

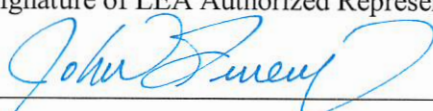


**School District
Initial Application
for
Elementary and Secondary School Emergency Relief
(ESSER III) Funding**

Part A: Cover Sheet

LEA: Powers Lake School District #27	CFDA Number: 84.425U
LEA Authorized Representative: John Gruenberg, Superintendent	DUNS Number: 054788955
Telephone: 701-464-5432	Mailing Address: PO Box 346 Powers Lake, ND 58773
Email address: john.gruenberg@k12.nd.us	

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

LEA Authorized Representative: (typed name): John Gruenberg, Superintendent	Telephone: 701-464-5432
Signature of LEA Authorized Representative: 	Date: August 2, 2021

Part B: ESSER III Grant Requirements

As authorized representative of the school district, I assure:
(All boxes must be checked.)

- ☒ The district will submit the ESSER III supplemental application by the established due date, at which time the remaining one-third of ESSER III will be available.
- ☒ The district assures it will spend, at minimum, 20% of their ESSER III allocation to address learning loss.
- ☒ The district assures it will have a "Return to In-Person Instruction" plan posted on the district website within 30 days of the release of ESSER III funding, which is by June 24, 2021.
- ☒ The district assures it will obtain broad stakeholder input on the anticipated use of the ESSER III funding.
- ☒ ESSER III funds will only be used on allowable activities as outlined in Appendix B.
- ☒ The district will submit ESSER quarterly reports by the established due dates.
- ☒ The district (if applicable) will comply with the "Maintenance of Equity" requirement.
- ☒ The districts will submit reports regarding how the district utilized ESSER funding to address learning loss.
 - State Required
 - Federal Required
 - Fiscal Reports
- ☒ ESSER III funds are available on a reimbursement method. Requests for reimbursement through WebGrants will include:
 - Summary Report – New
 - Detailed Ledger
 - Receipts or Invoices
- ☒ For any construction or renovation projects, the district will complete the "Capital Expenses-Prior Approval for ESSER Funding" form and comply with the Capital Expense requirements.
- ☒ The district will submit all required documentation needed in order to comply with the ESSER monitoring requirements.

LEA Authorized Representative: (typed name)
John Gruenberg, Superintendent

Signature of LEA Authorized Representative:



Date:

August 2, 2021

Part C: Programmatic, Fiscal, and Reporting Assurances

The school district authorized representative assures the following:

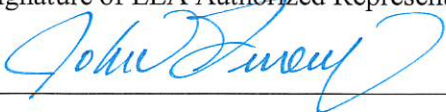
1. Local educational agencies receiving elementary and secondary school emergency relief funds shall provide two narrative summary reports to the superintendent of public instruction, including information regarding learning losses of students identified within the district, including subgroup gaps; school district plans to accelerate learning recovery for all students, including closing subgroup gaps; uses of elementary and secondary school emergency relief funds, including the percentage of those funds expended in categories determined by the superintendent of public instruction; and the impact elementary and secondary school emergency relief fund expenditures had on accelerating the learning recovery for the districts' students.
2. The local educational agency will administer the ESSER III program in accordance with all applicable statutes, regulations, program plans, and applications.
3. The control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.
4. The local educational agency will make available reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records as the State agency or board or the Secretary deem necessary to perform their duties.
5. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.
6. That in the case of any project involving construction-
 - a. the project is not inconsistent with overall State plans for the construction of school facilities, and
 - b. in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.
7. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
8. That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

9. Local educational agencies receiving ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP.
10. Local educational agencies shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.
11. The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
12. Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
13. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this recovery plan, all relevant provisions and requirements of the Coronavirus Response and Relief Supplemental Appropriations Act, 201 (CRRSA Act), Pub. L. No. 116-260 (December 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.
14. The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
15. The LEA will use ESSER III funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
16. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, examination, and authorized individuals for interview and examination, upon request.
17. The LEA will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.
18. The LEA will comply with General Education Provision Act (GEPA) Sections 427 and 442.
19. The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ESSER III program. If any barrier arises that impedes equal access to, or participation, in the program, the LEA will quickly address and resolve those issues. (GEPA 427)

20. The LEA will comply with the maintenance of effort provision in Section 317(b) thereof.
21. The LEA will comply with all reporting requirements and submit required quarterly reports to the NDDPI at such time and in such manner and containing such information as the Secretary may subsequently require. Additional reporting may be required in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
22. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
23. The LEA will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
24. The LEA will use such fiscal control and accounting procedures as will ensure proper disbursement of, and accounting for, federal funds.
25. The LEA will comply with federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include the Title VI of the Civil Rights Act of 1964 (34 CFR 100), the Title IX of the Education Amendments of 1972 (34 CFR 106). Title II of the Americans with Disabilities Act, the Equal Educational Opportunities Act, Section 504 of the Rehabilitation Act of 1973 (34 CFR 104), and the Age Discrimination Act (34 CFR 110).
26. The LEA will keep such records as may be reasonably required for a fiscal audit and permit NDDPI and auditors to have access to grantee's records and financial statement related to this grant, as necessary.
27. The LEA will conduct background checks of all personnel who will have direct contact/interaction with students involved in the program.

LEA Authorized Representative: (typed name)
John Gruenberg, Superintendent

Signature of LEA Authorized Representative:



Date:

August 2, 2021

10314 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

Funding Opportunity: 9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III
Program Area: CARES-CRRSA-ARP
Status: Editing
Status Report Number: 002
Status Report Type: Application
Reporting Period: -

Initial Submit Date:
Initially Submitted By:
Last Submit Date:
Last Submitted By:
Approved Date:

Contact Information

Primary Contact Information

Name: Mr. John Eric Gruenberg
Salutation First Name Middle Name Last Name
Title: Superintendent
Email*: john.gruenberg@k12.nd.us
Address*: 2700 Heritage Ct.

Minot North Dakota 58703
City State/Province Postal Code/Zip
Phone*: 701-500-3115 Ext.
Phone
###-###-####
Fax: ###-###-####

Organization Information

Name*: Powers Lake School - DPI

Organization Type*: Public LEA

Tax Id:

Organization Website: <http://www.powerslake.k12.nd.us>

Address*: PO Box 346

Phone*: Powers Lake North Dakota 58773-____
City State/Province Postal Code/Zip
(701) 464-5432 Ext. _____
#####

Fax: (701) 464-5432
#####

SAM.gov Entity ID: H3QNWVHZ658M7

SAM.gov Name: Powers Lake School District 27

SAM.gov Entity ID Expiration Date: 05/03/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

In the summer, Powers Lake School District sent a survey to all patrons of the school district, including students. The survey ranked the importance of particular areas of need in the community to include summer learning programs, after school programs, mental health services, educational technology, high-quality, evidence based curriculum, and renovation of the school building.

Their input on the survey helped shape what the focus should be going forward for not only the ESSER funding, but our school improvement committee as well.

Tribes (if applicable)-MUST write NA if not applicable*:

Not applicable

Civil rights organizations (including disability rights organizations)*:

Our superintendent is trained for the school as the 504 coordinator and Title IX school representative. The administration team met numerous times over the spring and summer to ensure that services provided are equitable and accessible for all.

Superintendents*:

The Powers Lake Public School administration (Superintendent / Elem. Principal, High School Principal, Dean of Students) met and will continue to meet to review and prioritize the use of ESSER II and III dollars. Feedback from all stakeholders was surveyed and then discussed over the summer through school board meetings and the Return to Learning committee meetings. Priorities include focusing on math across all grades K-12, implementing trauma sensitive philosophical curriculum and how to apply that program with identified students and families.

Teachers, principals, school leaders, other educators, school staff, and their unions*:

Powers Lake Public School established a Return to Learning Committee that went over the ESSER funding amounts and surveyed the community and all stakeholders to receive vital input on program improvements and what can be addressed in terms of school improvement and learning loss.

An explanation of what the ESSER grants entailed was provided and comments along with feedback at summer board meetings with input from the public. A survey was provided on the school's website and Facebook for all teachers, staff, administration and students to rank top areas of concern that they believe needed to be addressed.

The input that the district received from the ESSER input forum and the survey results from this subgroup indicated the need for professional development, high quality instructional materials and curricula, mental health services and support, supplemental learning, improving educational technology, and renovating school spaces to include improved HVAC in the elementary and older section of the school.

Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students*:

The superintendent sought feedback from stakeholders representing student subgroups at the school. This includes the superintendent who is a trained 504 coordinator and Title I decision maker, the superintendent as the Title IX investigator, and the dean of students as the 504 coordinator. The school counselor is our foster care liaison, and the homeless liaison is our high school principal.

The above stakeholders that represent the interests of all underserved students are represented on the Return to Learning Committee previously mentioned in other areas of the ESSER III application.

ESSER III Approved Applications

District confirms the approved ESSER III application will be posted to their website for public access.*: Yes

ESSER III Application

Prevention & Mitigation Strategies

Return to In-Person Instruction Plan*: <https://5il.co/uiqa>
LEA Website Link (copy from browser-must include http)

District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan.*: Yes

Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.*:

Powers Lake Public School will be utilizing ESSER funds to improve the indoor air quality of the school which is shown as an effective mitigation strategy. The installation of an air conditioning system located in the older section of the school would afford the opportunity in the fall, spring, and summer months to activate the air purification system throughout the entire school as ionizers have been added to both HVAC units in the school.

This would allow the full use of our HVAC and air purification system to operate due to the rise of outside temperatures. When this occurs, the HVAC system shuts down to try to keep the building as cool as possible which in turn results in the air purification system not being utilized. This would prevent the COVID virus from hanging in the air, increases the risk of spread. Our COVID committee team will continue to meet every six months to review and update any situations that may arise. We review and keep current the use of ESSER dollars, the refinement of our Smart Restart Plans (School Health & Safety Plan), as well as other developments related to COVID. This committee consists of parents, community members, teachers, and administration.

Learning Loss

Describe how the district will use the mandatory 20% set-aside to address the academic impact of learning loss through the implementation of evidence-based interventions.*:

We are increasing our staffing supports for our MTSS, Title, and student support systems. Data will be analyzed and interpreted so this information can be brought to our teachers in our PLC's to better evaluate and provide accurate data to address individual or small group instruction for student needs. This includes training staff on the SLDS system to look at real-time data to help with interventions as it pertains to special population subgroups. This will help during targeted instruction as well as allow for more skilled staff in the implementation of these interventions. Powers Lake Public School implements MTSS, which is a Tier 1 research-proven student intervention system. We will also be using funds to implement math interventions and training our staff with those strategies and interventions. High quality curriculum and professional development will be related back to staffing supports in the core academic areas of math, along with additional supports and training in relation to trauma sensitive schools.

The materials that we will be training on is based on researched base principles of sound math instruction. Our district does not have any ELL students currently. Our biggest key in meeting the needs of our subgroups will be through our MTSS implementation and use.

Needs of Students Disproportionately Impacted

Describe how the district will respond to the needs of students disproportionately impacted by the COVID-19 pandemic. Address each stakeholder group.*:

Our biggest key in meeting the needs of our subgroups will be through our MTSS implementation and use. Our biggest key in meeting the needs of our diverse student population groups is through our MTSS system. Our teachers meet weekly to review both standardized data (STAR Reading and Math, teacher classroom assessments, and NWEA testing), and teacher observations. A focus on Social-Emotional status is also reviewed and discussed during these meetings. From here students are identified as in need of support. At our BLST staff meetings, we identify students in more need of support in the classroom. These supports can be delivered in the classroom through accommodations if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our special education instructor is a part of our BLST / MTSS team and provides input on how to meet a diverse range of needs. Our counselor is a member of the team who is also our homeless and foster care liaison.

Estimated Use of Funds Plan

Allowable Use of Funds

Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)
Improving Air Quality	\$70,000.00	\$0.00
Professional development	\$20,000.00	\$4,000.00
High quality instructional materials and curricula	\$50,000.00	\$20,000.00
Mental health supports	\$25,000.00	\$13,500.00
Educational Technology	\$25,000.00	\$0.00
	\$190,000.00	\$37,500.00

Compliance with General Education Provisions Act Section 427

Compliance with General Education Provisions Act Section 427 (GEPA)

What barriers exist in your community that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application?*

We have a district wide 1:1 initiative to provide all students' access to school related personal devices to be utilized both at home and at school. These iPads will assist students both in school and at home for school related educational purposes, and possible distance learning when face-to-face education is temporarily impossible. The Powers Lake School District is close to 100% in attaining this initiative. What also needs to be taken into consideration is the rotation of existing outdated devices and students who will be new to our school district. At this time all elementary and high school classrooms have updated-current SmartBoard interactive boards.

Through data analysis, we have discovered student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and the rest of the student population.

In order to improve the air quality of our school, the installation of an air conditioning system located in the older section of the school would afford the opportunity in the fall, spring, and summer months to activate the air purification system throughout the entire school. This would allow the full use of our HVAC and air purification system to operate due to the rise of outside temperatures. This could potentially cause an equity issue as well as help prevent the COVID virus from hanging in the air, increasing the risk of spread. This is particularly important for our families with lower income who may not be able to provide a fresh air environment at home.

What steps are being taken to address or overcome these barriers?*

In our budget, we plan to address the needs of students through our MTSS system. In this system, we assess all students using standardized measures. From these assessments and teacher input, we identify students in need of support. From here we meet monthly to discuss progress. Our MTSS / BLST coordinator monitors the progress of interventions monthly. In these meetings, we have representation from the counselor, special education, elementary principal, and ELL services. The superintendent / elem. principal is also our title IX coordinator. Our MTSS coordinator is also our 504 coordinator. Between these team members and monthly meetings, we make sure the needs of all students are met.

The funds we are using to address our indoor air quality will improve the classroom environments of all elementary and high school classrooms. Similarly, the funds being used to purchase technology devices and subscriptions will be used to provide access to high quality curriculum for all students. We have policies in place to help protect our different subgroups. We have board policies ACC Nondiscrimination and Anti-harassment and AAC-BR Discrimination and Harassment Grievance Procedure. We also have student handbook policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Parents and staff are required to read and acknowledge the handbook policies at the beginning of the year. This is documented in the main office. Our 504 and title IX coordinator monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity.