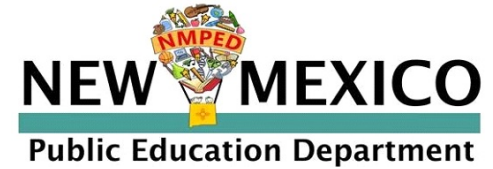


# ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS

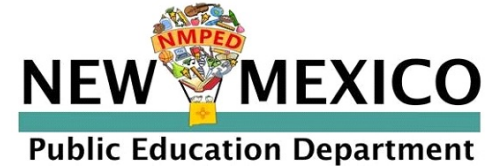


Contact Information		Budget Table	
District	CIMARRON	ARP ESSER Award 2/3 rd Allocation	600391.85
District Code	008	ARP ESSER Award 2/3 rd Debit	600391.85
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	msciacca@cimarronschools.org	ARP ESSER Award 1/3 rd Allocation	300195.93
Phone Contact	5753762445	ARP ESSER Award 1/3 rd Debit	300195.93
Application Status	Return to District	ARP ESSER Award 1/3 rd Balance	0.00

# ARP Grant Application

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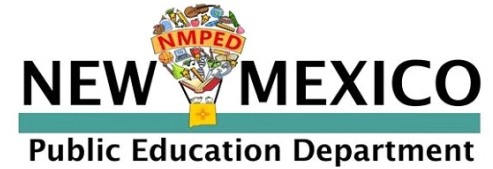


Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	<b>20 % of 2/3 Amount</b>	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	<b>20% of 1/3 Amount</b>
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented 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).	Cimarron Schools will offer 9 additional school days and after school programs with specific interventions for students. These services will be delivered by certified teachers, certified councilor's and social workers. Transportation to and from school and meals will be provided for all students. While all students will be invited to these Learning Loss Intervention Days, the underrepresented student groups will be targeted for these interventions.	120,078.37	Cimarron Schools will offer 9 additional school days and after school programs with specific interventions for students. These services will be delivered by certified teachers, certified councilor's and social workers. Transportation to and from school and meals will be provided for all students. While all students will be invited to these Learning Loss Intervention Days, the underrepresented student groups will be targeted for these interventions.	60,039.19
Activities to address the Social Emotional Needs of all students	Yes	10,916.22	Yes	5,458.11
Activities to address the Academic Needs of all students	Yes	10,916.22	Yes	5,458.11

# ARP Grant Application

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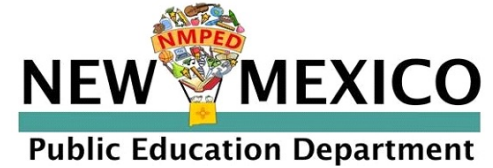


Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	10,916.22	Yes	5,458.11
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	10,916.22	Yes	5,458.11
Students from low-income families	Yes	10,916.22	Yes	5,458.11
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	10,916.22	Yes	5,458.11
English learners	Yes	10,916.22	Yes	5,458.11
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	10,916.22	Yes	5,458.11
Migratory students	Yes	10,916.22	Yes	5,458.11
Students experiencing homelessness	Yes	10,916.22	Yes	5,458.11
Children and youth in foster care	Yes	10,916.17	Yes	5,458.09
<b>Sub Totals</b>		<b>120,078.37</b>		<b>60,039.19</b>

# ARP Grant Application

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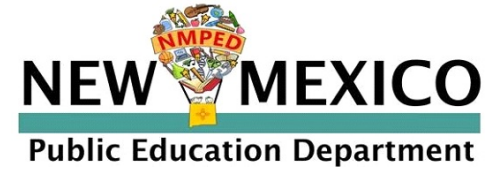
## Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented 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).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
<b>Sub Totals</b>		<b>0.00</b>		<b>0.00</b>

## Activities to Address Needs

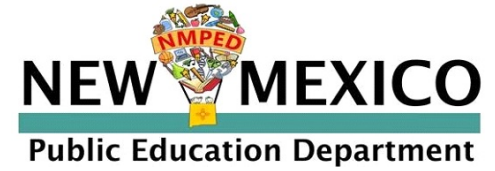
**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.**

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	<b>2/3 Amount Allocations</b>		<b>1/3 Amount Allocations</b>	
	<b>Narrative</b>	<b>Amount</b>	<b>Narrative</b>	<b>Amount</b>
Elementary and Secondary Education Act (ESEA)		0.00		0.00

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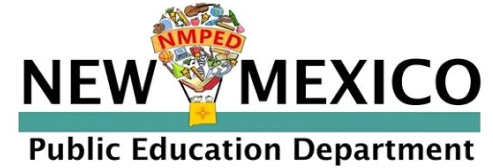


Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		<b>0.00</b>		<b>0.00</b>

# ARP Grant Application

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## Response Efforts - COVID 19

**Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.**

**ARP ESSER 2/3**

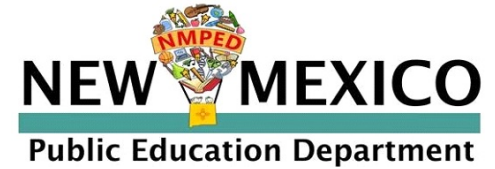
**ARP ESSER 1/3**

	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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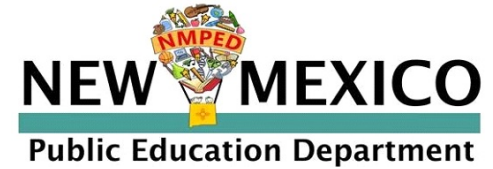
Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00



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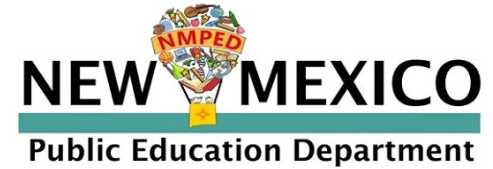


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <b>(see above for additional requirements for this activity)</b>		0.00		0.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	(2) Educational Assistants (1) Interventionalist	195,153.82	(2) Educational Assistants (1) Interventionalist	95,576.90
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00

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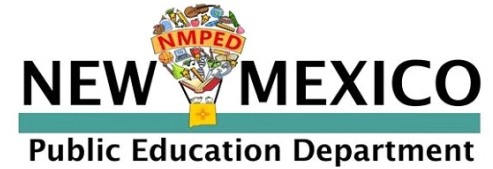


Addressing learning loss	Allocation to Charter School for learning loss based on enrollment MVHS will use these funds towards: (1) Educational Assistance for learning Loss High Quality Instructional Materials for Learning Loss (1) Health Aid / Receptionist (1) PT License Counselor for Social Emotional Learning and Family Engagement (1) Tech Support for Systems and Integrating Systems - yr 3 Professional Development	95,391.35	Allocation to Charter School for learning loss based on enrollment MVHS will use these funds towards: (1) Educational Assistance for learning Loss High Quality Instructional Materials for Learning Loss (1) Health Aid / Receptionist (1) PT License Counselor for Social Emotional Learning and Family Engagement (1) Tech Support for Systems and Integrating Systems - yr 3 Professional Development	47,785.67
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	(2) Nurses .50 FTE Each (1) Personnel/STARS Coordinator (1) SLP	189,768.31	(2) Nurses .50 FTE Each (1) Personnel/STARS Coordinator (1) SLP (3) Custodians	96,794.17
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
<b>Sub Totals</b>		<b>480,313.48</b>		<b>240,156.74</b>

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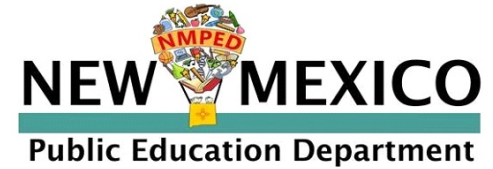


Program Consultation			
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	9/15/2021	9/23/2021	
Families	9/15/2021	9/23/2021	
School and district administrators (including Special Education administrators)	9/15/2021	9/23/2021	
Teachers	9/15/2021	9/23/2021	
Principals	9/15/2021	9/23/2021	
School leaders	9/15/2021	9/23/2021	
Other educators	9/15/2021	9/23/2021	
School support personnel	9/15/2021	9/23/2021	
Unions	9/15/2021	9/23/2021	
Tribes(if applicable)	9/15/2021	9/23/2021	
Civil rights organizations (including disability rights organizations)	9/15/2021	9/23/2021	
Superintendents	9/15/2021	9/23/2021	
Charter school leaders (if applicable)	9/15/2021	9/23/2021	
<b>Stakeholders representing the interests of:</b>			
Children with disabilities	9/15/2021	9/23/2021	
English learners	9/15/2021	9/23/2021	
Children experiencing homelessness	9/15/2021	9/23/2021	
Children in foster care	9/15/2021	9/23/2021	
Migratory students	9/15/2021	9/23/2021	
Children who are incarcerated	9/15/2021	9/23/2021	

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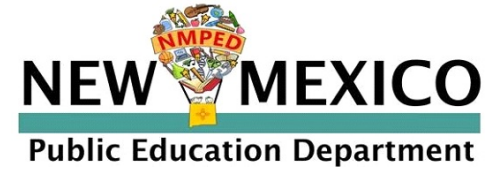
Other underserved students	9/15/2021	9/23/2021
<p>Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.</p>		
<p>*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.</p>		

Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
<b>ARP ESSER 1/3 rd Indirect Cost Rate</b>	No	300,195.93	5.17	1.0517	0.00	0.00	0.00	0.00
<b>ARP ESSER 2/3 rd Indirect Cost Rate</b>	No	600,391.85	5.17	1.0517	0.00	0.00	0.00	0.00

# ARP Grant Application

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## Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:  <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric            A satisfactory answer</p> <ul style="list-style-type: none"> <li>• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul>	<p>Cimarron Schools will target learning loss for students as identified in state and local assessments. Cimarron Schools has identified that students that have been most impacted by challenges of learning through COVID include minority groups. Cimarron Schools will continue to offer culturally sensitive teaching techniques to best meet the needs of all students effected during this pandemic. The district will continue to monitor student achievement for all students and will make adjustments to continue to insure success for all.</p>

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<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL. —As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p><a href="https://www.cimarronschools.org/vnews/display.v/SEC/American%20Rescue%20Plan%20%28ARP%29,CimarronMunicipalSchool-ARPRe-Entry">https://www.cimarronschools.org/vnews/display.v/SEC/American%20Rescue%20Plan%20%28ARP%29,CimarronMunicipalSchool-ARPRe-Entry</a></p>
<p>The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021</p>	<p>True</p>
<p>The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)</p>	<p>True</p>