

BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

FEBRUARY 10, 2026 MINUTES

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

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

Administrators Present: Lawrence A. Sanchez, Superintendent
Annette A. Torrez, Chief Financial Officer
Ben Kingsolver, Technology Coordinator
Deborah Baca, Director Health Services
Baylor Del Rosario, Director Special Education
David Marques, Principal Dennis Chavez Elementary
Margaret Manning, Principal Rio Grande Elementary
David Ryan, Principal La Merced Elementary
Cheri Montoya, Principal La Promesa Elementary

Others Present: Julia Dendinger, Valencia County News Bulletin
Approximately (57) individual(s) in attendance
Approximately (9) 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.
Mr. Garley called for roll of members in attendance.
- C. MODIFICATIONS/ADOPTION OF AGENDA**-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Garley. Motion passes with all members saying "aye".
- D. APPROVAL OF CONSENT ITEMS**-Superintendent recommends approval of consent items.
Motion to approve 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: 01/22/2026-02/04/2026
Board of Education Regular Board Meeting Minutes: 01/27/2026

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. Music Programs-Elementary and Secondary-McConnehey and four of his students started the meeting off with the hokey pokey played on their ukuleles. Ann Nolan presented for the Elementary Music programs at Central, Dennis Chavez, Gil Sanchez, La Merced, La Promesa, and Rio Grande. Purpose: Showcase ways students grow in Critical Thinking, Problem Solving, and Creativity across K–6 music programs. Critical Thinking-Central: Listening logs for analyzing music across cultures, genres, time periods. Dennis Chavez: Vocal performance analysis of tempo, pitch, volume, movement. Gil Sanchez: 3rd graders analyze musical form through movement to construct musical meaning. La Merced: Grades 2–6 echo rhythms accurately with rhythm sticks; play set rhythms (e.g., William Tell Overture). La Promesa: Kindergarteners match scarf movement to pitch; practiced body tone scale and then used scarves independently. Rio Grande: 3rd graders sing in rounds, using motion and proximity to evaluate tempo and beat in real time. Problem Solving-Central: Students self-assess volume, pitch, rhythm, and ensemble matching. Dennis Chavez: Use notation to play tuned percussion, discuss problems, share fixes, persevere to build confidence. La Merced: Grades 4–6 (soon 2–3) write 4-beat rhythms in boxes with four hearts; rhythms played for students to transcribe. La Promesa: Students match instrument images to timbre from recordings. Rio Grande: 1st graders extend clapping rhythms to patterns with three sounds per beat, challenging partners. Creativity- Central: Students learn instruments and recreate familiar songs collaboratively. Dennis Chavez: Create 16-beat rhythm patterns using stick notation, collaborate, refine ideas, use percussion vocabulary. La Merced: K–1 create 4/4 rhythms with rhythm strips using quarter, eighth notes, and rests; copy and perform peers' rhythms. La Promesa: 5th graders used cross-curricular work with the African American folk song "Follow the Drinking Gourd" for Black History Month. Rio Grande: Role-playing for original dialogue/personality in skits; 1st-graders improvise on designated notes and experiment with barred instrument effects. Summary: K–6 music students analyze performance, solve musical problems, and refine original musical ideas while developing cognitive skills and social-emotional learning. Ms. Silva thanked her for the presentation and stated that she appreciated the collaboration from all of the teachers. They summarized the 90 day and instructional plans so well. Mr. Garley stated it was the most exciting to the beginning of a school board meeting. Mr. Danner stated tonight was a good example of educating the whole child. Kristen Baca, Adrian Esquivel, and band students presented. Highlighting successes: Marching: POB — 1st place and all caption awards in Class A; LLMI — superior rating, outstanding percussion and color guard (Class A–AAA); Zia Marching Fiesta — 3rd place and outstanding color guard (Class A–AAA). Concert Band: Band Clinic with Henry Estrada and Luis Delgado; MPA 2024 — Excellent; MPA 2025 — Superior. Leadership: Emphasizes structure through section, silent, and social leaders to increase productivity and inclusivity. Leadership described as providing practice structure, responsibility, and opportunities for upperclassmen to serve; all students expected to lead by example. Values: Leadership, Integrity, Passion. Opportunities: District Honor Band and All-State Band; scholarships for talented students. All-State benefits: higher-level playing, audition experience, leadership, and adaptability development. Value of music in schools: Fosters belonging, teamwork, goal setting, responsibility, self-discipline, and independent practice. Mr. Garley stated in the summer he always sees the band students working out their steps. He gave his congratulations and to keep up the hard work. Mr. Danner thanked them for the presentation. On behalf of Mr. Tucker he let them know Intensity Band is the Best in the Land. Chris Orphal presented on his guitar and choir programs. Programs: Middle School Guitar, High School Beginning & Advanced Guitar, High School Beginning & Concert Choir. Main Goal: Independent Musicianship: efficient/productive practice, intentional/artistic decisions, self-motivated learning goals and efficacy. Choir: Strong focus on music literacy and heavy implementation of solfege in learning, rehearsal, and analysis. Student-led sectional rehearsals with informal leadership roles. Student participation in concert planning and production. Stricter expectations for at-home rehearsal. Events: Solo and Ensemble (Oct

4) — 12 students; Honor Choir (Nov 14) — 18 students; Upcoming: Music Performance Assessment (Mar 24) — all singers; People's Choice Concert (~April) — student-led. Guitar: Approach classical style creatively; two world premieres of new compositions in December. Emphasis on analytical skills, building a vocabulary of technical exercises, control of fundamentals. Events: All State (Jan 14–17) — 3 students (1 alternate); Upcoming: Solo and Ensemble (Apr 25) — >4 students; People's Choice (~April) — student-led. Looking Forward: Curriculum to support multiple experience levels in every class. More involvement of Guitar programs in NMMEA events (MPA, Honor Guitar, MS competitions). Model advanced groups after HS Concert Band with formal student leadership positions and regular after-school rehearsals for optional events/competitions. Incorporate more regular creative/compositional assignments across all levels (informed by All State clinics). Ms. Silva thanked him and sees the same alignment on the programs. Mr. Garley said the only thing he sings is Loyal and True. Mr. Danner stated he doesn't know if there is another board in the state who has spent 55 minutes on fine arts in the music area District wide. He thanks them all for their enthusiasm because it shows they believe in what they teach. It is awesome. He thanked them all.

2. FY26 School 90-day Plan Update

- a. LME-David Ryan-Mr. Ryan opened with the guiding belief "Students don't care how much you know until they know how much you care." The Performance Challenge notes 27% of scholars are not comfortable asking teachers for help. The Root Cause is a lack of consistent professional development, follow-up coaching, and accountability around classroom management and relationship-building. Critical Actions: conduct professional development on the 9 Essential Elements of Teaching with Love and Logic; conduct walkthroughs for implementation of the first elements; conduct post-observation feedback and develop enrichment activities for teachers. Desired Outcome: decrease unfavorable responses on the counselor-created SEL survey from 27% to 17%. Love and Logic implementation status: Neutralizing Arguing — Completed; Delayed Consequences When Appropriate — Completed; Empathy Before Consequences — Completed; Short-Term Recovery — In Progress (quiet reflection space); Developing Positive Teacher-Student Relationships — Completed; Setting Limits with Enforceable Statements — Completed; Avoiding Power Struggles — Completed; Modeling Emotional Regulation and Respect — Completed. All staff have had professional learning on the first six skills; three modules remain. The LME SEL survey is scheduled for the end of March. Panorama survey showed increases: Self-management +6%, Sense of Belonging +6%, Self-efficacy +1%. Additional data: Chronic absenteeism decreased from 46.57% to 28.67% since 24–25 SY; 27 scholars have perfect attendance (vs. 4 in 24–25); average daily attendance is 92% (vs. 89% in 24–25). A survey is being developed to explore reasons for decreased absences. Academic goals: ELA — increase proficient/advanced by 6% and decrease Novice/Nearing Proficient by 6% on the iMSSA MOY for grades 3–6. Math — increase proficient/advanced by 5% and decrease Novice/Nearing Proficient by 5% on the iMSSA MOY for grades 3–6. Midyear MOY progress: Reading Growth Achievement overall 54.2% (141/260): 3rd 70.3% (45/64), 4th 61.8% (42/68), 5th 40.6% (26/64), 6th 54.8% (40/73). Language Usage Growth Achievement overall 54.2% (141/260): 3rd 70.3% (45/64), 4th 56.7% (38/67), 5th 35.9% (23/64), 6th 53.8% (35/65). Math Growth Achievement overall 67.41% (182/270): 3rd 84.6% (55/65), 4th 66.1% (45/68), 5th 56.3% (36/64), 6th 63.0% (46/73). Performance Challenge: inconsistent implementation of core instructional practices (classroom management, reflecting on learning, tracking student progress, CFAs, proficiency scales) is limiting instructional effectiveness and contributing to lower Math and ELA scores. Plan — School Leadership and Systems: Critical Action 1: admin to develop a system for PD and observation data on proficiency scale implementation; Critical Action 2: admin to provide support during

PLCs to develop schoolwide CFAs in ELA and Math for grades 3–6. Progress on systems: Critical Action 1 — PD on proficiency scale implementation completed mid-November 2025; 23 drop-ins since mid-November with feedback and PLC discussions; average score 2.28/4.0. Critical Action 2 — PLC teams progressing (3rd, 4th, 6th completed independently; 5th working with an instructional facilitator); 68 CFAs administered as of January 30, 2026; data analysis discussions occur in PLCs with adjustments to CFAs and proficiency scales. Mr. Danner stated the difference with the attendance is excellent for where the school was in the past. Mr. Danner asked for the clarification on departmentalization. Mr. Ryan stated they were not allowed this year so the 4-6th grade teams went back to everyone stays in the classroom with all content in that room. Mr. Danner asked what he attributed to the growth in Math, which exceeded ELA growth. Mr. Ryan stated it is his focus in the PLC groups and how to get kids to understand math. Mr. Danner asked that it seems like the rigor in the Math classes must have been higher than the rigor in the ELA; is this a true statement. Mr. Ryan stated he looks at perspective and thinks the teachers look at it differently when they look at math. Could it be more challenging, absolutely. Mr. Sanchez stated that if he were the principal at LME they would be better at ELA because it is his strength. Mr. Ryan's strength is math. So they have an extra expert that helps them. Ms. Silva stated it is spoken often about changing adult behavior and fill that attendance, changing adult behavior, understanding math; they all just work together. Mr. Garley stated the improvement in absenteeism is critical and your numbers are showing the improvement.

- b.** DCE-David Marquez stated the mission: the community is committed to developing responsible, productive, educated citizens who are college/career ready, and the vision: the team will work collaboratively to provide a caring environment with mutual respect and research-based curricula. Core values emphasize that all children can learn at rigorous levels, deserve to feel seen/heard/supported, teachers grow when respected and empowered, and families are essential partners. Focus areas are School Leadership and Systems, ELA, and Math. K–2 BOY to MOY ARM reading scores improved from a total BOY 21% (24/113) to MOY 51% (58/114) (+30). K–2 BOY to MOY I-station math percent proficient rose from total BOY 58% (62/106) to MOY 65% (74/114) (+7), with kindergarten +28%, 1st +3%, 2nd +7%. I-MSSA Grades 3–6 ELA Reading BOY distribution was Needs Support 30.64% (53/173), Near Target 38.15% (66/173), On Target 31.21% (54/173); MOY shifted to Needs Support 32.7% (56/173), Near Target 28.32% (49/173), On Target 39.31% (68/173) (+8%). ELA Language Usage BOY: Needs Support 26.14% (46/176), Near Target 36.36% (64/176), On Target 37.5% (66/176); MOY: Needs Support 21.39% (37/173), Near Target 38.73% (67/173), On Target 39.88% (69/173) (+2%). Math BOY: Needs Support 54.29% (95/175), Near Target 29.71% (52/175), On Target 16% (28/175); MOY: Needs Support 28.65% (49/171), Near Target 42.69% (73/171), On Target 28.65% (49/171) (+12%). Cohort growth goals and BOY–MOY growth: Reading total growth met goal 49.12% (84/171); Language Usage 54.34% (94/173). By grade: Reading met-growth — 3rd 50% (17/34), 4th 50% (23/46), 5th 50% (23/46), 6th 46.67% (21/45). Language Usage met-growth — 3rd 57.14% (20/35), 4th 67.39% (31/46), 5th 60.87% (28/46), 6th 32.61% (15/46). Special Education: Reading 52.63% (20/38), Language Usage 55.26% (21/38). English Learners: Reading 48.72% (19/39), Language Usage 64.1% (25/39). Math total growth met goal 72.09% (124/172); by grade: 3rd 88.24% (30/34), 4th 65.22% (30/46), 5th 73.91% (34/46), 6th 65.22% (30/46). Special Education Math 73.68% (28/38); English Learners Math 79.49% (31/39). Panorama fall student survey and attendance: overall attendance ranged Aug '25–Jan '26 between 89%–93% with monthly grade-level breakdowns (e.g., 1st 90%–94%, Kinder 89%–92%). Walk-through data (31 recorded) identified areas for growth: transitions, displaying student work, equitable distribution to

reluctant learners; strengths: room organization, expectations, student engagement, posting/communicating learning targets and proficiency scales. Goals & projections: ELA grade-level cohorts aim for minimum 9% proficiency growth on NM-MSSA (2025→2026); individual students 15% growth on NM-MSSA; individual students 7% scale score growth on IMSSA BOY→MOY. Math grade-level cohorts aim for minimum 7% proficiency growth on NM-MSSA; individual students 12% growth on NM-MSSA; individual students 7% scale score growth on IMSSA BOY→MOY. Critical actions (90-Day Plan) — ELA: define/communicate/reinforce ELA instructional non-negotiables (lesson structure, routines); implement weekly focused ELA walkthroughs with look-for and provide timely feedback; leverage PLCs to review walkthrough trends, analyze reading data, and plan instructional adjustments to strengthen Tier I ELA instruction. Math: establish and communicate math instructional non-negotiables (lesson structure, modeling, discourse, checks for understanding); conduct weekly math walkthroughs with look-for and provide timely feedback; use PLC time to analyze math data, review walkthrough trends, and plan instructional responses to improve Tier I math instruction. Monitoring every 30 days: scales and CFAs posted in TEAMS; PLC entrance tickets document instructional model use; I-station interim assessment will show high/moderate improvement rates; weekly PLC minutes will document collaboration with scales, CFAs, and the instructional model; observations/feedback will show students interacting with proficiency scales and teachers implementing Instructional Model strategies. The curriculum implementation motto: Roadrunners will be Responsible, Respectful, Ready & Safe. Mr. Danner stated that he answered all his questions through the presentation. Mr. Danner stated that most 5th grades at the schools are struggling but Mr. Marquez's is the strongest in the area. Mr. Marquez stated a lot of it is that the two of them are his most veteran teachers and they had a strong team the year before as well; they came up with a lot of skill. Ms. Silva asked if the monitoring progress is every 30 days. Mr. Marquez stated every 30 days they are doing walkthroughs, are we looking for the right things in the classroom. His teachers have already looked at their data and were ready when we went in to discuss it. Mr. Garley congratulated him and the staff for the award they received.

- c. RGE-Margaret Manning presented Rio Grande Elementary's Middle of Year 2025–2026 report highlights iStation Reading and Math results, iMSSA BOY→MOY shifts, targets, critical actions, evidence of progress, student survey results, and family engagement. iStation Reading BOY→MOY by grade shows kindergarten moving from 52% L1&2, 14% L3, 34% L4&5 to 46% L1&2, 25% L3, 28% L4&5; first grade from 48% L1&2, 22% L3, 30% L4&5 to 47% L1&2, 23% L3, 30% L4&5; second grade from 68% L1&2, 9% L3, 23% L4&5 to 65% L1&2, 18% L3, 17% L4&5. iStation Math BOY→MOY shows kindergarten from 49% L1&2, 14% L3, 37% L3&4 to 27% L1&2, 31% L3, 43% L3&4; first grade from 24% L1&2, 22% L3, 54% L3&4 to 29% L1&2, 15% L3, 56% L3&4; second grade from 71% L1&2, 12% L3, 17% L3&4 to 65% L1&2, 19% L3, 15% L3&4. iMSSA Grades 3–6 reading shifted from BOY Needs Support 52% (32), Near Target 26% (16), On Target 23% (14) to MOY Needs Support 42% (25), Near Target 15% (9), On Target 42% (25); math shifted from BOY Needs Support 82% (50), Near Target 18% (11), On Target 0% (0) to MOY Needs Support 38% (22), Near Target 57% (35), On Target 5% (3). Targets are: ELA individual students 13% growth on NM-MSSA and 6.5% growth in iMSSA scale scores BOY→MOY; Math individual students 10% growth on NM-MSSA and 5% growth in iMSSA scale scores BOY→MOY. Critical actions include creating common formative assessments, using the RGE Model of Instruction, implementing Horizons Reading routines (close reading, interactive read-alouds with modeling, mini-lessons with high-leverage skills), daily math warm-ups focused on fluency and number sense, formative checks tied to success criteria, use of visual models/manipulatives/anchor charts, and

same-day/next-day reteaching. Evidence of progress comes from observation feedback, the RGE Teaching Model, and student surveys, which show Sense of Belonging 67%, Self-Management 65%, Self-Efficacy 58%, School Climate 67%, School Safety 64%, and Engagement 51%. Parental engagement includes newsletters in English and Spanish, monthly calendars, information via the Thrillshare app, and a Family Night on March 6 to celebrate Dr. Seuss. Mr. Danner commented that the principal presentations have been on target and they are talking about what the board emphasizes. They are taking a direction we have not seen in the past and am very pleased. Ms. Silva stated she has seen it too over the past couple of years. They can look at the data and explain it.

F. BOARD REPORTS

1. NMSBA Board Institute February 5-7, 2026 Ms. Silva stated that herself, Mr. Tucker, Mr. Fernandez, and Mr. Sanchez all attended this conference. All of them attended the Veteran Board member training on the first day. The focus was related to performance-based budgets. It kind of aligns with what our plans are. All members attended different sessions to get different perspectives and reviews on OMA, finance, and updates on Accreditation. Some conversations and comments from other board members at the conference were talking about going with SOFG. A lot of districts haven't even pursued it yet.
2. Board Workshop February 9, 2026-Mr. Danner stated he was really pleased with the directions and presentation by Ms. Torrez. The priorities regarding literacy, numeracy, and student well-being. What we can look for the functions that support student performance. Went extremely well. Things talked about ahead of time with the superintendent were right on target. Ms. Silva stated even the timelines from PED, legislator, and things we will see in our district, thank you. Mr. Sanchez stated Ms. Torrez put together a report that the board wanted to see and she did an outstanding job.

G. ACTION ITEMS

1. Consideration of approval: Purchase to Labatt Food Service for weekly produce for student meals in the amount of \$50,000 fund 21000-Superintendent recommends approval. Motion to approve made by Mr. Garley and seconded by Ms. Silva. Individual votes 3-0, 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.

H. ADVANCED PLANNING

1. Finance Committee Meeting (Tuesday) February 17, 2026 9am
2. Construction Committee Meeting (Tuesday) February 17, 2026 10am
3. Policy Committee Meeting (Tuesday) February 17, 2026 11am
4. Regular Board Meeting February 24, 2026 5:00 pm

- I. **BOARD COMMENTS**-Mr. Garley stated he went to the basketball game, and they honored all veterans. Really appreciated it.

- J. **ADJOURNMENT**-Meeting was adjourned at 7:09pm

Jim Danner, Board President

Larry B. Garley, Board Secretary

Respectfully submitted:

Cyndi Shawver, Recording Secretary