BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

AUGUST 26, 2025 MINUTES

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

Board Members Absent: Ralph Fernandez, Board Vice President

Administrators Present: Lawrence A. Sanchez, Superintendent
Ben Kingsolver, Technology Coordinator
E. Renee Sanchez, Assistant Superintendent
Antonio Sedillo, Director Support Services
Rhett Burt, Principal Belen High School
Jessica Provencio, Assistant Principal Belen High School
David Ryan, Principal La Merced Elementary
James Cordova, Assistant Principal La Merced Elementary
Margaret Manning, Rio Grande Elementary
Cheri Montoya, Principal La Promesa Elementary

Others Present: Approximately (2) individual in attendance
Approximately (11) individuals watched via streaming

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

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

C. MODIFICATIONS/ADOPTION OF AGENDA-Superintendent recommended modification to the agenda under F. Board Reports, Number3, to remove policies A-0300, J-0150, and G-0200. Recommendation to adopt the agenda with modifications made by Mr. Tucker and seconded by Ms. Silva. 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 Ms. Silva and seconded by Mr. Garley. 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: 8/7/2025-8/20/2025
* Board of Education Regular Board Meeting Minutes: 8/12/2025
* Out of state travel for Lawrence A. Sanchez to attend ACTE CareerTech Vision 2025 in Nashville, TN on 12/10/25-12/12/25 for an estimated cost of $2,645.00 fund 11000
* for David Ryan, Alicia Sanchez, Melissa Sanchez to attend SEL Casel Exchange Conference in Minneapolis, on 11/4-25-11/6/25 for an estimated cost of $7,219.98 fund 11000

*BARs

Fund	Fund Name	Bar	Adjustment
31100	GO Bond Building	087-000-2526-0030-I	$6,000,000.00
24113	Education for Homeless	087-000-2526-0031-IB	$30,000.00
27584	Attendance Success Initiative	087-000-2526-0032-M	$0.00
27584	Attendance Success Initiative	087-000-2526-0033-T	$0.00
24189	Student Support and Academic Enrichment	087-000-2526-0034-T	$0.00
24153	English Language Acquisition	087-000-2526-0035-I	$9,064.53
24154	Teacher/Principal Training & Recruiting	087-000-2526-0036-I	$246,901.08
24189	Student Support and Academic Enrichment	087-000-2526-0037-I	$71,760.65
11000	Operational	087-000-2526-0038-I	$21,909.89
31900	Ed. Technology Equipment Act	087-000-2526-0039-I	$1,500,000.00
43000	ETN Debt Services	087-000-2526-0040-M	$0.00
24113	Education for Homeless	087-000-2526-0041-I	$45,713.00

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*

E. SUPERINTENDENT REPORTS

1. FY26 School 90-day Plans-E. Renee Sanchez introduced principals.

a. Belen High School-Rhett Burt Belen High School 2025-2026 90-Day Plan Detailed Summary Overall Goal: Raise the graduation rate to 77.56% for the 2025-2026 school year, improving from 66.5% in SY 2023-2024 and 72.2% in SY 2022-2023. This goal reflects a targeted 33% reduction in 4-year non-graduates. Current Academic Performance Data: Math proficiency (end-of-year results): Algebra I: 56.67% met BCSSB SOFG math goal (106 out of 187 students) Geometry: 45.92% met BCSSB SOFG math goal (107 out of 233 students) Algebra II: 50.75% met BCSSB SOFG math goal (68 out of 134 students) ELA proficiency by grade (end-of-year results): 9th Grade: 22.97% met BCSSB SOFG ELA goal (48 out of 209 students) 10th Grade: 15.75% met BCSSB SOFG ELA goal (40 out of 254 students) 11th Grade: 33.50% met BCSSB SOFG ELA goal (68 out of 203 students)Credit accumulation (current enrollment data):12th graders: 79.45% earned >20 credits; 74.89% earned >21 credits 11th graders: 79.75% earned >12 credits; 73.83% earned >14 credits 10th graders: 87.26% earned >4 credits; 70.75% earned >7 credits Attendance: NM Vistas reports a regular attendance rate (>90%) of 55.2%. Focus Areas for Growth (Fall 2025-2026): Change adult behaviors and habits to positively impact student performance by: Increasing frequency and targeting of student check-ins and interventions (both academic and emotional). Implementing frequent observation and feedback cycles for staff coaching and improvement. Establishing targeted Professional Learning Community (PLC) goals based on diverse data sources to drive instructional improvements. Acknowledges the need for more direct, needs-based student interventions to support both academic success and student well-being. Benchmarks for Fall 2025 Semester: 90% of 9th graders will have earned >3 high school credits. 90% of 10th graders will have earned >9 high school credits. 90% of 11th graders will have earned >15 high school credits.90% of 12th graders will have earned >20 high school credits. Grade-Level Intervention Plans: 9th Grade: Identify at-risk students (>1 failing course). Schedule meetings involving student, parent/guardian, counselor, and

administrator. All 9th graders meet with their counselor by the end of the first quarter to discuss classes, future plans, and challenges. 10th Grade: Identify at-risk students (<6.5 credits). Complete intervention meetings by September 30. All 10th graders meet with counselors by the end of the first quarter. Identify at-risk students (>1 failing course and/or <10.5 credits) by semester end. 11th Grade: Identify at-risk students (<13 credits). Complete intervention meetings by September 30. All 11th graders meet with counselors by the end of the first quarter. Identify at-risk students (>1 failing course and/or <17.5 credits) by semester end.12th Grade: Identify at-risk students (<20 credits). Complete intervention meetings by September 30. All 12th graders meet with counselors by the end of the first quarter. Identify at-risk students (>1 failing course and/or <24 credits) by semester end. Performance Challenges Identified: High chronic absenteeism rate (44.8% in SY 23/24). Low active student engagement in learning and educational processes. Need for clearer learning targets and student understanding of success criteria. Insufficient systematic enforcement of rules, expectations, and habits of effort. Root Cause Analysis and Planned Solutions: Emphasize use of proficiency scales to clarify expectations and learning targets. Establish systematic rules and expectations consistently across classrooms. Teach and reinforce habits of effort to improve student engagement. Implement more focused Common Formative Assessments (CFAs) to monitor student progress closely and enable early intervention. Increase frequency of academic and emotional check-ins with students to provide personalized, needs-based support. Additional Notes: BHS leadership highlights the importance of changing adult habits to better support students in meeting graduation requirements within four years. The school plans to utilize classroom walkthrough data, course completion data, and formative assessment results to guide instructional improvements and interventions.

b. La Merced Elementary-David Ryan La Merced Elementary 2025-2026 90-Day Plan Detailed Summary Guiding Principle: “Students don’t care how much you know until they know how much you care.” — Colleen Wilcox. School Culture and Classroom Management Challenge: Performance Challenge: 27% of students report they do not feel comfortable asking teachers for help when struggling. Root Cause: Lack of consistent professional development on classroom management and relationship-building practices, insufficient follow-up coaching, and limited accountability systems have caused inconsistent implementation across classrooms, negatively affecting student learning experiences. Critical Actions to Address Challenge: Conduct professional development sessions on the 9 Essential Elements of Teaching with Love and Logic. Perform walkthroughs focused on the implementation of the first three Love and Logic elements. Conduct post-observation feedback sessions and create enrichment activities for teachers demonstrating higher implementation of these elements. Core Elements of Love and Logic Framework: Shared Control: Empower students by providing choices within limits. Shared Thinking and Problem-Solving: Guide students to think through solutions rather than providing direct answers. Equal Dignity: Treat students respectfully, avoiding sarcasm or power struggles. Empathy Before Consequences: Respond with empathy before logical consequences to preserve relationships. Relationship and Connection First: Build trust as a foundation for cooperation and discipline. Logical Consequences Instead of Punishment: Consequences are respectful, related to behavior, and teach responsibility. Avoiding Power Struggles: Use calm, neutral responses to redirect behavior. Delayed Consequences When Appropriate: Allow time for calm decisions when emotions are high. Modeling Emotional Regulation and Respect: Adults demonstrate calm and mature handling of emotions and challenges. Academic Goals: ELA Goal: Increase proficient and advanced scores by 6% and decrease Novice and Nearing Proficient scores by 6% by the end of Semester 1 (grades 3-6), measured by iMSSA Midyear (MOY) assessment. Math Goal: Increase

proficient and advanced scores by 5% and decrease Novice and Nearing Proficient scores by 5% by the end of Semester 1 (grades 3-6), measured by iMSSA MOY assessment. Performance Challenge in Instruction: Inconsistent implementation of core instructional practices (classroom management, reflecting on learning, tracking student progress, common formative assessments, and proficiency scales) is limiting instructional effectiveness and contributing to below-potential Math and ELA scores. Leadership and Systems Improvement Plan: Critical Action 1: Develop a system for professional development and observation data focused on proficiency scales implementation. Critical Action 2: Develop support systems during PLC meetings to create schoolwide common formative assessments (CFAs) in ELA for grades 3-6. Critical Action 3: Provide professional development for teachers on tracking student progress and reflecting on learning, aligned with the BCS Instructional Model. Instructional Model Key Components: Feedback: Communicate clear learning goals, provide scales and rubrics, track progress, and celebrate success. Using Assessments: Employ both informal whole-class and formal individual assessments. Direct Instruction: Use chunking of content and structured practice sessions. Knowledge Application: Engage students in cognitively complex tasks. Strategies Present in All Lessons: Include reflecting on learning, revising knowledge, noticing, and reacting to student engagement, motivating students, and incorporating physical movement. Rules and Procedures: Establish clear classroom rules and procedures. Relationships: Understand students' backgrounds and interests and use verbal and nonverbal cues to show affection and respect. Communicating High Expectations: Demonstrate value and respect for all learners, including those reluctant to engage, and probe incorrect answers thoughtfully.

c. Rio Grande Elementary-Margaret Manning The Rio Grande Elementary 2025-2026 Beginning of Year Plan highlights key assessment data from the 2024-2025 school year and sets clear academic goals and critical actions for the upcoming year. iStation Reading results showed that in Kindergarten, 58% of students reached Levels 4 and 5, while 21% were at Levels 1 and 2. First graders had 55% at the lower levels (1 and 2) and only 26% at the highest levels (4 and 5). Second grade reading levels were split evenly, with 50% at Levels 1 and 2, and 25% at Levels 4 and 5. In math, Kindergarten students demonstrated strong proficiency with 79% at Levels 4 and 5, but second graders showed 60% at the lower levels. NM-MSSA assessments indicated 20% of students were novice readers and 33% advanced, while in math, 33% were novice and only 7% advanced. The school has set ambitious proficiency goals for 2025-2026, aiming for 60% proficiency in Kindergarten ELA, rising to 65% by second grade, and a 60% target for third grade on state assessments. Math proficiency goals range from 80% in Kindergarten to 65% in third grade. Growth targets include a 12% increase on NM-MSSA ELA assessments and 6% growth on iMSSA benchmarks from the beginning to the middle of the year, with similar targets for math. Critical actions in ELA include implementing the Horizons Reading curriculum school-wide during a common time, emphasizing phonemic awareness through rhyming and blending exercises, and using guided oral reading to improve fluency and expression. Strategies such as predicting, questioning, clarifying, and summarizing will be used to enhance comprehension. Two professional learning sessions are scheduled to support these initiatives, along with observation and feedback cycles for teachers. In math, the focus will be on fluency with basic facts, solving multi-operation word problems, understanding place value, and encouraging students to explain their mathematical thinking with appropriate vocabulary. Small group instruction and targeted interventions will support these goals, reinforced through teacher observations and feedback. Parental engagement efforts began with an Open House where parents were informed about the year's learning goals and school procedures, including arrival and drop-off routines, and received necessary paperwork. Additional grade-level parent meetings and semester performances are planned to maintain strong family involvement throughout the year.

F. BOARD REPORTS

1. Finance Committee Meeting August 20, 2025-Ms. Silva went over what was discussed at the meeting. Ms. Torrez started the meeting discussing federal funding and referenced a Moody's rating report that talks about the difficult districts are facing with the Trump administration changes changing course with federal funding and what is to be expected. She pointed out that according to the same study this administration recently delayed $6.2 billion in federal K-12 grants and getting conflict information regarding if she has authority to spend money. Ms. Torrez also discussed the bond that was sold and all went well. This will be used for the DCE rebuild and the BHS rebuild. The operational cash balance was discussed and some projects, i.e. outdoor pool, band instruments purchased for BMS and looking at the FMP for infrastructure repairs, retaining walls, pavement, carpet. Ivisions was also discussed within her department, and it now allows principals to know what their balances are on all their accounts and help them to better monitor so they don't underspend over spend.
2. Construction Committee Meeting August 20, 2025-Mr. Garley went over what they discussed. Completed projects: Central Elementary Secure Vestibule: Installation and final inspections completed on Monday, August 11 and vestibule is fully operable. Final walkthrough completed on Thursday, August 14 with no notable issues identified. GSE Flooring Replacement: Carpet tile and LVT flooring installation fully complete and final walkthrough completed Monday, Aug. 11. All remaining punch list items were addressed at time of walkthrough. GSE Gas Line Repairs: Gas line installation complete, final inspection approved, and gas is now restored to site. Final walkthrough completed on Thursday, August 14th. Punchlist items identified, and contractor is to address outstanding items by Friday, August 22. In progress projects: BMS Sewer Line: During routine clearing of a waste line blockage, plumbing contractor found evidence of possible underground line failure. Further exploratory line locating, and excavation needed to identify repairs needed to waste line. DCE Cafeteria: Demolition and shore wall installation is in progress and is currently on schedule to be completed by next week. Asbestos abatement is complete and clearance sampling testing results expected Thursday, August 21. Progress meeting with engineers to be held Thursday as well as discussion for utility tie-ins for portable. Remodeling of portables to repurpose as Cafeteria also in progress and is approximately 75% complete. Delivery and set up is expected to be completed in mid to late September. BHS Career Academy HVAC: Installation is approx. 98% complete. Culinary arts kitchen hood MAU unit has been delivered to site. Crane and equipment installation to be scheduled upon delivery of final exhaust units. Project closeout and final walkthrough to follow. Upcoming projects: NMDOT LGRF: La Promesa Elementary parking lot improvements approved by BCS School Board and signed agreement has been returned for NMDOT signature routing. Environmental certification to be completed as next step prior to work being scheduled. BHS Gym domestic hot water and HVAC controls upgrades pending competitive cost proposals from vendors to address aging systems. BHS Outdoor Pool design build process started. Full scope of work and procurement avenues are currently being developed.5 Year Facility Master Plan remaining priorities being assessed, and contractors currently being solicited for cost proposals. This includes site drainage improvements, exterior building envelope improvements, security upgrades etc. across all sites to address the remaining identified deficiencies.
3. Policy Committee Meeting August 20, 2025-Mr. Tucker went over what was discussed and gave first reads.
    a. First Reads:

- I-0050 Instructional Goals and Objectives with changes-key things to know: Students shall be taught to read using science of reading, structured literacy, and scientifically based reading instruction. Literacy instruction for English language learners shall include evidence-based practices for bi-literacy, differentiation, and culturally and linguistically

responsive instruction. Work based learning is al so in this policy: Work-Based Learning Goals and Benefits - allows students to see how classroom instruction relates to real world experiences pertaining to career and educational opportunities by providing: Active participation of educators, employees, students, parents, and appropriate agency and community representatives.

- J-6700 Parental Guidance for Water Safety – New policy – this one is a law. We are not teaching, no instruction going on just providing an opportunity to know it is important.
- I-7450 Graduation Exercises with changes -this one allows tribal regalia. BCS was already doing this.
- J-4600 Student Discipline with changes-made some changes to better understand and also tribal regalia.
- E-3900 Copyright Compliance with changes
- ~~A-0300 Nondiscrimination on the Basis of Sex with changes~~
- ~~J-0150 Equal Educational Opportunities with changes~~
- ~~G-0200 Equal Employment Opportunity with changes~~

G. ACTION ITEMS

1. Consideration of approval: for purchase to A-Com Technologies for intercom, access control, and cameras at (new) DCE for $808,456.25 fund 31100/11000-Superintendent recommends. Motion to approve made by Mr. Garley and seconded by Ms. Silva. Mr. Sanchez commented that this cost is coming from the district and PSFA has not made these items part of adequacy standards to keep our students safe. 100% district cost, the state has not said these items are not part of adequacy standards. Individual votes 4-0, motion passes.

2. *Consideration of approval: Out of state travel for Lawrence A. Sanchez to attend ACTE CareerTech Vision 2025 in Nashville, TN on 12/10/25-12/12/25 for an estimated cost of $2,645.00 fund 11000

3. *Consideration of approval: Out of state travel for David Ryan, Alicia Sanchez, Melissa Sanchez to attend SEL Casel Exchange Conference in Minneapolis, on 11/4-25-11/6/25 for an estimated cost of $7,219.98 fund 11000

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.

H. ADVANCED PLANNING

1. Regular Board Meeting September 9, 2025

I. BOARD COMMENTS-

J. ADJOURNMENT-Mr. Danner adjourned the meeting at 6:42 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