

Native American Education Committee

Meeting Agenda

November 9, 2020

- Introduction of committee members
- Purpose
- Discussion of Impact Aid and Title VI Indian Education Grants
- Review and revision of Indian Policies and Procedures
- Participation of Native American students in athletics and activities
- Approved Legislation – Senate Bill 2595 (Tribal Regalia Bill) signed by Governor Reeves on June 29, 2020 – MBCI and Chief Cyrus Ben worked on getting the bill approved – Representative Scott Bounds and Senator Jennifer Branning sponsored and voted yes to pass the bill.
- Comments/Concerns/Recommendations
- Discussion of future meeting dates
- Adjourn

IMPACT AID FACT SHEET



❖ WHAT IS IMPACT AID?:

Many local school districts across the United States include within their boundaries parcels of land that are owned by the Federal Government or that have been removed from the local tax rolls by the Federal Government, **including Indian lands**. These school districts face special challenges--they must provide a **quality education** to the children living on the Indian and other Federal lands, while sometimes operating with less local revenue than is available to other school districts, because the Federal property is exempt from local property taxes.

Since 1950, Congress has provided financial assistance to these local school districts through the Impact Aid Program. Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. The Impact Aid law (now Title VIII of the Elementary and Secondary Education Act of 1965 (ESEA)) provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, for children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.

❖ ARE THERE DIFFERENT KINDS OF IMPACT AID? WHAT MAKES A DISTRICT ELIGIBLE FOR A SPECIFIC TYPE OF IMPACT AID?:

Yes, there are four different types of impact aid and their names and eligibility requirements are as follows:

PAYMENTS FOR FEDERAL PROPERTY (SECTION 8002)

Payments for Federal Property assist local school districts that have lost a portion of their local tax base because of Federal ownership of property. To be eligible, a school district must demonstrate that the Federal Government has acquired, **since 1938**, real property with an assessed valuation of **at least 10 percent** of all real property in the district at the time of acquisition.

BASIC SUPPORT PAYMENTS (SECTION 8003(B))

Basic Support Payments help local school districts that educate federally connected children. These may be the children of members of the uniformed services, children who reside on Indian lands, children who reside on Federal property or in federally subsidized low-rent housing, and children whose parents work on Federal Property. In general, to be eligible for assistance a local school district must educate **at least 400** such children in average daily attendance, **or** the federally connected children must make up **at least 3 percent** of the school district's total average daily

attendance. Heavily Impacted Districts that enroll certain percentages of federally connected children and meet other specific statutory criteria, receive increased formula payments under Section 8003(b)(2).

CHILDREN WITH DISABILITIES PAYMENTS (SECTION 8003(D))

Payments for Children with Disabilities provide additional assistance to school districts that educate federally connected children who are eligible for services under the Individuals with Disabilities Act (IDEA). These payments are in addition to Basic Support Payments and IDEA funds provided on behalf of these children. A school district that receives these funds **MUST** use them for the increased costs of educating federally connected children with disabilities.

CONSTRUCTION GRANTS (SECTION 8007)

Construction Grants go to local school districts that educate high percentages of certain federally connected children — both children living on Indian lands and children of members of the uniformed services. These grants help pay for the construction and repair of school buildings. Section 8007(a) provides formula grants to the local school districts based on the number of eligible federally connected children they educate. Section 8007(b) provides competitive grants for emergency repairs and modernization.

~~✕~~ HOW DOES A SCHOOL DISTRICT APPLY?:

Local school districts must submit an application annually. Applications are available from the Impact Aid Program beginning in November and must be submitted by January 31. A school district must provide in its application specific information about the local federal property, the number of children enrolled that are associated with the federal property, and the total membership and average daily attendance in the schools. State departments of education must also provide some data.

~~✕~~ HOW CAN SCHOOL DISTRICTS USE IMPACT AID?:

School districts use Impact Aid for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Most Impact Aid funds are considered general aid to the recipient school districts and may be used in whatever manner they choose, in accordance with state and local requirements. Although most school districts use Impact Aid for current expenditures, funds may also be used for capital expenditures. Payments for Children with Disabilities must be used for the extra costs of educating these children.

~~✕~~ PAYMENTS:

In order to be eligible for Impact Aid payments, a school district must have an enrollment of at least 400 federally connected students or the number of those children must be at least 3 percent of the average daily attendance (ADA). Each district, using a federal Parent-Pupil Survey, collects enrollment information annually. Survey numbers are used as the basis for payment calculations for the following school year.

More information available at: <http://www2.ed.gov/about/offices/list/oese/impactaid/index.html>



Neshoba County School District

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Dr. Lundy Brantley, Superintendent of Education

Board of Education:

Jill Byars, President, District 5
 Davis Fulton, Vice President, District 2
 Wyatt Waddell, Secretary, District 4
 Jimmie Joyner, District 3
 Michelle Phillips, District 1

Central Office Staff:

Dr. Penny Hill, Assistant Superintendent
 Tommy Holland, Director of Student Services/Maintenance
 Crystal Chesney, CPA, Chief Financial Officer
 Rita Daugherty, Payroll/Human Resources
 Sherry Smith, Accounts Payable/Purchasing/Fixed Assets
 Stephany Winstead, Administrative Assistant
 Anita Lovern, Receptionist/16th Section

October 29, 2020

Dear Parents/Mississippi Band of Choctaw Indians,

The NCSD wants to inform you of its Tribal Parental Involvement and Education Policy. It is the intent of the NCSD that all Native American children have equal access to all programs and activities offered within the school district. Our goal is to have an open line of communication between the school and parents of Native American students as well as the MBCI. We value your comments and recommendations on the district's educational programs and activities and provide multiple ways for you to submit your ideas or concerns:

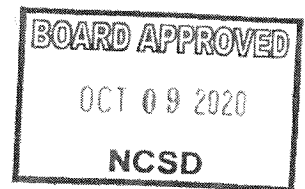
- Email comments or recommendations to Neshobacommunication@neshobacentral.com.
- Contact your child's school or central office OR **comment below and return this letter**.
- Communicate your comments or recommendations to members of NCSD's Native American Education Committee who will meet throughout the year. Committee members are:

COMMITTEE MEMBER	ROLE	CONTACT
Jamie Calvert (Coordinator)	Librarian, NCMS	jcalvert@neshobacentral.com
Robin McClellan	Teacher, NCES	rmcclellan@neshobacentral.com
Amanda Cumberland	Native Am. Tutor, NCES	acumberland@neshobacentral.com
Emma Chapman	Native Am. Tutor, NCES	echapman@neshobacentral.com
Tarita Ben	Parent, NCES	
Sheila Martin	Parent, NCES	
Misty Simmons	Parent, NCES	
Jannifer Willis	Parent, NCMS	
Shane York	Native Am. Tutor, NCMS	syork@neshobacentral.com
Whestley Harrison	Teacher, NCMS	wharrison@neshobacentral.com
Leslee Long	Teacher, NCMS	llong@neshobacentral.com
Misty Brescia	Parent, NCHS	
Angela Hundley	Parent, NCHS	
Nicole White	Teacher, NCHS	nwhite@neshobacentral.com
Angela Boatner	Teacher, NCHS	amboatner@neshobacentral.com
Penny Hill	Asst. Superintendent	phill@neshobacentral.com

COMMENTS:

Preferred Method of Communication (Circle One): Email – Text – Call – Letter – Other _____

District: Neshoba County School District
Section: J - Students
Policy Code: JBPA - Tribal Parental Involvement and Education Policy



It is the intent of the Neshoba County School District (NCS D) that all Indian children of school age have equal access to all programs, services, and activities offered within the school district.

Policy 1: Applications, evaluations, program plans, and information related to the education programs and activities of Neshoba County School District will be disseminated with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34 CFR222.94(a)(1)]

Procedure 1: Two weeks prior to meetings related to applications, evaluations, program plans, and information related to the educational programs and activities, NCS D will provide the date, location, and agenda to Indian parents by letters in the backpack, voice notification system, email, posting in the newspaper, Facebook, and/or on the district's website (See Quick Links: Tribal/Parental Involvement). At least one week in advance, any applicable materials will be sent home with students and/or posted on the district's website. Applications will be sent home with each student **and** posted on the district's website. Evaluations will be conducted online through the district's website or by surveys sent home with students. Program plans and other information will also be sent home by letter with students and/or posted on the district's website. No later than one week after meetings, minutes will be posted on the district's website for anyone to review, which allows for ongoing dissemination of information.

Policy 2: The Neshoba County School District will provide an opportunity for the Mississippi Band of Choctaw Indians, other tribes, and parents of Indian children to provide their views on the District's education program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34 CFR222.94(a)(2)]

Procedure 2: At the beginning of each school year, the NCS D will provide a copy of the NCS D's Indian Policies and Procedures (IPP) to the Mississippi Band of Choctaw Indians and parents of Indian children by letter and/or email and notify them of the opportunities to submit comments and recommendations on the district's educational programs and activities, on the needs of their children, how the school district can help Indian children realize the benefits of the educational programs and activities, and their preferred method of communication. The NCS D will modify the method of communication and time of meetings to ensure maximum participation. These opportunities will also be stated in the student handbooks. The NCS D provides multiple ways for the MBCI and parents of Indian children to submit comments and recommendations. Comments and recommendations can be submitted by email to Neshobacommunication@neshobacentral.com at any time during the year. The Assistant Superintendent is responsible for checking the emails bi-weekly, compiling the comments and suggestions and sending them to the Indian Education Committee. The NCS D's Indian Education Committee consists of parents of Indian children, Mississippi Band of Choctaw Indian tribal members, Native American tutors, and district administrators/educators. This committee meets once each nine weeks for the purpose of addressing comments and concerns of parents of Indian children regarding the District's education programs and activities. Any parent can voice their concern(s) to any member of the committee to be presented at the meeting. The meeting dates, times, and agendas will be posted two weeks prior to the meetings and the minutes from the meetings will be available within a week on the website under Quick Links: Tribal/Parental Involvement, or on request. In addition, educational program meetings are held at varying times

throughout the year and are open for any parent to attend. Notices for these meetings are sent two weeks in advance by letter, voice message, website, newspaper advertisement and/or Facebook. Title I parent surveys requesting feedback on the educational programs/activities are also conducted annually in the spring of each year.

Policy 3: Neshoba County School District will annually assess the extent to which Indian Children participate on an equal basis with non-Indian children in the District's education program and activities. [34 CFR222.94(a)(3)]

Procedure 3: The NCSD will assess equal participation of Indian students in academic and co-curricular activities in the spring semester of each year in order to include accurate participation in spring sports (fast-pitch softball, baseball, tennis, basketball, etc.). Data will be gathered from each school and compiled into one table. The evaluation of the results will be communicated with MBCI and parents of Indian children by posting it on our website by the end of March and two weeks prior to the April Indian Education Committee meeting under Quick Links: Tribal/Parental Involvement. Parents of Indian children and other interested parties may express their views on participation in programs through direct communication with the school district's offices, by email at Neshobacommunication@neshobacentral.com, or to the Indian Education Committee at the April meeting. In addition, parents of Indian children may comment through an annual Title I survey conducted each spring concerning their views on ways to increase parental involvement, suggest ways to improve the level of education their child is receiving and offer any other comments or suggestions they may have.

Policy 4: Neshoba County School District will modify the IPP if necessary, based on the results of any assessment or input described in this document. [34 CFR222.94(a)(4)]

Procedure 4: The MBCI and/or parents will be provided a space on the letter sent home at the beginning of the school year to make recommendations for changes to the IPP or they can make suggestions through email at Neshobacommunication@neshobacentral.com. During the first meeting of the Indian Education Committee (September or October), the committee will evaluate the recommendations of MBCI and/or parents of Indian students and will revise the Indian Policies and Procedures if necessary. The revised IPP will be presented at the October School Board Meeting for approval. Changes in the IPP will be implemented following board approval. If necessary, the Indian Education Committee may suggest revisions at other meetings in the year. NCSD will notify parents of Indian children and the general public of any changes to the IPP by posting on the District website and at the tribal offices (if allowed) and through communication with the Indian Education Committee.

Policy 5: Neshoba County School District will respond in writing to comments and recommendations made by parents of Indian Children and disseminate the responses to the parents of Indian Children prior to submission of the IPPs by District. [34 CFR222.94(a)(5)]

Procedure 5: Neshoba County School District will respond quarterly in writing to comments or recommendations made by parents of Indian children or tribe officials through the Indian Education Committee or any other avenue outlined in this document. The District will disseminate the responses to all parties by posting on the District website and at tribal offices (if allowed).

Policy 6: Neshoba County School District will provide a copy of the IPPs annually to the Mississippi Band of Choctaw Indians. [34 CFR222.94(a)(6)]

Procedure 6: The NCSD will annually provide a copy of the current Indian Policies and Procedures to the MBCI by mail (when possible), posting to District website, and posting at Tribal Office (if allowed).

Neshoba County School Board Adopted 12-9-02

Reviewed and approved 1-12-09

Reviewed and approved 12-14-09

Reviewed and approved 1-10-11

Reviewed and approved 11-14-11

Reviewed and approved 10-08-2012

Reviewed and approved 10-14-2013

Reviewed and approved 10-6-2014

Reviewed and approved 10-13-2015

Reviewed and approved 10-20-2016

Reviewed and approved 10-12-2017

Reviewed and approved 6-14-2018

Reviewed and approved 10/10/2019

Reviewed and approved 10/9/2020

Adopted Date: 12/9/2002

Approved/Revised Date: 10/9/2020

2019-2020 Student Participation in Athletics/Activities

Activity	Grades 7 - 8			Grades 9 - 12		
	Participation #		% N.A.	Participation #		% N.A.
	Native Am	Total		Native Am	Total	
Band	8	122	6.6%	5	125	4.0%
School Chorus	0	66	0.0%	2	103	1.9%
FBLA Club	12	97	12.4%	0	48	0.0%
Beta Club	12	91	13.2%	7	105	6.7%
FFA	1	14	7.1%	1	76	1.3%
Student Council	4	20	20.0%	0	24	0.0%
Slow Pitch Softball	8	10	80.0%	14	19	73.6%
Fast Pitch Softball	3	4	75.0%	16	21	76.0%
Girls' Basketball	23	29	79.0%	13	16	81.2%
Boys' Basketball	20	30	66.7%	5	12	41.6%
Football	8	71	11.0%	10	61	16.3%
Cheerleader	1	18	5.6%	3	21	14.3%
Cross Country	4	19	21.0%	5	17	29.0%
Girls Powerlifting				1	16	6.3%
Boys Powerlifting				1	10	10.0%
Baseball	3	18	16.6%	2	24	8.3%
Soccer	1	13	7.6%	6	43	13.9%
Bowling	0	5	0	3	19	15.7%
JROTC				22	112	19.6%
Vocational - CT Center				13	196	6.6%

Enrollment 10-30-2019

3252

White: 66.4%

2159

Black: 17.6%

573

Native American: 13.0%

424

Hispanic: 2.2%

69

Asian: 0.8%

27

Graduation Rate: 92% Native American

NCHS Graduation Rate: 86.2%



Bill Text: MS SB2595 | 2020 | Regular Session | Engrossed Mississippi Senate Bill 2595

NOTE: There are more recent revisions of this legislation. Read Latest Draft

Bill Title: Governmental entities; may not prohibit wearing of traditional tribal regalia or objects of cultural significance at public events.

Spectrum: Bipartisan Bill

Status: (Passed) 2020-06-29 - Approved by Governor [SB2595 Detail]

Download: Mississippi-2020-SB2595-Engrossed.html

MISSISSIPPI LEGISLATURE
2020 Regular Session
To: Accountability, Efficiency, Transparency
By: Senator(s) Branning

Senate Bill 2595 (As Passed the Senate)

AN ACT TO PROVIDE THAT A GOVERNMENTAL ENTITY MAY NOT PROHIBIT AN INDIVIDUAL FROM WEARING TRADITIONAL TRIBAL REGALIA OR OBJECTS OF CULTURAL SIGNIFICANCE AT A PUBLIC EVENT; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. (1) The Legislature recognizes that Mississippi Band of Choctaw Indians is the only federally recognized Indian tribe in the state of Mississippi, and the purpose of this section is to help further the state's recognition of the unique cultural heritage of federally recognized Indian tribes and the state's commitment to preserving the cultural integrity of federally recognized Indian tribes.

(2) A governmental entity may not prohibit an individual from wearing traditional tribal regalia or objects of cultural significance at a public event.

(3) For purposes of this section, the following definitions apply:

(a) "Individual" means a human being, regardless of age who is a member or descendant of a federally recognized Indian tribe.

(b) "Governmental entity" means any branch, department, agency or instrumentality of state government, or any official or other person acting under color of state law, or any political subdivision of this state.

(c) "Political subdivision" has the meaning provided in Section 11-46-1.

(d) "Public event" means an event held or sponsored by a governmental entity, including, but not limited to, an award ceremony, a graduation ceremony or public meeting.

SECTION 2. This act shall take effect and be in force from and after July 1, 2020.