



Board of Education

Kaycee Sandoval, interim President; Kimberly Taylor, Secretary;
Kimberly Valenzuela, Member; Jonathan Grassmick, Member
Shannon Aguilar, Superintendent

**Board of Education
Special Meeting**

**Wednesday
April 3, 2024
6:30 pm**

Cimarron Administration Board Room

Vision

*To inspire our students to realize their
individual potential in an ever-changing world*

Mission

*Cimarron Municipal Schools will work hand-in-hand with our families
and community to provide our students the experience of a safe and
challenging educational environment through staff who know and nurture every child*

Cimarron School District is a PREMIER school



with familia at its core

CIMARRON MUNICIPAL SCHOOLS

165 N. COLLISON AVE
CIMARRON NM, 87714
(575) 376-2445 (575) 376-2442-FAX

CIMARRON MUNICIPAL SCHOOLS BOARD OF EDUCATION SPECIAL MEETING

AGENDA

LIVE VIDEO ON CIMARRON MUNICIPAL SCHOOLS FACEBOOK PAGE

Cimarron Administration
Board Room
Wednesday, April 3, 2024
6:30 pm

- I. Call to Order
- II. Pledge of Allegiance
- III. Roll Call
- IV. Consider Approval of Agenda (Action)
- V. Interview Potential Board Member Candidates (Discussion)
- VI. Consider Approval of NMSSA Lawsuit (Discussion/Action)
- VII. Drafting a Resolution Regarding 180-Day Calendar Rule (Discussion)
- VIII. Consider Approval of the Resolution Regarding 180-Day Calendar Rule (Action)
- IX. Consider Approval of Early College High School Application (Discussion/Action)
- X. Consider Approval of PreK Grant (Discussion/Action)
- XI. Consider Approval of FAEA Grant (Discussion/Action)
- XII. Next Regular School Board Meeting Agenda Items
- XIII. Adjournment

The next Regular School Board Meeting is scheduled for Wednesday, April 17, 2024; at Moreno Valley High School, Board Meeting Room – 6:30 pm.

Persons from the same group and having similar viewpoints are asked to select a spokesperson to speak on their behalf. Multiple and repetitious presentations of the same view will be discouraged. Public Comments and Observations regarding non-agenda items that fall within the purview of the Cimarron Board of Education are heard at this time. Comments regarding matters under litigation will not be allowed and no action will be taken on items presented but may be referred to staff or others. The School Board Members and Superintendent may travel together, however, no school business will be discussed or action taken.

This is an open meeting and the citizens of the Cimarron Municipal School District are invited to attend. Notice: Individuals with disabilities who need any form of auxiliary aid to attend or participate at this meeting are to contact the Superintendent at 575-376-2445 as soon as possible.

Assurance Form of the RfA

Approved

ASSURANCE FORM

For Implementation of the 2024–2025 Elementary Arts Program

REQUIRED: LEA: NAME

Cimarron Municipal Schools

Please check one →

- New application
 Renewal application

ASSURANCES

Signed by the **superintendent, district-authorized charter school director, or state-authorized charter director**

I certify that the information in this application (initial or renewal) and the arts education plan is true and correct to the best of my knowledge. If funded, the district, state charter, or charter school I represent will

- a) implement the arts education program presented in the application to provide for the educational needs of students in the areas of dance, media arts, music, theater, and visual arts;
- b) align the elementary arts education program with the following:
 - 1. NM Core Arts Standards **and/or**
 - 2. National ARTS Standards **and/or**
 - 3. **Applicable** Common Core State Standards;
- c) provide sufficient classroom space, materials, appropriate instructional time, including the number of classes per week and the qualified personnel to teach the elementary arts education program;
- d) provide licensed instructors for the elementary arts education program in both teaching and supervisory roles— non-certified instructors will have appropriate background checks and will be supervised by certified teachers at all times;
- e) provide opportunities for instructors and other appropriate staff to participate in professional development, training, and technical assistance in the arts, including team participation in statewide professional development;
- f) conduct a self-evaluation that includes an assessment of the district elementary arts education program; and
- g) form and work with a fine arts advisory council (parental and community arts ~ FAAC) to participate in annual reviews of the Elementary Arts Education Program and to plan and work with their local board.

Signatures

Superintendent or Charter School Director		Date	
Business Manager		Date	
Project Director	<i>Tessa Fleming</i>	Date	<i>3/27/24</i>
Fine Arts Advisory Council (FAAC) Contact	<i>Laura Berhardt</i>	Date	<i>3/27/24</i>
School Board President or Governance Council Chair		Date	

Fine Arts Education Act (FAEA) 2024-2025 Application for K-6 Funding

Due date: May 31, 2024

The purpose of this form is to solicit applications for public education funds through the Fine Arts Education Act (22–15D NMSA 1978).

The Fine Arts Education Act (FAEA) was enacted to provide funding to support school districts to offer opportunities for elementary school students to participate in arts education programs, including dance, media arts, music, theatre, and visual arts in order to encourage cognitive and affective development by

- ◆ training students in complex thinking and learning;
- ◆ focusing on a variety of learning styles and engaging students through success;
- ◆ helping students to devise creative solutions for problems;
- ◆ providing students with new challenges; and
- ◆ teaching students to work cooperatively with others and to understand and value diverse cultures.

This is an opportunity to develop a unique arts program plan, using measurable goals and best practices, effectively connecting students to the curriculum in dance, media arts, music, theatre, and visual arts education programs. Applicants are encouraged to make use of, and incorporate, art resources available within their communities and the ESSA (Title I, Title IV-A), STEM/STEAM, 21st Century, Title I and IV-B, K5 Plus, accelerated learning, community/school funds, ELT, extended learning time, and other funds to enhance the program.

tfleming@cimarronschools.org [Switch account](#)

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* Indicates required question

Email *

tfleming@cimarronschools.org

Name of district or charter school applicant *

Cimarron Municipal Schools

Please check one: *

- School district
- State authorized charter school
- District authorized charter school

Please check one: *

- Renewal application
- New application

District code *

008



Contact person (day-to-day FAEA program management): *

Tessa Fleming

FAEA contact email: *

tfleming@cimarronschools.org

Superintendent (only applicable to school district applicants):

Shannon Aguilar

Charter contact (only applicable to charter school applicants):

Your answer

Mailing address (including state, city, zip): *

165 N Collison Ave. Cimarron, NM. 87714

Telephone: *

575-376-2445



Projected number of K-6 fine arts teachers in SY 2024–2025 for Dance:

0

Projected number of K-6 fine arts teachers in SY 2024–2025 for Media Arts:

1

Projected number of K-6 fine arts teachers in SY 2024–2025 for Music:

1

Projected number of K-6 fine arts teachers in SY 2024–2025 for Theater:

0

Projected number of K-6 fine arts teachers in SY 2024–2025 for Visual Arts:

1

Total projected number of K-6 fine arts students to be served in SY 2024–2025: *

190



Fine Arts Education Act (FAEA) 2024-2025 Application for K-6 Funding

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Goals and Objectives

Arts Education and Equity: Meeting the Needs of All Students



Pedagogy *

How will these funds be used to support art education that is culturally and linguistically relevant? In what way is art taught via student-centered pedagogy?

Art reflects time and place, what is valued and what is universal. It encompasses relationships, connect us with our common humanity, and our need to communicate and express ourselves. Art gives humanity a way to share our experiences, beauty, and emotions as well as being a social statement. Linguistically, art builds non verbal skills as well as all types of linguistic skills and vocabulary development through communication of music, visual art, theater, and media arts. Students who are not able to express themselves through verbal presentation can use art as an effective communication tool. There is a universality quality to art that can be understood regardless of which language a student speaks. Art crosses cultural and demographic lines. When students learn to read or create art, it contributes to vocabulary development and self-discovery. The student becomes experts at their own interests and at what they find beautiful, valuable, and meaningful. Art is taught with the students creating the art that they desire or exploring new mediums and types of art through Choice Based art. Time in class is spent with student directed experiences that relate to their interests and cultural backgrounds as well as personal experiences. In a choice based classroom such as what is used in Cimarron school district, each student is presented with a general concept or a short instruction method then they take that information and apply it to self-directed art concepts and experimentation. Each student is responsible for creating visual art that utilizes Studio Habits of the Mind and the Design process as well as Elements of Art and Principles of Design through self-directed and self-selected choices that they made and what feelings and impressions they wanted to convey. If a student has an interest in a particular concept or has seen something they would like to experience, they are allowed to do the research and experimentation to understand the concept and then to create or try something else. This type of instruction and art room instruction encourages creativity, self-regulation, a wide variety of art choices and student assessment instead of direct instruction that may limit or exclude some students whose interest is different than the instructors.

Goals and Objectives *

List three or more goals and measurable objectives for your visual arts, music, dance, and/or theater programs that are aligned to NM Core Arts Standards, National Arts Standards, and/or Elementary Secondary Education Act (ESSA).



List three or more goals and measurable objectives for your visual arts, music, dance, and/or theater programs aligned with NM Core Arts Standards, National Arts Standards, and/or Elementary Secondary Education Act (ESSA), including—but not limited to—sequential and developmentally appropriate additional Title I or Title IV curricula to ESSA & 21st Century funds to the arts.

NM Core Arts Standards

-National Arts Standards; and/or

-Elementary Secondary Education Act-ESSA-content, including but not limited to-sequential and developmentally appropriate additional Title I or Title IV curricula to ESSA & 21st Century funds to the arts.

Goals

Steps and Outcomes

Steps:

1. Student will be able to plan, create, refine and present artistic ideas and work at all grade levels

Students will be introduced to a TAB/Choice Based art room at the beginning of the year and will practice in each center: painting, drawing, sculpture, clay, paper structure, building with Legos/wooden blocks, recycled art, weaving/lyam, and beading. Students will be introduced to sketchbooks, Studio Habits of the Mind, and self-evaluation procedures on an ongoing basis throughout the year. Students will become independent artist using resources in the art room to create original art and present it using Artist Statements or verbal presentations on a regular basis. Students will be introduced to artists from different cultural background and mediums through video presentations and/or guest artist on monthly basis.

Outcomes: Students creating art that covers different mediums and meeting artistic standards through Elements of Art and Principles of Design.

2. Students will be able to convey meaning and life experiences.

Steps: Students will create original works of art using Studio Habits of the Mind, Express and Observe primarily to link personal experiences to artwork. Presentation to community and school through artshows, displayed works of art.

-Artist statements and verbal presentations

-Study of artists from different backgrounds and mediums.

Outcomes: Students are able to communicate and relate personal art to parts of their lives and the influence of other artist. Students will be able to communicate through verbal or written communication and be comfortable presenting to others their art.

-Students will be able to give meaningful and art rich vocabulary presentation to others.

3. Students will respond and develop critiquing methods for their own and others artwork.

Steps:

Students will engage in oral conversations and presentations to practice constructive critiquing of self and other's art work. Students will keep an ongoing sketchbook to reflect and revise artwork on a regular basis. Students will be able to use art vocabulary through instruction and practice, modeling and review and finally assessment through ongoing artist assessments both informal and formal with teacher.

Outcomes:

Student will become fluent in reflecting and responding to their and others artwork.
-Students strive to better each ongoing art that they are creating.

4. Students will create art and art show for parents and community working on all phases from presentation, verbal and written to set up and critique.

Students will be given dates and rubric to plan and implement artistic creation to represent themselves and the community around them.

Students will study, observe and create presentation of art work through web search, visiting art galleries and talking to professional artists. Students will set up and promote artshow/auction before, during, and after each event. Students will create promotional materials and schedule needed personnel to facilitate art show.

Outcomes: Students will experience artistic presentation and community resources.

Students will understand and gain confidence with presentation of artistic work. Students will have ownership of events.

How frequent are your arts classes, and what is the length of class time? *

2x weekly for 50 mins. a class

What formative and summative assessments are you using to measure students' learning in the arts. *

Studio of Habits self-assessment and rubrics

Portfolio and sketchbooks

Completed work meeting students created rubrics

Daily participation grades

Class Critiques

community art shows



Professional Development: Describe the plan for professional development, training, and/or technical assistance (suggested three to five percent of FAEA funding) in the arts that will be provided for arts teachers and administrators. *

*These include, but are not limited to collaboration with arts associations, participation in local, state, regional and national conferences, workshops. Discuss presenting, participating, and collaborations.

The district provides operational dollars to fully staff that are employed in this position including educational aides to assist in art rooms and STEAM classrooms. Art teacher is afforded material and supplies. The class schedules are built so they have a planning period daily and district allows for additional time for collaboration within the district and each school. District provides location and resources for community performances/art shows as well as additional support for outreach programs.

Teacher is provided funding for TAB training in New Mexico and Colorado as scheduled, NM FAEA Winter conference and ongoing webinars as requested by the art teacher, Art Teacher will be presenting and working with core teachers the concept of TAB/Choice Art structured classrooms and the new National Art Standards during professional development beginning of the year as well to the school board.

Art rooms are equipped with iPads, computers, Media presentation tools and students have personal computers that are allowed to be brought to the classroom upon the request of the art teacher.

Fine Arts Advisory Council (FAAC) *

Briefly summarize below how your FAAC assists in the review of measurable goals and priorities of the program and makes appropriate recommendations for changes or revisions in the program plan and alignment to the budget.

The FAAC and I meet monthly to discuss what is happening in my program and I show them student work and discuss how they meet the NMPED visual art standards. We will set goals together and plan how to meet those goals. This year it was to help ELL Students achieve more in my program.



Licensed school instructors and supervisors to insure excellence in teaching and learning arts education. *

Describe below how your program ensures the use of licensed instructors and, if unavailable, detail how the applicant complies with the requirement that—when an art resource, non-licensed person provides instruction for the arts program—a licensed teacher (the teacher of record) is supervising the program, the instruction, and the provider, including lesson planning.

It is a requirement that when an art resource, non-licensed person provides instruction for the arts program, a licensed teacher (the teacher of record) is supervising the program, the instruction, and the provider, including lesson planning.

Program Plan Summary *

Include below a detailed narrative description and self-evaluation of your instructional program, instructors, and evaluation plan/compliance elements. Discuss any collaborative efforts (community/district/region/state).

The instructional program is run by the district art teacher. The time is spent between both elementary/middle schools in the district. The program is very flexible and always changing to meet the students where they are at. We use a variety of mediums for a variety of projects. The instructor follows that standard evaluation requirements set by the stat. The instructor always performs well on those evaluations. There is collaboration with the district and the community. Community members come to us often for help with projects. Our most recent one is helping with community murals.

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School(s) being served

List the school, district code, location code, grade levels, and projected number of students to be served in SY 2024-25 for all participating schools. If you represent more than 5 schools, you may skip this section and instead please upload an "FAEA Schools being served" excel document which can be found and downloaded from the link in section 4 "uploads".

I am completing this application for more than 5 schools. *

- yes (skip this section and upload your form found under section 4)
- no (complete the information for up to five schools below)



School being served (school 1)

Cimarron Elementary School

Location code (school 1)

033

Grade levels (school 1)

K-4

Number of students (school 1)

50

School being served (school 2)

Eagle Nest Elementary School

Location code (school 2)

047



Grade levels (school 2)

K-4

Number of students (school 2)

66

School being served (3)

Cimarron Middle School

Location code (3)

036

Grade levels (3)

5-8

Number of students (3)

41



School being served (4)

Eagle Nest Middle School

Location code (4)

048

Grade levels (4)

5-8

Number of students (4)

75

School being served (5)

Your answer

Location code (5)

Your answer



Grade levels (5)

Your answer

Number of students (5)

Your answer

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