

BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

FEBRUARY 24, 2026 MINUTES

Board Members Present: Ralph Fernandez, Board Vice President
Larry B. Garley, Board Secretary
Aubrey E. Tucker, Board Member
Joanne Silva, Board Member

Board Members Absent: Jim Danner, Board President

Administrators Present: Lawrence A. Sanchez, Superintendent
Annette A. Torrez, Chief Financial Officer
E. Renee Sanchez, Assistant Superintendent Academics
Ben Kingsolver, Technology Coordinator
Antonio Sedillo, Director Support Services
Caleb Crum, Principal Gil Sanchez Elementary
Cheri Montoya, Principal La Promesa Elementary
Robert Torrez, Principal Central Elementary
David Jimenez, Principal Family School
Margaret Manning, Principal Rio Grande Elementary

Others Present: Julia Dendinger, Valencia County News Bulletin
Approximately (43) individual(s) in attendance
Approximately (18) individuals watched via streaming

- A. CALL TO ORDER**-Mr. Fernandez called the meeting to order at 5:00 pm.
- B. PLEDGE OF ALLEGIANCE/SALUTE TO THE FLAG OF NEW MEXICO**-Mr. Fernandez led the pledges.
- C. MODIFICATIONS/ADOPTION OF AGENDA**-Superintendent recommends adopting the agenda as is. Motion to adopt the agenda made by Ms. Silva and seconded by Mr. Garley. Individual votes 4-0, motion passes.
- D. APPROVAL OF CONSENT ITEMS**-Superintendent recommends approval of consent items. Motion to approve consent items made by Mr. Tucker and seconded by Ms. Silva. Individual votes 4-0, motion passes.

(Discussion/Action) (Indicates Items for Consideration by Consent. There will be no discussion of these items unless a Board member so requests, in which event the item may be placed on the regular agenda.)*

AP Report: 02/5/2026-02/18/2026

Board of Education Regular Board Meeting Minutes: 02/10/2026

*Donation from Amazon ABQ2 Fulfillment Center in the estimated amount of \$5000 for clothes, shoes, school supplies, etc. for student in need

BARs

Fund	Fund Name	Bar	Adjustment
31300	Capital Outlay-Local	087-000-2526-0117-IB	\$1,000,000.00
27149	PreK Initiative	087-000-2526-0118-M	\$0.00
24196	Stronger Connections Grant	087-000-2526-0119-IB	\$20,000.00

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. Art programs-Elementary and Secondary-RGE: Ms. Nolan, her student teacher Alyssa Carrillo along with their students presented. They went over some of the art projects that they work on. Tearing paper to make designs to foster creativity, using engineer thinking to create cylinder forms help to work on problem solving, and using critical thinking how they used observation, light, and overlapping to create the illusion of 3D. Ms. Nolan thanked the Board for allowing them to talk about their art program. The believe the skills are not just art skills, they are wonderful thinking habits that translate across all subject areas and everyday problem-solving skills. GSE: Alicia Nevarez presented that Elementary art classes develop creativity by encouraging imagination, self-expression, experimentation, and healthy risk-taking in a safe environment. They build critical thinking skills as students learn to think creatively, reason through decisions, adapt when things go wrong, and reflect on their process—skills that transfer beyond the art room. Art also teaches problem-solving by helping students notice problems, try different solutions, learn from mistakes, think creatively, and adjust their plans. BMS: Andrea Torrez presented in middle school visual arts classrooms, critical thinking involves observing carefully, asking purposeful questions, and applying evidence to support creative choices. Students analyze artworks by identifying elements of art such as line, color, shape, form, value, and texture, while interpreting meanings and artist intent. They justify their own artistic decisions by explaining what worked, what could improve, and why, using clear examples to support their conclusions. Creativity in visual arts means exploring ideas, taking risks, and making choices that express a unique perspective while using the elements and principles of art to communicate meaning. This involves experimenting with different materials and techniques, reflecting on what works and why, and revising work based on feedback and observation to show both technical skill and original thinking. Problem-solving in visual arts involves recognizing a challenge such as improving composition, suggesting movement, or communicating an idea, then researching and brainstorming possible solutions. Students experiment with materials and techniques through quick studies or sketches, evaluate what works, and make deliberate revisions. This cycle builds persistence, flexible thinking, and informed decision-making, allowing artists to transform mistakes into stronger choices and clearly express their intention. Governor Michelle Lujan Grisham has officially proclaimed the 2025-2026 school year as the New Mexico Year of the Arts in Education. Arts education encompasses a wide spectrum of disciplines, traditional and contemporary, within fields such as visual arts and design, media arts, music, theatre, dance, literary arts, and culinary arts, among others. These fields offer rich opportunities for cross-curricular integration and interdisciplinary learning. Creating visual art involves planning and experimenting with materials and techniques, making choices that express intention, and revising work through reflection and feedback to strengthen meaning and skill. Mr. Ulbricht from BHS introduced some of his students who are part of the Governor's mural team who presented. Dispelling the Myth: Art Matters-Art is not a secondary subject—it's essential to student success. Common misconception: Art is less important than math, science, and English. Reality: Art integration drives academic achievement and life skill development. The Research: Academic Benefits of Arts Integration when teachers integrate arts with core subjects: Students score

significantly higher on standardized tests, Improved school attendance rates, Higher graduation rates, Enhanced emotional regulation and stress management, and Stronger communication and social skills (teamwork, leadership, responsibility). Beyond the Classroom-Art as an Emotional and Social Tool. Students benefit from art as: A healthy outlet for emotional expression. A safe space to process feelings. A platform for building communication skills. An opportunity to develop social competencies. Community Impact-Real-World Project: The Governor's Mural. Project Highlights: Students designed and painted a mural for the state governor. Required skills: Planning, teamwork, communication, time management. Outcome: Students made a tangible community impact and demonstrated collective talent. Campus Culture-Student Creativity on Display. Murals throughout campus showcase individual creativity and student voice. Visual representation that student talents are valued and celebrated. Fosters a sense of belonging within the school community. Reinforces that every student matters. Some student testimonials: "My social anxiety has been significantly reduced by communicating with my peers in regard to my own art and others, I can interact with people better thanks to art class." – Zane "Art is the best way of self-expression and stress relief. After a long day full of heavy subjects like Chemistry and English, I find peace in making art, talking about it, and learning about it." -Jenni "Art has helped me day to day by allowing me to express my emotions that may be hard to express differently, allowing me to express those emotions and making my days go by easier." -Allen "Art stimulates my brain. After doing something creative in art class that makes me think outside of the box, I get more motivation to work well in my other classes." -Megan Mr. Ulbricht's art class has been my outlet at school, where I can just sit and focus on what I like to do and what makes me the happiest - art. Since this is my first year in this school, art class has given me the opportunity to feel more confident and comfortable, making me secure in putting myself out there. Thanks to that, I have met so many amazing, talented people, and I've had such incredible opportunities for which I am truly grateful. The board thanked them for their presentation.

2. FY26 School 90-day Plan Update

- a. GSE-Caleb Crum-90-Day Plan for Spring 2026 addressing significant performance challenges identified through mid-year iMSSA data for grades 3-6. The data reveals systemic gaps in Layer One instruction across English Language Arts and Mathematics, with 38% of students in Reading at the "Needs Support" level, 28% in Language Usage at "Needs Support," and 43% in Mathematics at "Needs Support." iReady Reading Assessment data shows 43% of students are one grade level below, 19% are two grade levels below, and 13% are three or more grade levels below grade level. Root cause analysis identified two primary issues: lack of clarity in proficiency scales and clear learning targets, and systemic Layer One gaps indicating that large groups of students are not achieving grade-level proficiency. The plan focuses on improving Layer One instruction efficacy and using data-informed decisions alongside High-Quality Instructional Materials (HQIM). For English Language Arts, the desired outcome is 100% of teachers providing clarity in Layer One instruction by consistently using proficiency scales aligned to priority standards, with progress monitoring checkpoints on 2.19.2026, 4.10.2026, and 5.21.2026. For Mathematics, the goal is 100% of staff using proficiency scales during instruction to clarify mathematical concepts, processes, and applications, with the same progress monitoring timeline. The school is committed to implementing proficiency scales and rubrics aligned to priority standards and using an instructional model emphasizing feedback, content, and context to drive student growth. Ms. Silva thanked him for all the reflection included in the report. Mr. Fernandez asked about the extra adults in the classroom and who they were and their titles. Mr. Crum answered, parent volunteers that had background or expertise in the needed area, paraprofessionals, mostly were general educational assistants that worked in that grade level. Thinking of next year and talking about budgets thinking of how we can

get more of those adults on our campus.

- b. LPE-Cheri Montoya- Spring 90-Day Plan for the 2025-2026 school year addressing literacy and numeracy achievement across grades K-6. Amira Reading data for grades K-2 shows mixed results, with Kindergarten declining from 68% at Levels 1 & 2 (Beginning of Year) to 43% (Middle of Year), while 1st grade remained relatively stable at 55% and 2nd grade decreased from 65% to 57% at Levels 1 & 2. Amira Math data for grades 3-6 indicates that 3rd grade demonstrated 56% growth, 4th grade 68%, 5th grade 40%, and 6th grade 51%. iMSSA Reading data for grades 3-6 reveals significant challenges, with 3rd grade at 93% "Needs Support" at Beginning of Year declining to 74% by Middle of Year, and 4th grade improving from 57% to 45%. iMSSA Language Usage shows 3rd grade at 86% "Needs Support" (BOY) improving to 41% (MOY), while iMSSA Math data indicates 3rd grade at 97% "Needs Support" (BOY) improving to 67% (MOY). Attendance data shows 38% of students in Tier 3 (10-20% absences) and 7% in Tier 4 (>20% absences). The Panorama Student Well-Being Survey for grades 3-5 (85 students) showed 73% positive response for Sense of Belonging and 61% for Self Efficacy, while Grade 6 (38 students) reported 62% positive for Sense of Belonging and 57% for Self Efficacy. The school's summative goal is a 12% increase in students scoring at proficient and advanced levels in ELA and 10% in Math for grades 3-6. The benchmark goal is a minimum of 6% growth in ELA and 5% in Math by midyear. The Spring 90-Day Plan focuses on 100% of teachers providing daily structured literacy instruction incorporating all strands of structured literacy and writing using research-based resources, with critical actions including weekly writing instruction on conventions, monthly administrator walkthroughs, and professional learning on proficiency scales. The Fall 2025-2026 90-Day Plan's desired outcome is 100% of teachers providing rigorous math instruction including daily assessments, daily review and interventions, and perseverance in problem-solving. Mr. Tucker thanked her for the presentation and it is refreshing that we don't get some utopian society presentation. There are challenges and celebrations that are defined and a plan on how to address both. Ms. Silva stated that the instructional goals are aligned. Mr. Fernandez stated that the Panorama might be a reflection of leadership. Ms. Montoya stated that it is a community school and it is a reflection of the community, thank you.
- c. FS-David Jimenez- Stated that Family School is currently a Spotlight School, and it is four years running. He also stated recently the chronic attendance data is 0.05, which means they are showing up every day. He thanked the parents for bringing them every day. Spring 2025-2026 90-Day Plan with End of Year growth goals of 12% for Reading and Language Usage and 10% for Math across grades 3-8. Reading growth data shows 3rd grade with 16 students demonstrating growth versus 7 (no) demonstrating growth, 4th grade with 9 (yes) versus 5 (no), 5th grade with 6 (yes) versus 9 (no), 6th grade with 15 (yes) versus 13 (no), 7th grade with 5 (yes) versus 11 (no), and 8th grade with 7 (yes) versus 8 (no). Math growth data indicates 3rd grade with 16 (yes) versus 7 (no), 4th grade with 11 (yes) versus 2 (no), 5th grade with 11 (yes) versus 4 (no), 6th grade with 19 (yes) versus 9 (no), 7th grade with 9 (yes) versus 7 (no), and 8th grade with 7 (yes) versus 7 (no). Language Usage growth shows 3rd grade with 17 (yes) versus 5 (no), 4th grade with 8 (yes) versus 6 (no), 5th grade with 4 (yes) versus 11 (no), 6th grade with 11 (yes) versus 17 (no), 7th grade with 9 (yes) versus 7 (no), and 8th grade with 8 (yes) versus 7 (no). Beginning of Year to Middle of Year proficiency rates show Reading improvements in 3rd grade from 8% to 22%, 4th grade from 7% to 40%, 6th grade from 32% to 34%, and 8th grade from 40% to 44%, while 5th grade remained stable at 65-67% and 7th grade declined from 37% to 25%. Math proficiency improved in 3rd grade from 8% to 13%, 4th grade from 7% to 13%, 5th grade from 59% to 67%, 6th grade from 25% to 48%,

and 8th grade remained at 40%, while 7th grade declined from 47% to 40%. Language Usage proficiency showed 3rd grade declining from 25% to 18%, 4th grade remaining stable at 27%, 5th grade declining from 88% to 60%, 6th grade declining from 39% to 28%, 7th grade declining from 47% to 45%, and 8th grade declining from 33% to 31%. Critical actions include all teachers reviewing state, district, and assessment data during Professional Learning Community work to provide targeted support, establishing dedicated collaboration time to discuss student progress and develop targeted interventions within the last 30 days, reviewing all interim assessment data to increase student performance, and continuing regular walkthroughs and formal observations with feedback. Additionally, 100% of teachers will collaborate to systematically use proficiency scales and priority standards to determine progression of knowledge, complete a self-rating protocol for providing scales and rubrics, and self-rate at a minimum level 2 on the self-rating protocol. Of the eight teachers they were rated at a 2-2.5. Mr. Tucker thanked the Family School parents for getting their students to school.

- d. CE-Robert Torrez- Presentation highlighting iMSSA data and achievement goals for grades 4-6. The school identified as a Community of Pride, Dedicated, and Providing Student Success. 4th Grade Achievement: Beginning of Year data showed 43% in Reading "Needs Support" (23 scholars), 48% "Near Target" (26 scholars), and 9% "On Target" (5 scholars). By Middle of Year, Reading improved to 39% "Needs Support" (20 scholars, 4% change), 29% "Near Target" (15 scholars, 19% change), and 31% "On Target" (16 scholars, 22% change). Language Usage improved from 31% "Needs Support" (BOY) to 24% (MOY), and Mathematics showed significant improvement from 76% "Needs Support" (BOY) to 45% (MOY), a 31% change. 5th Grade Achievement: Beginning of Year Reading showed 27% "Needs Support" (14 scholars), 52% "Near Target" (27 scholars), and 21% "On Target" (11 scholars). By Middle of Year, Reading improved to 19% "Needs Support" (9 scholars, 8% change), 56% "Near Target" (27 scholars, 4% change), and 25% "On Target" (12 scholars, 4% change). Language Usage improved from 41% "Needs Support" (BOY) to 19% (MOY), a 22% change. Mathematics declined from 46% "Needs Support" (BOY) to 62% (MOY), a 16% change. 6th Grade Achievement: Beginning of Year Reading showed 53% "Needs Support" (24 scholars), 29% "Near Target" (13 scholars), and 18% "On Target" (8 scholars). By Middle of Year, Reading showed 56% "Needs Support" (24 scholars, 3% change), 21% "Near Target" (9 scholars, 8% change), and 10% "On Target" (10 scholars, 8% change). Language Usage improved from 24% "Needs Support" (BOY) to 30% (MOY). Mathematics remained stable with 43% "Needs Support" at both BOY and MOY. Goals and Expectations: Individual scholars will show 12% growth on NM-MSSA assessment in Language Arts and 10% in Mathematics by Spring. Scholars will demonstrate 6% growth in scale scores on iMSSA benchmark from BOY to MOY and then 6% from MOY to EOY for Language Arts, and 5% growth for Mathematics. Goals include significant increases in 4th, 5th, and 6th grade Reading and Language Arts growth, and continued implementation of Salsa Standards, Proficiency Scales, and the Instructional Model. Key Actions: The administrator will utilize ObserverTab and walkthroughs weekly to provide real-time support and immediate feedback through PLCs or individualized meetings. The school will provide additional resources and training in iReady, Reading Horizon, District Coaches, and Marzano implementations. Critical actions focus on intervention instructional priorities, assessment and data use, targeted interventions, professional learning and coaching, and scholar engagement. Community outreach includes Family STEM nights, community tutoring, and Restorative Practices for moderate infractions. School Leadership and System Driven Success priorities include aligning Salsa Standards for achievable goals,

identifying data-driven goals to identify gaps, strengthening instructional leadership, facilitating professional learning communities, implementing the instructional model in daily practices, and establishing a clear shared vision tied to long-term student outcomes. Mr. Tucker stated he answered the questions throughout the presentation, and he appreciated that. Ms. Silva commented that it looks like there is the focus on bringing that clarity that the board wants; she thanked Mr. Sanchez for providing that with his principals. Mr. Fernandez stated he believes that is the most green they have seen at that school in the last three years, so continue what you are doing.

F. BOARD REPORTS

1. Board Training Recognition-Mr. Fernandez went over the certificates given to the board from the NMSBA training. All have achieved 20+hours in training.
2. Finance Committee Meeting February 17, 2026-Ms. Silva went over items discussed. Operational Fund Budget Report as of 2/13/26- Current Budget Total \$62,679,774.90 and YTD Expenditures \$27,819,910.03. Information was also shared on the Capital Improvements Budget Report as of 2/13/26-Current Budget Total \$3,247,471.41. Lastly they discussed the budget timeline. Mid to late February begin creating the budget platform. March-collect student, staff, and community input via survey. March 20th they will be given the Unit Value. March 26-April 1st meet with principals and site administrators to discuss all budget needs and the priority is professional development.
3. Construction Committee Meeting February 17, 2026-Mr. Garley went over items discussed. BHS Gym Hot Water Heaters-Kick off meeting and demolition of existing boilers and storage tank to begin on Tuesday, Feb. 17. Installation of high efficiency water heaters to follow. Estimated 2 weeks for completion. Secure Vestibules-BHS Secure Vestibule: Project construction began on Monday, Feb. 9 with progress at approximately 50%. Estimated completion Thursday, Feb. 19 with final walkthrough to follow upon completion. RGE Secure Vestibule: Material delivery delayed and now expected to arrive in 3 weeks. Project start date is now projected to be on March 2 and project completion is estimated to take approximately 3-4 weeks. Security Camera Upgrades-BMS camera replacement installation started on Monday, Feb. 9 and is projected to be completed by Monday, Feb. 16. BCS Administration camera replacement to begin on Tuesday, Feb. 17 upon completion of the BMS project. BCS Family School and GSE camera replacements to follow the completion of BCS Admin Building with a projected start date of Monday, Feb. 23. BHS Interactive Projector Project: Short throw projectors to be installed throughout 900 wing classrooms at BHS. Contractor proposal to be scheduled for approval at upcoming board meeting. LPE Flooring Replacement: Site walk previously conducted with contractor to develop a carpet replacement SOW, including Admin Suite and several classrooms. Proposal to be submitted for board approval in upcoming meeting. BHS Football Fieldhouse ADA Upgrades: Contractor to propose remodel of public access restrooms to accommodate ADA access. Willie Chavez Park: Sewer System is currently in disrepair due to severe root infiltration. Options for the restoration of function are currently being explored.
4. Policy Committee Meeting February 17, 2026-Mr. Tucker went over items discussed. There was a draft exhibit for a regulation that when it comes to school volunteers, we want to make sure the requirements for conduct of criminal history checks are done properly. Also discussed G-1811 Staff Grievances exhibits and regulations. G-6111 Regulation Discipline, Suspension, Termination and Discharge of Professional Staff Members. All those were submitted to policy services. Items to be completed is Draft Students handling money. Mr. Sanchez stated that policy I-6600 has caused some issues in our district. Mr. Sanchez asked Mr. Tucker who gives authority for booster clubs to exist. Mr. Sanchez stated it is the District. Whether you are a 501c3 or through the school itself. Mr. Sanchez asked Ms. Torres if the District is responsible if any malfeasance occurs. Ms. Torres stated yes, as long as they are using anything related to the schools; name, logo, if they are booster club, we are

responsible. Mr. Fernandez as if it through the school or booster they are required to go through the district policy and regulations. Ms. Torres stated yes if they are supporting the students. Mr. Sanchez stated it is school volunteer requirements conduct and criminal history check. Booster club officers are considered school volunteers by the law. Mr. Tucker stated that anyone associated with a booster club in any capacity they should have to submit to this policy. If you have an issue with a criminal check, then they shouldn't be in our schools. Mr. Sanchez stated our job is to protect our students. The law changed. This is not personal other than to follow the law. Mr. Garley asked how many booster clubs we have for our sports. Mr. Sanchez stated at least eighteen (for athletics). Mr. Fernandez stated personally that if any adult that may be alone around his family members they need to be backgrounded checked. Ms. Torrez stated it is also fiscally responsible because of the money that flows through so many hands. Having that background check supports someone who is trustworthy with funds and fiscally managing the funds. Mr. Sanchez stated he appreciates the work Mr. Danner and Mr. Tucker has done to help us get through this, we are just trying to keep our kids safe.

5. Superintendent Contract-Mr. Tucker read Mr. Danner's statement. "To my fellow Board members and school family. Mr. Sanchez has successfully established foundational systems and secured resources to advance the Board's instructional and professional learning priorities. Key initiatives include implementing high-quality instructional materials with evidence-based practices, particularly through professional development focused on the science of reading and foundational math skills. Mr. Sanchez is committed to achieving the Board's goals by strengthening how school leaders support teachers and ensuring high-quality instruction in every classroom. This is why I support Mr. Sanchez for another contract year". Mr. Tucker stated he echoes this and also supports .

G. ACTION ITEMS

1. Consideration of approval: Superintendent contract-Mr. Fernandez calls for a motion for the Superintendent contract. Mr. Tucker motions and Mr. Garley seconded. Mr. Tucker went over the proposed contract. Contract approved for 2026-2027sy. Individual votes 4-0, motion passes.
2. Consideration of approval: Purchase to CES, High Tech Floors, Inc, to replace flooring at LPE in the amount of \$54,890.39 fund 11000-Superintendent recommends approval. Motion to approve made by Mr. Garley and seconded by Ms. Silva. Individual votes 4-0, motion passes.
3. Consideration of approval: Purchase to A-Com Technologies, LLC to provide and install interactive projectors at BHS in the amount of \$192,646.02 fund 11000-Superintendent recommends approval. Motion to approve made by Mr. Tucker and seconded by Ms. Silva. Individual votes 4-0, motion passes.
4. Consideration of approval: Purchase to Melloy Auto Group for three replacement maintenance vehicles in the amount of \$167,986.00 fund 11000-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Garley. Individual votes 4-0, motion passes.
5. *Consideration of approval: Donation from Amazon ABQ2 Fulfillment Center in the estimated amount of \$5000 for clothes, shoes, school supplies, etc. for student in need

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 March 10, 2026 5:00 pm (only meeting in March)
2. Finance Committee Meeting March 25, 2026 9am

3. Construction Committee Meeting March 25, 2026 10am
4. Policy Committee Meeting March 25, 2026 11am
5. NMSBA Spring Region IV (Grants) March 31, 2026

- I. **BOARD COMMENTS**-Mr. Garley stated the Belen wrestling placed 2nd.
- J. **ADJOURNMENT**- Mr. Fernandez adjourned the meeting at 7:31 pm.

Jim Danner, Board President

Larry B. Garley, Board Secretary

Respectfully submitted:

Cyndi Shawver, Recording Secretary