Bloomfield School District

Plan for Implementation
Identity, Equity, and Transformation

Addressing:

HB43 Black Education Act

Indian Education Act HB 150 22-23A-1 to 22-23A-8 NMSA 1978

Hispanic Education Act HB 150 22-23B-23B-5

2022-2023 SY

Introduction

As a learning community, the Bloomfield School District values the strength of Knowledge, Integrity, Loyalty, Diversity, Trust, Confidence, Respect, Responsibility, Reliability, Equity, and Commitment. It is what we do every day to support our students and their success. Bloomfield Schools provides quality learning that is focused on the unique needs and goals of all students so that they can become responsible and productive members of a culturally diverse world.

The Bloomfield School District prides itself on a long history of welcoming individual diversity deeply rooted in culture within its learning environment. The Bloomfield School District has provided an equitable and culturally educational platform for over 30 years. We have serviced Native American students, Hispanic/Latino/Mexican immigrant and Caucasian students in a setting that promotes positive relationships among diverse populations. For over fifty years, our school district has served diverse demographics which have include 32% Hispanic, 36% Native American (Diné), 30% White Caucasian, 1% Asian, and 1% African American.

Bloomfield School District historically has demonstrated, through years of evidence, an unbiased approach in education. Generational families have worked and supported Bloomfield School district by sending fourth and fifth generations of students to our schools. We have provided bilingual (Spanish & Diné) and ELL support since 1989 in all school settings, as well as athletic and extracurricular activities (4H, Drama, Band, Choir and FFA, etc.). The Bloomfield School District continues to follow New Mexico state standards and all assessment protocols while in-turn analyzing the data generated from those assessments in an informative way to drive instruction, intervention, and support student learning. The district serves all children with high rigor and relevance in all aspects of education without creating silos to divide but using education and opportunities to unite students.

The Bloomfield Schools learning environment is interwoven with a rich blend of cultures which contributes to the story of our success as a school district and as a community. In our district, students are safe in displaying their cultural beliefs and advancing because of them. In the past several graduations, Bloomfield students

have earned the Bi-literacy Seal of New Mexico upon their graduation in Spanish and Navajo. In our most recent graduation rate in 2021, our students earned a graduation rate of 84.18% which demonstrates the continuous support for all students to achieve success.   Our 2021 graduation rate statistics yielded the following results:

Native American:	78%
Caucasian:	84.8%
Hispanic:	90.6%
African American	*
Asian:	*
English Language Learners	81.6%
Economically Disadvantaged	84.6%
Students with Disabilities	75.2%

* Fewer than 10 student records

Purpose

The purpose of this document is to provide information to the New Mexico Public Education Department regarding the Bloomfield School District implementation of mandates outlined in Education Acts to include: House Bill 43 (HB43), Indian Education Act HB 150 22-23A-1 to 22-23A-8 NMSA 1978, and the Hispanic Education Act HB 150 22-23B-23B-5. This document will outline the actions the district will take to ensure that mandates are met and establish how systems will be built to deploy and maintain those mandates.

HB43 Mandates (Bloomfield School District Mandate Components)

In this section each component will contain a brief synopsis of what actions the school district will take to implement the mandates as outlined by HB43. The components that will be addressed include: Professional Development, Policy, Discipline Matrix, Reporting Mechanisms, Plan to Support Cultural Diversity and Positive Learning Outcomes Without Racial Bias, and Planning Calendar.

Professional Development through Vector Solutions

Vector Solutions takes Diversity, Equity, and Inclusion (DE&I) practices very seriously and has recently added a new series of courses on a wide range of Diversity, Equity and Inclusion (DE&I) topics.   The online platform will offer diversity and inclusion courses for K-12 Teachers and Staff delivered through the Vector Training system. This program is proven to increase inclusive language, attitudes, and behaviors. The district will also pilot the Vector diversity and inclusion courses for 9-12 grade students during the 2021-2022 school year as part of their history courses.

The Bloomfield School District will utilize the online training solution to provide flexibility to meet the needs of our organization which include antiracism, racial awareness, and sensitivity training. In using Vector Solutions, Bloomfield Schools will ensure employees have the required skills and competencies for their role, increase awareness and encourage even healthier decision-making among students, and meet compliance and regulatory requirements.   Vector Solutions was deemed an approved professional development source that addresses race, racism, racialized aggression, and demonstrates how to create and foster an equitable and culturally responsive learning environment for students.   All training will be provided virtually to teachers and staff with two opportunities to complete the training utilizing pre-established district professional days.   The end goal is to have 100% of teachers and staff trained by the end of the school year.

Courses and their narratives

- Diversity, Equity, and Inclusion Staff to Staff

    The goal of this course is to provide staff with an awareness of how a diverse workforce strengthens an organization. The course examines behaviors, both intentional and unintentional, that can discriminate or contribute to a hostile working environment. It also discusses ways to responses or even intervene in discriminatory acts that are in concert with your organization's polocies and showcase positive reinforcing behaviors that show respect and appreciation for staff who are different than you.

- Diversity, Equity, and Inclusion Staff to Students

    This course focuses on providing school staff members with an overview of issues related to staff to student diversity. Topics covered include defining diversity, identifying behaviors- both intentional and unintentional- that can discriminate or contribute to hostile learning environments, examining communication strategies that will enable staff members to comply with district and state

policies and exploring positive reinforcing behaviors that show respect and appreciation for students who are different than you.

- Cultural Competence and Racial Bias

    This course provides staff members with an awareness and understanding of implicit racial bias. It also provides strategies for overcoming bias and developing cultural competencies so that educators can work effectively and collaboratively with students.

- Recognition and Response to Bullying

    This course provides school faculty and staff members with a better understanding of bullying behavior, as well as their obligations to help prevent bullying. Topics covered include bullying basics, identifying bullying behavior, how bullying works, and effective ways to address the problem.

Additionally, all sites participated in a 45 minute Culturally Relevant and Responsive Support PD provided by our Federal Programs Director August 10th, 11th, or 12th..

Policy

The Bloomfield School District will conduct a review of local school board policy, NM Public School Code 22-1-1, and HB43 requirements to ensure that the following bulleted resources are in alignment and contain policy language with the aforementioned mandates:
- School handbooks for students and staff
- School board policy
    - See Appendix for policies adopted by local school board

Public Virtual Meeting and Public Board Meeting (November 2022)

Policy will be shared with students, parents, teachers, staff through the following opportunity:

- All stakeholders will be invited to attend a virtual meeting that will be publicized via social media streams, high school marquee, district web page, and automated robo-calls notifying the opportunity to discuss HB43 which is also referred to as the Black Education Act. Equally all stakeholders will have the opportunity to provide community feedback regarding school board policy and discipline language that is in alignment with the aforementioned Public Education Acts.

Discipline Matrix

The Bloomfield School District will work towards creating and implementing a progressive discipline process that is aligned to the Public Education Acts. The District will also work to align the discipline matrix to local school board policy and the NM Public School Code 22-1-1. The district will work towards training students, parents, teachers, and staff of the newly created discipline matrix and the implications/consequences it will impose on those who are in violation of NM Public Education Acts. Equally the school district will enforce the aforementioned mandates regarding staff discipline and impose consequences for those individuals who are in violation of the aforementioned mandates.

The following pages contain the student progressive discipline language that will be specifically incorporated into the discipline matrix to address the aforementioned mandates.

The intent of the discipline matrix is to coach students in understanding behavior so that if negative, it is not repeated again. Prior to imposing discipline, students shall be immersed into a Positive Behavior Intervention Support (PBIS) system that will be used to model and guide the student, in a positive means, regarding the correct expected behavior they should be displaying in various settings. This preemptive approach is to support students positively in learning how to navigate social setting by teaching pro-social behaviors.

This support is grounded in consistent restorative practices, positive behavior, interventions and support (PBIS), and trauma informed practices. This multi-tiered system of support is characterized by active parent engagement and the consistent use of effective school and classroom management strategies. A school climate that sets the tone for learning and teaching will minimize the need for disciplinary measures that exclude students from the classrooms and campus that disrupt instruction.

Possible School Policy Infractions aligned to aforementioned Public Education Acts

- Harassed, Threatened, or Intimidated by a witness
- Hate Violence
- Harassed, Threatened, or Intimidated Student, Groups, or Staff
- Engaged in the act of electronic (cyber) bullying

- Engaged in bullying based on physical or mental disability
- Engaged in bullying based on sexual orientation
- Engaged in bullying based on ethnicity or race

*Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc.

Dependent of infraction type, the following must be submitted in order to substantiate an expulsion recommendation:

☐ Documentation of harassment, threats, or other forms of intimidation made by the accused to the victim.
☐ Statements by: victim and witness(es), verifying the act(s) of harassment or intimidation.
☐ Documentation of the accused involvement in the harassment of a pupil, group of pupils, or staff by words or active threats. Examples: gang activity of revenge or sending notes of impending harm.
☐ Statements by: accused, witness(es).
☐ Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence
☐ Documentation of hate violence
☐ Statements by: victim, witness(es).
☐ Photographic evidence, if applicable (*This violation does not apply to students in grades K-3 inclusive)

For all infraction types, an internal Investigation will occur upon discovery or report of the incident.

ELEMENTARY — Menu of Options for Discipline

1st	2nd	3rd	4th
Classroom Action (K-3): • Teacher Conference • Social Skill redirect • Restrict activity	**Classroom Action (K-3):** • Teacher Conference • Social Skill Redirect • Restrict activity • Assign detention • Contact or conference with Parent • Meet with Social Worker Support	**Administrative Action (K-3):** • Restrict activity • Assign detention • Refer to Social Worker for social skill retraining • 1-day suspension • Contact or conference with Parent	**Administrative Action (K-3):** • Determine level of threat • 1 to 3-day suspension • Contact School Police • Possible recommendation for expulsion • Contact or conference with Parent
Classroom Action (4-6): • Teacher Conference w/student • Social Skill Redirect • Restrict activity • Assign detention	**Classroom Action (4-6):** • Teacher Conference w/student • Social Skill Redirect • Restrict activity • Assign detention • Contact or conference with Parent • Meet with Social Worker Support	**Administrative Action (4-6):** • Restrict activity • Assign detention • Refer to Social Worker for social skill retraining • 1-day suspension • Contact or conference with Parent	**Administrative Action (4-6):** • 1 to 3-day suspension • Contact or conference with Parent • Contact School Police • Possible recommendation for expulsion
Interventions (K-6): ● Meet with social worker ● Identify contributing Functional and Environmental Factors ● Assign adult mentor for check-ins ● Utilize social stories for support & modeling	**Interventions (K-6):** ● Prevention Program — targeted skill development ● Evaluate consequences and intervention effectiveness ● Conduct a Functional Behavior Assessment (observations in all settings) ● Parent attends school	**Interventions (K-6):** ● Provide intervention: social worker ● Provide Tier Two supports ● Identify as "Student of Concern" ● Utilize Pre-Referral Intervention Manual and/or Behavior Intervention Manual Strategies ● Parent attends school ● Develop/implement Behavior Intervention Support Plan ● Refer to School Psychologist ● Refer to District Behavior Coordinator ● Refer to District Family Liaison ● Teaching pro-social skills or anger management training	**Interventions (K-6):** ● Conduct threat assessment if warranted ● Social Worker provides parent with multiple district and community resources ● Provide social work intervention services ● Parent attends school ● Review Behavior Intervention Support Plan ● Refer to District Behavior Coordinator ● Refer to District Family Liaison ● Provide Tier Three supports ● Possible Referral to SAT

If student is identified as requiring specialized services, ensure that any discipline is in alignment with the student's Individualized Education Plan. Note that students who are identified as requiring specialized services have a limitation of days they can be suspended (9 days), after that threshold has been met, all discipline matters from that point on will require a manifestation determination. Always contact site and district special services liaisons for assistance when imposing discipline to students who are receiving specialized services.

SECONDARY — Menu of Options for Discipline

1st	2nd	3rd	4th
Classroom Action (7-8): • Determine level of threat • Teacher conference w/student • Social Skill Redirect • Restrict activity	**Classroom Action (7-8):** • Determine level of threat • Teacher conference w/student • Social Skill Redirect • Restrict activity • Assign detention • Contact or conference with Parent • Meet with Social Worker Support	**Administrative Action (7-8):** • Determine level of threat • Restrict activity • Assign detention • Refer to Social Worker for social skill retraining • 1 day suspension	**Administrative Action (7-8):** • Determine level of threat • 1 to 3-day suspension • Contact School Police • Possible recommendation for expulsion
Classroom Action (9-12): • Determine level of threat • Teacher conference w/student • Social Skill Redirect • Restrict activity	**Classroom Action (9-12):** • Determine level of threat • Teacher conference w/student • Social Skill Redirect • Restrict activity • Assign detention • Contact or conference with Parent • Meet with Social Worker Support	**Administrative Action (9-12):** • Determine level of threat • Restrict activity • Assign detention • Refer to Social Worker for social skill retraining • 1 day suspension	**Administrative Action (9-12):** • Determine level of threat • 1-3 day suspension • Contact School Police • Recommend expulsion
Interventions (7-12): ● Conduct Threat assessment if warranted ● Meet with counselor ● Identify contributing Functional and Environmental Factors ● Assign adult mentor ● Parent attends school	**Interventions (7-12):** ● Conduct Threat assessment if warranted ● Prevention Program — targeted skill development ● Evaluate consequence and intervention effectiveness ● Conduct a Functional Behavior Assessment (observations in all settings) ● Parent attends school	**Interventions (7-12):** ● Conduct Threat assessment if warranted ● Teaching pro-social skills or anger management training ● Provide intervention: counselor ● Refer to School Psychologist ● Refer to District Behavior Coordinator ● Refer to District Family Liaison ● Provide Tier Two supports ● Identify as "Student of Concern" ● Utilize Pre-Referral Intervention Manual and/or Behavior Intervention Manual Strategies ● Parent attends school ● Develop/implement Behavior Intervention Support Plan	**Interventions (7-12):** ● Conduct Threat assessment if warranted ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● Parent attends school ● Review Behavior Intervention Support Plan ● Consider Tier Three supports ● Possible Referral to SAT ● Review Behavior Intervention Support Plan ● Refer to District Behavior Coordinator ● Refer to District Family Liaison

If student is identified as requiring specialized services, ensure that any discipline is in alignment with the student's Individualized Education Plan. Note that students who are identified as requiring specialized services have a limitation of days they can be suspended (9 days), after that threshold has been met, all discipline matters from that point on will require a manifestation determination. Always contact site and district special services liaisons for assistance when imposing discipline to students who are receiving specialized services.

Reporting Mechanisms

The Bloomfield School district looks forward to the Black Education Liaison's creation of a statewide hotline for reporting racially charged incidents. In the meantime, the school district will:

- Continue to foster an environment where students feel safe to report incidents to teachers and/or administrators. This type of reporting is the preferred method as it allows a better flow of information when reporting and gathering evidence especially in cases where discipline must be imposed.

  Reporting in this manner is open to:
  - Student-to-Student
  - Student-to-Teacher/Staff
  - Teacher/Staff-to-Student
  - Teacher/Staff-to-Teacher/Staff

- Continue to use the See Something Say Something APP to intake anonymous reporting (The APP does offer the option for a tipster to reveal personal identification). Currently this reporting method is only available at the secondary level. This could be an option state-wide to support reporting racially charged incidents.

- Develop and implement a Google Reporting form. The hope is to provide a secondary means available to all students in reporting racially charged incidents. Bloomfield Schools is a Google District and stakeholders are familiar in using Google products so the addition of a Google Reporting form should be a natural transition in deploying this reporting mechanism.

Plan to support cultural diversity and positive learning outcomes without racial bias.

The Bloomfield School District will continue to support all students through, but not limited to, Title I district-wide support through monthly Parent Advisory Council (PAC) meetings, Indian Education Councils (IEC) meetings, and Equity Council meetings. The district will support all cultures that exist within the school settings through embedding themes that support and foster cultural awareness of our community demographic.

To ensure that all students, staff, and families are intentionally made aware of the diverse populations served within the district, a schedule of monthly cultural thematic units will be utilized. All school site libraries will highlight and celebrate in a cross-curricular manner a specific culture from our community monthly. This will support an intentional theme that can be used throughout each content area. Libraries will be given a one-time $2,000 in financial support for cultural posters, books, classroom literacy sets and school-based curriculum to support the thematic units.

Monthly schedule of Cultural Thematic Units

Month	Description
January	National Identity - celebrating being a part of the United States
February	African American History Month
March	National Women's History Month, Irish-American Heritage Month
April	Global Identity as part of Earth Day - being a part of a global community
May	Asian Pacific American Heritage, Older Americans Month and Jewish American Heritage Month
June	
July	
August	Ranchers Heritage Month
September	National Hispanic-Latino Heritage Month (Sept. 15-Oct. 15)
October	National Disability Awareness Month and National Italian American Heritage Month
November	National American Indian Heritage Month
December	Celebration of Diversity - Holiday Celebrations Around the World

District Planning Calendar

The Bloomfield School District will be strategic in deploying and implementing HB43 mandates in a timely manner. The following pages outline the district's planning process and timeline with an end goal to be in compliance by the end of the 2022-2023 school year.

Black Education HB43 Planning

Bloomfield Schools (066)
District Cabinet

Start Date: 9/15/2022   Completion Date: 5/25/2023

Task	Assigned To	Progress	Start	End	Sept/Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development Staff												
Vector Curriculum Review						——						
Vector Curriculum Alignment						——						
Vector Calendar Creation						——						
Vector User Accounts						——						
Vector Deployment Email to Staff						——	——					
Staff PD Day Opportunity 1 (Jan 2,23)								——				
Staff PD Day Opportunity 2 (Mar 6, 23)										——		
Virtual Training Window for PD								——	——	——	——	——
Vector End Data for Training												——
District Policy												
Review state regulations & policy						——						
Review local school board policy						11/8/22						
Train Administrators on policy							12/14/22	1/10/23				
Train Staff on policy							2/6/23	——	——	——		
Train Students on policy								——	——	——		
Incorporate changes in handbooks 2022-2023 SY												——
Discipline Matrix (DM)												
Research discipline matrices nationally						——						
Align new district DM to state regulations						——						
Align new district DM to SB policy						——						
Review DM with stakeholders							——					
Make revisions as needed							——					

Task													
Finalize DM								———					
Professional Development on DM implementation									———	———	———		
Deploy DM district-wide									———	———	———	———	
Implement Educator's Handbook District wide for discipline data													
Educator's Handbook PD for administrators				9/21/22 and 10/6/21									
Educator's Handbook PD for administrators				9/26/22-10/10/22									
Reporting Mechanisms													
Continued reporting to teacher/staff/administrator						———	———	———	———	———	———	———	
See Something Say Something (Secondary)						———	———	———	———	———	———	———	
State Hotline posted on district Website				10/6/22									
Planning Calendar													
Edit planning for this year's calendar for HB43 compliance			11/15/21			———							
Edit planning calendar as needed			10/15/22			———							
Submit planning calendar to NMPED				11/30/22		———							
Share planning calendar with cabinet				11/15/22		———							

To report an incident:

Call (833) 485-1335

Email ARAO.Hotline@state.nm.us

Fill out the online form at bit.ly/ARAOhotline

ARAO HOTLINE

Scan the code to submit an incident report

File a Licensure Complaint

Appendix

[Link to access policies listed in appendix](#)

Link to Bloomfield Schools Online School Board Policies

Resources

Chapter 22 NMSA 1978 Public School Code 22-1-1

HB43 Black Education Act

NMAC 6.60.9 Code of Ethics

HB43 Black Education Act

Indian Education Act HB 150 22-23A-1 to 22-23A-8 NMSA 1978

Hispanic Education Act HB 150 22-23B-23B-5