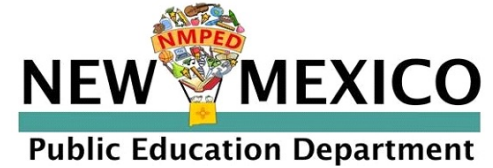


ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



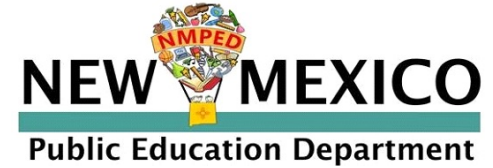
Contact Information		Budget Table	
District	CIMARRON	ARP ESSER Award 2/3 rd Allocation	600391.85
District Code	008	ARP ESSER Award 2/3 rd Debit	600391.85
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	msciacca@cimarronschools.org	ARP ESSER Award 1/3 rd Allocation	346481.66
Phone Contact	5753762445	ARP ESSER Award 1/3 rd Debit	300195.93
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	46285.73

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
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 Municipal Schools has identified that COVID has caused learning loss through loss of educational opportunities as identified through attendance records, short cycle assessments, and report card grades. This learning loss has caused academic deficiencies throughout grade levels and subject areas which has caused	120,078.37	Cimarron Municipal Schools has identified that COVID has caused learning loss through loss of educational opportunities as identified through attendance records, short cycle assessments, and report card grades. This learning loss has caused academic deficiencies throughout grade levels	69,296.33

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



a loss for some students among all subgroups.

The research based strategy to address the learning loss will be to “increase learning time for students in grades K-12” This strategy has been identified in over 700 studies and has yielded significant positive results for (<https://ies.ed.gov/ncee/rel/Project/373>) “students performing below standards” and other at-risk student subgroups. Increased learning time programs also yielded a statistically significant but small effect on the literacy and math achievement of students who are not at risk. Finally, increased learning time programs had a statistically significant and substantively important positive effect on the social-emotional skill development of students with ADHD. This review uses an effect size of 0.25 as a benchmark of “educational significance,” as recommended by Hill, Bloom, Black, and Lipsey

and subject areas which has caused a loss for some students among all subgroups.

The research based strategy to address the learning loss will be to “increase learning time for students in grades K-12” This strategy has been identified in over 700 studies and has yielded significant positive results for “students performing below standards” and other at-risk student subgroups. Increased learning time programs also yielded a statistically significant but small effect on the literacy and math achievement of students who are not at risk. Finally, increased learning time programs had a statistically significant and substantively important positive effect on the social-emotional skill development of students

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



(2008) (<https://ies.ed.gov/ncee/rel/Project/373>). The What Works Clearinghouse terminology of “substantively important” is used when referring to this benchmark.

The research has identified that employing certified teachers had a statistically significant but small positive effect on students’ literacy achievement and math achievement. These findings support expert recommendations to employ certified teachers in increased learning time programs (<https://ies.ed.gov/ncee/rel/Project/373>). Certified teachers are more familiar with state standards and can help align instruction in out-of-school programs and summer schools with the curriculum and expectations of schools and districts (Beckett et al., 2009) (<https://ies.ed.gov/ncee/rel/Project/373>).

Cimarron Schools

with ADHD. This review uses an effect size of 0.25 as a benchmark of “educational significance,” as recommended by Hill, Bloom, Black, and Lipsey (2008). The What Works Clearinghouse terminology of “substantively important” is used when referring to this benchmark.

The research has identified that employing certified teachers had a statistically significant but small positive effect on students’ literacy achievement and math achievement. These findings support expert recommendations to employ certified teachers in increased learning time programs. Certified teachers are more familiar with state standards and can help align instruction in out-of-school programs and summer schools with the curriculum and

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



Implementation of Strategy
“Increase of Learning Time for
Students in Grades K-12” 9
additional instruction school
days delivered by certified
instructional staff and
counselors with transportation
and food service provided.
Additional instructional days
were specifically tailored for the
academic and social-emotional
needs of the students at their
grade level in a smaller group
setting. Research based / state
adopted textbooks and
curriculum were used during
this small group instruction
(<https://ies.ed.gov/ncee/rel/Project/373>).. Additional
instructional days are provided
once per month for 6 hours and
teachers identify the students
most in need to attend these
intervention days through the
grade level analysis of
attendance records, short cycle
assessment, report card grades
and parent referral.
After School Program 1 hour
per day up to 3 days per week
delivered by certified

expectations of schools and
districts (Beckett et al.,
2009).

Cimarron Schools
Implementation of Strategy
“Increase of Learning Time
for Students in Grades
K-12” 9 additional
instruction school days
delivered by certified
instructional staff and
counselors with
transportation and food
service provided.
Additional instructional
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tailored for the academic
and social-emotional needs
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textbooks and curriculum
were used during this small
group instruction.
Additional instructional
days are provided once per
month for 6 hours and
teachers identify the
students most in need to

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



instructional staff. This daily intervention time is in addition to support provided during school days and is specifically tailored for the academic and social-emotional needs of the students at their grade level in a smaller group setting. Research based / state adopted textbooks and curriculum are used during this small group instruction.

While even effective research based strategies do not help all students equally, instructional staff will continue to assess student growth and seek out strategies and curriculum that will best support the growth of each student and will leverage the additional instructional time with students to continue to study and implement best implementation strategies for each and will not focus on one specific program.

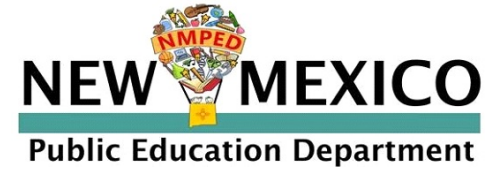
attend these intervention days through the grade level analysis of attendance records, short cycle assessment, report card grades and parent referral.

After School Program 1 hour per day up to 3 days per week delivered by certified instructional staff. This daily intervention time is in addition to support provided during school days and is specifically tailored for the academic and social-emotional needs of the students at their grade level in a smaller group setting. Research based / state adopted textbooks and curriculum are used during this small group instruction. While even effective research based strategies do not help all students equally, instructional staff will continue to assess student growth and seek out strategies and

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS

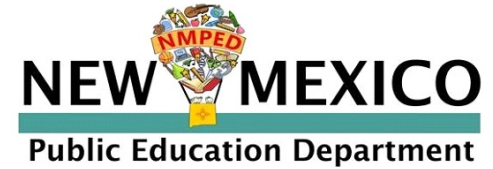


			curriculum that will best support the growth of each student and will leverage the additional instructional time with students to continue to study and implement best implementation strategies for each and will not focus on one specific program.	
Activities to address the Social Emotional Needs of all 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
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

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



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
Sub Totals		120,078.37		60,039.19

Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>		<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>	
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

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS

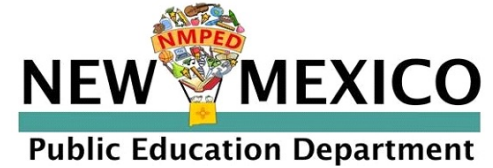


Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
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
Sub Totals		0.00		0.00

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



Activities to Address Needs

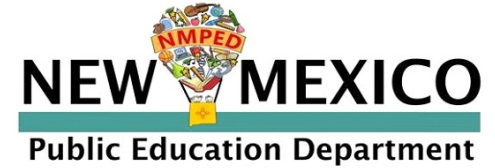
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)		0.00		0.00
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
		0.00		0.00

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



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

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS

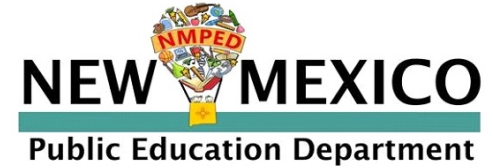


Purchasing supplies to sanitize and clean the LEA's facilities	Covid Supplies (Cleaning/disinfecting supplies, PPE to protect those cleaning/sanitizing)	10,024.28	Covid Supplies (Cleaning/disinfecting supplies, PPE to protect those cleaning/sanitizing)	5,012.15
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Covid Camera System (Camera has the ability to recognize and track students and places where they have traveled within the school. This will then allow better contact tracing.)	33,333.34	Covid Camera System (Camera has the ability to recognize and track students and places where they have traveled within the school. This will then allow better contact tracing.)	16,666.66
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

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



<p>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 (see above for additional requirements for this activity)</p>	<p>Cimarron Municipal Schools has been a 1to1 Device to Student district for about ten years. Hotspots were issued to students in remote locations for internet service and school buses are equipped with internet service to be able to continue to offer internet service outside of the school day. Our students and staff have had continuous training in using their technology for academic purposes. Cimarron Municipal Schools will use Tech Tax Funds to close the digital divide.</p>	<p>0.00</p>	<p>Cimarron Municipal Schools has been a 1to1 Device to Student district for about ten years. Hotspots were issued to students in remote locations for internet service and school buses are equipped with internet service to be able to continue to offer internet service outside of the school day. Our students and staff have had continuous training in using their technology for academic purposes. Cimarron Municipal Schools will use Tech Tax Funds to close the digital divide.</p>	<p>0.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>(2) Educational Assistants</p>	<p>127,180.00</p>	<p>(2) Educational Assistants</p>	<p>63,590.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		<p>0.00</p>		<p>0.00</p>

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS

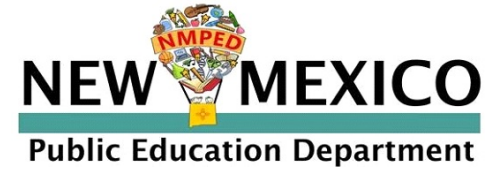


Addressing learning loss	Allocation to Charter School for learning loss based on enrollment MVHS will use these funds towards: (1) Educational Assistance for learning Loss High Quality Instructional Materials for Learning Loss (1) Health Aid / Receptionist (1) PT License Counselor for Social Emotional Learning and Family Engagement (1) Tech Support for Systems and Integrating Systems - yr 3 Professional Development	95,691.34	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	47,845.67
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ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS

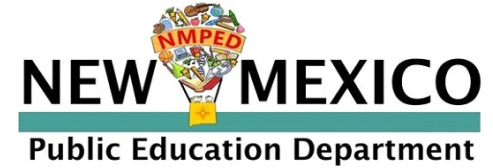


<p>Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff</p>	<p>Custodians (3) Nurses (2) Retention / Recruitment Stipend Daycare Teacher (1) -Due to the Seamless summer meal option, additional summer meals, and adding breakfast and lunch at District Charter School (Moreno Valley High School) that was initiated at Cimarron Municipal Schools during the Covid 19 Pandemic, our equipment for meal preparation has added wear and tear which has decreased the life span of our stoves and ovens. Cimarron Schools has recently provided out of schedule maintenance which has identified that ovens are irreparable and will need replacement. Replacement of equipment with equal specifications will cost \$22,600.00 (one oven at each school site @ \$11,300).</p>	<p>214,084.52</p>	<p>Custodians (3) Nurses (2) Retention / Recruitment Stipend Daycare Teacher (1)</p>	<p>107,042.26</p>
<p>Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.</p>		<p>0.00</p>		<p>0.00</p>
<p>Sub Totals</p>		<p>480,313.48</p>		<p>240,156.74</p>

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



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	
Stakeholders representing the interests of:			
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	

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



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
ARP ESSER 1/3 rd Indirect Cost Rate	No	300,195.93	5.17	1.0517	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	600,391.85	5.17	1.0517	0.00	0.00	0.00	0.00

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



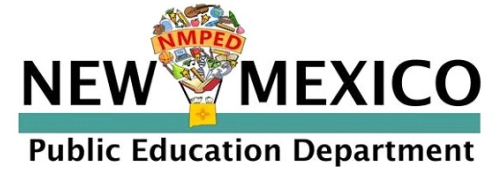
Required Information - GEPA

	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: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none">• 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• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none">• 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• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access	<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>

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(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>	

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

First Posting

[https://www.cimarronschools.org/vnews/display.v/SEC/American%20Rescue%20Plan%20%28ARP%29,Cimarron Municipal School - ARP Re-Entry](https://www.cimarronschools.org/vnews/display.v/SEC/American%20Rescue%20Plan%20%28ARP%29,Cimarron+Municipal+School+-+ARP+Re-Entry)

ARP Grant Application

2021-2022

CIMARRON MUNICIPAL SCHOOLS



Second Posting (if needed*)	https://www.cimarronschools.org/vimages/shared/vnews/stories/6192b460168db/LEA-Plan-for-Safe-Return-to-In-person-Instruction-and-Continuity-of-Services-Template-FINAL%20(1).pdf , LEA Plan for Safe Return to In-Person Instruction and Continuity of Services	11/16/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
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		True
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)		True

Posting of LEA's ARP ESSER III Application to the LEA's Website

District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
CIMARRON	9/29/2021	https://www.cimarronschools.org/vnews/display.v/ART/61547fa34bb57 , ARP Application