BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

OCTOBER 28, 2025 MINUTES

Board Members Present: Jim Danner, Board President
Larry B. Garley, Board Secretary
Joanne Silva, Board Member

Board Members Absent: Ralph Fernandez, Board Vice President
Aubrey E. Tucker, Board Member

Administrators Present: Lawrence A. Sanchez, Superintendent
Ben Kingsolver, Technology Coordinator
Annette A. Torrez, Chief Financial Officer
E. Renee Sanchez, Assistant Superintendent
Deborah Baca, Director Health Services
Taira Chavira, Student Nutrition Coordinator

Others Present: Julia Dendinger, Valencia County News Bulletin
Approximately (7) individual in attendance
Approximately (10) individuals watched via streaming

A. **CALL TO ORDER**-Mr. Danner called the meeting to order at 5:00 pm

B. **PLEDGE OF ALLEGIANCE/SALUTE TO THE FLAG OF NEW MEXICO**-Mr. Danner led the pledges.

C. **MODIFICATIONS/ADOPTION OF AGENDA**-Superintendent recommends adoption of the agenda as is. Motion to adopt the agenda as is made by Ms. Silva and seconded by Mr. Garley. Motion passes with all members saying "aye".

D. **APPROVAL OF CONSENT ITEMS**-Superintendent recommends approval of consent items. Motion to approve consent items made by Mr. Garley and seconded by Ms. Silva. Motion passes with all members saying "aye".
(Discussion/Action) (Indicates Items for Consideration by Consent. There will be no discussion of these items unless a Board member so requests, in which event the item may be placed on the regular agenda.)*
AP Report: 10/9/2025-10/22/2025
Board of Education Regular Board Meeting Minutes: 10/14/2025
* Professional Service Agreement with Holcomb Law Office
BARs

FUND	DESCRIPTION	BAR	AMOUNT
23000	Non-Instructional Support	087-000-2526-0076-M	$0.00
27584	Attendance Success Initiative	087-000-2526-0077-D	($100,000.00)
24189	Student Support and Academic Enrichment Title IV	087-000-2526-0078-M	$0.00
24190	Title I - Comprehensive Support and Improvement (CSI)	087-000-2526-0079-I	$30,000.00
24109	Preschool IDEA-B	087-000-2526-0080-M	$0.00
24154	Teacher/Principal Training & Recruiting	087-000-2526-0081-M	$0.00
27528	Community School and Family Engagement Initiatives	087-000-2526-0082-T	$0.00

OPEN FORUM *–Public comments/observations regarding non-agenda items will be considered at this time. Action will not be taken on items presented but may be referred to staff/others. Derogatory comments regarding personnel or matters under litigation will not be allowed. Any person or persons addressing the Board are liable for their own statements NOT the Board* ***(2)***

1-Sam Colombo 24/7 NewMexico.com

2-Jeff Sanders-Outdoor Education at Whitfield

E. SUPERINTENDENT REPORTS

1. Work-based Learning and Internships-Cleveland Smith presented that the Work-Based Learning (WBL) program is designed to bridge the gap between classroom instruction and the workplace by providing students with practical, hands-on experiences. The program's primary goals are to support career exploration, foster teamwork skills, and offer meaningful internships that help students develop essential abilities for their future workforce participation and life beyond school. Through various career exploration activities, including presentations such as the AC Disposal presentation, students gain exposure to different industries and real-world job environments. As of August 15, Belen High School has placed 26 students in internships at sites including the Computer Tech Lab, Sisneros Brothers, AC Disposal, and Central Elementary. By October 6, Infinity High School had placed students across multiple locations such as the Belen Transport Center, Belen Airport, Belen Consolidated School Finance Office, Belen Public Library, Belen Pool, Central Elementary, Gil Sanchez, Belen Warehouse, BMS Library, Belen Family School, and Tierra Grande Improvement. Internship progress is ongoing in departments such as Culinary Arts and Computer Technology, with continued student placements at Sisneros Brothers and the Computer Tech Lab at Belen High School. The program's success is supported by strong partnerships with local organizations and businesses, including AC Disposal, Sisneros Brothers, Belen Transport Center, Belen Airport, Belen Consolidated School Finance Office, Belen Public Library, Belen Pool, Central Elementary, Gil Sanchez, Belen Warehouse, BMS Library, Belen Family School, Tierra Grande Improvement, and Belen Superior. Overall, the WBL program effectively connects students with diverse internship opportunities that enhance career readiness and skill development through valuable community partnerships. Mr. Sisneros spoke about how they were excited about this program. Their company is all about promoting those in our county wanting to work for us and getting hands on experience. The internships contribute to the company and able to have them complete jobs. Last year two young men came in last year and both are still with us this year. This program is exciting and something that is his dad wanted to get done. This program is leading us in the right direction with businesses and only makes our community stronger. Mr. Sanchez commented that one of the interns they have this year he was able to talk with. He asked if they were having fun and the student stated they love what they are doing. He asked how it is affecting their life at school. The student said they come to school everyday now because if they don't come to school, they don't get to work doing what they like to do. He then asked if they were doing better in their core classes and the student said yes and now, they understand better why math is important. Mr. Sanchez stated now this is one student and he wants this for all students. The board thanked them for building these partnerships.
2. ROTC Program-Commander Lacy Mitchell and Gunnery Sergeant Juan Lara along with some of their cadet staff Belen High School, part of the Belen Consolidated School District serving multiple communities in New Mexico, hosts an active Navy Junior Reserve Officer Training Corps (NJROTC) unit established in 2000. The unit, led by SNSI LCDR Lacy Mitchell and NSI GySgt Juan Lara, currently enrolls about 100 cadets and has earned multiple Unit Achievement and Distinguished Unit Awards over the years. The NJROTC mission, guided by the National Defense Act of 1918, focuses on instilling leadership, teamwork, citizenship,

and preparation for life. The Naval Science curriculum covers customs and courtesies, leadership fundamentals, citizenship responsibilities, health and first aid, basic seamanship, and naval history. Belen NJROTC cadets participate in a wide range of scheduled events throughout the year, including parades (Belen Fiesta, Valencia County, NM State Fair), drill competitions (Early Bird, Four Corners, Duke City, Area 20), athletic and team-building events such as Hoover Ball and Raider Meets, academic competitions like Brain Brawl and JLAB, and various community service activities including veterans' flag placements and clean-up efforts. The cadet team is organized into specialized groups such as unarmed and armed drill teams, physical fitness, color guard, academic team, marksmanship, and raider team. Drill practices build discipline, precision, and leadership through marching and movements, while Hoover Ball promotes teamwork and physical conditioning. Student involvement extends beyond NJROTC with many cadets participating in sports and leadership roles on campus. Notable leadership and STEM activities include underwater robotics, drone and basic electricity training, as well as leadership academies. Among the senior class, 10 are enrolled in four-year colleges, one in a two-year college, and three are entering the Navy. The unit has earned numerous awards including Most Improved Unit, Area 20 Unit Achievement Medal, first place in the NM State Fair Parade, and top placements in Hoover Ball and Raider competitions. Several cadets have also received national and military honors from organizations like the American Legion, Daughters of the American Revolution, and Sons of the American Revolution. Overall, the Belen High School NJROTC program demonstrates strong commitment to leadership development, community involvement, and academic and physical excellence, preparing cadets for success in college, military, and civilian careers. The board thanked them for coming in and on the awesome job that they are doing. Commander Mitchel stated the cadets put a lot of effort in. Mr. Danner thanked them for their service, their future service, and what they have done for the schools.

3. Parent Teacher Conferences-E. Renee Sanchez presented that a total of 250+ responses were received from teachers, highlighting both positive outcomes and challenges experienced during the conference period. Additionally, feedback was collected from parents, with 147 responses submitted. This feedback provides valuable insights into the perspectives of both educators and families, helping to inform future improvements in communication and collaboration between parents and teachers. Overall parents were happy of their children's academic progress. Some of the positives were the student led conferences, clean data, increased parent engagement. Parents really expressed appreciation for the school's welcome transparent atmosphere and teaching methods. Some of the challenges were some parents lacked access to parent portal, communication gaps with families and need for support with technology. There were 2510 conferences schedules, attended were 2256 90%.
4. BOY AMIRA ELA and Math K-2. Renee Sanchez reviewed the FY26 K–2 Beginning-of-Year assessment results from formally I-station and now AMIRA for ELA and Math across Kindergarten through Grade 2. In ELA, Kindergarten strengths include phonemic awareness and vocabulary, with challenges in listening comprehension and letter recognition. Mr. Danner asked if she saw any relationship between proficiency scales and what is on the test. Ms. Sanchez answered she had. Grade 1 shows strengths in spelling and phonemic awareness while facing challenges in letter knowledge and letter recognition. Grade 2 strengths include spelling and comprehension, with identified needs in text fluency and vocabulary. Mr. Danner asked how the challenges will be addressed in the future. Ms. Sanchez stated they will address them by looking at the platform to strength the listening piece and test taking strategy. Mr. Sanchez stated that what he has heard across the state is that it is not working as well as they said. In Math, Kindergarten strengths are in computations and algebraic thinking, with challenges in number sense, measurement and data analysis, and geometry. Grade 1 strengths include geometry and computations/algebraic thinking, while number sense and measurement/data analysis are

areas for improvement. Grade 2 similarly shows strengths in geometry and computations/algebraic thinking, with ongoing challenges in number sense and measurement/data analysis. Observations noted that early phonemic awareness in K and Grade 1 supports decoding development but persistent gaps in letter knowledge/recognition require targeted foundational instruction. Grade 2's strengths in comprehension and spelling are positive, yet weaknesses in vocabulary and text fluency could limit reading progress if not addressed. For Math, repeated strengths in computation and geometry suggest effective practice in those areas, but persistent weaknesses in number sense across grades are a concern because number sense underlies later mathematical learning. Measurement and data analysis were consistently flagged as areas for growth. Recommended priority goals for the period from BOY to Winter include: (ELA) strengthening letter knowledge and recognition in Kindergarten and Grade 1 through daily structured phonics and letter-sound routines, building Grade 2 vocabulary through explicit instruction of tier-2 words linked to classroom texts, and improving Grade 2 text fluency using repeated-reading strategies and fluency monitoring; and (Math) improving number sense across K–2 through manipulatives, number talks and routines focused on place value and flexible strategies, addressing measurement and data analysis with hands-on measurement tasks and simple data collection/graphing activities, and continuing to reinforce strengths in computations/algebraic thinking and geometry while connecting them to number sense and measurement. Proposed classroom and intervention strategies include daily 5–10 minute letter identification and phonics warm-ups for K–1, small-group differentiated phonics instruction for students below benchmark, weekly vocabulary routines integrated into read-aloud and writing, and fluency practices such as choral and repeated reading for Grade 2 with monitoring of words correct per minute. Math strategies include daily number-sense routines (number talks, ten frames, subitizing), concrete-to-representational tasks using manipulatives for addition/subtraction and place value, measurement and data stations for hands-on activities and simple graphing, and small-group interventions focused on number composition, missing addends and comparative reasoning. Progress monitoring should consist of short, frequent checks (weekly or biweekly) for targeted skills: letter-sound probes for K–1, one-minute fluency passages and brief listening-comprehension checks for Grade 2, and brief number-sense probes, quick measurement tasks and short data-interpretation questions for Math. Reassessment at the Winter checkpoint using the same BOY instruments is recommended to measure growth and adjust interventions. A six-week action plan was proposed: Week 1 — review data, form intervention groups and schedule routines; Weeks 2–3 — launch daily warm-ups and small-group intervention cycles (20 minutes, 3–4 times per week); Week 4 — conduct mid-cycle progress checks and regroup as needed; Weeks 5–6 — intensify instruction, integrate cross-curricular applications and prepare for Winter reassessment; ongoing weekly teacher check-ins to review progress and update plans. Resource recommendations include procuring manipulatives (ten frames, counters, base-ten blocks), nonstandard and standard measurement tools, leveled texts for fluency practice, picture-word cards for vocabulary, and assessment recording sheets, along with PLC time for data review and coaching for targeted interventions. The board was advised that failure to address foundational gaps in letter recognition and number sense could hinder students' ability to meet grade-level expectations in subsequent years, and that implementation will require allocation of teacher planning time and resources. Action items proposed for board approval are: (1) authorize rollout of the targeted BOY→Winter intervention plan for K–2 in ELA and Math as summarized; (2) approve funds or confirm district inventory for essential manipulatives and leveled texts to support interventions; (3) approve scheduling of PLC time and targeted coaching for K–2 teachers; and (4) receive quarterly progress updates, with Winter assessment results presented at the next scheduled board meeting. Next steps include Curriculum & Intervention Leads finalizing group rosters and intervention schedules within one week, completing materials procurement within two weeks or confirming district

inventory, and sharing Winter reassessment dates and the reporting template with the board.

5. Structured Literacy Block-E. Renee Sanchez went over the Structured Literacy Block resource aligning with the BCS Instructional Model, which integrates structured literacy practices K–12 and is supported by proficiency scales and aligned assessments to monitor and guide student progress across content areas. The model emphasizes three core elements—feedback (specific information provided to and from teacher and learner to clarify and guide learning), content (lessons progressing from direct instruction through use and review), and context (attending to student psychological needs such as engagement, belonging, and high expectations)—with the overarching purpose of ensuring every student meets district growth targets through instruction focused on clarity, proficiency scales, and success criteria. Citing research by John Hattie, the resource notes that teacher clarity has an effect size of 0.85, underscoring the importance of consistently providing clear learning goals, proficiency scales, and aligned assessments so that all students can reach their learning targets. The instructional model is situated within the district's competency-based education framework and priorities: a safe, supportive, collaborative culture; effective teaching in every classroom; a guaranteed and viable curriculum; standards-referenced reporting of student progress; and clarity for high-quality instruction. District materials and supports named include standards (K–12 SALSA), adopted HQIM (SAVVAS for Math and ELA; my View K–5; my Perspectives 6–12), supplemental resources (Discovery K–3; Elevate 4–12; Express Track 4–12; Curriculum Associates Ready Common Core; i-Ready/Ready Common Core) and Reading Horizon as an in-progress science-of-reading initiative. Proficiency scales and progression of learning are highlighted as key to coherent curriculum delivery and monitoring. Key components of the structured literacy approach are identified as phonological awareness, phonics, fluency, vocabulary, and comprehension. The resource provides a 90-minute reading lesson example with a six-step vocabulary routine and suggested time allocations and materials: a 10-minute phonological awareness warm-up using Reading Horizon activities; 20 minutes of phonics instruction with word cards and HQIM phonics lessons; 20 minutes of guided reading using grade-level texts from my View/my Perspectives; 15 minutes of fluency practice employing repeated or partner reading strategies; 10 minutes of vocabulary development with word walls and explicit instruction; 10 minutes of comprehension application leveraging i-Ready and Ready Reading strategies; and a 5-minute closure with exit tickets or self-assessment aligned to proficiency scales. Each segment is linked to structured literacy principles, the science of reading, and district HQIM alignment, with an emphasis on clear learning goals, student ownership, evidence-based practices, and ongoing progress monitoring. The alignment of the BCS Instructional Model with district priorities including literacy and numeracy goals and community and parent involvement is noted. The model's explicit connection to district growth goals, site 90-day plans, annual and interim goals, and critical actions underscores expected adult behaviors and leadership strategies to implement the model consistently across schools. Implementation considerations include the need for PLC time, coaching for teachers on proficiency scales and structured literacy routines, and procurement or confirmation of district inventories for any supplemental materials. Successful implementation will require clarity of expectations, sustained professional learning, and regular monitoring using proficiency scales and aligned assessments. Potential risks include uneven implementation without adequate coaching or time for teachers to plan and internalize routines, and delayed adoption of Reading Horizon resources currently in progress. Recommended action items are: authorize rollout of the Structured Literacy Block aligned to the BCS Instructional Model; allocate time and resources for professional learning and coaching; confirm materials and curricular resources availability; and schedule progress updates tied to site 90-day plans and district growth checkpoints. Next steps assigned include district leaders finalizing implementation timelines and PLC/coaching schedules, confirming resource inventories within two weeks, and providing a reporting template and

the first progress update at the next growth checkpoint.

F. BOARD REPORTS

1. Finance Committee Meeting October 22, 2025-Ms. Silva stated the reviewed the RfR report and all of the funds that are reimbursed with a focus on Title I and IDEA B. Ms. Torrez did share that there are ever changing supporting document requests from PED that the district does need to adhere to. As of October 22nd, when the meeting was held the total RfR amount submitted with $758,477.83, total approved is $751,750.68, and the total outstanding is $6,727.15. Mr. Danner stated that is a major accomplishment. Mr. Torrez also shared the operational GL budget report. Reviewed 1st quarter balances and compare function percentages. The 1000 function which is direct classroom instruction, we are at 48% and when combine that with the 2100 function which is direct student support, we are at 58%. Which means spending 58% on students. The goal is 60% and we are right there. Ms. Torrez added that this includes cash balances this is operational fund. Mr. Danner stated this is a critical statement from finance that 60% of our budget is for taking care of students. This speaks well. Ms. Silva continued that the total budget for 1st quarter is $62,597,811.67. Also went over OBMS budget reports OBMS (Operating Budget Management System) Revenue Report for all current funds. The OBMS Expenditure Detail Report – Discuss and review larger funds and discuss the differences in the way funds are identified; direct, flow through, local, and state. Operational fund matches the OBMS report.
2. Construction Committee Meeting October 22, 2025, Mr. Garley stated they met and covered many things happening in the school district. DCE Sewer Line: Cured in place pipe lining (CIPP) scheduled to be completed Fri. 10/24 and Sat. 10/25 to address failed cast iron waste line discovered running through concrete footing. Mr. Sanchez stated it was completed and those teachers affected moved back into their classroom yesterday. DCE Kitchen/Cafeteria: All utilities have now been connected and equipment has been fired and tested. Final EID inspection to be completed at earliest availability. Mr. Sanchez stated final inspection occurred yesterday and cooks back in the kitchen and students spent their first day in the portable dining hall. BHS Career Academy HVAC: Rooftop unit installation fully completed. Installation of new ANSUL system for kitchen hood scheduled for Mon. Nov. 3. Owner training and final walkthrough to identify any outstanding punch list items to follow. BHS Gym and Weight Room re-roofs: NOA's have been issued and schedule to be determined pending plan submittal and project permit approval. GSE retaining wall installation Phase I completed on Mon. 10/20. Phase II starting on Mon. 10/27. BHS 900 wing retaining wall installation to follow upon completion at GSE. LPE Drainage Repairs: Storm drains to be cleared of silt and sediment prior to silt fencing and erosion control wattle installation to mitigate future sediment incursion. NMDOT LGRF (local government road fund) LPE Parking Lot Improvements: Project has received environmental certifications and is approved to move forward. Preconstruction meeting to be scheduled in the upcoming days to determine construction schedule.
3. Policy Committee Meeting October 22, 2025-Mr. Danner stated that most of what was discussed at the meeting were things that were not really brought to the board, but what administration are responsible for, which were exhibits and regulation that dealt with student discipline and records. One thing that was discussed and will take time has to do with Non-Consensual Intimate Imagery including AI generated content. We have taken it to our lawyer. We have to come up with a policy and in the process of getting ideas and how to be looking to the future rather than react later. Mr. Sanchez stated we did hear back from legal, and they like the initial wording so we can now bring it back to policy. Mr. Danner continued that they discussed exhibits, etc. and policies, and making sure they are matching our working agreements with the two unions.
4. Audit Committee Meeting October 22, 2025-Mr. Garley stated they met. The auditor is Cordova CPA. We went over the engagement letter, which described the scope and objectives. Mr. Danner stated that Ms. Torrez let them know this audit is going smoother

than in the past. We are moving right along, and it is due November 15th. We are limited to what we can say about audit.

As allowed by the New Mexico Open Meetings Act, on occasion a quorum of board members will attend the same function, including those held at school sites, at the district level, as well as sports functions, conferences, workshops, trainings, and community events. Members agree to refrain from discussing and/or acting upon board issues in those settings.

G. ACTION ITEMS

1. Consideration of approval: for the disposal and auction of general fixed assets and obsolete items-Superintendent recommends approval. Motion to approve made by Mr. Garley and seconded by Ms. Silva. Individual votes 3-0, motion passes.
2. Consideration of approval: purchase to Dell Marketing for student laptop computers in the amount of $540,000.00 fund 31900-Superintendent recommends approval. Motion to approve made by Mr. Danner and seconded by Ms. Silva. Mr. Garley asked how many computers we will be able to purchase. Ms. Torrez answered 600. Mr. Danner asked if this was Ed Tech money. Ms. Torrez confirmed it was. Individual votes 3-0, motion passes.
3. Consideration of approval: purchase to Labatt Food Service for food items to prepare student meals in the amount of $225,000 fund 21000-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Garley. Individual votes 3-0, motion passes.
4. *Consideration of approval: for the Professional Services Agreement with Holcomb Law Office

H. ADVANCED PLANNING

1. Regular Board Meeting November 11, 2025 5:00 pm

I. BOARD COMMENTS-Mr. Garley stated he read something interesting in the News Bulletin. Los Lunas was ranked #8 in 6A, Belen ranked #8 in 5A, and Valencia was ranked #8 in 4A in the state. Mr. Sanchez thanked Ms. Chavira. When Mr. Smith spoke about the food certification, Ms. Chavira has worked closely with Mr. Smith. Her department is going to be doing the certification to provide these opportunities. It is appreciated that you are providing these opportunities.

J. ADJOURNMENT-Mr. Danner adjourned the meeting at 7:19 pm

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Jim Danner, Board President

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Larry B. Garley, Board Secretary

Respectfully submitted:

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Cyndi Shawver, Recording Secretary