

BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION

CLOSED EXECUTIVE SESSION

REGULAR MEETING

JANUARY 27, 2026 MINUTES

Board Members Present: Jim Danner, Board President (left at 7:48 pm)
Ralph Fernandez, Board Vice President
Larry B. Garley, Board Secretary
Aubrey E. Tucker, Board Member
Joanne Silva, Board Member

Administrators Present: Lawrence A. Sanchez, Superintendent
Annette A. Torrez, Chief Financial Officer
E. Renee Sanchez, Assistant Superintendent
Ben Kingsolver, Technology Coordinator
Deborah Baca, Director Health Services
Antonio Sedillo, Director Support Services
Tanyia Montoya, Principal Belen Middle School
Colin Taylor, Assistant Principal Belen Middle School
David Jimenez, Principal Infinity High School
Rhett Burt, Principal Belen High School

Others Present: Julia Dendinger, Valencia County News Bulletin
Approximately (21) individual(s) in attendance
Approximately (17) 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 Mr. Fernandez 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 Ms. Silva and seconded by Mr. Tucker. 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: 01/08/2026-01/21/2026

Board of Education Regular Board Meeting Minutes: 01/13/2026

BARs

Fund	Fund Name	Bar	Adjustment
13000	Pupil Transportation	087-000-2526-0112-M	\$0.00
27178	School Buses	087-000-2526-0113-I	\$448,940.00
11000	Operational	087-000-2526-0114-M	\$0.00
11000	Operational	087-000-2526-0115-M	\$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

E. RECOGNITION-BHS Band Mr. Burt introduced Kristen Baca and Adrian Esquivel. Ms. Baca stated they had a successful marching band season. They got 1st place in their division for Pageant of the Bands, Zia Competition they received 3rd place. In addition, their MPA was awarded a Superior rating which is the best rating. Outstanding wood winds, percussion, and color guard. The Board congratulated them.

F. SUPERINTENDENT REPORTS

1. Parent/Community/Staff Engagement Survey-Lawrence A. Sanchez presented. The number surveys taken total 283. Staff survey outcomes, every year they add new things. The survey is looking at teacher belief: educating all students, feedback and coaching (new), mentorship (new), school climate, staff-leadership relationships, and then open responses. Strengths- 73% of our teachers feel they are prepared to educate all students, and 89% of staff feel comfortable working with students who speak a different language. Staff leadership relationships and principal favorability 72%(staff), teacher favorability 64%; both groups feel leaders are caring. Feedback and coaching is a concern. This will help us see what we need to do. Teachers-46% responded favorably, 51% school staff responded favorability. Teachers' response indicates variability and low scores for frequency and the amount of feedback. Mentorship-same types of concern; this is new. There seems to be some confusion on what is mentorship and what is coaching. Mentorship is provided to new teachers-how to survive. Coaching-is how to teach in the classroom; they are not the same. Other concerns about the coaching is they would like it less, they feel they have limited time available and a desire for content mentors. Need to make sure they understand the need for the coaching. Ms. Silva stated she feels a lot of informal mentoring going on and that is very valuable. Mr. Sanchez agreed. School climate declined 2%-asking questions about how the kids are; how they react to each other to adults are they excited to be at school. Student enthusiasm is low, and they are concerned about their colleagues attitude. Overall, from open responses- mentoring requests for more onsite/subject matched mentors (had to do with CTE) more coaches, not during prep. Staff also want better communication and follow through. Consistent admin support for discipline-this puts the administration between a rock and hard place. What we used to be able to do with discipline has changed. Mr. Danner stated this comment goes back to society. It is easier to say someone else take care of it. If they take care of it in the classroom as best as they can as long as they can. SOFG is changing adult behaviors. Mr. Sanchez stated that is a good point. To the principals they can't change everything at once. Concerns about non instructional duties, limited planning/prep time, and paid PD or protected planning time. Facilities-yes, the old HTJ is falling down. We understand and have worked to come up with solutions. Mr. Tucker stated this is the second presentation we have spoken about teacher time – this is not a new phenomenon. Mr. Tucker asked if any district does professionalism classes. Mr. Sanchez stated we don't offer classes but do provide information. Mr. Danner stated Mr. Tucker's statements go back to philosophical base. That in the old days operated under, today that is

not the case. Someone in Colorado, the environment is when that bell rings they go home and don't worry about school. Mr. Sanchez stated it is a change in generations. How do we come together. Mr. Tucker stated the end result has declined. Mr. Sanchez continued. Parent survey- overall 199 responses. Wish there was greater participation in parent survey. It helps us get better. Scores did go up; we have worked hard to welcome parents back in. Topics-school climate, safety, barriers to engagement, open responses-family expectations regarding grades, screen time, communication, and parent engagement. Top strengths barriers to engagement; we are lessening them. Increased scores from 66%→70%→71%→77%. Families report fewer or smaller barriers to engaging with school. School safety is going up, not where we want it, but has increased. School climate-room for growth, did increase from the spring. Mr. Danner asked how do you relate this to the previous question where everything is doing well, and now they say the school climate is not well. Mr. Sanchez continued. Top concerns: clearer and earlier bilingual communication. Improved front-office and teacher communication; still getting complaints on front office staff and customer service. Advanced notice for events; we can get better at this. Use the website-populate the calendar. Follow through and lack of response by administrators. Concerns about bullying and accompanying discipline. We do have to give people due process. We are required to do a complete investigation. Mr. Tucker stated when it comes to improved front office. Everyone needs a refresher of what you need to do and what is expected. Mr. Danner stated we have come a long way with regards to what is happening with parents and students giving us opinions so we can work on changing adult behavior. We still have a way to go but have come a long way. Thanked parents, students, teachers or giving us this information. Ms. Silva stated that is what we want the continues feedback. It is important to hear from parents , students, and staff.

2. MOY Amira ELA and Math K-2-E. Renee Sanchez presented. ELA: Good news, met 95% or above goal for assessment completion. Levels of understanding for each performs. Level 1- Significantly below grade level; Level 2-below grade level; Level 3-at grade level; Level 4-above grade level; Level 5-mastery well beyond expectations . Incremental gains in proficiency: Kinder level 1 decreased 36% to 33%, mastery held at s=12%. First grade Reducing intensive interventions significant drop from 37% to 30%, student impact dropped from 78 to 68. Second grade Priority area: increase in level 1 and a decrease in level 5. Mr. Fernandez asked we had a change of 3%; did those students leave the district. Ms. Sanchez stated we have students coming in and out and may cause that. Mr. Tucker asked about Kinder- those in the green is it fair to say those children can read. Mr. Danner stated all three greens represent that. They are getting the necessary standards that are met. Ms. Sanchez stated all three greens are at, above, or exceptional. Across the board Kinder is standing strong and moving in the right direction. First grade did see an increase level 2 and level 5 was a decrease. Second grade is a concern. It showed 98 students increased in level 1 and Level 2 had a slight decrease. Mr. Danner asked with that in mind, the teachers have acknowledged this problem. How is it addressed in terms of instructional strategies. What are they doing different to meet those needs in second grade. Ms. Sanchez stated it is about high-quality instruction, retaining information and digging deep into the data of specific skills. Where are they struggling in and looking at each individual student and teacher and coaching them on their data. Ms. Silva asked if the 90-day plans will be revised to reflect the changes. Mr. Danner stated kindergarten and first grade achieved a lot of good goals. Ms. Sanchez continued. Areas of strength: Kindergarten has a strong performance in alphabetic decoding and vocabulary. First grade: high proficiency in comprehension and text fluency. Second grade: success in text fluency and comprehension. Areas of focus-Kindergarten; listening, comprehension, and letter recognition need support. First grade: gaps identified in letter knowledge and alphabetic decoding. Second grade: critical focus needed on vocabulary, spelling, and oral reading fluency. MATH: Kindergarten dramatic drop from 32% to 13%. Mastery level more than doubled from 9% to 24%, and student impact level 1 cut in half; 52 down to 23 and level 5 nearly tripled (15→43) , they are on the right track. Mr.

Danner asked why this happened. Ms. Sanchez answered the focus on math standards and teacher are looking at the data in their PLCs. Mr. Fernandez asked if Reading Horizons is that a State or our District. Mr. Danner stated our teachers brought that to us. Ms. Sanchez stated yes, it was teacher driven. First grade building proficiency: mastery level 5 shows strong growth from 22% to 28%. Level 1 had a slight improvement and the number of students achieving mastery jumped from 42 to 63. Second grade area of focus priority; Level 1 improved from 38% to 34%, Level 2 increased significantly 28% to 35%. The takeaway is students are leaving the “red” zone but are stalling in the “yellow” zone rather than reaching proficiency. Mr. Tucker stated he thinks a difficult conversation needs to happen. There is tremendous success in K-1 in Math and then the bottom drops out in second grade. Mr. Danner stated that is what this initial data shows. Mr. Danner stated what did that second grade class do in the first grade. Mr. Tucker stated we just looked at that. Mr. Sanchez stated they are not the same. Ms. Sanchez stated that with the new platform we can’t see the trend because the platform has changed from Istation to Amira. Ms. Sanchez stated we need to close the gaps. Overall strengths: Kinder had strong gains in computations and algebraic thinking. First grade-geometry and computations and algebraic thinking. Second grade had a consistent performance in geometry and computations and algebraic things. Areas of focus: Number sense-identified as a universal challenge for grades K-2 and measurements and data analytics. This has been identified as a weakness for grades K-2. Mr. Danner asked how many in K-1 utilize the instructional model. Ms. Sanchez stated the expectation is 100%. Mr. Sanchez stated he is frustrated with AMIRA. No one can tell us what metric in the AMIRA data are we supposed to be paying attention to determine proficiency. If we don’t know what metric is being used for proficiency how can we determine individual student growth. It is not user friendly. Until we can get that answer then we can’t do what we are doing with IMMSA. Proficiency is not our goal, student growth is. If the principals don’t have easy access to all the data that is being produced, how do they read it. Ms. Sanchez stated when she sees a teacher using the instructional model and we are seeing results, they can see student individual areas of need. When using the instructional modal and proficiency scales, they are seeing evidence of impacted results. Mr. Fernandez asked what the repercussion is if the staff is not using it. Ms. Sanchez stated it is an expectation, they use coaching, mentoring, and if they don’t follow, they use progressive discipline.

3. FY26 School 90-day Plan Update

- a. BMS- Belen Middle School’s 2025–2026 Semester 2 90-Day Plan. IMSSA BOY vs. MOY data. For Reading in the 2025–2026 school year, seventh grade shows 26% needs support, a decrease of 10%, 51% near target an increase of 5%, and 23% on target an increase of 4%. Eighth grade shows 56% needs support, a decrease of 3%, 24% near target, an increase of 2%, and 20% on target, an increase of 1%. For Language Usage, seventh grade shows 21% needs support, a decrease of 24%, 46% near target, an increase of 13%, and 33% on targets, an increase of 10%. Eighth grade shows 33% needs support, a decrease of 7%, 50% near target, a decrease of 1%, and 18% on targets, an increase of 9%. For Math, seventh grade shows 38% needs support, 45% near target , a decrease of 7%, and 18% on target, an increase of 6%. Eighth grade shows 45% needs support, a decrease of 15%, 36% near target, an increase of 8%, and 18% on target, an increase of 6%. The identified performance challenge is accelerating student growth across all proficiency levels, with particular emphasis on moving scholars from “near target” to “on target.” Addressing this challenge requires differentiated instruction, targeted interventions, and continuous data-driven instructional adjustments to ensure students meet or exceed grade-level expectations by year’s end. English Language Arts (ELA) focuses on Layer II interventions with a desired outcome that by the end of the 2025–2026 school year, 100% of seventh and eighth grade scholars will demonstrate 12.5% growth in reading comprehension, vocabulary, and foundational literacy skills from

October to February and another 12.5% from February to May (total yearly growth of 25%), as evidenced by i-Ready Diagnostic scores. Critical actions include all ELA teachers providing a minimum of 30 minutes per week of i-Ready instruction using the program and workbooks; all teachers implementing 20 minutes of i-Ready Common Core during Student Development at least two days per week to increase program usage; the ELA department administering the i-Ready diagnostic in February and discussing data in PLCs; and administering the i-Ready diagnostic assessment in May and discussing those results in PLCs. Progress monitoring notes that by February 20, 2026, all scholars will demonstrate a 12.5% individual increase on their i-Ready diagnostic from October to February, and by May 11, 2026, all scholars will demonstrate a 12.5% individual increase from February to May. Math also focuses on Layer II interventions with a desired outcome that by the end of Semester 2, 100% of seventh and eighth grade math teachers will integrate weekly Math Talk sessions and collaborative problem-solving using protocols such as Number Talks or Think-Pair-Share to increase student discussion and mathematical reasoning. This strategy aims for 25% proficiency by week 3, 50% by week 6, and 75% by week 9, measured by Common Formative Assessments (CFAs) in Quarters 3 and 4. Critical actions include 100% of math teachers designing at least one lesson per week with a dedicated 10–15 minute Math Talk segment; math teachers collaboratively planning weekly Math Talk sessions in PLCs to identify standards-aligned problems, prompts, and discourse expectations; establishing and explicitly teaching discussion norms and sentence frames to support participation; and administering CFAs every three weeks with results analyzed during PLC meetings to monitor proficiency and adjust instruction. Progress monitoring includes target dates and proficiency goals: January 19, 2026 — 25% proficiency on the week-3 Quarter 3 CFA; February 9, 2026 — 50% proficiency on the week-6 Quarter 3 CFA; March 2, 2026 — 75% proficiency on the week-9 Quarter 3 CFA; April 6, 2026 — 25% proficiency on the week-3 Quarter 4 CFA; April 27, 2026 — 50% proficiency on the week-6 Quarter 4 CFA; and May 18, 2026 — 75% proficiency on the week-9 Quarter 4 CFA for both 7th and 8th grade math classes. Strategies used to address performance challenges include the creation and use of Common Formative Assessments (CFAs) and a system to track student progress across all content areas, enabling data analysis and reflection during PLCs. CFAs are administered every third, sixth, and ninth week of each quarter. A tiered teacher list provides one-on-one supports for staff needing extra assistance, and administration reflects, and revises systems as needed. New teachers work with a Teacher Mentor and participate in peer mentoring and observations. Cross-departmental teacher observations are encouraged to share effective strategies. An administrator responder schedule allows for weekly observation and feedback using ObserverTab tools, with observations calendared. The school is implementing proficiency scales and providing ongoing Marzano training opportunities. Administration has completed approximately 90 walkthroughs and observations so far this school year. The BCS Instructional Model is in use, and administrators will use ObserverTab to track the frequency of instructional model strategies being implemented in classrooms. Belen Middle School additions to the BCS model include reviewing content and providing resources and guidance.

- b.** IHS- Infinity High School's Spring 90-Day Plan opens with English Language Arts (ELA) summative and benchmark goal statements. In the 2022–2023 school year, 6 of 21 students (28%) who took the SAT met the Reading and Writing benchmark; in 2024–2025, 14 of 33 students (42%) met the benchmark. The 2025–2026 goal is for 22 of 41 students (50%) to meet the benchmark. Spring 2025 SAT data for Infinity High School (AI Code 320084) show 33 eleventh-grade test takers: 2 students (6%) met both benchmarks, 14 students (42%) met the ERW benchmark, 3 students (9%)

met the Math benchmark, and 18 students (55%) met no benchmarks. The schoolwide ELA benchmark goal for Grade 11 is to use Galileo MOY English Language Arts assessment results to demonstrate 2.5% growth from BOY to MOY. BOY-to-MOY actual and expected figures indicate that for Grade 11, 15 students (42.8%) actually met the target versus an expected 11 students (31.4%); 20 students (57.1%) did not meet the target versus an expected 24 students (68.5%). Individual student growth by ELA course shows: ELA 9 — 4 students (26.6%) did not meet growth and 11 students (73.3%) did; ELA 10 — 12 students (50%) did not meet and 12 students (50%) did; ELA 11 — 20 students (57.1%) did not meet and 15 students (42.8%) did; ELA 12 — 16 students (64%) did not meet and 9 students (36%) did. Mathematics summative and benchmark goal statements note that in 2022–2023, 2 of 21 students (10%) who took the SAT met the Math benchmark; in 2024–2025, 3 of 33 students (9%) met the benchmark. The 2025–2026 goal is for 13 of 41 students (31%) to meet the Math benchmark. Spring 2025 SAT data repeat the Infinity High School eleventh-grade summary: 33 test takers with 2 (6%) meeting both benchmarks, 14 (42%) meeting ERW, 3 (9%) meeting Math, and 18 (55%) meeting no benchmarks. The Math benchmark goal for Grade 11 is to use Galileo MOY Math assessment results to show 2.0% growth from BOY to MOY. BOY-to-MOY actual and expected figures show Grade 11 actual YES — 21 students (58.3%) versus expected YES — 19 students (52.7%); actual NO — 15 students (41.6%) versus expected NO — 17 students (47.2%). Individual student growth by math course shows: Math 9 — 4 students (30.7%) did not meet growth and 9 students (69.2%) did; Math 10 — 8 students (33.3%) did not meet and 16 students (66.6%) did; Math 11 — 15 students (58.3%) did not meet and 21 students (41.6%) did; Math 12 — 2 students (18.1%) did not meet and 9 students (81.8%) did. Progress learning updates report ERW/SAT averages rising from 39% on 10/30/25 to 55% on 1/13/26, and Math averages rising from 33% on 10/30/25 to 51% on 1/13/26. For Science, the summative schoolwide goal states that in 2024–2025, 15 of 33 students (45%) met the NMASR benchmark score of 1160; the 2025–2026 goal is for 25 of 41 students (60%) to meet the benchmark. The Science benchmark goal also specifies that 90% of students should pass the cumulative exam in each content area for the first semester; the actual result reported is 93% passing. English language proficiency (ELP) summative goals state that based on ACCESS proficiency levels (1.0 to 6.0), seven students (100% of ELP students) are expected to score between 4.0 and 6.0 on ACCESS. The ELP benchmark statement sets a goal that 100% of students meet expected growth in Math and ELA; the actual outcome shows 29% met expected growth in both content areas, 43% passed at least one content area, and 29% passed neither. The graduation goal for the 2026 cohort is set at 70%, though data were not yet released at the time of the presentation. Attendance and chronic absenteeism benchmarks indicate a target reduction of 5% by MOY across grade levels. Reported MOY chronic absenteeism/attendance-related figures show: 9th grade MOY — 90% / 89% / 80%; 10th grade MOY — 90% / 85% / 88%; 11th grade MOY — 90% / 88% / 84%; 12th grade MOY — 80% / 87% / 78% (these appear to be presented as target / current / historical or tiered attendance data). Internship attendance data for the fall months show days present of 76% in October, 90% in November, and 56% in December, with corresponding days absent of 24%, 10%, and 44%. Senior status data indicate 30 seniors total: 25 seniors have 20 credits or more; 3 seniors have 16.5 to 19.5 credits; 2 seniors have 13 to 16 credits; and no seniors have fewer than 13 credits. The plan for the spring semester emphasizes continued progress on the instructional model, including continued use of a schoolwide rubric to provide immediate assessment of student learning and implementation of proficiency scales. Critical actions include 100% of teachers meeting with all students to review Next Step Plans and 100% of teachers collaborating in weekly

PLC meetings. Special Education teachers will conduct small group instruction and collaborate with all Advisory teachers. The plan also includes daily walkthroughs, feedback, and formal observations; work-based learning and CTE opportunities for students; two family engagement nights; professional learning opportunities for teachers; use of Panorama; and a Freshman Credit Success Calendar. The presentation concludes with thanks.

- c. BHS- Belen High School's 2025–2026 90-Day Plan sets a clear goal to raise the four-year graduation rate. Historically, the school's graduation rate was 72.2% in SY 2022–2023 and 66.5% in SY 2023–2024; the target for SY 2025–2026 is 77.56%, representing a 33% reduction in four-year non-graduates. The plan's primary focus areas are School Leadership & Systems and Data-Driven Instruction (DDI), with desired outcomes and critical actions tied to measurable early indicators of progress toward the graduation goal. Under School Leadership & Systems, Belen High School aims by the end of the 90-day plan to establish and begin implementing a cohesive, leadership-driven graduation improvement system that produces measurable early indicators of progress toward raising the graduation rate from 66.5% to at least 77.56%. Mid-year progress for grade/credit status shows on-track percentages as follows: Class of 2029 — 72.2% (211/292); Class of 2028 — 78.7% (159/202); Class of 2027 — 77.9% (173/222); Class of 2026 — 81.7% (174/213). Critical actions include forming a schoolwide Graduation Action Team (GAT) composed of principals, counselors, teachers, attendance and family engagement staff, and two student representatives to meet weekly. The GAT will conduct a root-cause analysis of graduation barriers using disaggregated data (course, English Learner status, Special Education status, and ethnicity) and publish a 90-day implementation roadmap with prioritized interventions, owners, timelines, and success indicators. Core systems will be implemented, including a centralized early-warning tracking system that monitors attendance, course failure, and credit accumulation; a tiered reengagement process for at-risk students (attendance interventions, credit recovery plans, counseling check-ins); and a weekly case-management meeting protocol to review the top 25 at-risk students within each grade level. Family and student communication systems will be activated, including outreach scripts, a calendar of engagement touchpoints, and a tracker for outreach attempts logged in Panorama and/or PowerSchool; within 90 days, at least 90% of families of high-risk students will be contacted and offered supports. Early indicators of impact will be defined and monitored weekly, with targets such as reducing chronic absenteeism among the top risk cohort by 10%, increasing on-track credit attainment from Fall 2025 for 9th–11th graders by 15%, and increasing enrollment in credit recovery options for failing seniors by at least 20%. In the Data-Driven Instruction focus, the desired outcome is that by the end of Spring 2026 the school will have operationalized a consistent, schoolwide Common Formative Assessment (CFA) system administered at least every three weeks in every course, producing timely, actionable data used to adjust instruction and interventions and contributing to the long-term graduation goal. Critical actions include full CFA implementation — every teacher administering a short, standards-aligned CFA every three weeks and submitting results to the grade level/course data lead within 48 hours — and a structured 15-day data cycle where teachers score CFAs, enter disaggregated student results, and participate in data team meetings to identify students needing tiered supports. Grade level/course teams will document instructional adjustments and planned interventions. CFA results will be integrated with the early warning system so at-risk students are identified by within-course mastery patterns as well as traditional indicators. Targeted interventions will be provided within one week of identification, including in-class reteach, small group support, or enrollment in credit recovery/extension opportunities. A communication protocol will ensure

families and students receive timely progress updates after each CFA; within 90 days, 90% of families of students identified as off track will have been contacted and offered supports. By day 90, monitorable shifts expected include a 10% increase in the percentage of 9th–11th graders on track in course credits, a 15% decrease in the number of students scoring below proficiency on repeated CFAs in targeted courses, and a 20% increase in participation in targeted supports (tutoring/credit recovery) among identified students.

G. BOARD REPORTS

1. Finance Committee Meeting January 21, 2026-Mr. Fernandez reported. Payroll total funds for 1.9.26 payroll; 584 current employees Operational fund \$1,370,659.56 total all funds \$1,672,953.97 total payroll bi-weekly. Total Operational fund: Function 1000: Budget \$30,263,868.61 and balance of \$2,962,916.16 funding directly for classrooms. Function 2100: Budget \$5,571,886.17 and balance of \$1,102,832.44 funding directly to support services. Function 2200: Budget \$1,155,942.24 and balance of \$340,521.67 funding core support services. Function 2300: Budget \$1,175,480.35 and balance of \$199,155.24 funding board. Function 2400: Budget \$3,279,506.34 and balance of \$224,795.17 funding school administration. Function 2500: Budget \$2,596,012.44 balance of \$433,617.47 funding administration-HR, Finance, Warehouse. Function 2600: Budget \$13,219,690.25 and balance of \$5,262,637.70. Function 2700: Budget \$827,100.57 and balance of \$338,344.68 funding student transportation. Function 2900: Budget \$2,934,485.46 and balance of \$2,934,485.46. Function 3100: Budget \$37,344.86 and balance of \$23,871.30 funding food services. Function 3300: Budget \$459,310.80 and balance of \$141,503.44 funding community services (pool). Function 4000: Budget \$617,748.66 and balance of \$617,748.66 funding capital outlay for equipment. SB9 budget as of 12.30.25 \$3,247,471.41 and balance of \$1,489,737.99 funding maintenance of buildings.
2. Construction Committee Meeting January 21, 2026-Mr. Garley reported. Roofing Projects: BHS Weight Room roof installation complete. BHS Gym roof installation in progress and completion expected by Friday, Jan 30. Final walkthrough for both projects to be scheduled upon completion of Gym. BHS Gym Hot Water Heaters: project for demolition of existing boiler and replacement with high efficiency hot water heaters approved by school board and construction schedule pending PO approval. Secure Vestibules: BHS Secure Vestibule: Material estimated for arrival on Friday, Feb. 6 and construction to begin on Monday, Feb. 9. Contractor estimates approximately 2 weeks for completion. RGE Secure Vestibule: Materials expected to arrive week of Feb. 9th and project to run concurrently with installation of BHS vestibule. Project completion estimated to take approximately 3-4 weeks. Security Camera Upgrades: BCS Family School: Project includes installation of new security cameras, archiver (data storage), and network connection licenses. Material has been ordered and ETA is approximately 2 weeks. Tentative start date is Monday, Feb 9. Equipment for security camera replacements at BMS, GSE, and BCS Administration campuses as determined by site audits is currently being ordered. Installation schedule to follow delivery of equipment and projects are expected to run concurrently with BCS Family School project.
3. Policy Committee Meeting January 21, 2026-Mr. Tucker reported. Reviewed three items that dealt with Regulation and Exhibits, not policy. The first dealt with key holders and action if items lost. Maintenance exhibit. The last was dealing with grievances.
4. Board Committee Assignment-Mr. Danner stated the committee assignments for the major are all the same. For budget review- committee as a whole. When different groups come in for their budget. Board sits in meeting with departments. Mr. Danner stated it is important to have two members at each meeting. Up to board to dedicate their time. The board wants to be informative of budget process. Trying to get everyone involved.
5. Board Evaluation-There was some discussion on #1: The Board imparts information on issues, needs, and complaints in a manner allowing the Superintendent the opportunity to

solve related problems in a professional manner- 75% satisfactory 25% unsatisfactory. The four major problems the board faces: PED, inability to get parents to realize the need to improve student attendance, student engagement, and need for new HS but no money. Significant accomplishments: continued focus on student outcomes, thorough financial planning and prudence finding enough money to complete DCE, district learning model, and emphasis on meeting educational standards.

H. ACTION ITEMS

- 1.** Consideration of approval: for the purchase to Roberts Truck Service for replacement of two school buses in the amount of \$305,408.00 fund 27178-Superintendent recommends approval. Motion to approve made by Mr. Garley and seconded by Ms. Silva. Individual votes 4-0, motion passes.
- 2.** Consideration of approval: for the purchase to Roberts Truck Service for replacement of one school bus in the amount of \$143,532.00 fund 27178-Superintendent recommends approval. Motion to approve made by Mr. Tucker and seconded by Ms. Silva. Individual votes 4-0, motion passes.
- 3.** Consideration of approval: for the purchase to Mutualink, Inc., for annual agreement of emergency communication software in the amount of \$133,650.00 fund 11000-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Tucker. 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.** NMSBA Board Member Institute February 5-7, 2026
- 2.** Regular Board Meeting February 10, 2026 5:00 pm

- J. BOARD COMMENTS-**Mr. Tucker stated that he has administrator and employees that are working past 12-13hrs to attend this meeting. If they know they have to get the job done and put the time in, why is that not systematic throughout the District.

- K. ADJOURNMENT-**Mr. Fernandez adjourned the meeting at 8:04 pm.

Jim Danner, Board President

Larry B. Garley, Board Secretary

Respectfully submitted:

Cyndi Shawver, Recording Secretary