BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

AUGUST 25, 2026 MINUTES

Board Members Present: Jim Danner, Board President (arrived 5:34pm)
Aubrey E. Tucker, Board Member
Larry B. Garley, Board Secretary
Joanne Silva, Board Member

Board Members Absent: Ralph Fernandez, Board Vice President

Administrators Present: Lawrence A. Sanchez, Superintendent
E. Renee Sanchez, Assistant Superintendent
Ben Kingsolver, Technology Coordinator
Deborah Baca, Director of Health Services
Antonio Sedillo, Director Support Services
Baylor Del Rosario, Director Special Education
Margaret Manning, Principal Rio Grande Elementary
David Ryan, Principal La Merced Elementary
James Cordova, Assistant Principal La Merced Elementary
Martha Navarro, Gil Sanchez Elementary
Cheri Montoya, Principal La Promesa Elementary
Rhett Burt, Principal Belen High
Deanna Barela, Assistant Principal Belen High
Jennifer Vigil, Assistant Principal Belen High
David Marquez, Principal Dennis Chavez Elementary

Others Present: Approximately (24) individuals present
Approximately (22) individuals watched via streaming

A. **CALL TO ORDER**-Meeting called to order at 5:01pm

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

C. **MODIFICATIONS/ADOPTION OF AGENDA**-Superintendent recommends adoption of the agenda as is. Motion to adopt the agenda made by Ms. Silva and seconded by Mr. Tucker. Individual votes 3-0, motion passes.

D. **APPROVAL OF CONSENT ITEMS**-Superintendent recommends approval of consent items. Motion to approve consent items made by Mr. Tucker and seconded by Ms. Silva. Individual votes 3-0, motion

passes.

(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: 08/06/2026-08/19/2026
Board of Education Regular Board Meeting Minutes: 8/11/2026
MOU Journey to Wellness Counseling
Sponsorship from Domino's Pizza in the estimated amount of $1500 for athletic events
Purchase Approval

Vendor	DAC	Total Amt.	Reference
AMIRA LEARNING, INC	Federal Programs	$80,555.19	Supplemental learning material
U.S. BANK/DragonFly	Athletics	$55,000.00	Payment for officials
IMAGINE LEARNING LLC	Instruction & Curriculum Services	$57,734.50	Edgenuity - EdgeEX
CONVERGEONE	Technology	$55,909.30	Communications license renewal
PANORAMA EDUCATION INC	District	$52,650.00	Renewal

BARs

Fund	Fund Name	Bar	Adjustment
24101	Title I Part A - ESEA	087-000-2627-0020-I	$670,177.33
24189	Student Support Title IV	087-000-2627-0021-I	$110,812.09
27107	27107 GOB Library	087-000-2627-0022-I	$909.05
24196	Stronger Connections Grant	087-000-2627-0023-M	$0.00
24196	Stronger Connections Grant	087-000-2627-0024-T	$0.00
24109	Preschool IDEA-B	087-000-2627-0025-M	$0.00
31100	GO Bond Building	087-000-2627-0026-M	$0.00
21000	Food Services	087-000-2627-0027-M	$0.00
24154	Teacher/Principal Training	087-000-2627-0028-M	$0.00
31900	Ed. Technology Equipment	087-000-2627-0029-T	$0.00
11000	Operational	087-000-2627-0030-I	$140.33
26107	REC/Ed Fellows	087-000-2627-0031-I	$123,245.57
26107	REC/Ed Fellows	087-000-2627-0032-IB	$528,000.00
11000	Operational	087-000-2627-0033-M	$0.00
11000	Operational	087-000-2627-0034-M	$0.00
25153	Title XIX MEDICAID	087-000-2627-0035-M	$0.00

E. 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*

F. SUPERINTENDENT REPORTS

1. Instructional Hours Requirement-Lawrence A. Sanchez presented. The New Mexico Public Education Department requires all students to receive at least 1,140 instructional hours annually, combining instructional time with allowable professional work hours within specified caps. For grades K-6, schools must provide 1,080 minimum instructional hours with students plus up to 60 professional work hours, while grades 7-12 require 1,110 instructional hours plus up to 30 professional work hours. A full instructional day must include at least 5.5 hours and no more than 7.5 hours, while a half day requires at least 3.5 hours, with a mandatory 30-minute lunch period that does not count

toward instructional time. Remote learning is limited to four days or 32 hours per year, with each remote day meeting daily minimum hours and being at least 50% synchronous instruction. When weather or emergencies disrupt school, districts can delay or release early, cancel completely, convert to remote learning within caps, or schedule make-up days, but they must update their calendar in the Online Budget Management System (OBMS) promptly. If disruptions cause total hours to fall below 1,140, districts must revise their calendars with board approval to meet the minimum requirement through make-up days, added minutes, or remote conversions. To maintain K-12+ funding after cancellations, districts must make up missed days or convert them to remote learning days while meeting all requirements, and four-day-week schools must be careful since adding a fifth instructional day in any week changes their calendar to a five-day week, affecting K-12+ thresholds. Hardship waivers may allow flexibility with length-of-day limits and remote learning requirements as long as the 1,140 annual hours are met, but K-12+ qualifying days and associated funding cannot be waived. Districts must submit calendars in OBMS with their operating budget for compliance validation, K-12+ program unit calculation, and public transparency, updating the system whenever changes occur but not including planned make-up days on the initial submission. Regarding BCS specifically, the district cannot currently add a 10- or 15-minute recess to the daily schedule because the teacher collective bargaining agreement mandates a 6.5-hour workday while elementary students receive 6.17 hours of instruction, leaving only 20 minutes that schools need for supervised student pickup and drop-off. To accommodate additional recess time in future years, the district could either add 10 instructional days to the student calendar, which would allow 15 minutes of extra recess daily with a 5-minute passing period, or negotiate a 20-minute increase to the staff workday in upcoming union negotiations.

2. Drama- The Belen High School Drama and Stagecraft program, led by Mr. Ramsell, aims to help students develop the knowledge, skills, and relationships necessary to become successful independent artists. Drama 1 focuses on fundamental performance skills for students interested in theatre, emphasizing cooperative, creative, critical thinking, and problem-solving abilities, with the goal of helping students become comfortable performing in front of crowds, confident under pressure, collaborative, creative, and proficient in reading and writing. Drama 2 emphasizes improvisation, creativity, collaboration, and critical thinking, with the major project being the creation of a full-length original play where students maintain creative and logistical control under teacher guidance. Advanced Drama serves as both an advanced-level course and the creative team of the Drama department, studying advanced acting and directing techniques, theatre history, textual analysis, and research while helping choose and produce plays and discussing budgeting, planning, and the department's future. Stagecraft 1 introduces students to technical theatre production aspects including set design and construction, lighting and sound design and operation, stage management, backstage crew, costume and props design, marketing, front-of-house operations, budgeting and purchasing, set safety, textual analysis, and collaborative work. Stagecraft 2 students work at a more advanced and independent level, moving from exploration to implementation and experimentation as they design sets, lighting, sound, and props, run shows and crews, and create promotional materials. The program produces various performances including devised theatre, a biennial haunted house, Advanced Drama productions, and an annual open-audition production that alternates between musicals and non-musicals. Drama students spoke about what they have learned an like about the program. The Board thanked them for their presentation.
3. FY27 School 90-Day Plans-Ms. E. Renee Sanchez introduce the principals.
    a. RGE-Margaret Manning presented Rio Grande Elementary's 2025-2026 school year data. It shows varied student performance across multiple assessments. In Amira Reading for actual growth, 50 kindergarten students met goals with 1 not meeting, 47 first graders met goals

with 5 not meeting, and 57 second graders met goals with 6 not meeting, while for expected growth, 43 kindergarteners met goals with 8 not meeting, 31 first graders met goals with 21 not meeting, and 32 second graders met goals with 31 not meeting. iStation Math results show kindergarten performance at 49% Level 1-2, 14% Level 3, and 37% Level 3-4 at the beginning of year, improving to 9% Level 1-2, 21% Level 3, and 70% Level 3-4 by end of year, with similar progression patterns for first and second grades. The iMSSA 2025-2026 reading assessment showed improvement from 52% needing support at beginning of year to 28% at end of year, with students on target increasing from 23% to 45%, while math improved from 82% needing support and 0% on target at beginning of year to 17% needing support and 38% on target at end of year, and language usage improved from 45% needing support and 15% on target to 14% needing support and 50% on target. For 2026-2027, the school has set math goals of 80% for kindergarten, 70% for first grade, 60% for second grade, and 51% for third grade on NM-MSSA, with ELA targets showing individual students achieving 13% growth on NMMSSA and 6.5% growth on iMSSA from beginning to middle of year, and math targets of 10% growth on NMMSSA and 5% growth on iMSSA. Critical actions for ELA include using Horizons for explicit phonics instruction, modeling sound-symbol relationships and decoding, practicing with decodable texts, building automaticity with high-frequency words, using approved supplemental texts, teaching students to answer literal and inferential questions with evidence, and implementing the writing process with graphic organizers. Math critical actions involve professional learning on new curriculum implementation including Everybody Math for grades 1-3, modeling numbers and operations in base ten, fluently adding and subtracting within 1,000, solving word problems, using proper symbols and vocabulary, finding area of rectangles, partitioning shapes into unit fractions, and creating and interpreting scaled graphs and line plots. The school uses a Multi-Layered System of Support with Layer 1 providing universal supports through high-quality materials and screeners, Layer 2 offering targeted supports with progress monitoring during PLC meetings, and Layer 3 delivering intensive interventions with continued grade-level content exposure and individualized skill-based documentation. Student surveys showed improvement from middle to end of year in sense of belonging increasing from 67% to 76%, self-management from 65% to 69%, self-efficacy from 58% to 61%, school climate from 67% to 72%, engagement from 51% to 65%, with social awareness at 68% and school safety decreasing slightly from 64% to 60%. Parental engagement is maintained through bilingual English and Spanish newsletters, monthly calendars with important information, and the Thrillshare app for information distribution.

b. LME-David Ryan presented La Merced Elementary's 90-Day Plan for 2026-2027. The plan builds on achievements from the 2025-2026 school year, during which the school decreased chronic absenteeism by 19%, increased daily attendance by approximately 3%, won three out of ten BCS monthly attendance awards, and had eight out of 21 core teachers accomplish BCS board goals in ELA, math, or both, including all kindergarten and fourth-grade teachers and two-thirds of the third-grade team. The school's goals are to increase proficient and advanced scores by 6% and decrease novice and nearing proficient scores by 6% in ELA by the end of Semester 1 as measured by iMSSA MOY assessment for grades 3-6, and to increase proficient and advanced scores by 5% while decreasing novice and nearing proficient scores by 5% in math using the same assessment. The identified performance challenge is that LME has inconsistent implementation of Layer 2 and 3 MLSS supports due to limited schoolwide professional learning, inconsistent use of data to identify and monitor scholar needs, and the absence of a consistently implemented intervention system, resulting in scholars who require targeted support not consistently receiving timely,

appropriately matched interventions or systematic progress monitoring. The plan focuses on school leadership and systems, with administration providing ongoing job-embedded professional learning and coaching on MLSS Layers 1 and 2, including using student achievement data to identify needs, establish targeted intervention groups, select evidence-based strategies, and monitor progress, while supporting implementation through PLC data reviews, classroom observation and feedback cycles, and regular monitoring of intervention groups. New team members include Melissa Sanchez as Literacy Champion supporting literacy interventions during Horizons block and PLC meetings, and Etna Garcia as Bilingual and EL Specialist responsible for delivering ELD standards, WIDA Can Do descriptors, Language Chart booklets, reviewing language standards, and providing ongoing support for bilingual teachers in progress monitoring, lesson planning, and assessment. The implementation path includes seven key actions: launching a dedicated K-6 Reading Horizons block with push-in support for differentiated literacy instruction, establishing a consistent PLC data-analysis process with administrator attendance at all meetings, establishing biweekly observation and feedback cycles including literacy walkthroughs, implementing an eight-session professional development series on active engagement and MLSS, implementing and monitoring targeted interventions through Panorama with appropriate goals and progress monitoring, regularly reviewing scholar groupings and intervention response data to adjust supports, and providing additional targeted supports based on walkthrough data and achievement results. MLSS Layer 1 core instruction includes high-quality instructional materials such as Reading Horizons, Amira, Everybody Math, McGraw Hill, SAVVAS myView and myPerspectives, a dedicated Reading Horizons block with push-in support, standards-aligned learning targets, active engagement strategies, frequent checks for understanding, strategic movement, explicit vocabulary instruction, teacher modeling and guided practice, immediate feedback, accommodations, and a three-step process of instruction, deepening understanding, and application of knowledge. Layer 2 targeted supports include small-group reading or math intervention, increased guided practice and repetition, additional remediation, skill-specific intervention groups based on assessment data, check-in/check-out, targeted behavior or SEL groups, attendance interventions, increased progress monitoring frequency, short-term intervention cycles with specific goals, parent communication, intervention documentation in Panorama, regular PLC data review, and flexible regrouping based on response. Layer 3 intensive supports include individualized or very small-group intervention such as HIT tutoring, increased intervention frequency and intensity, intensive reading intervention targeting specific skill deficits, individualized fluency and comprehension intervention, more frequent progress monitoring, individualized behavior plans, increased adult support, individualized learning goals, collaboration among all staff and families, formal data meetings to review effectiveness, and referrals for additional evaluation when appropriate. The professional development schedule includes seven sessions covering the research-based rationale for active engagement through cognitive development and memory, creating predictable classroom routines to reduce cognitive load and maximize instructional time, developing strategies for increasing participation through movement and questioning, using Depth of Knowledge to align learning targets and tasks with standards, applying MLSS Layers 1-3 to match support to scholar needs, strengthening formative assessment and progress monitoring, and integrating all components into a cohesive instructional approach. The La Merced Elementary Instructional Model encompasses feedback through clear learning goals, scales, rubrics, progress tracking, success celebration, and assessments; content through directing with direct instruction and chunking, practicing and deepening with structured sessions,

knowledge application with cognitively complex tasks, and strategies including reflecting and revising knowledge; context through engagement by noticing disengagement and using physical movement, establishing rules and procedures, building relationships by understanding backgrounds and showing affection, and communicating high expectations by demonstrating value to reluctant learners and probing incorrect answers.

c. GSE-Martha Navarro presented Gil Sanchez Elementary's 2026-2027 90-Day Plan. The plan addresses 285 students across grades K-6 with 15 homeroom teachers, 6 additional certified staff, and 6 paraprofessionals, distributed as 40 kindergarteners with 3 teachers, 39 first graders with 2 teachers, 38 second graders with 2 teachers, 47 third graders with 2 teachers, 39 fourth graders with 2 teachers, 50 fifth graders with 2 teachers, and 32 sixth graders with 2 teachers. K-2 data review shows that 56.14% of students met expected growth goals while 43.86% did not, with 22.81% of students decreasing in levels on Amira assessments, 39.47% staying within their level, 25.44% achieving one full level of growth, and 12.28% achieving more than one level of growth. The iMSSA data reveals that while 66% of third graders, 69% of fourth graders, and 68% of fifth graders made expected or above expected growth in reading, proficiency rates remained critically low at only 37% for third grade, 34% for fourth grade, and 42% for fifth grade, indicating students are improving but starting from significantly below grade-level baselines without closing the gap. In math, 66% of third graders made expected growth with 27% proficiency, 59% of fourth graders made expected growth with 27% proficiency, and 69% of fifth graders made expected growth with 54% proficiency, with fourth grade showing the weakest performance and a 73% non-proficiency rate indicating potential instructional breakdown at this critical transition grade where mathematical concepts become more abstract. School culture data shows that only 20% of EL students met growth goals while 80% did not, chronic absenteeism reached 39.62% for the 2025-2026 school year, 46% of students felt they could understand complicated ideas discussed in class, 39% felt sure they could do the hardest work assigned, 52% said they often pay attention and ignore distractions, and 48% said they remain calm when bothered. The school's first goal focuses on creating a positive school culture where all students, families, and staff receive consistent support and achieve success, with benchmark goals including 100% PBIS training with 80% implementation at the 90-day mark, 100% PAX Good Behavior Game training with 75% implementation at the 90-day mark, bi-weekly administrative observations with 48-hour feedback loops, transparent data-sharing practices, 80% attendance at three family partnership events by end of year, stakeholder voice through School-Based Leadership Team and Eagle Voice, and baseline data collection through a Life Skills Survey in Fall 2026. Goal two targets ELA with each grade reducing novice and nearing proficiency students by at least 12% and increasing proficient and advanced students by at least 12% by May 2027 as evidenced by NM-MSSA Reading Assessment results, with a 90-day benchmark of 6% score increase on iMSSA. Goal three targets math with each grade reducing novice and nearing proficiency students by at least 10% and increasing proficient and advanced students by at least 10% by May 2027 as evidenced by NM-MSSA Math Assessment results, with a 90-day benchmark of 5% score increase on iMSSA. ELA performance challenges include a growth-proficiency gap where students improve but start significantly below grade level, degradation of literacy skills due to inadequate foundational instruction in early grades, and English learner intervention issues with only 20% meeting growth goals. Math performance challenges include a disconnect between growth and proficiency where students grow but don't catch up to grade-level standards, Layer 1 core instruction inadequacy with instructional inconsistency and potential curriculum misalignment, and intervention effectiveness concerns with Layer

2 and 3 interventions being inconsistent, insufficiently intensive, lacking alignment with core instruction, and having insufficient progress monitoring. School culture challenges include chronic absenteeism disrupting relationship-building and data collection, low student self-efficacy leading to avoidance behaviors and reduced engagement with rigorous instruction, EL access issues with teachers lacking training in effective EL instruction and families facing language barriers, and an "I" versus "we" mentality. Critical actions for ELA include establishing data systems and protocols through PLC and MLSS models, implementing standards-aligned instruction with high-quality instructional materials to support horizontal and vertical alignment, embedding EL instruction and cultural responsiveness, administering and analyzing common formative assessments built through BCS SALSA and Proficiency Scales, and implementing bi-weekly Amira data analysis with progress monitoring in Panorama and coaching cycles by literacy coach Christine Holder. Critical actions for math include implementing standards-aligned instruction with high-quality materials for horizontal and vertical alignment, participating in professional learning and job-embedded coaching, practicing new instructional strategies within a reasonable time after training, observing peer classrooms quarterly to see effective math instruction across MLSS levels, participating actively in PLCs by sharing challenges and analyzing data, tracking and sharing implementation fidelity data transparently, documenting interventions consistently in Panorama, and co-planning weekly between EL and classroom teachers to preview content and pre-teach vocabulary. Critical actions for culture include implementing school-wide behavioral expectations using PBIS and PAX Good Behavior Game, providing transparent data-sharing practices to celebrate growth and identify needs, conducting bi-weekly administrative observations with 48-hour feedback loops aligned with the BCS Instructional Model, implementing a school-wide PLC-friendly schedule with 100% teacher participation in weekly 90-minute planning sessions to review data and prepare for MLSS needs, and monitoring and celebrating good attendance, high academics, and positive behavior through the Eagle Voice Student Committee. The Gil Sanchez Instructional Model focuses on feedback through clear learning goals, scales and rubrics, tracking progress, celebrating success, and using assessments; content through direct instruction with chunking, knowledge application with cognitively complex tasks, and reflection on learning; and context through engagement by noticing disengagement, motivating students, establishing rules and procedures, understanding backgrounds and interests, building relationships, and communicating high expectations. The 2026-2027 schedule includes breakfast and morning work from 8:25-8:45am, ELA/Literacy Block core instruction from 8:45-9:30am with specials push-in, grade-specific classes from 9:35am-2:05pm with lunch periods from 11:15am-12:25pm, resource staff PLC time from 2:10-2:55pm, 15-minute Everybody Math from 2:55-3:15pm, and dismissal at 3:16pm, featuring a core ELA block with push-in support, 90-minute data tracking and collaboration time, and built-in HIT time for MLSS Layer 2. Desired outcomes for ELA include data-centered teaching with 6% score increases by beginning of year and 12% by end of year, increased student access to grade-level instruction through standards-based instruction using high-quality materials and MLSS implementation, transparency of assessment data during prep and planning time, and student ownership of learning targets. Desired outcomes for math include closing achievement gaps, increasing transparency and partnership, increasing student access to grade-level instruction through standards-based instruction with high-quality materials and MLSS implementation, and student gains of 5% by middle of year and 10% by end of year. Desired outcomes for culture include decreasing chronic absenteeism from 39% to 29%, student and family involvement leading to positive school culture and student success on end-of-year assessments and life

skills surveys, and student positive behavior leading to positive school culture and student success on middle-of-year assessments and life skills surveys.

4. Professional Learning Days-E. Renee Sanchez presented the FY27 Belen Consolidated Schools Professional Learning Survey, conducted from July 31 to August 6, 2026, gathered feedback on professional learning sessions provided during the first five days of school without students, with the purpose of assessing and improving back-to-school training quality and the goal of building professional learning systems focused on student outcomes. The survey received 196 total responses from BCS staff, with participation distributed as follows: Belen High School with 39 responses, Gil Sanchez Elementary with 25, Belen Middle School with 24, La Merced Elementary with 20, Dennis Chavez Elementary with 18, Infinity High School with 15, La Promesa Elementary with 15, Central Elementary with 14, Rio Grande Elementary with 14, Other with 13, and Belen Family School with 10. The McGraw Hill Math K-12 and Everybody Math 1-12 training received an average rating of 3.31 out of 5, with teachers expressing genuine excitement about the new programs and their potential to impact student learning, with follow-up actions required including scheduling follow-up sessions 4-6 weeks after implementation begins, creating implementation support resources with grade-level guides and pacing recommendations, gathering feedback through check-in surveys at 30, 60, and 90 days, and celebrating wins while sharing effective practices across the district. The Magic School AI Webinars received an average rating of 3.28, with staff noting that the platform alters how educators view lesson prep, cuts administrative burdens in half, provides targeted support through IEP generators, and creates leveled materials quickly, though priority challenges require three action steps: implementing differentiated learning pathways with role-specific and experience-level tracks using pre-surveys to assign sessions, reducing pace and building practice time by increasing hands-on exploration with facilitator support and creating follow-up practice sessions, and optimizing session size by capping webinar attendance at 50 participants and offering multiple session times. District PAX Training received an average rating of 3.61, with staff hoping for full implementation due to its benefits, appreciating its connection to PBIS and district-wide vocabulary and positive behavior procedures, and recognizing practical classroom management strategies that promote positive learning environments, with action steps including developing secondary-specific PAX resources and examples through demo videos and age-appropriate guides, providing secondary-level case studies and modifying elementary-focused strategies for adolescent learners, and condensing training to a maximum of four hours by eliminating redundancy and accelerating pacing. The Equity Focus: Board Goals and Anti-Racism training received the highest average rating of 4.05, with staff consistently praising the presenter's knowledge, professionalism, and adaptability, the training successfully bringing attention to racism, biases, and professionalism with staff noting increased mindfulness in interactions, and staff appreciating copies of the presentation, straightforward delivery of board goals, and helpful video content, though action steps include redesigning training with interactive elements such as small group discussions and scenario-based practice while considering breaking into smaller sessions, developing and practicing real-world scenarios through role-play or case studies to rehearse interventions, and incorporating structured self-assessment activities including implicit bias inventories and reflective prompts in safe spaces. Targeted training and orientations showed varied results with Principal Site Orientations receiving an average rating of 4.19, Specific Department Training receiving 4.00, and New Employee/Teacher Orientations receiving 3.53. Overall satisfaction metrics showed that professional learning sessions provided valuable and relevant information for the upcoming school year with a score of 3.83, staff learned new strategies or techniques they can apply in their work with a score of 3.87, and professional learning sessions met expectations for back-to-school training with a score of 3.80. The overall satisfaction statement reflects genuine staff appreciation for professional learning sessions and recognition of their

importance, with the presenter's professionalism, flexibility, and expertise consistently praised, content successfully raising awareness about critical issues, staff valuing clear organization and helpful resources, educators acknowledging that racism exists in schools and expressing commitment to being more mindful in interactions, and the training achieving its foundational goal of reminding staff of their vital role in creating safe, inclusive environments where all students can thrive. The statement of improvement emphasizes that to move beyond compliance and create lasting change, small groups for reflection on learning will have higher impact to support staff, with staff ready for deeper engagement through small-group discussions, practical tools for intervening in real situations, and opportunities to examine their own biases through structured reflection, and by redesigning the format to be interactive, providing scenario-based practice, and integrating personal growth work, the district can honor staff professionalism and their genuine desire to do this important work well.

G. BOARD REPORTS

1. Finance Committee Meeting August 19, 2026-Ms. Silva went over what was discussed. District budget as of 8/18/2026-Operational Fund at $69,669,902.02, total encumbrances with payroll at $44,933,535.07, available budget balance $20,101,993.94. District Budget Total all Funds $114,417,056.31; we are a small district but large we are operating with a large budget with 555 employees and from the current payroll the operational funds was $1,465,798.19 for one pay period paid from this fund. At this point we have had 587 POs issued and the total of those from operational fund is $11,377,648.44. this is a good sign that different sites are using the funds available to them.
2. Construction Committee Meeting August 19, 2026-Mr. Garley went over what was discussed. Recently completed projects: BHS Sanitary Line Repairs: CIPP Lining of the BHS 200 wing sanitary line completed on July 24. GSE & LPE HVAC Replacements: New rooftop units installed and in operation. Projects in progress: BMS Gym Lift Station: Project is approximately 80% complete. Delivery and installation of lift station pumps expected to be completed the week of August 24. Final inspection to follow. BHS Athletics ADA Upgrades: BHS Gym: ADA door operators and ADA compliant seating areas currently being added to Main Gym entrance and mezzanine. BHS Football Fieldhouse: ADA accessible gate and walkway currently being installed for “Home” side access. IHS & LPE Security Camera Upgrades: Materials are expected to arrive during the week of August 24. Upgrades are tentatively scheduled to begin on August 31 at both sites. Upcoming Projects: NMDOT LGRF BHS Project: Due to an increase of applications being awarded, the original requested amount for the BHS parking lot project was partially approved. Next steps are signature routing for the Agreement and Resolution.
3. Policy Committee Meeting August 19, 2026-Mr. Tucker went over what was discussed. There was a survey done by Ms. Batista when it came to graduation exercises. Mr. Danner stated we wanted to look at Val/Sal policy and they had asked Ms. Batista to survey what the community wanted. Mr. Tucker stated that #7 is one of the important ones: When multiple students meet the criteria, which approach to you prefer. The results of that question; No Preference 30, Allow multiple Val/Sal 43, Use Additional Criteria to determine Val/Sal 121. That means the community is looking towards one Valedictorian and one Salutatorian. With that we continue to examine the policy and in accordance with the Board, Administrators, High Schools to come up with what we believe will be best for our students. Mr. Sanchez stated the task that was given to us is to develop the policy and work on it with this year and it would be for the class of 2031. Mr. Danner stated they also talked about KPI and at the present time they will revisit it later.

H. ACTION ITEMS

1. Consideration of approval: to authorize the Board of Education to begin the search process for a new Superintendent of Belen Consolidated Schools, with the goal of selecting a candidate to begin employment in May 2027-Mr. Danner asked for a motion. Motion made by Mr. Tucker and seconded by Ms. Silva. Mr. Danner stated we will have a Board Workshop in September. The board will receive an email tonight on what the workshop will cover and the characteristics of Superintendent. Individual votes 4-0, motion passes. Mr. Sanchez commented they are looking for a new Superintendent because he is retiring.
2. Consideration of approval: for The Necessity Resolution declaring a need to acquire technology equipment-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Garley. Individual votes 4-0, motion passes.

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.

I. ADVANCED PLANNING

1. Regular Board Meeting September 8, 2026 5pm
2. Board Workshop September 14, 2026 4:30pm

J. BOARD COMMENTS-Mr. Garley stated he was disappointed at the crowd for the football and volleyball game. Also, they should support the groups since money is being saved because there is no charge to get in.

K. ADJOURNMENT-Meeting adjourned at 7:45pm.

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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