final decisions are made about the format of graduation ceremonies for the class of 2020, they will be shared with the community and the Board of Education.

INSTRUCTIONAL SUPPORT

Instructional Time Waivers

The Colorado Department of education will be providing a statewide waiver from instructional hours and days requirements outlined in C.R.S. 22-32-106(1)(n), with the expectation that every district communicate their plans to support learning to the department.

To make this reporting as seamless as possible and to minimize time spent on reporting, each district will need to submit a copy of one example of communications that the district has shared or will share with students and families regarding their alternative learning plan. Districts are not required to submit every communication. Communications submitted should reflect the districts' most representative communication regarding alternative learning plans. If district communications to students and families do not address district charter schools, districts may attach individual communications from charter schools. Submissions are to be provided to CDE by email by April 17, 2020.

PSD's state reporting team will collaborate with Curriculum, Instruction, and Assessment as well as with Communications to provide necessary information to CDE in accordance with the guidelines established and the deadline that has been set. PSD will include information from district-authorized charter schools in this request.

Attendance

CDE will not be requiring a submission or tracking of attendance for individual students. CDE is encouraging districts to ensure that all students stay actively engaged in remote learning.

Grades and Grade-Level Promotions

Decisions regarding grades and grade-level promotion are being left to local districts to determine.

In PSD, at the elementary level, report cards will be prepared for students and will be delivered at the end of the school year. These report cards will include grades earned through March 13, 2020 and attendance through March 13, 2020 as well as comments for each student.

At the secondary level, for schools with semester long classes, the 3rd quarter grade will be the minimum grade a student can receive in a class. Students are expected to complete remote learning assignments. Student work in the 4th quarter may only improve a student's final grade from the 3rd quarter. For schools with block schedules (Rocky Mountain High School and Polis), students will engage in remote learning and earn a grade based upon the essential learning in 4th quarter block classes. The Curriculum, Instruction, and Assessment department continues to develop and deliver guidance for instruction and grading practices to support our teachers as well.

Alternative and Remote Learning Guidance

CDE acknowledges how challenging and evolving the current circumstances are and that districts vary in their resources and capabilities. CDE also acknowledges that when school cannot be conducted in-person, it is not possible to provide the same educational experience. As such, the CDE has developed some preliminary guidance, outlined below, based on guidance received from the U.S. Department of Education (USDoE).

Equitable Access

Educational services should strive to include equitable access to instruction for all students. Equitable access does not require that all students receive instruction in the same format. Districts should consider individual learning needs of students in determining how best to meet those needs.

Special Education and Related Services

Schools must make every effort to provide appropriate special education and related services for students with disabilities. Districts may be flexible in determining how to provide these services and may determine other ways to meet the needs of students with disabilities based on the nature of a student's disability and individual needs of the student.

The USDoE released guidance to districts to ensure students with disabilities continue to receive services under the Individuals with Disabilities Education Act in the event of a school closure. [This guidance can be found here \(PDF\)](#). The USDoE subsequently released an additional [fact sheet \(PDF\)](#) on March 23rd that includes the following:

- The USDoE recognizes that exceptional circumstances may affect how special education and related services and supports are provided to students with disabilities, and the Department will offer flexibility.
- School districts must provide a free and appropriate public education (FAPE) to students with disabilities, and the provision of FAPE may include, as appropriate, special education and related services that can be provided via computer, internet, or phone.
- Although online learning must be accessible to students with disabilities, federal law does not mandate the specific methodologies by which distance education must be provided.
- In instances where technology is not accessible or where educational materials are not available in an accessible format, educators may still meet their legal obligations by providing equally effective alternate access to the curriculum or services provided to other students.

CDE continues to work with the USDoE to understand any new guidance and/or flexibility schools may have in serving all our students. CDE will provide any updates in guidance as it becomes available. CDE has been communicating regularly with superintendents and special

education directors about how to accommodate all students if or when e-learning is a central component of a district's alternative learning plan.

At this time, CDE is not recommending that Administrative Units (AUs) issue prior written notices (PWNs) or complete Individualized Education Plan (IEP) amendments as a result of school closures related to the COVID-19 outbreak. However, depending on future guidance from the USDoE and the duration of school closures, additional guidance regarding special education placements may be forthcoming.

To support students with identified IEP-related services who may have a disruption in services, school districts have flexibility for the remainder of the school year to provide alternative services or delay services in coordination with the student's parents and IEP team. AUs may also consider, on an individualized basis, whether any gap in access to the curriculum or delay in services may be addressed with compensatory services in the future. We know that these decisions may have costs associated with them; CDE continues to work with both the state and federal government in discussing whether additional resources will become available to districts. We do not have clear answers on this yet.

Support for English Language Learners

Schools must make every effort to provide support to English learners to allow them to access academic content. English language development is a part of universal instruction. Grade level content needs to be provided with adequate scaffolds and supports that English learners need to access the grade level content being provided by online/virtual programming.

Districts and schools that have agreements with the Department of Justice and/or Office for Civil Rights related to English learners and programming for this group of students should work directly with those agencies to determine the appropriate instructional program to provide.

CDE is awaiting responses to questions and associated guidance from the Office for Civil Rights and the US Department of Education related to educational programming and requirements for English learners and will make updates and communicate accordingly.

Student and Staff Well-being

Especially in light of the psychological toll that this event will take on students, families, staff, and local communities, if in alignment with local policies and priorities, districts may want to consider ways to address these needs. CDE acknowledges that community and a sense of belonging are crucial for all of us. CDE is encouraging schools to think about how to creatively continue to build community remotely. Additional resources on learning at home are available on the CDE website.

Data Privacy and Online Learning Platforms:

Districts should be mindful of how any eLearning platforms handle student data and personally identifiable information (PII). Both the federal Family Educational Rights and Privacy Act (FERPA) and Colorado's Student Data Privacy and Transparency Act outline protections related to student PII and how districts engage with online service providers.

In addition and if applicable, districts should consider their ability to filter online content in accordance with the Children's Internet Protection Act.

CDE Recommendations and Resources for Remote Learning: Students with Online and Computer Access

The following are approaches and resources highlighted by the CDE for students with online and computer access:

- Purchasing or accessing free online materials from public and private providers.
 - The Office of Standards and Instructional Support at CDE is reviewing instructional resources and will post them on the [Learning at Home webpages](#) to assist parents and educators in their efforts to keep students academically engaged during this time when school routines have been disrupted.
 - This page will also include a list of best practices for educating students at home.
- Using web-based platforms (Zoom, Adobe Connect, WebEx, etc.) to allow teachers to provide direct, real-time instruction and pre-recording sessions or facilitate online chats, discussion boards, wikis, Google Classroom, etc. while considering student data privacy requirements;
- Conducting office hours online, including one on one and small group time for targeted coaching and consulting on learning resources or support with troubleshooting technology. If applicable, a tech support team could be on-hand to support students and staff or the vendors may be able to provide services;
- Establishing partnerships with online platform providers to support the IT components of online learning, allowing teachers to focus on content and pedagogy; and/or
- Sharing teachers who are exceptionally capable of providing online instruction or creating avenues for these teachers to share best practices, so that teachers do not have to become immediate experts in every aspect of remote learning.

CDE Recommendations and Resources for students with limited technology or online capabilities, or who will struggle to access instruction in an online environment:

- Providing paper packets or other physical materials to students and families, including through the use of pick up and drop off points, per the [current social distancing and other guidance from the public health department](#);
- Identifying project-based learning that can occur with resources families have at home and ways to use everyday activities as learning opportunities;
- Conducting check-ins, either one-on-one or in groups via phone or text; and/or
- Establishing a hotline for students to use in connecting with school personnel who can help troubleshoot or identify options.
- For students with smartphone access:
 - Delivering instruction via podcast; and/or
 - Sending or uploading student video recordings of presentations or performances to teachers for feedback.

CDE Recommendations for Students with Online Access by No Devices:

- Distributing resources across schools within a district, or across districts, if additional devices are available;
- Applying to the Colorado COVID-19 Relief Fund (CCRF). CCRF's purpose is to raise funds and coordinate the allocation of contributions to support unmet needs of communities and agencies impacted by COVID-19 in both response and recovery. The fund will not provide direct assistance to individuals but to organizations providing direct assistance.

- Using the school building to allow limited numbers of students (no more than 10 and with proper social distancing) to attend in person, if approved by the public health department, and staff are properly supported given the public health guidance.
- CDE is working to determine if there are other sources and resources for providing devices to families

CDE Recommendations for students with *access to devices, but not the internet*:

- Using the school building to allow limited numbers of students (no more than 10 and with proper social distancing) to attend in person and access the internet, or other resources, if approved by the health department, and staff are properly supported given the public health guidance.
- Using the school building (or other community buildings) as wi-fi hot spots, where families can access the internet while sitting safely in a car in the parking lot; and/or
- Accessing low or no cost internet resources, available through:
 - Internet Essentials - Comcast
 - EmpowerED 2.0 - T-Mobile

PSD has developed comprehensive remote learning resources to support our students and teachers during this time. More information about the implementation of remote learning and supports for students requiring specialized instruction is outlined in subsequent sections of this document.

NUTRITION

Food and Nutrition Nationwide Waivers

Pursuant to the COVID-19 Child Nutrition Response Act (the Act) (H.R. 6201, Title II), and based on the exceptional circumstances of this public health emergency, the Food and Nutrition Service (FNS) established nationwide waivers. CDE School Nutrition is approved for all waivers.

- Nationwide Waiver to Allow Meal Service Time Flexibility in the Child Nutrition Programs (CNP): waives meal service time requirements.
- Nationwide Meal Pattern Waiver: waives requirements that meals must meet meal pattern requirements. CDE will approve this waiver on a case-by-case basis.
- Nationwide Waiver to Allow Non-congregate Feeding in CNP: allows students to take meals away from the meal sites to be consumed elsewhere, thereby allowing for social distancing.
- Nationwide Waiver of the Activity Requirement in Afterschool Care in CNP: applies to School Food Authorities (SFAs) participating in the Afterschool Snack Program and waives the educational or enrichment activity requirement.
- Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children: allows a parent or guardian to pick up meals for their children, as long as accountability and integrity of the program are protected.
- Nationwide Community Eligibility Provision (CEP) Data Waiver: USDA Food and Nutrition Services extended the deadlines for reporting SY 2019-20 student counts to establish SY 2020-21's identified student percentage for CEP, as well as for the required LEA and State notifications and CEP election.
- Pandemic EBT: Children who qualify for Free or Reduced-price meals if not for school closures are eligible to receive assistance under this provision. USDA is providing guidance to state agencies on plan requirements in order to receive approval.
- Operation of SFSP or SSO by non-area eligible sponsors: Pending.

Using Vended Meals for Emergency Feeding

SFAs and schools that are not able to prepare meals during a school closure may consider purchasing vended meals to serve. Vended meals are unitized, reimbursable meals that may be purchased with or without milk. Vended meals must be purchased from a [CO Registered Meal Vendor \(PDF\)](#), and SFAs/schools must submit the [Vended Meals Emergency Agreement \(DOC\)](#) to CDE for approval.

CO COVID-19 Retail Food Establishment Public Health Order

COVID-19 Public Health Order 20-22 (PDF) from Colorado Department of Public Health and Environment applies to retail food establishments including SFAs and sponsors offering meals to children. The goal of the order is to minimize in-person interaction to decrease transmission of COVID-19. The steps focus on avoiding congestion of people and implementing heightened food safety practices.

Programs Available for Emergency Feeding

CDE has identified the following programs for emergency feeding:

- Seamless Summer Option (SSO)
 - SSO is only available to SFAs during the school year during an unanticipated school closure.
 - May serve children ages 0-18 years.
 - Locations must meet area eligibility requirements.
 - Example: Teacher Strike during the school week.
- Summer Food Service Program (SFSP)
 - SFSP is available to organizations with current agreements to operate SFSP outside of the school year in a disaster situation.
 - May serve children ages 0-18 years.
 - Locations must meet area eligibility requirements.
 - *Example: Boys and Girls club during the summer after a flood.*
- Child and Adult Care Food Program (CACFP)
 - CACFP is available at emergency shelters providing temporary housing for displaced families.
 - May serve children 0-18 years and disabled adult participants.

More information on emergency feeding programs is also available from the USDA via the CDE website.

PSD is providing a meal program to families in accordance with the guidance provided by the CDE. More information about the food distribution program is available in the Food Distribution section of this document.

TRANSPORTATION

School Bus Annual Requirements

Colorado Rules for the Operation, Maintenance and Inspection of School Transportation Vehicles (1 CCR 301-26) includes a number of requirements which must be met on an annual basis, including annual inspection of vehicles, obtaining and reviewing motor vehicle records of school bus and small vehicle operators, operator written tests, and driving performance tests.

Given the extraordinary circumstances associated with the COVID-19 outbreak, and consistent with 1 CCR 301-26-1.03, which allows the CDE Commissioner, or her designee, to provide exemptions to

the operation, maintenance and inspection rules, CDE is granting an exemption to extend the annual renewals until August 30, 2020. The Annual Inspector Recertification Process will remain the same. Annual Inspectors will be required to maintain their certifications in order to perform Annual Inspections.

PSD will comply with all annual requirements established as related to operation of transportation vehicles.

INTEGRATED SERVICES

Integrated Services: Office of Special Education Programs Guidance

From the U.S. Department of Education: “We recognize that educational institutions are straining to address the challenges of this national emergency. We also know that educators and parents are striving to provide a sense of normality while seeking ways to ensure that all students have access to meaningful educational opportunities even under these difficult circumstances. No one wants to have learning coming to a halt across America due to the COVID-19 outbreak, and the U.S. Department of Education (Department) does not want to stand in the way of good faith efforts to educate students on-line.”

To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.

School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.

In this unique and ever-changing environment, OCR and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible.

FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.

The Department understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing.

It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities.

The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.

As mentioned above, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students.

Finally, although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students. For example, if a teacher who has a blind student in her class is working from home and cannot distribute a document accessible to that student, she can distribute to the rest of the class an inaccessible document and, if appropriate for the student, read the document over the phone to the blind student or provide the blind student with an audio recording of a reading of the document aloud.

The Department encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.

Free and Appropriate Public Education (FAPE) in PSD

In accordance with federal and state expectations, PSD continues to focus on providing FAPE to all of our students and to implement services with a good faith effort. FAPE will look different in a remote learning format and PSD is asking staff to do their best to put forth a good faith effort to support students and families in these unusual circumstances.

FAPE in a remote learning environment also means that IEP service delivery will be different. PSD Integrated Services' focus remains on supporting students to make progress toward goals and objectives. Staff are encouraged to make use of the various digital platforms supported by the district to deliver instruction when support students' general education instruction. PSD has developed a comprehensive web resource for staff to support remote instruction, which includes sections dedicated specifically to Integrated Services. Accommodates, adaptations, and modifications are important and are being considered by PSD staff in planning for and working with students. Specialized instruction and related services are being delivered through Microsoft Teams.

PSD and Individualized Education Programs (IEPs)

If a child has been found eligible to receive services under the IDEA, the IEP Team must meet and develop an initial IEP within 30 days of a determination that the child needs special education and related services.

PSD encourages staff to determine eligibility and hold the IEP meeting within the 60-day timeline should a student qualify.

All initial eligibility, re-evaluation, manifestation and/or annual review IEP meetings can be held remotely using confidential and the district-approved Microsoft Teams platform or via conference calling on cell phones in accordance with guidance provided by the department. Integrated services is also making use of encrypted email to parents and other participants in meetings to obtain necessary signatures.

IEPs must be reviewed annually. 34 C.F.R. §300.324(b)(1). However, parents and an IEP Team may agree to conduct IEP meetings through alternate means, including videoconferencing or conference telephone calls.

34 C.F.R. §300.328. Again, PSD Integrated Services encourages school teams and parents to work collaboratively and creatively to meet IEP timeline requirements.

Most importantly, in making changes to a child's IEP after the annual IEP Team meeting, because of the COVID-19 pandemic, the parent of a child with a disability and the public agency may agree to not convene an IEP Team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. 34 C.F.R. §300.324(a)(4)(i). Integrated Services asks that staff hold an IEP team meeting with all members, make the appropriate changes through an Amended IEP and Prior Written Notice.

Initial Eligibility Determination

An initial evaluation must be conducted within 60 days of receiving parental consent under IDEA, or within the state-established timeline within which the evaluation must be conducted. 34 C.F.R. § 300.301(c).

Reevaluations

A reevaluation of each child with a disability must be conducted at least every three years, unless the parents and the public agency agree that a reevaluation is unnecessary 34 C.F.R. § 300.303(b)(2).

PSD's Integrated Services team is continuing to monitor all guidance provided by state and federal authorities regarding special education. The IS department also continues to work closely with the staff and families supporting our students who receive special education services.

STUDENT SERVICES

Federal Guidance on 504 Accommodations

Federal law requires distance instruction to be accessible to students with disabilities, but it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students. For example, if a teacher who has a blind student in her class is working from home and cannot distribute a document accessible to that student, she can distribute to the rest of the class an inaccessible document and, if appropriate for the student, read the document over the phone to the blind student or provide the blind student with an audio recording of a reading of the document aloud.

More information regarding expectations for serving students with disabilities as provided by the U.S. Department of Education is available in a supplemental fact sheet published by the department on March 21, 2020. Please [visit this link](#) to the fact sheet for more information.

504 Meetings

PSD staff continue to be encouraged to determine eligibility and hold 504 meetings within the established 60-day timeline, should a student qualify for 504 support. PSD staff are continuing to work with families to conduct these meetings remotely.

CONSTRUCTION

CONSTRUCTION OF NEW BUILDINGS

New School Buildings

At this time, PSD is moving forward with construction at our new building sites, including the southeast elementary school, the Wellington middle school/high school, and the middle school/high school at the Prospect Site.

Our construction partners, Adolfson & Peterson and Sampson Construction have indicated that they do not currently anticipate any delays nor the cessation of construction as a result of COVID-19. Each of these partners has implemented protocols for maintaining physical distancing between members of their staff who are working on PSD's job sites. Both A&P and Sampson have also indicated that, at this time, they are not encountering any issues with ensuring that subcontractors can complete work as a part of these projects. PSD's contractors are also working diligently to secure supplies necessary and to store them on PSD's construction sites when necessary so as to mitigate any potential delays to the extent possible.

We will remain in close contact with our construction partners through the coming months to address any challenges that may arise as a result of COVID-19. We will keep the Board apprised of developments related to major construction in regular updates.

Transportation Facility

The design phase of the transportation facility to be located on the JSSC complex is almost complete. We plan to complete the design phase and have proceeded through the purchasing process to the point where we intend to award the project to Adolfson & Peterson. A&P has been notified of this status. However, given the fiscal uncertainty of these times and out of an abundance of caution, we plan to pause on officially awarding the project to A&P until we have a better understanding of the long-term fiscal impacts of the current COVID-19 crisis.

RENOVATION PROJECTS IN EXISTING BUILDINGS

Spring Break Projects & Front of Classroom Installations

All of the construction and renovation projects that were slated to be completed over Spring Break were successfully completed.

We are also in the process of installing new front of classroom displays in classrooms across the district. These front of classroom displays are replacing SMARTBoards and the purchase and installation thereof is being supported with mill levy funding. Through Spring Break, we continued our work to install front of classroom displays. We are also continuing to receive displays and prepare for distribution and installation in schools. With students learning remotely, our Facilities and Information Technology staff can more efficiently install these displays and can do so without encroaching on physical distancing requirements. The staff taking part in these installation efforts have volunteered to do so.

Upcoming Projects

As of the end of March, PSD has decided to move forward with all building renovation projects included in the \$40 million ongoing facilities improvement list from the 2016 Bond that are currently under contract. We are also continuing to solicit and evaluate bids for all projects from the \$40 million ongoing facilities improvement list that are slated to be completed during the

summer of 2020. In total, we plan to complete an estimated \$13 million in project work in more than 20 PSD schools and district facilities.

EDUCATIONAL AND OPERATIONAL UPDATE

REMOTE LEARNING

Poudre School District is committed to supporting our student's education through remote learning/distance learning, which is not the same as online learning. Remote learning will provide a means for students to engage in new learning of important skills and concepts. During building closure, teachers may continue to use current digital access or online delivery platforms for instruction, such as Google Classroom, Blackboard, or other tools., as well. Although this type of learning will not be the same as classroom instruction, it is an opportunity to connect with students and create new learning spaces. PSD's goal is to provide the best instructional and learning opportunities that we can under these difficult circumstances. We recognize that remote learning may look a little different from school to school and class to class. We will continue with the strong student experiences as we design learning.

To support the work of our teachers as we strive to continue to provide educational services through remote learning opportunities, the Learning Services Team has created a resource website for teachers that provides an overview of opportunities for remote learning that could be utilized by grade level and is organized into Elementary, Middle School, High School and Specialized Instruction and Support. To access the remote learning resource site, please follow this link and log in with your PSD credentials (PSD email address and password):
<https://sites.google.com/psdschools.org/psd-remote-learning>.

Through the first weeks of remote learning, the response from our community has been positive. Our teachers and staff have focused on connecting with students and families and offering opportunities to engage with content across all levels. For our students in Early Childhood and those requiring specialized instruction and support, including special education and English Language Development (ELD) support, our staff is collaborating and working hard to provide opportunities for all students. The Learning Services Remote Learning web resource referenced above includes specific guidance for supporting our students requiring specialized instruction and support. More information about state and federal guidance for serving students requiring specialized instruction is outlined in the state and federal guidance section above. Additional guidance on grading and instruction practices and support for these practices has also been developed for teachers by the Curriculum, Instruction, and Assessment department and is being shared directly with staff via principals.

To continue to support our teachers in their efforts to provide high quality remote learning opportunities to our students, our Professional Development team, including Educational Technology specialists, are offering an ongoing series of trainings on a variety of topics related to remote/distance education, which are available to staff remotely. Additionally, the Information Technology department has launched an online Tech Hub to connect staff to technology resources and guidance as well.

PSD has also developed and distributed guidance to staff regarding the use of video conference and online platforms to support student learning during this time.

DEVICE DISTRIBUTION AND SUPPORT

Elementary Schools

To ensure that devices were provided to all of the students who needed them, principals at each of PSD's elementary schools reached out to their communities to identify students in need of a device. The Information Technology department then collected devices from the device carts in PSD's third through fifth grade classrooms and collaborated with building principals to tag devices for the students who need them.

Staff at each elementary school then volunteered to provide these devices to students via a grab-and-go pick up model. During the week of March 30, PSD distributed approximately 2,000 laptops to elementary students across all of PSD's elementary schools. In partnership with the Language, Culture, and Equity Department, PSD schools are also working to deliver devices to students who did not have access to transportation to participation in the device pick up process at each elementary school.

PSD is also in the process of developing a device distribution process to support Early Childhood students. More information about distribution to EC students will be shared with the Board as it becomes available.

Secondary Schools

At the secondary level, each student is assigned a device via the one-to-one program supported by the 2010 Mill Levy Override. On March 13, before the closure of PSD buildings, students at PSD middle and high schools were asked to take their one-to-one devices home for use through the duration of the closure.

During the week of March 30, secondary principals connected with their communities to identify any students who had not taken their devices home prior to building closure and are coordinating pick up for devices and laptop chargers at their schools on an as-needed basis.

Tech Support for Families

With students learning from home, PSD anticipates that there will be an increased need for technical support for students and families. Therefore, the IT Department has created a dedicated email for tech troubleshooting. This email is: covidtechhelp@psdschools.org. PSD's IT department will respond to inquiries and requests for assistance via this website in an effort to help families and students with questions about their district-issued laptop throughout the duration of building closure.

Return of Devices and Fleet Maintenance

In the event that a district-issued device breaks during building closure, students will be asked to retain the device and the IT department will coordinate with schools to provide students with a replacement device.

When the closure of buildings is no longer necessary and the district returns to normal operations, the Information Technology department will implement a plan to collect all district-issued devices, inventory them, and replace devices as needed.

As is typical each year, the technology refresh purchase from the 2010 Mill Levy Override will be made as planned pending Board of Education approval. This year, the district is transitioning to a Choice Model, in which the device fleets in a single feeder will be replaced with devices of the

schools' choosing. As the impact to the existing devices fleets as a result of broad distribution during building closure become known, it is possible that additional devices may need to be replaced. The Information Technology department will monitor this need, plan, and act accordingly in its preparations for the 2020-2021 school year.

FOOD DISTRIBUTION

PSD Food Distribution Programming

PSD began distributing food to students on Monday, March 23 via a grab-and-go-style system. Grab-and-go sack lunches for students (ages 0-18), which also include breakfast, are available for pick up from Noon-1:00pm, Monday through Friday, at Linton Elementary, Poudre High School, and Eyestone Elementary School. Beginning the week of March 30, another food distribution program location was added at Olander Elementary School.

To operate this program, PSD staff in the Child Nutrition department are preparing food and building staff are present outside of the designated buildings to distribute pre-packaged sack lunches to students. Staff who are serving in these capacities are asked if they are sick before beginning work. The district is also providing additional compensation based on an hourly rate to Child Nutrition staff who are serving in this capacity at this time. Staff participating in this program have volunteered to serve in these roles.

To pick up food at PSD sites, motorists are directed to follow signage at the distribution sites and are directed to drive up to the delivery points. All those arriving at pick-up sites will be asked to remain in their vehicles. If students walk to schools to pick up food, a separate table is also set up for students to pick up a meal, but congregation will not be permitted around these tables. Menu items in this program vary, but the menu will be posted online on the [PSD Child Nutrition "Menus" web page](#).

In the first week of this program, PSD served more than 3,500 meals. We anticipate that participation in the program will continue to grow.

Beginning Friday March 27, PSD made 400 bags of groceries available for students in the McBackpack program to pick up on Fridays when they pick up their lunch. The intention behind this aspect of the meal program is to provide some food security to families in need over the weekend.

PSD is also delivering meals to students at four locations around the district where families may have limited access to transportation. These locations include three locations along the Mulberry corridor and the Mountain Range Shadows trailer park in the southeast area of the district near I-25 and County Road 30. Food is being transported in two PSD minivans, driven by district bus drivers, to the identified locations for distribution.

To support our mountain communities, we are also exploring the possibility of establishing another distribution location at Cache la Poudre Middle School and/or the possibility of distributing meals to families in the mountains via a district suburban.

Looking ahead, PSD continues to place orders for food to support ongoing operation of this program. The Child Nutrition department is closely monitoring any potential shortages from food suppliers and will make adjustments to menus should shortages be encountered.

Food Distribution Partners

The Food Bank for Larimer County is distributing food to students via their mobile food van on Monday through Friday from 11:00-11:30am at Laurel Elementary School, 11:45am-12:15pm at Beattie Elementary School, and 12:30-1:00pm at Bauder Elementary School. The Food Bank began providing this service on Wednesday, March 18 at the above locations and will continue to provide this service going forward.

In Wellington, students can go to the Wellington Boys and Girls Club (8445 3rd St., Wellington, CO 80549) from 4:00-6:00pm Mondays through Fridays to pick up bagged meals. They may pick up two meals per daily visit. Meals are being distributed in a drive-up fashion in the parking lot on the south side of the building. The club is not open to the public. Boxes of food were also made available on March 18 and 19 from the Wellington Food Bank for families who needed staples to supplement what they are able to purchase during this difficult time. Information regarding future distributions will be communicated through the Wellington Food Bank Facebook page.

SchoolPay Donations

Ensuring students have access to nutritious meals while PSD schools are closed is a priority. Since so many in the community have asked how they can help, PSD has created a new way to donate via the online payment center, SchoolPay. Donations will be used to provide healthy, nutritious meals to students through the district. Since the launch of this program in mid-March, more than \$12,000 has been donated to support PSD students.

Donations may be made using this link: [Donate here](#). *Transaction fees will be waived for donations.* In addition, PSD families with SchoolPay accounts can transfer their current student account balance to donate as well. Families interested in donating their account balance are encouraged to contact Marei Wallace at mwallace@psdschools.org. Community members who are interested can also donate to the [Food Bank for Larimer County](#). This information has been shared with the PSD community.

INTERNET ACCESS

Internet Connectivity

PSD continues to make every effort to address connectivity concerns for our students. We continue to gather information about which of our students need connectivity support as well as information about areas within district boundaries that have limited internet access.

We have learned that the Poudre Valley Mobile Home Park on N College Avenue, which is home more than 70 PSD students, does not have reliable internet access. To provide access to this neighborhood, PSD has partnered with a local company to outfit a PSD vehicle with wireless technology. This vehicle was parked at the mobile home park on Friday, March 27 so that it can serve as a WiFi hotspot for student internet access. We are continuing to work to improve the connectivity offered via this solution at Poudre Valley. A similar solution was implemented at Cloverleaf Mobile Home Park on April 3, 2020.

Additionally, PSD is exploring the installation of similar systems in several other mobile home parks within district boundaries that have limited internet connectivity. We will continue this work in the weeks to come.

The district has also ordered 500 MiFi devices, which can be used as mobile hotspots. Unfortunately, due to significant demand, it is likely that these devices will not be delivered until

April. However, when they arrive, they will be distributed to support connectivity for students and staff as well.

PSD continues to provide staff and families with information about internet access programs currently available in our area. This information is posted to the PSD website and is provided in our bi-weekly emails to families. The resources that we are aware of at this time include:

- [FCC Keep Americans Connected pledge](#) - For the next 60 days, the Federal Communications Commission (FCC) has called on providers to not terminate service to customers due to inability to pay bills and waive late fees due to disruptions from the pandemic, and open wifi hotspots.
- [Comcast](#) - Comcast opened Xfinity WiFi network for free, offers unlimited data for free, and offers two months free internet for low-income families and raising speeds to 25/3 Mbps.
- [Charter Communications](#) - Charter offers free access to Spectrum broadband and WiFi for 60 days for new K-12 and college student households.
- [AT&T](#) - AT&T offers help with bills to keep homes connected and 24/7 online support.
- [Verizon](#) - Verizon will waive late fees for customers experiencing financial hardships, provide free international calling to countries identified as level 3 impacted through the end of April, and waive fees on new lines of service and upgrades will be waived starting March 18. [Verizon Innovative Learning](#) offers tips for remote learning, and partner content from The New York Times.
- [Sprint](#) - Sprint will provide free next-day shipping and waive activation fees, provide unlimited data for 60 days and free mobile hotspots to customers. Boost Mobile will provide free international calling to countries identified as level 3 impacted through the end of April, waive reconnection fees, add mobile hotspot at no cost, tiered plans will receive an additional 20 Gigs of data at no extra cost.
- [T-Mobile](#) - T-Mobile will expand network capacity for customers by an additional 600 MHz for the next 60 days and expand roaming access for Sprint customers to use the T-Mobile network.
- [HughesNet](#) - HughesNet is adjusting the network to accommodate a surge in traffic and prioritizing educational and business collaboration software for customers relying on satellite internet, especially during daytime hours.
- [TDS](#) - TDS has addressed increased demand of internet connectivity to match customer bandwidth with demand and will offer anyone experiencing financial hardships due to COVID-19 uninterrupted connectivity and waive late fees for 60 days. Additionally, the Internet provider says on its website, "If you don't currently have TDS Internet service, but need it for work- or school-at-home scenarios, you can order free Internet service for 60 days."
- In the mountain communities, free public WiFi is also available in the parking areas of the Red Feather Lakes Community Center, the Fire House in Rustic in Poudre Canyon, and at the Horsetooth Lake Information Center. Free public WiFi is also available in the parking areas of Larimer County Buildings.

PSD will continue to seek solutions to internet connectivity challenges for our students as we move forward.

INFORMATION TECHNOLOGY

Support for Online Platforms for Connecting and Communicating

The IT department continues to work to develop existing systems to better support our teachers and students with remote teaching and learning. For example, the IT department has configured Synergy such that it can automatically roster students in Google Classroom for teachers who wish to make use of this functionality.

The IT department is also supporting the use of Google communications platforms, including Google Hangouts Meet, and Microsoft Teams to facilitate person-to-person connection for both staff and students.

During building closure, the IT Help Desk continues to work remotely and is available to support staff with tech questions and needs during regular business hours.

FINANCE

State and Local Budget

Current circumstances will undoubtedly have a significant impact on the state and district budget for the 2020-2021 school year. As of mid-March, the Joint Budget Committee (JBC) at the state level has discontinued work on the state budget until at least April 7. This pause in the budget process is intended to allow the state some time to better understand the economic impact of both COVID-19 and changes in the stability of the oil and gas industry, which provides notable revenue to the state of Colorado. PSD will continue to monitor developments associated with the state budget.

PSD is also working with the Larimer County Treasurer to understand any possible impacts to the district resulting from the Governor's order to waive interest on delinquent property taxes. Although these interest payments are not a significant source of revenue for the district, actual property tax payments for the fiscal year do represent a large portion of PSD's budget. The Larimer County Treasurer expects that partial and/or delayed payments are likely and as such may have a notable impact on the district budget for the next fiscal year. PSD will continue to work closely with the Treasurer to understand and work through these potential impacts going forward.

Payroll

PSD's Payroll department has worked diligently to ensure that PSD payroll will be processed normally per current job assignments during building closure. The first payroll distribution in the current state was processed successfully on March 31. We continue to assure employees that the district plans to continue to pay employees per their current assignments.

Accounts Payable

To meet its financial obligations, the district is continuing to process accounts payable and bills received. The Finance Department has transitioned as many of these obligations as possible to electronic forms of payment to mitigate the need for staff to enter buildings. As needed, there is a designated member of the Finance staff who can enter the JSSC to print checks if it is essential to do so.

Purchasing

Purchasing processes are continuing in accordance with District Policy. As needed, PSD is continuing with solicitations via the district's standard process.

In some instances, with Operations projects specifically, the district has suspended the project walkthroughs in our buildings that are typically part of the bid process in an effort to minimize person to person contact and entry into buildings.

HUMAN RESOURCES

Hiring Fairs and Hiring Freeze

Human Resources and the Integrated Services department conducted a hiring fair on March 30, 2020. This hiring fair was originally intended to be an in-person event but was transitioned to a virtual event in order to maintain social distancing practices. As hiring for critical positions continues, it will be conducted via virtual means through the spring of 2020.

Given the financial uncertainty of this time, PSD has decided not to move forward with filling the majority of positions previously posted or planned for post this spring. As the status of re-open and return to normal operations is better understood, we will resume hiring processes for critical positions, such as principal positions, in the district.

During the closure, the district is moving forward with hiring two critical positions – a Network Engineer position in Information Technology and a Communications Specialist position in Communications. These positions were deemed critical by Cabinet. PSD is also moving forward with the hiring process for the open principal position at Shepardson Elementary School. The hiring process will be managed remotely during the duration of building closures.

Hiring for all other posted positions is suspended at this time.

Negotiations

The Human Resources department continues to work closely with PSD's employee group presidents during this time. The Human Resources and Finance departments will continue to provide the Board with updates on negotiations efforts as appropriate.

OPERATIONS

Cleaning Procedures & Building Upkeep

Custodians continue to clean PSD buildings and complete a daily checklist of cleaning and daily maintenance activities to ensure the upkeep of our facilities during closure. The Custodial and Facilities departments are developing standardized deep cleaning procedures to be implemented in PSD buildings in preparation for the re-opening of facilities, whenever this is permitted.

Grounds Maintenance

As we move into the spring, the Facilities department is considering the manner in which grounds can best be maintained during building closure. Facilities is developing a plan for regular spring activities, including sprinkler activation, lawn/grounds maintenance, etc. that can be enacted while maintaining physical distance between staff members.

Support for Childcare Operations in PSD Buildings & Supplies for Local Childcare Centers

The Boys & Girls Club began making use of the facility at Lincoln Middle School during the week of March 30 to provide childcare services to local first responders. PSD is supporting the Boys & Girls

Club in this effort by providing cleaning supplies that meet district guidelines and by providing building maintenance if necessary. The district is not operating the childcare program.

PSD has also been notified by the Larimer County Department of Public Health and Environment that childcare centers throughout the county are in need of supplies to support their operations. PSD's Custodial department has gathered an inventory of available cleaning supplies and has ordered toilet paper to provide to childcare centers as needed and as guided by the Health Department.

Partnership with Larimer County Office of Emergency Management

PSD continues to partner with the Larimer County Office of Emergency Management during this time. Larimer County OEM is responsible for managing the distribution of any supplies donated to first responders and medical professionals. At this time Larimer County OEM has directed PSD to continuing using the district's available supplies as needed and has indicated that they will manage any donation/distribution efforts of supplies, should the district be asked to provide supplies to the county.

Use of PSD Buildings for Auxiliary Healthcare Facilities

Larimer County has asked PSD for access to space within two school buildings to be prepared and used as auxiliary healthcare facilities during the pandemic. PSD is collaborating with the County to identify the optimum school sites to use for this purpose and will continue to work with the County as these sites are utilized in the coming weeks.

MENTAL HEALTH SUPPORT

Mental Health Support for Students and Staff

The PSD Mental Health Team continues to support students during building closure. The team has collaborated to create and implement a plan to support students with whom they have previously worked as well as those with new concerns. The team will continue to work closely with school and district administration to plan for and provide supports for students as well as staff where needed. Employee Assistance Services (EAS) continues to be available to staff during building closure as well.

COMMUNICATION

Communication with Staff and Families

The Communications department will continue to distribute bi-weekly emails to staff and families with information related to the district's response to COVID-19 and available resources. The district's [COVID-19 Coronavirus Response webpage on the PSD website](#) will also continue to serve as the most comprehensive source of information for our students and families.

Communications will also continue to partner with the Larimer County Department of Public Health and Environment regarding any public health concerns that should be communicated to the district community.

CONCLUSION

Given the changeable nature of circumstances resulting from this pandemic, PSD is adapting as quickly as possible to continue to provide the highest quality education to every child, every day. We are committed to continuing this work to support our students, staff, and families during this unprecedented time.