BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

AUGUST 11, 2026 MINUTES

Board Members Present: Jim Danner, Board President (left 7:48pm)
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
Rhett Burt, Principal Belen High School
Jennifer Vigil, Assistant Principal Belen High School
Deanna Barela, Assistant Principal Belen High School
Tanyia Montoya, Principal Belen Middle School
Colin Taylor, Assistant Principal Belen Middle School
David Jimenez, Principal Infinity High School
David Sweet, Director of Athletics

Others Present: Approximately (2) individuals present
Approximately (17) individuals watched via streaming

A. CALL TO ORDER-Mr. Danner called the meeting to order at 5:01 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. Tucker. Motion passes with all members saying "aye".

D. APPROVAL OF CONSENT ITEMS-Superintendent recommends approval of consent items. Motion to approve is made by Mr. Tucker 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: 07/23/2026-08/05/2026
Board of Education Regular Board Meeting Minutes: 07/28/2026
Donation from New Life Fellowship for snack bags consisting of various snacks/meals for families in need approximate value $6,000
Donation from First Baptist Church for snack bags consisting of various snacks/meals for families in need approximate value $5,334

Donation from Arcosa Wind Towers for school supplies donated by their employees for all schools approximate value $650
Donation from Anonymous Circle K employees for two (2) $500 money orders for student in need
Out of state travel for Annette Torrez to attend ASBO (Association of School Business Officials) ACE26 Ignite Innovation in Pittsburg, PA on 10/13/26-10/17/26 for an estimated cost of $3,492.45 fund 11000
MOU with Journey to Wellness Counseling
MOU with NM MESA
BARs

Fund	Fund Name	Bar	Total
24106	Entitlement IDEA-B	087-000-2627-0014-M	$0.00
24109	Preschool IDEA-B	087-000-2627-0015-M	$0.00
25157	Child Care Grant	087-000-2627-0016-M	$0.00
31900	Ed. Technology	087-000-2627-0017-M	$0.00
24176	Perkins - Redistribution	087-000-2627-0018-M	$0.00

Purchases over $50,000

Vendor	DAC	FUND	Total Amt.	Reference
PANORAMA EDUCATION INC	District	11000	$52,650.00	Panorama Education for teacher and student support

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. FY27 90-day School Plans and MRI SIP (IHS only)-E. Renee Sanchez introduced the principals.

a. BHS-Rhett Burt introduced who two new Assistant Principals. Belen High School's 90-day plan for the 2026-27 school year addresses a four-year graduation rate of 73.68% from the 2024-25 school year. The summative goal is to raise the overall graduation rate to 78.9%, representing a 20% reduction in non-four-year graduates from the 2025 cohort, with the non-four-year graduate rate at 26.32% and a targeted reduction of 5.26%. Projected goals include reaching 78.9% by 2026-27, 81.0% by 2027-28, 82.9% by 2028-29, and 84.6% by 2029-30, each representing incremental reductions in non-graduates. Benchmark goals target credit accumulation by grade level: over 90% of ninth graders earning more than three credits, over 90% of tenth graders earning more than nine credits (with 23.4% currently off track), over 90% of eleventh graders earning more than fifteen credits (with 13.09% off track), and over 90% of twelfth graders earning more than twenty credits (with 14.41% off track) by the end of the fall 2025 semester. Performance challenges include low proficiency rates of 30% in ELA and 3% in Math, along with limited data-driven instruction in Professional Learning Communities that contributes to uneven student outcomes, particularly for students with disabilities and low-income peers. Chronic absenteeism during the 2025-26 school year exceeded 40%, affecting 413 of 999 students and disrupting sequential and cumulative instruction in both ELA and Math. Course completion data shows a significant portion of students are off-track in core courses, with failure to complete prerequisite courses serving as an early indicator for struggling students. MLSS self-assessment data indicates the school is in a developing phase of implementation,

with Tier 1 instruction aligned to grade-level standards but inconsistent differentiation and intervention fidelity. Proficiency scales, pacing guides, common formative assessments, and daily formatives exist, but Tier 2 and Tier 3 supports lack systematic progress monitoring and routine data review. Early warning systems incorporating attendance, behavior, and course performance data are not consistently integrated into instructional decision-making, contributing to delayed interventions for at-risk students. Scholastic Aptitude Test data reveals that only 3% of test takers (7 of 201) met both the ELA and Math benchmarks, while 30% (60 of 201) met the ERW benchmark. Formative student achievement data shows little to no correlation to SAT data or overall course grades. PLC collaboration data indicates that educators receive designated weekly collaboration time to develop common unit plans incorporating proficiency scales and common formative assessments. Classroom walkthrough data from non-evaluative observations aligned to NMPED Domains 2 and 3 show that teachers generally establish positive student-teacher relationships and maintain consistent routines at variable rates, but there is variability in the use of comprehension checks, problem-solving strategies, guided practice, differentiation, and higher-order discussion. Whole-group instruction dominates many classrooms, and opportunities for independent reasoning, text analysis, and conceptual application are uneven, potentially limiting student engagement and proficiency growth. Persistent low proficiency in core subjects remains a critical challenge, with only 30% of students proficient in ELA and 3% in Math, both below state expectations and averages. In ELA, students demonstrate surface-level decoding but lack deeper comprehension, vocabulary development, and the ability to write text-based responses. In Math, students struggle to perform procedural operations without assistance and have difficulty transferring skills to multi-step word problems, fractions, and reasoning tasks, directly affecting their readiness to pass core courses required for graduation. Inconsistent implementation of High-Quality Instructional Materials across classrooms prevents equitable access to grade-level content, with some teachers omitting critical components such as vocabulary scaffolds, comprehension checks, and opportunities for rigorous discourse. Limited data-driven instruction and PLC effectiveness result from superficial use of assessment data, with teachers frequently reviewing pacing and planning but devoting less time to identifying student misconceptions, designing reteach cycles, and measuring intervention effectiveness. High chronic absenteeism severely disrupts instructional continuity, with teachers frequently reteaching content and slowing pacing for the entire class while absent students fall further behind, contributing to course failures, lower proficiency rates, and increased risk of not graduating on time. Course completion deficiencies create barriers to on-time graduation and require credit recovery that often focuses on minimum requirements rather than content mastery. Equity and family engagement gaps reveal that students with disabilities, English Language Learners, and economically disadvantaged students underperform at significantly higher rates, with current interventions inconsistently tailored and lacking systematic progress monitoring. Family engagement data shows that parents want to support their children but lack concrete strategies and resources to reinforce literacy and numeracy outside school. These interconnected challenges directly hinder Belen High School's ability to raise its current 73.68% graduation rate, making targeted, systematic strategies essential for improving both short-term academic outcomes and long-term postsecondary readiness. The focus area of school leadership and systems establishes expected adult behaviors within 90 instructional days, requiring administrators, instructional coaches, department chairs, and PLC teams to consistently implement a schoolwide PLC data cycle, collaboratively review common formative assessment data, identify students requiring Layer 2 or 3

intervention or enrichment in the MLSS framework, develop standards-based instructional plans, implement those plans during Tier I instruction, and monitor student progress through regular leadership walkthroughs and PLC feedback protocols. All educators will implement daily formative assessments aligned to lesson learning targets and state standards to monitor student mastery, provide immediate feedback, and adjust instruction in real time based on student evidence. Each content area PLC will administer and analyze common formative assessments at a minimum of every three weeks to measure student mastery of prioritized standards, calibrate instructional practices, and inform intervention and enrichment decisions within the MLSS framework. Leadership will consistently monitor the implementation of daily formative assessment practices, common formative assessment cycles, and PLC processes, providing timely feedback to ensure instructional decisions are driven by evidence of student learning and mastery of standards. Critical actions include implementing a schoolwide PLC data cycle by establishing a consistent PLC schedule and data cycle for all grade levels and content areas, developing PLC norms, meeting agendas, and data analysis protocols, scheduling common formative assessments to be administered at a minimum of every three weeks, training PLC teams on analyzing student data and using evidence to drive instructional decisions, and monitoring PLC implementation through meeting agendas, minutes, and administrator participation. Implementing daily formative assessment practices requires training teachers on effective formative assessment strategies aligned to grade-level standards and learning targets, requiring daily formative assessments during Layer I instruction, establishing consistent expectations for communicating learning targets and success criteria, providing teachers with strategies for immediate instructional adjustments based on student evidence, and monitoring implementation through classroom walkthroughs and coaching feedback. Strengthening common formative assessments and Layer I instruction through data-based decision making involves using daily formative assessment and CFA data to identify students needing Layer 2 and Layer 3 interventions, reviewing assessment data during PLC meetings, developing targeted intervention and enrichment plans aligned to priority standards, monitoring intervention effectiveness using progress-monitoring tools, and adjusting interventions based on student growth data. Building leadership capacity to monitor instruction requires conducting weekly instructional walkthroughs focused on proficiency scales, learning targets, success criteria, daily formative assessments, student engagement, and evidence of instructional adjustments, providing timely written and verbal feedback to teachers, conducting coaching conversations based on walkthrough evidence, reviewing schoolwide implementation data during leadership meetings, and celebrating implementation successes while addressing barriers. Monitoring student progress and adjusting instruction involves reviewing daily formative assessment data during PLC meetings, analyzing CFA results every three weeks, monitoring student mastery of priority standards, using data from multiple sources to identify trends, adjusting Layer I instruction and MLSS interventions based on student evidence, and sharing progress with staff during PLCs and Eagle Force meetings.

b. BMS-Tanyia Montoya and Colin Taylor presented Belen Middle School's 2026-2027 Semester 1 90-Day Plan. They addressed performance data from the 2025-26 school year using IMSSA assessments comparing Middle of Year to End of Year results. In reading, seventh grade (241 students) showed 16% needing support with a decrease of 10%, 38% near target with a decrease of 13%, and 46% on target with an increase of 23%, while eighth grade (197 students) showed 48% needing support with a decrease of 8%, 21% near target with a decrease of 3%, and 30% on target with an increase of 10%. In language usage, seventh grade (241 students) showed

24% needing support with an increase of 3%, 37% near target with a decrease of 9%, and 39% on target with an increase of 6%, while eighth grade (196 students) showed 33% needing support with no change, 39% near target with a decrease of 11%, and 28% on target with an increase of 10%. In math, seventh grade (247 students) showed 29% needing support with a decrease of 9%, 44% near target with a decrease of 1%, and 27% on target with an increase of 9%, while eighth grade (207 students) showed 35% needing support with a decrease of 10%, 33% near target with a decrease of 3%, and 33% on target with an increase of 15%. The identified performance challenge in English Language Arts indicates that while instructional improvements have resulted in student growth, implementation of high-quality instructional practices remains inconsistent across classrooms, with eighth-grade achievement indicating a continued need for stronger, standards-aligned instruction and targeted support. Continued instructional coaching and data-driven practices are needed to improve teacher effectiveness and student achievement. The ELA focus area centers on Layer I instructions and interventions, with the desired outcome that by the end of the 2026-2027 school year, 100% of seventh and eighth grade ELA teachers will consistently administer and analyze standards-based ELA benchmark assessments aligned to district priority standards and proficiency scales to monitor scholar growth, identify students requiring remediation or enrichment, and use assessment data to inform instruction for each ELA common core priority standard. Critical actions for ELA include that from August 10, 2026 to September 25, 2026, the ELA department will develop and finalize standards-based ELA benchmark assessments aligned to district priority standards and proficiency scales for each Common Core priority standard and establish a common benchmark calendar and administration procedures to ensure consistency across all seventh and eighth grade ELA classrooms. From August 10, 2026 to December 18, 2026, the ELA department will implement a schoolwide data tracking system by creating common data trackers that monitor benchmark results by teacher, class, scholar, and priority standard, and train teachers to accurately record and analyze benchmark data following each assessment cycle. During the same period, the department will use benchmark data to identify scholars requiring the MLSS process to support remediation or enrichment for each priority standard, with teachers analyzing assessment results during PLC meetings, identifying trends and learning gaps, grouping scholars based on need, and developing targeted intervention and enrichment plans. The ELA department will also monitor implementation and instructional adjustments by conducting regular data meetings and benchmark reviews to ensure teachers are using assessment data to adjust instruction, monitor scholar growth, and evaluate the effectiveness of interventions documented as Layer II supports into Panorama. Progress monitoring for English Language Arts establishes that by September 18, 2026, at the end of the first implementation phase, at least 33% of seventh and eighth grade ELA teachers will consistently administer standards-based ELA benchmark assessments aligned to district priority standards and proficiency scales, with teachers beginning to use benchmark data to identify student strengths, areas needing remediation, and opportunities for enrichment. By October 30, 2026, at the end of the second implementation phase, at least 66% of seventh and eighth grade ELA teachers will consistently administer standards-based ELA benchmark assessments aligned to district priority standards and proficiency scales, with teachers beginning to use benchmark data to identify student strengths, areas needing remediation, and opportunities for enrichment. By December 11, 2026, at the end of the third implementation phase, at least 66% of seventh and eighth grade ELA teachers will consistently administer standards-based ELA benchmark assessments aligned to district priority standards and proficiency scales, with teachers beginning to use

benchmark data to identify student strengths, areas needing remediation, and opportunities for enrichment. The identified performance challenge in math indicates that despite improvements in teacher effectiveness through differentiated coaching, most students continue to perform below grade-level expectations in mathematics, with the school's greatest need being to strengthen consistent, standards-aligned Tier I instruction and the use of formative assessment to accelerate student learning and increase proficiency on district and state mathematics assessments. The math focus area centers on Layer I instructions and interventions, with the desired outcome that by the end of the 2026-2027 school year, 100% of seventh and eighth grade math teachers will consistently administer and analyze standards-based math common formative assessments aligned to district priority standards and proficiency scales to monitor scholar growth, identify students requiring remediation or enrichment, and use assessment data to inform instruction for each priority standard. Critical actions for math from August 10, 2026, to December 18, 2026 include implementing Everybody Math with fidelity by ensuring that 100% of Student Development teachers provide 10 minutes of Everybody Math instruction daily, with administrators monitoring implementation through classroom walkthroughs and participation data, and student progress reviewed regularly to identify areas of growth and opportunities for additional math support. During the same period, the department will develop and implement three Common Formative Assessments each quarter that are aligned to district priority standards and proficiency scales, with teachers collaboratively creating, administering, and analyzing CFA results during PLCs to monitor scholar mastery of priority standards, identify instructional strengths and learning gaps, and adjust instruction through targeted MLSS Layer II interventions documented in Panorama. The department will also implement a schoolwide data tracking system by creating common data trackers that monitor benchmark results by teacher, class, scholar, and priority standard, train teachers to accurately record and analyze benchmark data following each assessment cycle and create a communication system that allows math intervention teachers to have access to scholar Common Formative Assessment data. Progress monitoring for math establishes that by the end of the first implementation phase on September 18, 2026, 33% of seventh and eighth grade math teachers will administer standards-based common formative assessments for identified district priority standards and accurately record scholar results in the school's math data tracker, with teachers analyzing assessment data during PLCs to identify scholars requiring remediation or enrichment and developing an instructional response plan for each priority standard. By the end of the second implementation phase on October 30, 2026, 66% of seventh and eighth grade math teachers will administer standards-based common formative assessments for identified district priority standards and accurately record scholar results in the school's math data tracker, with teachers analyzing assessment data during PLCs to identify scholars requiring remediation or enrichment and developing an instructional response plan for each priority standard. By the end of the third implementation phase on December 11, 2026, 100% of seventh and eighth grade math teachers will administer standards-based common formative assessments for identified district priority standards and accurately record scholar results in the school's math data tracker, with teachers analyzing assessment data during PLCs to identify scholars requiring remediation or enrichment and developing an instructional response plan for each priority standard. Schoolwide strategies used to address performance challenges include creating and using Common Formative Assessments and Benchmark Assessments with a method to track student progress across all content areas, allowing for data analysis and reflection throughout PLCs on scholar performance, with CFAs given every third,

sixth, and ninth week of each quarter. A tiered teacher list offers one-on-one supports to those who need extra assistance, with administration reflecting and revising the system and continuing to make improvements. New teachers work with a teacher mentor and are involved in peer mentoring and observation, with support for other teachers in need provided by instructional facilitators. Teachers observe other teachers in different departments to gain knowledge on effective strategies per administrative recommendation. An administrator responder schedule allows for weekly observation and feedback using ObserverTab tools, with observations calendared out. Implementation and use of proficiency scales has been established, and interventions are tracked and housed in Panorama on scholars in need of targeted intervention. The BCS Instructional Model and BMS Instructional Model commitments include BMS staff determining which two additional strategies they would like to commit to as a staff for the upcoming year, with administrators using ObserverTab to track frequency of the instructional model strategies being implemented in classrooms.

c. IHS-David Jimenez presented. Infinity High School's English Language Arts summative schoolwide goal statement shows that in 2023-24, 6 of 21 students (28%) who took the SAT met the benchmark in Reading and Writing, in 2024-25, 14 of 33 students (42%) met the goal, and in 2025-26, 6 of 41 students (15%) met the benchmark, with the goal for 2026-27 set at 25%. The English Language Arts benchmark schoolwide goal statement indicates that Grade 11 will use the District MOY English Language Arts assessment results to show 2.5% individual student growth from BOY to MOY. Percent proficient data shows ELA 9 at 68%, ELA 10 at 61%, ELA 11 at 34%, and ELA 12 at 80% Not Proficient. The Mathematics summative schoolwide goal statement shows that in 2023-24, 2 of 21 students (10%) who took the SAT met the benchmark in Math, in 2024-25, 3 of 33 students (10%) met the goal, and in 2025-26, 1 of 41 students (1%) met the benchmark with 4 approaching, with the goal for 2026-27 set at 25%. The Math benchmark schoolwide goal statement indicates that Grade 11 will use the District MOY Math assessment to show 2% individual student growth from BOY to MOY. Percent proficient data shows Algebra 1 at 71%, Algebra 2 at 44%, and Geometry at 57%. The Science summative schoolwide goal statement shows that in 2024-25, 15 of 33 students (45%) met the benchmark score of 1160 on the NMASR, and in 2025-26, 11 of 41 students (26%) met the benchmark, with the goal for 2026-27 set at 50%. The Science benchmark schoolwide goal statement indicates that ninety-five percent of students will pass the cumulative exam in a content area of Science first semester. The English language proficiency summative schoolwide goal statement indicates that based on an overall proficiency level of 1.0 to 6.0 on the ACCESS test, 6 of 6 ELL students (100%) will score between 4.0 and 6.0 on the ACCESS proficiency test. ACCESS data shows 4 juniors scoring 3.2 to 4.2 and 2 sophomores scoring 2.0 to 2.5, with 14% of ELP students meeting the growth goal in 2025-26. The English language proficiency benchmark schoolwide goal statement indicates that 100% of ELP students will meet expected individual student growth in Math and ELA on the District MOY assessment. The graduation rate summative schoolwide goal statement shows that the graduation goal for the most recent 2026 cohort is 70%, with graduation cohort rates of 62% in 2025, 57% in 2024, 60% in 2023, and 35% from 2014 to 2022. The benchmark schoolwide goal statement indicates that by MOY as measured by Student Success Calendars, cohorts are expected to obtain the following: 9th grade MOY at 100% with 3 to 3.5 credits, 10th grade MOY at 90% with 9.5 to 10 credits, 11th grade MOY at 80% with 16 to 16.5 credits, and 12th grade MOY at 90% with 23 credits. Cohort 2027 status shows 33 seniors with 20 having 19 credits or more, 7 having 16 to 18.5 credits, 6 having less than 16 credits, 8 with IEP on track, and 1 subgroup underserved on track, resulting in 82% on track

or close compared to the 90% MOY goal. The plan for the spring semester is to continue progressing on the instructional model by continuing to progress on the use of proficiency scales to provide clarity for students, followed by critical actions. Mr. Jimenez continued with his presentation of the MRI status. Infinity High School's MRI status for fall addresses graduation rate through a significantly restructured and redesigned pathway plan that includes pathway justification, instructional model, equity and access, schedule, operations, staffing, leadership, accountability and monitoring, graduation focus, and narrative questions. The plan requires a budget with evidence-based documentation that must align with the 90-day plan, with revisions totaling 80 pages and three years' worth of data. Actions to improve graduation rate include creating an excel spreadsheet to monitor school initiatives, progress monitoring through Next Step Plans, Student Success Calendar times four, and CROW, planned and intentional collaboration time, consistent communication with families documented in Panorama, students setting weekly goals to self-monitor and reflect, staff using the Panorama dashboard to identify early warning indicators and create intervention plans, and bi-weekly check-ins. Additional actions to improve graduation rate include Navigate meetings, AQUI, PSB site visits times three, PLC Teacher Checklist, Agenda, and Minutes, attendance initiatives, Engage NM, GRIP, and extended learning and Saturday school. The 90-day plan MRI grant and PSB funding supports internships times 28 with 18 participants, biology lab supplies, enhanced Edgenuity, CTE Progress Learning, extended learning, and Saturday school. Additional 90-day plan MRI grant and PSB funding supports AHA professional learning, CREC professional learning, family engagement night supplies, teacher extension, and Find Your Grind.

G. BOARD REPORTS

1. Policy Committee Meeting July 23, 2026-Mr. Tucker gave second read and fist/second read. Both new policies. Mr. Sanchez stated without this policy we run into the risk of not being able to do our own background checks. Mr. Tucker stated it has been vetted by both members of the policy committee. Mr. Sanchez stated it is the requirements the District has to meet to keep that data safe.
    a. Second Read NEW Policy Sponsorships and Corporate Sponsorships
    b. First and Second Read NEW Policy Governing Fingerprint-Based Criminal History Record Information (CHRI)

H. ACTION ITEMS

1. Consideration of approval: NEW Policy Sponsorships and Corporate Sponsorships-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Tucker. Individual votes 3-0, motion passes.
2. Consideration of approval: NEW Policy Governing Fingerprint-Based Criminal History Record Information (CHRI) -Superintendent recommends approval. Motion to approve made by Mr. Tucker and seconded by Ms. Silva. Individual votes 3-0, motion passes.
3. Consideration of approval: School Year 25-26 GFA Ending Inventory-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Tucker. Individual votes 3-0, motion passes.
4. Consideration of approval: School Year 25-26 EOY Kitchen Equipment Inventory and SNS Warehouse Food Inventory-Superintendent recommends approval. Motion to approve made by Mr. Tucker and seconded by Ms. Silva. Individual votes 3-0, motion passes.
5. *Consideration of approval: Donation from New Life Fellowship for snack bags consisting of various snacks/meals for families in need approximate value $6,000
6. *Consideration of approval: Donation from First Baptist Church for snack bags consisting of various snacks/meals for families in need approximate value $5,334
7. *Consideration of approval: Donation from Arcosa Wind Towers for school supplies donated by their employees for all schools approximate value $650

8. *Consideration of approval: Donation from Anonymous Circle K employees for two (2) $500 money orders for student in need
9. *Consideration of approval: MOU with Journey to Wellness Counseling
10. *Consideration of approval: MOU with NM MESA

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. Finance Committee Meeting August 19, 2026 9am
2. Construction Committee Meeting August 19, 2026 10am
3. Policy Committee Meeting August 19, 2026 11am
4. Regular Board Meeting August 25, 2026 5pm

J. BOARD COMMENTS-Mr. Tucker stated outstanding administrators with their presentations. Mr. Garley stated you can tell they did a lot of work. Mr. Sanchez added that thanks to doantions on tonights agenda totally estimated $12,500.

K. ADJOURNMENT- Mr. Garley adjourned the meeting at 8:44pm.

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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