

**LINCOLN PARISH SCHOOL BOARD**

410 South Farmerville Street  
Ruston, Louisiana

**REGULAR SESSION**

**Tuesday, December 2, 2025 6:00 p.m.**

**A G E N D A**

1. CALL TO ORDER AND INVOCATION
2. PLEDGE OF ALLEGIANCE TO THE AMERICAN FLAG
3. ADOPTION OF AGENDA AS PRINTED
4. APPROVAL OF MINUTES - REGULAR SESSION OF NOVEMBER 4, 2025
5. RECOGNITION OF STUDENT OF THE YEAR, TEACHER OF THE YEAR, AND PRINCIPAL OF THE YEAR – Brandon Sutherland and Kathy Babers
6. UNFINISHED BUSINESS
  - 6.1 Approve Policy Manual Revisions - John Young
7. REPORTS
  - 7.1 BOY 2025 Literacy Screener Report – Dr. Lillie Williams-Hearn
  - 7.2 2024-2025 SPS/DPS Report - Dr. Lillie Williams-Hearn
  - 7.3 Personnel – Dr. Doris Lewis
  - 7.4 Sales tax receipts for November 2025 –Juanita Duke
  - 7.5 Financial Statement for October 2025 – Juanita Duke
  - 7.6 Health plan update for October 2025 – Juanita Duke
8. REPORT OF THE SUPERINTENDENT
9. REPORTS, COMMENTS, OR OBSERVATIONS OF BOARD MEMBERS
10. ADJOURNMENT

THE LINCOLN PARISH SCHOOL BOARD RESERVES THE RIGHT TO ENTER INTO EXECUTIVE SESSION, IF NEEDED IN ACCORDANCE WITH R.S. 42:17

LINCOLN PARISH SCHOOL BOARD MEETINGS ARE LIVESTREAMED ON [YOUTUBE.COM/@LPSBSTREAM](https://www.youtube.com/@LPSBSTREAM)



**Lincoln Parish School Board**  
410 South Farmerville Street  
Ruston, Louisiana 71270-4699  
Phone (318) 255-1430 - Facsimile (318) 251-8100

Ricky Durrett  
Superintendent  
  
Gregg Phillips  
President

## **M E M O R A N D U M**

TO: Lincoln Parish School Board Members  
FROM: John Young, Assistant Superintendent  
DATE: December 2, 2025  
SUBJECT: Policy Revisions

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### **Background:**

During last month's board meeting, you were given the following policy revisions for consideration.

**DFM - SALE OF SURPLUS EQUIPMENT AND SUPPLIES**

**GAAA - EQUAL EMPLOYMENT OPPORTUNITY**

**IDDF - EDUCATION OF STUDENTS WITH EXCEPTIONALITIES**

**IDDFC - CAMERAS IN SPECIAL EDUCATION CLASSROOMS**

**JAA - EQUAL EDUCATION OPPORTUNITIES**

**JD - DISCIPLINE**

### **Recommendation:**

The Board approves these revisions.

### **Contact Person:**

John Young

## SALE OF SURPLUS EQUIPMENT AND SUPPLIES

Merchandise and equipment no longer usable for the purpose for which it was acquired or built shall be declared surplus or unfit for use by the Superintendent upon notification by the department to which the merchandise or equipment has been assigned. The equipment and appliances will then be inspected to determine if they are unfit for use, usable or should be declared surplus.

Items that are declared unfit for use are obsolete to the point of being non-functional or broken beyond the cost of reasonable repair and have no salvage or market value. Unfit items shall not be sold or donated to any person, business or entity, but shall be destroyed in the most economical manner possible.

If ~~the items are~~ movable property is declared surplus, the Lincoln Parish School Board shall then call for either sealed bids, disposal through state surplus, inter-governmental agreement under the local services law, and/or public auction for the sale of such merchandise or equipment. A minimum fair value price shall be established for each item and listed as the minimum bid price. Minimum fair value for vehicles shall be based on fair market valuation obtained from a credible valuation and rating company site or recent sales history search. ~~Said~~ Bids will be opened publicly and disposed of in a prudent, businesslike manner. The School Board shall reserve the right to accept or reject any and all bids.

The sale of surplus merchandise or equipment shall be final, on the "as is" or "where is" basis and shall carry no warranties whatsoever. ~~If~~ Items not sold after ~~three (3) sales~~ the public sale has ended, ~~these items~~ shall be sold as junk, or if no salvage value can be realized, destroyed in the most economical manner possible.

### COMPUTING DEVICES

The School Board may sell, trade, or participate in a buyback program, as provided by La. Rev. Stat. Ann. §17:87.6, for the purpose of alienating individual computing devices that have been used by students for classwork, notwithstanding any provisions of law to the contrary.

When the School Board determines that an individual computing device used by a student or students has reached the end of its typical life cycle, is no longer needed for school purposes, and will be removed from classroom use, and that the best interest of the public school system would be served by the private sale of such device due to the cost of auctioning the device or recycling it or due to other factors, the School Board may sell the device to a student enrolled in a school in the school system or to the parent, tutor, or legal guardian of such a student.

The sale price for the device shall be reasonably equivalent to the value of the device, taking into consideration its typical life cycle, current condition, and costs of other methods of alienation or disposal.

All such sales shall be in accordance with School Board policies, and sale prices shall be approved by appropriate school system administrative personnel prior to sale. Such sales shall apply only to individual computing devices used for classwork by students and shall not apply to other computer equipment or related equipment such as routers, switches, or servers.

The School Board may use revenue generated from the sale of devices for the acquisition, maintenance, or improvement of technology resources for the school or School District.

Prior to the alienation of a device, the School Board shall securely erase all student, employee, and school and District data or otherwise render it inaccessible in accordance with data security policies established by the state Department of Education and any applicable state or federal regulations.

#### TEXTBOOKS AND LIBRARY BOOKS NO LONGER IN USE

The School Board, with the prior approval of the Louisiana Board of Elementary and Secondary Education, may sell any textbook or library book no longer in use in the school system to any person or entity for private use at a fee established by the School Board. Funds derived from such sale shall be used by the School Board solely for textbook or library book purchases. If a textbook or library book has been out of use for over a year, the School Board may, upon approval of the School Board, donate said book to any public hospital, any jail or prison, or any public institution, or to any individual for private use free of charge. Any textbook or library book which the School Board is unable to sell or donate after being out of use in excess of eighteen (18) months, or any textbook or library book which is deemed by the School Board to be unusable or unsalable, shall be disposed of in an appropriate manner.

New policy: May 6, 2008  
Revised: March 12, 2013  
Revised: December 2, 2025

Ref: La. Rev. Stat. Ann. "17:87.6, 49:125; Board minutes, 5-6-08, 3-12-13, 12-2-25.

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## EQUAL EMPLOYMENT OPPORTUNITY

It shall be the policy of the Lincoln Parish School Board that all applicants for admission and employment, students, parents, or legal guardians of students, or employees, sources of referral of applicants and employment, and any and all entities having business with the School Board are hereby notified that the School Board does not discriminate on the basis of race, color, national origin, military status, natural, protective, or cultural hairstyle, sex, age, disability, marital status, sexual orientation, religion or veteran status in admission or access to, or treatment or employment in, its programs and activities, including any notices required by Title IX of the Education Amendments of 1972 or Part 106 of Title 34 of the United States Code of Federal Regulations. The School Board pledges to protect qualified applicants and employees with disabilities from discrimination in hiring, promotion, termination, pay, job training, fringe benefits, classification, referral, and other aspects of employment on the basis of disability. The School Board shall also provide qualified applicants and employees with disabilities with reasonable accommodations that do not impose undue hardship.

The Superintendent and/or his/her designee shall investigate any and all complaints that may be brought against the School Board or any individual school in the School District in regard to any alleged discriminatory action for appropriate treatment by the Superintendent and/or the School Board.

Any inquiries, concerns, or complaints related to discrimination based on sex should be brought to the attention of the Lincoln Parish School Board's Title IX Coordinator. The Title IX Coordinator may be contacted, as follows:

John Young  
Lincoln Parish School Board Title IX Coordinator  
410 South Farmerville St.  
Ruston, LA 71270  
(318) 255-1430

The name of the current Title IX Coordinator can be found on the district website and in student handbooks.

All employees shall be responsible for complying with this policy. Inquiries, concerns, or complaints related to any form of harassment or discrimination should be immediately reported to the immediate supervisor who, in turn, shall report the incident to the Superintendent and/or his/her designee. If the supervisor is the alleged harasser or discriminator, or the employee does not wish to report the matter to his/her supervisor, the employee may submit the complaint directly to the Superintendent or his/her designee for appropriate inquiry including, when appropriate, investigation. Except for complaints of sexual harassment of students, employees, and applicants, the investigation shall proceed in accordance with policy *GAMC, Employee Investigations*.

Further, the School Board prohibits retaliation against any individual for making a complaint under this policy or participating in the investigation of any such complaint.

### PERSONS WITH DISABILITIES

In accordance with federal and state statutes addressing nondiscrimination of disabled persons, namely Section 504 of the *Vocational Rehabilitation Act* of 1973 and the *Americans with Disabilities Act* of 1990, the School Board attests that no qualified person with a disability shall, solely by reason of a disability, be denied the benefits of, be excluded from participation in, or be otherwise subjected to discrimination under any program or activity; nor shall a qualified person with a disability be subjected to discrimination in employment.

Revised: August 4, 2020

Revised: August 2, 2022

Revised: December 2, 2025

Ref: U.S. Constitution, Amend. XIV, Sec. 1; 20 USC 1681 (*Title IX of the Education Amendments of 1972*); 29 USC 621 et seq. (*Age Discrimination in Employment*); 29 USC 701 (*Vocational Rehabilitation and Other Rehabilitation Services*); 29 USC 794 (*Nondiscrimination under Federal Grants*); 42 USC 2000d (*1964 Civil Rights Act*); 42 USC 12101 (*Americans with Disabilities Act of 1990*); Constitution of Louisiana, Art. I, Sec. 3, Art. X, Sec. 10; La. Rev. Stat. Ann. §§17:111, 23:301, 23:302, 23:303, 23:311, 23:312, 23:314, 23:323, 23:332, 23:334, 23:342, 23:352, 23:368; Griggs v. Duke Power Company, 91 S. Ct. 849 (1979); Singleton v. Jackson Municipal Separate School District, 419

**FILE: GAAA**  
**Cf: GAE, GAEAA**  
**Cf: GAMC, GBC**

F.2d 1211 (5th Cir. 1979); Board minutes, 10-7-14, 11-1-16, 8-4-20, 8-2-22, 12-2-2025.

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## EDUCATION OF STUDENTS WITH EXCEPTIONALITIES

The Lincoln Parish School Board shall make available a free appropriate public education in the least restrictive educational environment to each student with an exceptionality, ages three through twenty-one, who is a resident of the geographical boundaries of the school district. Special education and related services may be provided by the School Board to eligible children with exceptionalities under three years of age. Generally, identified children shall be screened and evaluated to determine eligibility to receive special education and related services. If it is determined through the evaluation process that a child has a disability and, by reason thereof, needs special education and related services, then the child is classified in accordance with Louisiana's *Pupil Appraisal Handbook*, Bulletin 1508, and becomes eligible to receive special education services. All special education services shall be provided to eligible students with exceptionalities in accordance with the regulations outlined in *Regulations for the Implementation of the Exceptional Children's Act*, Bulletin 1706 and all other applicable federal and state regulations.

The School Board shall establish and maintain policies and procedures in accordance with federal and state laws and regulations to ensure that students with exceptionalities and their parents are provided the necessary procedural safeguards with respect to the provision of free appropriate public education by the School Board.

### NOTIFICATION OF INDIVIDUAL RIGHTS

Each school shall provide parents, legal guardians, or tutors of students with exceptionalities written information regarding legal procedures affecting the transfer of individual rights from parent, legal guardian, or tutor to child when the child attains the age of majority, including but not limited to supported decision making, power of attorney, continuing or permanent tutorship, and limited and full interdiction. The document shall inform parents, legal guardians, or tutors and how each option relates to such transfer of rights.

At the child's first Individualized Education Program (IEP) meeting of the school year, the document shall be provided to a parent, legal guardian, or tutor of each child who is fourteen, fifteen, sixteen, or seventeen years old who participates in alternate assessment pursuant to La. Rev. Stat. Ann. §17:24.4(F)(3) or an alternate pathway to promotion pursuant to La. Rev. Stat. Ann. §17:24.4(H). Parents, legal guardians, or tutors shall be provided a form by which to confirm receipt of the information.

### SECLUSION AND RESTRAINT

The School Board recognizes that, in order for students to receive a free appropriate public education, a safe learning environment needs to be provided. In doing so, the

School Board also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing with students with exceptionalities who pose an imminent risk of harm to self or others.

The School Board fully supports the use of positive behavior interventions and support when addressing student behavior. The School Board reserves its right, however, to use physical restraint and/or seclusion consistent with state law to address the behavior of a student with an exceptionality when school personnel reasonably believe the behavior poses an imminent risk of harm to the student or others. The School Board shall not preclude the use of physical restraint and/or seclusion performed consistent with the requirements of a student's *Individualized Education Program* (IEP) or behavior intervention/management plan.

The provisions regarding seclusion and restraint shall not be applicable to a student who has been deemed to be gifted or talented under Bulletin 1508, unless the student has been identified as also having a disability under Bulletin 1508.

### Definitions

Crisis intervention means the implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include the following:

The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so that he may return to the classroom or daily activities.

In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk of harm to self or others.

Information about a school's use of crisis intervention, including the proper use of seclusion and physical restraint, shall be included in a school's student handbook and made available to the parent and legal guardian of each student with an *Individualized Education Program* or *Behavioral Intervention Plan*.

*Imminent risk of harm* shall mean an immediate and impending threat of a person causing substantial physical injury to self or others.

*Seclusion* shall mean a procedure that isolates and confines a student in a designated separate room or area until he or she is no longer an ~~immediate-danger~~ imminent risk of harm to self or others. Seclusion shall be used only as a last resort when de-escalation and other positive behavioral support attempts have failed and the student continues to

pose an imminent risk of harm to self or others. Seclusion shall not be used as a routine school safety, discipline, or intervention measure or to address behaviors such as general non-compliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others. School employees shall respond to such behaviors with less strenuous and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's Individualized Education Program or Behavioral Intervention Plan.

*Seclusion room* means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private safe, secure and supervised setting and from which the student is involuntarily prevented from leaving until he/she is no longer at risk of imminent harm to self or others. A seclusion room shall:

- Be free of any object that poses a danger to the student placed in the room.
- Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.
- Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

*Sensory room* means a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", "sensory space", "timeout room", or "timeout space". The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

*Mechanical restraint* means the application of any device or object used to limit a person's movement. Mechanical restraint does *not* include:

1. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider; and
2. Any device used by a duly licensed law enforcement officer in the execution of his/her official duties.

*Physical restraint* means ~~bodily force used to limit a person's movement~~ the use of

manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body. Physical restraint does *not* include:

1. Consensual, solicited, or unintentional contact.
2. Momentary blocking of a student's action if the student's action is likely to result in harm to the student or other person.
3. A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others.
4. ~~Holding of a student, by one~~ A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
5. Minimal physical contact for the purpose of safely escorting a student from one area to another.
6. Minimal physical contact for the purpose of assisting the student in completing a task or response.

Positive ~~behavior~~ behavioral interventions and support means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

School employee means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

School health designee means a school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used.

Written guidelines and procedures means the written guidelines and procedures adopted by the School Board regarding appropriate responses to student behavior which may require intervention.

#### Documentation and Notification

Each principal or his/her designee shall notify each parent or legal guardian of a student enrolled at the school with an Individualized Education Program of the prohibition of the use of seclusion and physical restraint if the student has a condition who is known to have any medical or psychological condition that precludes such action, as certified by a pediatrician, neurologist, or mental health provided in a written statement provided to the school in which the student is enrolled. Such notification shall be made annually and be incorporated into the student's Individualized Education Program meeting.

The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified ~~as soon as possible~~ by phone as soon as practicable but no later than the end of the same school day. The student's parent or other legal guardian shall also be notified in writing, ~~within twenty-four (24) hours as outlined below~~, of each incident of seclusion or physical restraint. ~~Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.~~ The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

~~A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident. Such report shall be submitted to the school principal not later than the next school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student's parent or legal guardian.~~

A school employee who secluded or physically restrained a student shall document and report the incident in accordance with School Board policies. The employee shall submit such report to the school principal by the end of the next school day following the incident. The principal or his designee shall submit the report to the parent by the end of the next school day following receipt of the report. At a minimum, the incident report shall include the following:

1. The name, age, grade, gender, race, and disability of the student secluded or restrained.
2. The date, time, location, and duration of the seclusion or physical restraint.
3. The name and title of each school employee involved and who was a witness.
4. A description of the events requiring the use of seclusion or physical restraint, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.
5. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint.
6. A description of the actions taken immediately following the student's release from seclusion or physical restraint, including actions to notify the student's parent or legal guardian.
7. A description of the student's actions immediately following the student's release

from seclusion or restraint.

~~The guidelines and procedures regarding seclusion and restraint maintained by the Superintendent and staff shall be provided to the Louisiana Department of Education (LDE), all school employees, and every parent of a student identified with a disability under Bulletin 1508.~~

All instances where seclusion or physical restraint is used to address student behavior of students with disabilities under Bulletin 1508 shall be reported, in accordance with the Louisiana Board of Elementary and Secondary Education (BESE) policy, by the School Board to the [Louisiana Department of Education](#) (LDE).

#### Guidelines and Procedures

The School Board shall require the Superintendent and staff to maintain adequate written guidelines and procedures governing the use of seclusion and physical restraint of students in accordance with federal and state law, as well as regulations and guidelines promulgated by BESE. ~~The School Board shall approve written guidelines and procedures regarding appropriate responses to student behavior that may require immediate intervention using seclusion and/or restraint.~~ The written guidelines and procedures shall be provided to all school employees and every parent of a student with an exceptionality and shall include reporting requirements and follow-up procedures, including notification requirements for school officials, notification to the student's parent or legal guardian, and reporting of seclusion and restraint incidents to the LDE.

At the beginning of each school year, the written guidelines and procedures adopted by the School Board shall be posted at each school under the jurisdiction of the School Board, and on the School Board's website.

#### Follow Up

Following any situation resulting in the use of physical seclusion or restraint of a student, a *Functional Behavioral Assessment* (FBA) should be considered. If a student subject to the use of seclusion or physical restraint is involved in ~~five (5)~~ three (3) such incidents in the school year, the student's *Individualized Education Program* (IEP) team shall review and revise the student's Behavior Intervention Plan (BIP) including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint ~~practices~~, the special education director or supervisor or his/her designee shall review the student's plans at least once every three (3) weeks.

#### Employee Training Requirements

The Superintendent or his/her designee shall be responsible for conducting or obtaining

appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities. In addition, positive behavioral intervention strategies, crisis intervention, and de-escalation, as well as other procedures, may also be included in any training.

Charter Schools

Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with State law, including its approved charter and the school's officers and employees, shall be subject to the School Board's policy and written procedures and guidelines regarding the use of seclusion and restraint with students with exceptionalities.

Revised: May 6, 2008

Revised: March 3, 2009

Revised: December, 2011

Revised: February, 2012

Revised: October 16, 2013

Revised: December 6, 2016

Revised: November 2, 2021

Revised: December 3, 2024

Revised: December 2, 2025

Ref: 20 USCA '1400 et seq. (*Individuals with Disabilities Education Act*); 34 CFR '300 (*Assistance to States for the Education of Children with Disabilities*); La. Rev.

Stat. Ann. "17:7, 17:416.21, 17:1941, 17:1942, 17:1943, 17:1944, 17:1945, 17:1946, 17:1947; *Pupil Appraisal Handbook*, Bulletin 1508, Louisiana Department of Education; *Regulations for the Implementation of the Exceptional Children's Act*, Bulletin 1706, Louisiana Department of Education; Board minutes, 5-5-81, 5-6-08, 3-3-09, 2-7-12, 4-10-12, 10-16-13, 12-6-16, 11-2-21, 12-3-24, 12-2-2025.

## **EDUCATION OF STUDENTS WITH EXCEPTIONALITIES**

The Lincoln Parish School Board shall make available a free appropriate public education in the least restrictive educational environment to each student with an exceptionality, ages three through twenty-one, who is a resident of the geographical boundaries of the school district. Special education and related services may be provided by the School Board to eligible children with exceptionalities under three years of age. Generally, identified children shall be screened and evaluated to determine eligibility to receive special education and related services. If it is determined through the evaluation process that a child has a disability and, by reason thereof, needs special education and related services, then the child is classified in accordance with Louisiana's *Pupil Appraisal Handbook*, Bulletin 1508, and becomes eligible to receive special education services. All special education services shall be provided to eligible students with exceptionalities in accordance with the regulations outlined in *Regulations for the Implementation of the Exceptional Children's Act*, Bulletin 1706 and all other applicable federal and state regulations.

The School Board shall establish and maintain policies and procedures in accordance with federal and state laws and regulations to ensure that students with exceptionalities and their parents are provided the necessary procedural safeguards with respect to the provision of free appropriate public education by the School Board.

### **NOTIFICATION OF INDIVIDUAL RIGHTS**

Each school shall provide parents, legal guardians, or tutors of students with exceptionalities written information regarding legal procedures affecting the transfer of individual rights from parent, legal guardian, or tutor to child when the child attains the age of majority, including but not limited to supported decision making, power of attorney, continuing or permanent tutorship, and limited and full interdiction. The document shall inform parents, legal guardians, or tutors and how each option relates to such transfer of rights.

At the child's first Individualized Education Program (IEP) meeting of the school year, the document shall be provided to a parent, legal guardian, or tutor of each child who is fourteen, fifteen, sixteen, or seventeen years old who participates in alternate assessment pursuant to La. Rev. Stat. Ann. §17:24.4(F)(3) or an alternate pathway to promotion pursuant to La. Rev. Stat. Ann. §17:24.4(H). Parents, legal guardians, or tutors shall be provided a form by which to confirm receipt of the information.

### **SECLUSION AND RESTRAINT**

The School Board recognizes that, in order for students to receive a free appropriate public education, a safe learning environment needs to be provided. In doing so, the

School Board also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing with students with exceptionalities who pose an imminent risk of harm to self or others.

The School Board fully supports the use of positive behavior interventions and support when addressing student behavior. The School Board reserves its right, however, to use physical restraint and/or seclusion consistent with state law to address the behavior of a student with an exceptionality when school personnel reasonably believe the behavior poses an imminent risk of harm to the student or others. The School Board shall not preclude the use of physical restraint and/or seclusion performed consistent with the requirements of a student's *Individualized Education Program* (IEP) or behavior intervention/management plan.

The provisions regarding seclusion and restraint shall not be applicable to a student who has been deemed to be gifted or talented under Bulletin 1508, unless the student has been identified as also having a disability under Bulletin 1508.

### Definitions

*Crisis intervention* means the implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include the following:

The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so that he may return to the classroom or daily activities.

In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk of harm to self or others.

Information about a school's use of crisis intervention, including the proper use of seclusion and physical restraint, shall be included in a school's student handbook and made available to the parent and legal guardian of each student with an *Individualized Education Program* or *Behavioral Intervention Plan*.

*Imminent risk of harm* shall mean an immediate and impending threat of a person causing substantial physical injury to self or others.

*Seclusion* shall mean a procedure that isolates and confines a student in a designated separate room or area until he or she is no longer an imminent risk of harm to self or others. Seclusion shall be used only as a last resort when de-escalation and other positive behavioral support attempts have failed and the student continues to pose an

imminent risk of harm to self or others. Seclusion shall not be used as a routine school safety, discipline, or intervention measure or to address behaviors such as general non-compliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others. School employees shall respond to such behaviors with less strenuous and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's Individualized Education Program or Behavioral Intervention Plan.

*Seclusion room* means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure and supervised setting and from which the student is involuntarily prevented from leaving until he/she is no longer at risk of imminent harm to self or others. A seclusion room shall:

- Be free of any object that poses a danger to the student placed in the room.
- Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.
- Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

*Sensory room* means a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", "sensory space", "timeout room", or "timeout space". The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

*Mechanical restraint* means the application of any device or object used to limit a person's movement. Mechanical restraint does *not* include:

1. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider; and
2. Any device used by a duly licensed law enforcement officer in the execution of his/her official duties.

*Physical restraint* means the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body. Physical

restraint does *not* include:

1. Consensual, solicited, or unintentional contact.
2. Momentary blocking of a student's action if the student's action is likely to result in harm to the student or other person.
3. A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others.
4. A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
5. Minimal physical contact for the purpose of safely escorting a student from one area to another.
6. Minimal physical contact for the purpose of assisting the student in completing a task or response.

*Positive behavioral interventions and support* means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

*School employee* means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

*School health designee* means a school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used.

*Written guidelines and procedures* means the written guidelines and procedures adopted by the School Board regarding appropriate responses to student behavior which may require intervention.

#### Documentation and Notification

Each principal or his/her designee shall notify each parent or legal guardian of a student enrolled at the school with an Individualized Education Program of the prohibition of the use of seclusion and physical restraint if the student has a condition who is known to have any medical or psychological condition that precludes such action, as certified by a pediatrician, neurologist, or mental health provided in a written statement provided to the school in which the student is enrolled. Such notification shall be made annually and be incorporated into the student's Individualized Education Program meeting.

The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified by phone as soon as practicable but no later than the end of the same school day. The student's parent or other legal guardian shall also be notified in writing, as outlined below, of each incident of seclusion or physical restraint. The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

A school employee who secluded or physically restrained a student shall document and report the incident in accordance with School Board policies. The employee shall submit such report to the school principal by the end of the next school day following the incident. The principal or his designee shall submit the report to the parent by the end of the next school day following receipt of the report. At a minimum, the incident report shall include the following:

1. The name, age, grade, gender, race, and disability of the student secluded or restrained.
2. The date, time, location, and duration of the seclusion or physical restraint.
3. The name and title of each school employee involved and who was a witness.
4. A description of the events requiring the use of seclusion or physical restraint, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.
5. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint.
6. A description of the actions taken immediately following the student's release from seclusion or physical restraint, including actions to notify the student's parent or legal guardian.
7. A description of the student's actions immediately following the student's release from seclusion or restraint.

All instances where seclusion or physical restraint is used to address student behavior of students with disabilities under Bulletin 1508 shall be reported, in accordance with the Louisiana Board of Elementary and Secondary Education (BESE) policy, by the School Board to the Louisiana Department of Education (LDE).

#### Guidelines and Procedures

The School Board shall require the Superintendent and staff to maintain adequate

written guidelines and procedures governing the use of seclusion and physical restraint of students in accordance with federal and state law, as well as regulations and guidelines promulgated by BESE. The written guidelines and procedures shall be provided to all school employees and every parent of a student with an exceptionality and shall include reporting requirements and follow-up procedures, including notification requirements for school officials, notification to the student's parent or legal guardian, and reporting of seclusion and restraint incidents to the LDE.

At the beginning of each school year, the written guidelines and procedures adopted by the School Board shall be posted at each school under the jurisdiction of the School Board, and on the School Board's website.

### Follow Up

Following any situation resulting in the use of physical seclusion or restraint of a student, a *Functional Behavioral Assessment* (FBA) should be considered. If a student subject to the use of seclusion or physical restraint is involved in three (3) such incidents in the school year, the student's *Individualized Education Program* (IEP) team shall review and revise the student's Behavior Intervention Plan (BIP) including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint, the special education director or supervisor or his/her designee shall review the student's plans at least once every three (3) weeks.

### Employee Training Requirements

The Superintendent or his/her designee shall be responsible for conducting or obtaining appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities. In addition, positive behavioral intervention strategies, crisis intervention, and de-escalation, as well as other procedures, may also be included in any training.

### Charter Schools

Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with State law, including its approved charter and the school's officers and employees, shall be subject to the School Board's policy and written procedures and guidelines regarding the use of seclusion and restraint with students with exceptionalities.

Revised: May 6, 2008  
Revised: March 3, 2009  
Revised: December, 2011  
Revised: February, 2012  
Revised: October 16, 2013  
Revised: December 6, 2016

Revised: November 2, 2021  
Revised: December 3, 2024  
Revised: December 2, 2025

Ref: 20 USCA '1400 et seq. (*Individuals with Disabilities Education Act*); 34 CFR '300 (*Assistance to States for the Education of Children with Disabilities*); La. Rev. Stat. Ann. "17:7, 17:416.21, 17:1941, 17:1942, 17:1943, 17:1944, 17:1945,

17:1946, 17:1947; Pupil Appraisal Handbook, Bulletin 1508, Louisiana Department of Education; Regulations for the Implementation of the Exceptional Children's Act, Bulletin 1706, Louisiana Department of Education; Board minutes, 5-5-81, 5-6-08, 3-3-09, 2-7-12, 4-10-12, 10-16-13, 12-6-16, 11-2-21, 12-3-24, 12-2-2025.

## CAMERAS IN SPECIAL EDUCATION CLASSROOMS

~~The Lincoln Parish School Board will consider the installation and operation of audio/video equipment (i.e., video cameras with audio recording capabilities) upon receipt of a written request of a parent or legal guardian of an eligible student with a disability, in accordance with State law and administrative procedures established by the Superintendent and subject to the availability of specific funding for such purpose.~~

The Lincoln Parish School Board shall install and operate cameras that record both video and audio in each special education classroom, as required by state law, and in accordance with procedures promulgated by the Superintendent. The School Board shall verify periodically that the cameras remain in operation. Should a camera be out of operation for more than two (2) consecutive days, the school shall provide notice to parents of students in the affected classrooms via normal school communication channels.

### APPLICABILITY

This policy is applicable to Self-contained Classrooms or Other Special Education Settings in which a majority of students in regular attendance are provided special education and related services and are assigned to one or more Self-contained Classrooms or Other Special Education Settings (classroom on another school campus that serves only students receiving special education and related services such as school for deaf/visually impaired) for at least fifty percent (50%) of the instructional day ~~and for which a parent or legal guardian of a student in that classroom has requested a camera to be installed ("Eligible Requestor")~~. This policy is not applicable to special education classrooms and other special education settings where the only students with exceptionalities receiving special education and related services are those identified as gifted or talented (under Louisiana Department of Education (LDE) Bulletin 1508, Pupil Appraisal Handbook) who have not been identified as also having a disability under Bulletin 1508 and served in special instructional settings for fifty percent (50%) of the day as described hereinabove.

### PURPOSE

In accordance with La. Rev. Stat. Ann. §§17:1948, 17:3996(B)(59), and 44.4.1(B)(9) as amended, the School Board adopts and implements this policy applicable to the installation and operation of audio/video recording cameras in certain special education classrooms, ~~upon the written request of a parent or legal guardian~~; exceptions relative to public records; matters relative to funding and implementation; and other related matters. Audio/Video recording may be made available in certain Self-contained Classrooms and Other Special Education Settings for the purposes of promoting student safety in compliance with Louisiana law.

## GENERAL

The Superintendent shall establish administrative procedures to implement this policy as required by law. The Superintendent shall designate an administrator (Designated District Representative) with responsibility for coordinating implementation of La. Rev. Stat. Ann. §17:1948 in accordance with School Board policy and procedures.

~~Parental/legal guardian requests for audio/video cameras may be made at any time and shall be made in writing as set forth in the School Board's administrative procedures. A request for audio/video cameras remains valid for a period of one school year.~~

~~A parent/legal guardian may only request installation of an audio/video camera for the Self-contained Classroom(s) or Other Special Education Setting(s) in which the parent's/legal guardian's child is in regular attendance.~~

~~The School Board shall respond to an audio/video camera request subject to this policy, authorizing the request or stating the reason for denial, in accordance with the School Board's administrative procedures.~~

Advance written notice of audio/video recording will be provided, as applicable, to affected parents/legal guardians and staff. Such notice of audio/video recording shall be posted at affected schools.

The School Board expects staff to be vigilant in their observation and protection of all students. If a staff member suspects that an audio/video recording shows a violation of federal or state law, the mandatory reporter must report the suspected violation to the Louisiana Department of Children and Family Services (DCFS) or the appropriate law enforcement agency in accordance with State law.

Audio/video recordings captured by the School Board will only be released for viewing to certain individuals as defined by Louisiana statute and the School Board's administrative procedures. Viewings of audio/video recordings shall be limited to the Superintendent or his designee(s) (designated district representative(s)), the parent or legal guardian of a recorded student, or law enforcement officials, as part of an investigation regarding suspected violations of State or federal laws. District personnel or contractors whose job duties involve installation, operation, or maintenance of the audio/video equipment or the retention of the recordings shall have access to the equipment and recordings only to the extent necessary to fulfill their assigned responsibilities. Continual monitoring of an audio/video feed is prohibited. Standing or on-going requests for viewing recordings are not authorized.

Audio/video recordings are confidential but are not considered personally identifiable information as defined in La. Rev. Stat. Ann. §17:3914. Audio/video recordings shall not be subject to public records requests. Specific exceptions, exemptions, and limitations to laws pertaining to public records are incorporated by reference into La. Rev. Stat.

Ann. §17:1948. Audio/video recordings shall be stored in a safe and secure manner whether on on-site or off-site servers or in cloud storage.

In accordance with State law, the School Board will ensure retention of captured audio/video recordings for at least one (1) month after the recording date. The Superintendent and his designee(s) are authorized to dispose of recordings after a one-month period unless there is an outstanding request for viewing of the recording. No one has a right to obtain a copy of an audio/video recording except that a copy will be released at the request of the student's parent or guardian in a legal proceeding.

The School Board is authorized to accept, administer, and make use of federal, state, and local funds, any public and private grants and donation, and when appropriate, to accept nonmonetary resources in the form of services or equipment for use in connection with the installation and operation of audio/video cameras as described in administrative procedures. The use of *Individuals with Disabilities Education Act* (IDEA) funds and State special education funds to implement the requirements of this policy is prohibited. Any installed cameras must be in compliance with the National Fire Protection Association's Life Safety Code.

Complaints related to audio/video recording, requests for audio/video recording, or use of audio/video recording shall be filed through the School Board's Designated District Representative.

New policy: November 2, 2021  
Revised: September 6, 2022  
Revised: December 6, 2022  
Revised: December 2, 2025

Ref: La. Rev. Stat. Ann. §17:1948. Board minutes, 11-2-21, 9-6-22, 12-6-22, 12-2-25.

## **CAMERAS IN SPECIAL EDUCATION CLASSROOMS**

The Lincoln Parish School Board shall install and operate cameras that record both video and audio in each special education classroom, as required by state law, and in accordance with procedures promulgated by the Superintendent. The School Board shall verify periodically that the cameras remain in operation. Should a camera be out of operation for more than two (2) consecutive days, the school shall provide notice to parents of students in the affected classrooms via normal school communication channels.

### **APPLICABILITY**

This policy is applicable to Self-contained Classrooms or Other Special Education Settings in which a majority of students in regular attendance are provided special education and related services and are assigned to one or more Self-contained Classrooms or Other Special Education Settings (classroom on another school campus that serves only students receiving special education and related services such as school for deaf/visually impaired) for at least fifty percent (50%) of the instructional day. This policy is not applicable to special education classrooms and other special education settings where the only students with exceptionalities receiving special education and related services are those identified as gifted or talented (under Louisiana Department of Education (LDE) Bulletin 1508, Pupil Appraisal Handbook) who have not been identified as also having a disability under Bulletin 1508 and served in special instructional settings for fifty percent (50%) of the day as described hereinabove.

### **PURPOSE**

In accordance with La. Rev. Stat. Ann. §§17:1948, 17:3996(B)(59), and 44.4.1(B)(9) as amended, the School Board adopts and implements this policy applicable to the installation and operation of audio/video recording cameras in certain special education classrooms, exceptions relative to public records; matters relative to funding and implementation; and other related matters. Audio/Video recording may be made available in certain Self-contained Classrooms and Other Special Education Settings for the purposes of promoting student safety in compliance with Louisiana law.

### **GENERAL**

The Superintendent shall establish administrative procedures to implement this policy as required by law. The Superintendent shall designate an administrator (Designated District Representative) with responsibility for coordinating implementation of La. Rev. Stat. Ann. §17:1948 in accordance with School Board policy and procedures.

Advance written notice of audio/video recording will be provided, as applicable, to affected parents/legal guardians and staff. Such notice of audio/video recording shall be posted at affected schools.

The School Board expects staff to be vigilant in their observation and protection of all students. If a staff member suspects that an audio/video recording shows a violation of federal or state law, the mandatory reporter must report the suspected violation to the Louisiana Department of Children and Family Services (DCFS) or the appropriate law enforcement agency in accordance with State law.

Audio/video recordings captured by the School Board will only be released for viewing to certain individuals as defined by Louisiana statute and the School Board's administrative procedures. Viewings of audio/video recordings shall be limited to the Superintendent or his designee(s) (designated district representative(s)), the parent or legal guardian of a recorded student, or law enforcement officials, as part of an investigation regarding suspected violations of State or federal laws. District personnel or contractors whose job duties involve installation, operation, or maintenance of the audio/video equipment or the retention of the recordings shall have access to the equipment and recordings only to the extent necessary to fulfill their assigned responsibilities. Continual monitoring of an audio/video feed is prohibited. Standing or on-going requests for viewing recordings are not authorized.

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In accordance with State law, the School Board will ensure retention of captured audio/video recordings for at least one (1) month after the recording date. The Superintendent and his designee(s) are authorized to dispose of recordings after a one-month period unless there is an outstanding request for viewing of the recording. No one has a right to obtain a copy of an audio/video recording except that a copy will be released at the request of the student's parent or guardian in a legal proceeding.

The School Board is authorized to accept, administer, and make use of federal, state, and local funds, any public and private grants and donation, and when appropriate, to accept nonmonetary resources in the form of services or equipment for use in connection with the installation and operation of audio/video cameras as described in administrative procedures. The use of *Individuals with Disabilities Education Act* (IDEA) funds and State special education funds to implement the requirements of this policy is prohibited. Any installed cameras must be in compliance with the National Fire Protection Association's Life Safety Code.

Complaints related to audio/video recording, requests for audio/video recording, or use of audio/video recording shall be filed through the School Board's Designated District Representative.

New policy: November 2, 2021  
Revised: September 6, 2022  
Revised: December 6, 2022  
Revised: December 2, 2025

Ref: La. Rev. Stat. Ann. §17:1948. Board minutes, 11-2-21, 9-6-22, 12-6-22, 12-2-25.

## EQUAL EDUCATION OPPORTUNITIES

It shall be the policy of the Lincoln Parish School Board that the school district shall place an equal emphasis upon the nondiscriminatory provision of educational opportunities for children and no person shall be excluded from participation in or denied the benefits of any education program or activity on the basis of race, color, disability, religion, creed, national origin, [military status](#), natural, protective, or cultural hairstyle, age, or sex. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

Any person who has inquiries, concerns, or complaints related to issues involving students with disabilities and/or compliance with disabilities rights laws should contact the Lincoln Parish School Board's Section 504 Coordinator. Contact information is as follows:

Emery Wilkerson, 504 Coordinator  
Lincoln Parish School Board  
1428 Arlington Street  
Ruston, LA 71270  
(318) 255-8451

The name of the current 504 Coordinator can be found on the school district website and in student handbooks.

Any person who has inquiries, concerns, or complaints related to issues involving sex discrimination should contact the Lincoln Parish School Board's Title IX Coordinator. Contact information is as follows:

John Young, Assistant Superintendent  
Lincoln Parish School Board  
410 South Farmerville St.  
Ruston, LA 71270  
(318) 255-1430

The name of the current Title IX Coordinator can be found on the school district website and in student handbooks.

All other inquiries, concerns, or complaints the non-discrimination of students on the basis of race, color, religion, creed, national origin, [military status](#), or age should contact:

John Young, Assistant Superintendent  
Lincoln Parish School Board  
410 South Farmerville St.  
Ruston, LA 71270  
(318) 255-1430

Revised: November 1, 2016  
Revised: August 2, 2022  
Revised: December 2, 2025

Ref: 20 USC 1401 et seq.; 20 USC 1681 et seq.; 29 USC 621 et seq.; 29 USC 794; 42 USC 1983; 42 USC 2000c (1-9); 42 USC 2000d (1-6); La. Rev. Stat. Ann. §17:111; Singleton v. Jackson Municipal Separate School District, 419 F.2d 1211 (5th Cir. 1969); San Antonio Independent School District v. Rodriguez, 93 S. Ct. 1278 (1973); Ross v. Moffitt, 94 S. Ct. 437 (1974); Regents of University of California v. Bakke, 98 S. Ct. (1978); Board minutes, 11-1-16, 8-2-22, 12-2-25.

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## DISCIPLINE

It is the purpose of the Lincoln Parish School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. The school's primary goal is to educate, not discipline; however, when the behavior of the individual student comes in conflict with rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

The Lincoln Parish School Board shall endeavor to address student behavior with a focus on evidence-based interventions and supports, and to prioritize classroom- and school-based interventions in lieu of out-of-school disciplinary removals to address student misconduct in order to minimize the loss of academic instructional time. Every teacher and other school employee shall endeavor to hold each accountable for his/her behavior in school, or on the playgrounds of the school, on any school bus, on the street or while going to or returning from school, during intermission or recess, or at any school sponsored activity or function.

To assist the teacher, the School Board shall establish regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness. Discipline shall be administered uniformly, consistently, and in a nondiscriminatory manner, in accordance with the School Board's *Student Code of Conduct*.

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any student (s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. However, no student shall be disciplined in any manner by the School Board or school administrator, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probably than not was committed solely for the purpose of preventing a forcible offense against the student or a forcible offense provided that the force used shall be reasonable and apparently necessary to prevent such offense. A student who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend himself/herself.

Each teacher [and school employee](#) may take disciplinary action to correct a student who violates school rules—or who interferes with an orderly education process. No principal or administrator shall prohibit or discourage a teacher [or school employee](#) from taking disciplinary action, recommending disciplinary action, or completing a form to initiate disciplinary action against a student who violates school policy or who interferes with an orderly education process. No principal or administrator shall retaliate or take adverse employment action against a teacher [or school employee](#) for taking disciplinary action against a student if the disciplinary action that the teacher takes is in accordance

with School Board policy.

Disciplinary action by a school employee may include, but is not limited to:

1. Oral or written reprimands.
2. Referral for a counseling session which shall include but shall not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management.
3. Written notification of parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal.
4. Other disciplinary measures approved by the principal and faculty of the school and in compliance with School Board policy.

#### **STUDENT REMOVAL FROM CLASSROOM**

When a student's behavior prevents the orderly instruction of other students, poses an immediate threat to the safety of students or the teacher, or when a student violates the school's code of conduct-the teacher shall have the student immediately removed from his/her classroom and placed in custody of the principal or his/her designee.

Any student removed from class in kindergarten through grade five shall not be permitted to return to class for at least thirty (30) minutes unless agreed to by the teacher initiating the disciplinary action. A student removed from class in grades six through twelve shall not be permitted to return to class during the same class period, unless agreed to by the teacher initiating the disciplinary action.

Whenever a teacher is struck by a student, the student, in addition to any other discipline given, shall be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the building level committee, finds the striking incident to be entirely inadvertent.

Upon the student being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his/her version of the facts. The principal or his/her designee then shall conduct a counseling session with the student as may be appropriate to establish a course of action, consistent with School Board policy to identify and correct the behavior for which the student is being disciplined.

Once removed, the student shall not be readmitted to the classroom until the principal has implemented at least one of the following disciplinary measures:

1. Conferencing with the principal or his/her designee.
2. Referral to counseling.
3. Peer mediation.
4. Referral to the school building level committee.
5. Restorative justice practices.
6. Loss of privileges
7. Detention
8. In-school suspension
9. Out-of-school suspension
10. Initiation of expulsion hearings
11. Referral for assignment to an alternative setting
12. Requiring the completion of all assigned school work and homework that would have been assigned and completed by the student during the period of out-of-school suspension.
13. Any other disciplinary measure authorized by the principal with the concurrence of the teacher or building level committee.

#### Parental Notification

The principal or his/her designee shall provide oral or written notification to the parent or legal guardian of any student removed from the classroom. Such notification shall include a description of any disciplinary action taken.

When a student has been removed from a classroom, the teacher or the principal or his/her designee may require the parent, or legal guardian of the student to have a conference with the teacher or the principal or his/her designee before the student is readmitted. Such conference may be in person or by telephone or other virtual means.

Upon the student's *third* removal from the same classroom, the teacher and principal shall discuss the disruptive behavior patterns of the student and the potentially appropriate disciplinary measure before the principal implements a disciplinary measure. In addition, a conference between the teacher or other appropriate school employee and the student's parent, or legal guardian is required prior to the student

being readmitted to that same classroom. Such conference may be in person or by telephone or other virtual means. If such conference is required by the school, the school shall give written notice to the parent.

For students who experience multiple behavioral incidents or disciplinary referrals, a principal or his designee shall consider a referral of the matter to an appropriate school building level committee. If the disruptive behavior persists, the teacher may request that the principal transfer the student into another setting.

### PARENT CONFERENCES

In any case where a teacher, principal, or other school employee is authorized to **require** the parent or legal guardian of a student to attend a conference or meeting regarding the student's behavior, and after notice, the parent or legal guardian willfully refuses to attend, the principal, or his/her designee, shall file a complaint, in accordance with statutory provisions, with a court exercising juvenile jurisdiction. *Notice* of the conference, specifying the time and date of the conference, shall be given by contacting the parent or legal guardian by telephone at the telephone number shown on the student's registration card or by sending a certified letter to the address shown on the student's registration card.

### REPORTS TO PRINCIPAL

Any teacher or other school employee may report to the principal any student who acts in a disorderly manner or is in violation of school rules, or any misconduct or violation of school rules by a student who may or may not be known to the teacher or employee. Incidents of alleged discipline violations shall be reported on the *School Behavior Report/School Bus Behavior Report* form provided by the Louisiana Department of Education. The forms shall be submitted in accordance with procedures outlined by the School District, the Superintendent, and school system personnel. The principal shall review and act upon such information submitted, to determine if suspension or other disciplinary action is necessary.

Should the principal fail to act on any report of misconduct or school violation, he/she shall explain the reasons for doing so to the Superintendent or his/her designee and to the teacher or school employee, student, parent, or legal guardian reporting the violation.

### DELINQUENT STUDENTS

Students who regularly disrupt the normal school environment shall be considered as delinquent, and may be reported by appropriate school personnel to the juvenile court. Any student that exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general may be recommended by the principal for expulsion, assignment to an appropriate alternative educational placement, or transfer to adult

education if the student is:

1. Seventeen (17) years of age or older with less than five (5) units of credit toward graduation;
2. Eighteen (18) years of age or older with less than ten (10) units of credit toward graduation; or
3. Nineteen (19) years of age or older with less than fifteen (15) units of credit toward graduation.

### RECUSAL OF ADMINISTRATOR IN DISCIPLINE MATTERS

Any school administrator or administrator's designee who is required to make a recommendation, decide an issue, or take action in a matter involving the discipline of a student shall recuse himself/herself whenever a member of the immediate family of the administrator or administrator's designee is involved in any manner in the discipline matter. In case of recusal, the action to be taken shall be done so by the Superintendent or an impartial designee of the Superintendent.

*Immediate family* means the individual's children, brothers, sisters, parents, and spouse and the children, brothers, sisters, and parents of the spouse.

### DISCIPLINE OF STUDENTS WITH DISABILITIES OR EXCEPTIONALITIES

Discipline of students with disabilities or exceptionalities, or an Individualized Education Program or Section 504 Individualized Accommodation Plan, shall be to the extent allowed by applicable state or federal law and regulations or the provisions of the student's specific plan.

### DISCIPLINE OF STUDENTS ENGAGED IN VIRTUAL INSTRUCTION

The School Board's disciplinary measures that define the rules of conduct and expectations of students engaged in virtual instruction, are included in policy *JDF, Virtual Discipline*.

### DEFINITIONS

*Out-of-school suspension* means the removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities.

*In-school suspension* means removing a student from his/her normal classroom setting but maintaining him under supervision within the school. Students participating in in-school suspension shall receive credit for work performed during the in-school suspension. However, any student who fails to comply fully with the rules for in-school

suspension may be subject to immediate out-of-school suspension.

*Detention* shall mean activities, assignments, or work held before the normal school day, after the normal school day, or on weekends. Failure or refusal by a student to participate in assigned detention may subject the student to immediate out-of-school suspension. Assignments, activities, or work which may be assigned during detention include, but are not limited to, counseling, homework assignments, behavior modification program, or other activities aimed at improving the behavior and conduct of the student.

*Expulsion* (unless otherwise defined as a permanent expulsion by law) shall mean the removal of a student from school for at least one school semester. During an expulsion the Superintendent shall place the student in an alternative school or in an alternative educational placement.

*Firearm* means any pistol, revolver, rifle, shotgun, machine gun, submachine gun, blackpowder weapon, or assault rifle that is designed to fire or is capable of firing fixed cartridge ammunition or from which a shot or projectile is discharged by an explosive.

*Virtual instruction* means instruction provided to a student through an electronic delivery medium, including, but not limited to, electronic learning platforms that connect to a student in a remote location to classroom instruction.

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## DISCIPLINE

It is the purpose of the Lincoln Parish School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. The school's primary goal is to educate, not discipline; however, when the behavior of the individual student comes in conflict with rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

The Lincoln Parish School Board shall endeavor to address student behavior with a focus on evidence-based interventions and supports, and to prioritize classroom- and school-based interventions in lieu of out-of-school disciplinary removals to address student misconduct in order to minimize the loss of academic instructional time. Every teacher and other school employee shall endeavor to hold each accountable for his/her behavior in school, or on the playgrounds of the school, on any school bus, on the street or while going to or returning from school, during intermission or recess, or at any school sponsored activity or function.

To assist the teacher, the School Board shall establish regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness. Discipline shall be administered uniformly, consistently, and in a nondiscriminatory manner, in accordance with the School Board's *Student Code of Conduct*.

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any student (s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. However, no student shall be disciplined in any manner by the School Board or school administrator, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probably than not was committed solely for the purpose of preventing a forcible offense against the student or a forcible offense provided that the force used shall be reasonable and apparently necessary to prevent such offense. A student who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend himself/herself.

Each teacher and school employee may take disciplinary action to correct a student who violates school rules—or who interferes with an orderly education process. No principal or administrator shall prohibit or discourage a teacher or school employee from taking disciplinary action, recommending disciplinary action, or completing a form to initiate disciplinary action against a student who violates school policy or who interferes with an orderly education process. No principal or administrator shall retaliate or take adverse employment action against a teacher or school employee for taking disciplinary action against a student if the disciplinary action that the teacher takes is in accordance

with School Board policy.

Disciplinary action by a school employee may include, but is not limited to:

1. Oral or written reprimands.
2. Referral for a counseling session which shall include but shall not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management.
3. Written notification of parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal.
4. Other disciplinary measures approved by the principal and faculty of the school and in compliance with School Board policy.

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**December 2025 Personnel**

**FACULTY & STAFF RETIREMENTS**

EFFECTIVE DATE	POSITION	LOCATION	EMPLOYEE
February 7, 2026	Fiscal Specialist	Central Office	Brenda O'Nuainin
January 17, 2026	Special Education	Ruston High	Larkin Norton

**FACULTY RESIGNATIONS**

EFFECTIVE DATE	POSITION	LOCATION	EMPLOYEE
November 15, 2025	Special Education	Cypress Springs Elementary	Mysty Crew
November 22, 2025	Elementary	Hilcrest Elementary	Halle Cooper

**FACULTY RECOMMENDATION**

EFFECTIVE DATE	POSITION	LOCATION	FORMER EMPLOYEE	REASON FOR LEAVING	EMPLOYEE RECOMMENDED	FUNDING SOURCE
December 15, 2025	Elementary	Cypress Springs Elementary	Warren Johnson	Resigned	Morris Winters	General Fund

**CHILD NUTRITION TERMINATION**

EFFECTIVE DATE	POSITION	LOCATION	EMPLOYEE
November 3, 2025	Cafeteria Technician	Simsboro School	Latonda Moss

**CHILD NUTRITION RECOMMENDATION**

EFFECTIVE DATE	POSITION	LOCATION	FORMER EMPLOYEE	REASON FOR LEAVING	EMPLOYEE RECOMMENDED	FUNDING SOURCE
November 14, 2025	Cafeteria Technician- Iliterate	Child Nutrition	Christian Torbor	Transferred	Frances Brown	CNP

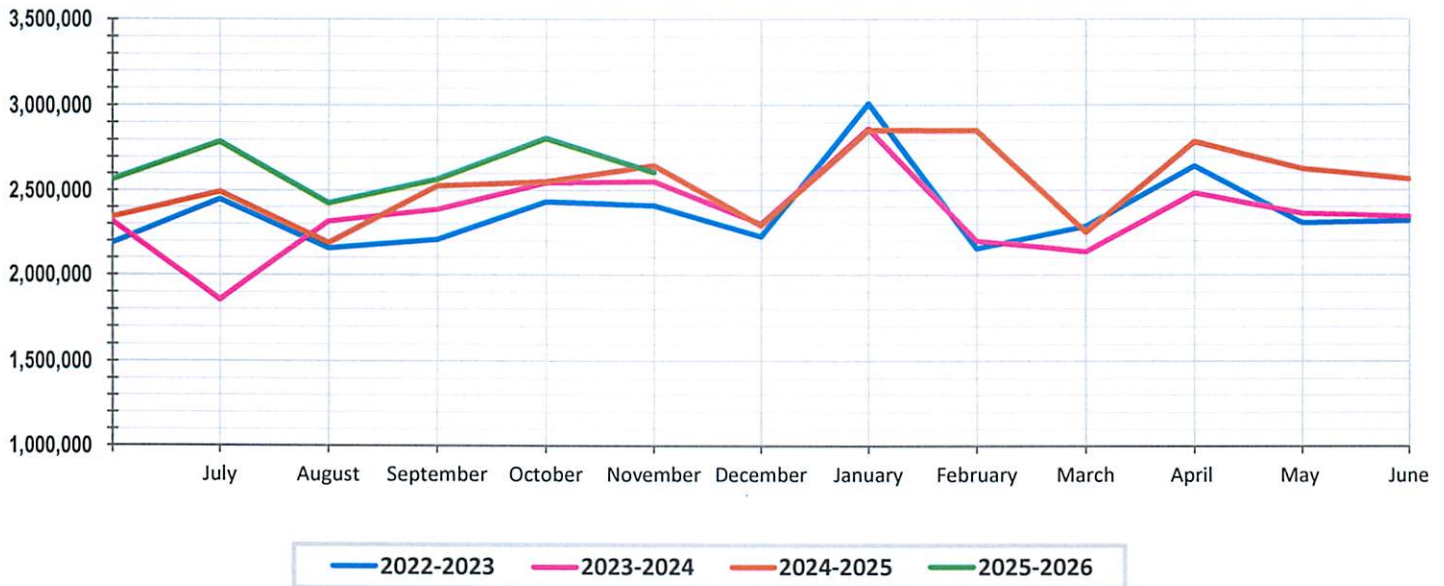
**Lincoln Parish School Board  
Consolidated Sales Tax Report  
For Period Ended: November 30, 2025**

(All Funds are Reported on a Cash-Basis)

**Report of Gross Receipts**

Month Received	2022-2023	2023-2024	2024-2025	P/PM % Change	2025-2026	Difference	
						%	Amount
July	\$2,450,330.31	\$1,858,655.62	\$2,495,751.16	34.28%	\$2,789,918.41	11.79%	\$294,167.25
August	2,157,258.27	2,318,156.32	2,190,873.51	-5.49%	2,423,879.74	10.64%	233,006.23
September	2,207,272.67	2,390,270.68	2,531,277.65	5.90%	2,566,065.81	1.37%	34,788.16
October	2,431,998.76	2,548,073.73	2,554,212.60	0.24%	2,808,744.55	9.97%	254,531.95
November	2,412,313.32	2,556,161.77	2,650,485.09	3.69%	2,609,268.42	-1.56%	-41,216.67
December	2,227,273.58	2,303,527.32	2,295,266.22	-0.36%		0.00%	0.00
January	3,012,057.65	2,868,219.63	2,859,391.59	-0.31%		0.00%	0.00
February	2,154,288.56	2,202,905.58	2,855,732.95	29.63%		0.00%	0.00
March	2,287,346.71	2,139,776.95	2,255,946.32	5.43%		0.00%	0.00
April	2,644,855.59	2,485,400.23	2,790,147.73	12.26%		0.00%	0.00
May	2,305,076.62	2,363,841.76	2,628,614.81	11.20%		0.00%	0.00
June	2,319,683.39	2,344,460.62	2,565,975.42	9.45%		0.00%	0.00
<b>FYTD Totals</b>	<b>\$28,609,755.43</b>	<b>\$28,379,450.21</b>	<b>\$30,673,675.05</b>	<b>8.08%</b>	<b>\$13,197,876.93</b>	<b>43.03%</b>	<b>\$775,276.92</b>
<b>FYTD Change:</b>	<b>4.49%</b>	<b>-0.80%</b>	<b>8.08%</b>		<b>43.03%</b>		<b>6.24%</b>

**Comparison of Monthly Sales Tax Receipts  
Fiscal Years 2022-23, 2023-24, 2024-25, and 2025-26)**



**Notes:**  
Actual November receipts are down (1.56%) when compared to November 2024. Collections through November represents 43.03% of total collections received last year, which is an overall net increase of 6.24% FYTD for 2025-26 on a cash basis. There were no Collections from audit recoveries for the month of November. Audit Recoveries are (34.58%) less when compared to last year through the month of November.

Lincoln Parish School Board  
**GENERAL FUND (MAJOR FUND) COMBINED**  
Interim Financial Report (Cash-Basis)  
For the Period Ended 10/31/2025

Balance Sheet				
		Balance 2026	Balance 2025	Increase / Decrease
<b>Assets:</b>				
01	Cash & Investments	\$ 46,757,122	\$ 40,098,623	\$ 6,658,499
02	Receivables	-	47,968	(47,968)
03	Interfund Receivables	18,119	10,875	7,244
04	Inventory and Other Assets	-	-	-
05	Total Assets	\$ 46,775,241	\$ 40,157,466	\$ 6,617,775
<b>Liabilities and Fund Balances</b>				
<b>Liabilities:</b>				
06	Accounts, Salaries, & Other Payables	\$ 277,013	\$ 125,602	\$ 151,411
07	Interfund Payables	838	-	838
08	Total Liabilities	\$ 277,851	\$ 125,602	\$ 152,249
<b>Fund Balances:</b>				
09	Nonspendable	\$ -	\$ -	\$ -
10	Restricted	3,786,692	3,486,786	299,906
11	Committed	9,466,652	7,766,120	1,700,532
12	Assigned	2,208,795	1,542,980	665,815
13	Unassigned	31,035,251	27,235,978	3,799,273
14	Total Fund Balances	\$ 46,497,390	\$ 40,031,864	\$ 6,465,526
15	Total Liabilities and Fund Balance	\$ 46,775,241	\$ 40,157,466	\$ 6,617,775

Statement of Revenues, Expenditures, and Changes in Fund Balances						
		Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
<b>Revenues</b>						
16	Sales Tax Revenues	\$ 19,129,980	\$ 4,667,622	24.40%	\$ 4,360,488	7.04%
17	Property Tax Revenues	10,671,955	(1,357)	-0.01%	1,176	-215.39%
18	State Minimum Foundation Program	35,142,206	11,747,015	33.43%	11,810,909	-0.54%
19	Investment Income	1,763,862	627,843	35.59%	682,372	-7.99%
20	Other State and Local Revenues	3,907,997	2,322,714	59.43%	2,704,592	-14.12%
21	Federal Revenues	-	-	0.00%	-	0.00%
22	Total Revenues	\$ 70,616,000	\$ 19,363,837	27.42%	\$ 19,559,537	-1.00%
<b>Expenditures by Function</b>						
23	Instructional Programs	\$ 37,897,894	\$ 8,218,330	21.69%	\$ 7,771,518	5.75%
24	Pupil Support Services	5,193,020	1,256,794	24.20%	1,156,965	8.63%
25	Instructional Staff Support	2,795,981	783,387	28.02%	788,330	-0.63%
26	General Administration	1,564,325	599,806	38.34%	507,924	18.09%
27	School Administration	4,511,830	1,291,910	28.63%	1,227,994	5.20%
28	Business Services	1,270,635	315,508	24.83%	291,285	8.32%
29	Maintenance of Plant	3,797,082	1,705,894	44.93%	1,961,795	-13.04%
30	Student Transportation Services	5,007,085	1,202,265	24.01%	1,107,624	8.54%
31	Central Services	1,344,330	652,072	48.51%	328,895	98.26%
32	Child Nutrition Services	1,268,589	330,383	26.04%	335,272	-1.46%
33	Community Services	10,207	2,321	22.74%	2,573	-9.79%
34	Facility Acquisition & Construction	12,175	25,647	210.65%	28,388	-9.66%
35	Debt Services	122,500	-	0.00%	2,625	-100.00%
36	Total Expenditures by Function	\$ 64,795,653	\$ 16,384,317	25.29%	\$ 15,511,188	5.63%
<b>Other Sources and (Uses) of Funds</b>						
37	Operating Transfers In / (out)	\$ (1,475,224)	\$ (430,663)	29.19%	\$ (1,386,647)	-68.94%
38	State Local Funding Match to LEA	(5,280,758)	(1,766,394)	33.45%	(1,668,592)	5.86%
39	Indirect Cost Transfers	618,052	27,774	4.49%	571,307	-95.14%
40	Health Insurance Transfers	4,856,810	1,718,496	35.38%	1,504,121	14.25%
41	Total Other Sources and (Uses)	\$ (1,281,120)	\$ (450,787)	35.19%	\$ (979,811)	-53.99%
42	NET CHANGE IN FUND BALANCE	\$ 4,539,227	\$ 2,528,733	55.71%	\$ 3,068,538	-17.59%
43	Beginning Fund Balance	43,004,877	43,968,657	102.24%	36,963,326	18.95%
44	Ending Fund Balance	\$ 47,544,104	\$ 46,497,390	97.80%	\$ 40,031,864	16.15%

Expenditures by Object						
		Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
<b>Expenditures by Object</b>						
45	Salaries	34,537,830	6,754,766	19.56%	6,678,984	1.13%
46	Employee Benefits	21,668,864	6,235,127	28.77%	5,675,142	9.87%
47	Purchased Professional Services	1,309,450	325,553	24.86%	338,216	-3.74%
48	Purchased Property Services	512,863	154,321	30.09%	156,344	-1.29%
49	Other Purchased Services	3,786,583	2,236,356	59.06%	2,065,783	8.26%
50	Supplies	2,075,402	647,360	31.19%	549,923	17.72%
51	Property	699,423	11,050	1.58%	24,113	-54.17%
52	Debt Service and Miscellaneous	205,238	19,784	9.64%	22,683	-12.78%
53	Total Expenditures by Object	64,795,653	16,384,317	25.29%	15,511,188	5.63%

Lincoln Parish School Board  
SPECIAL REVENUE FUNDS COMBINED  
Interim Financial Report (Cash-Basis)  
For the Period Ended 10/31/2025

Balance Sheet				
		Balance 2026	Balance 2025	Increase / Decrease
<b>Assets:</b>				
01	Cash & Investments	\$ 20,778,757	\$ 16,293,469	\$ 4,485,288
02	Receivables	838,445	4,231,085	(3,392,640)
03	Interfund Receivables	-	-	-
04	Inventory and Other Assets	152,282	120,841	31,441
05	<b>Total Assets</b>	<b>\$ 21,769,484</b>	<b>\$ 20,645,395</b>	<b>\$ 1,124,089</b>
<b>Liabilities and Fund Balances</b>				
<b>Liabilities:</b>				
06	Accounts, Salaries, & Other Payables	\$ 198,575	\$ 520,104	\$ (321,529)
07	Interfund Payables	17,209	10,875	6,334
08	<b>Total Liabilities</b>	<b>\$ 215,784</b>	<b>\$ 530,979</b>	<b>\$ (315,195)</b>
<b>Fund Balances:</b>				
09	Nonspendable	\$ 145,792	\$ 254,898	\$ (109,106)
10	Restricted	13,861,172	12,945,736	915,436
11	Committed	7,546,736	6,913,782	632,954
12	Assigned	-	-	-
13	Unassigned	-	-	-
14	<b>Total Fund Balances</b>	<b>\$ 21,553,700</b>	<b>\$ 20,114,416</b>	<b>\$ 1,439,284</b>
15	<b>Total Liabilities and Fund Balance</b>	<b>\$ 21,769,484</b>	<b>\$ 20,645,395</b>	<b>\$ 1,124,089</b>

Statement of Revenues, Expenditures, and Changes in Fund Balances						
		Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
<b>Revenues</b>						
16	Sales Tax Revenues	\$ 12,766,898	\$ 3,131,066	24.52%	\$ 2,915,878	7.38%
17	Property Tax Revenues	8,777,119	(1,075)	-0.01%	573	-287.61%
18	State Minimum Foundation Program	36,496	72,962	199.92%	37,868	92.67%
19	Investment Income	1,048,207	330,970	31.57%	399,083	-17.07%
20	Other State and Local Revenues	820,442	107,801	13.14%	76,832	40.31%
21	Federal Revenues	11,743,131	1,193,956	10.17%	7,200,594	-83.42%
22	<b>Total Revenues</b>	<b>\$ 35,192,293</b>	<b>\$ 4,835,680</b>	<b>13.74%</b>	<b>\$ 10,630,828</b>	<b>-54.51%</b>
<b>Expenditures by Function</b>						
23	Instructional Programs	\$ 10,757,609	\$ 1,553,907	14.44%	\$ 4,054,752	-61.68%
24	Pupil Support Services	1,050,717	141,592	13.48%	447,514	-68.36%
25	Instructional Staff Support	4,582,573	856,471	18.69%	1,119,099	-23.47%
26	General Administration	338,805	13,658	4.03%	18,785	-27.29%
27	School Administration	1,292,454	307,011	23.75%	372,906	-17.67%
28	Business Services	95,351	29,529	30.97%	37,906	-22.10%
29	Maintenance of Plant	5,084,186	1,854,908	36.48%	1,731,283	7.14%
30	Student Transportation Services	624,540	63,385	10.15%	942,363	-93.27%
31	Central Services	179,261	112,600	62.81%	206,800	-45.55%
32	Child Nutrition Services	3,952,408	975,960	24.69%	1,137,903	-14.23%
33	Community Services	22,457	-	0.00%	-	0.00%
34	Facility Acquisition & Construction	-	102,570	-100.00%	312,540	-67.18%
35	Debt Services	129,995	-	0.00%	-	0.00%
36	<b>Total Expenditures by Function</b>	<b>\$ 28,110,356</b>	<b>\$ 6,011,591</b>	<b>21.39%</b>	<b>\$ 10,381,851</b>	<b>-42.10%</b>
<b>Other Sources and (Uses) of Funds</b>						
37	Operating Transfers In / (out)	\$ (820,512)	\$ (30,600)	3.73%	\$ (452,600)	-93.24%
38	State Local Funding Match to LEA	-	-	0.00%	-	0.00%
39	Indirect Cost Transfers	(618,052)	(27,774)	4.49%	(571,307)	-95.14%
40	Health Insurance Transfers	(4,856,810)	(1,725,200)	35.52%	(1,527,600)	12.94%
41	<b>Total Other Sources and (Uses)</b>	<b>\$ (6,295,374)</b>	<b>\$ (1,783,574)</b>	<b>28.33%</b>	<b>\$ (2,551,507)</b>	<b>-30.10%</b>
42	<b>NET CHANGE IN FUND BALANCE</b>	<b>\$ 786,563</b>	<b>\$ (2,959,485)</b>	<b>-376.26%</b>	<b>\$ (2,302,530)</b>	<b>28.53%</b>
43	Beginning Fund Balance	24,478,540	24,513,185	100.14%	22,416,946	9.35%
44	<b>Ending Fund Balance</b>	<b>\$ 25,265,103</b>	<b>\$ 21,553,700</b>	<b>85.31%</b>	<b>\$ 20,114,416</b>	<b>7.16%</b>

Expenditures by Object						
		Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
<b>Expenditures by Object</b>						
45	Salaries	14,131,461	2,023,644	14.32%	3,499,782	-42.18%
46	Employee Benefits	3,836,648	694,367	18.10%	1,050,734	-33.92%
47	Purchased Professional Services	1,086,214	250,850	23.09%	372,836	-32.72%
48	Purchased Property Services	1,757,109	574,096	32.67%	820,655	-30.04%
49	Other Purchased Services	885,451	374,241	42.27%	706,790	-47.05%
50	Supplies	5,274,227	1,628,450	30.88%	2,701,767	-39.73%
51	Property	1,139,246	464,667	40.79%	1,229,217	-62.20%
52	Debt Service and Miscellaneous	0	1,276	-100.00%	70	1722.86%
53	<b>Total Expenditures by Object</b>	<b>28,110,356</b>	<b>6,011,591</b>	<b>21.39%</b>	<b>10,381,851</b>	<b>-42.10%</b>

**LINCOLN PARISH SCHOOL BOARD**  
**Ruston, Louisiana**  
**Interim Financial Report Summary (Modified Cash-Basis)**  
**10/31/2025**

	BEGINNING	YTD	YTD	YTD	YTD	EXCESS	ENDING	FUND BALANCE CLASSIFICATION	
	FUND BALANCE						FUND BALANCE	Undesignated	Reserved
	July 1, 2025	REVENUES	EXPENDITURES	SOURCES	USES	(DEFICIENCY)	End of Period		
<b><u>GENERAL FUNDS (Major Fund)</u></b>									
01 General Operating	\$ 10,759,143	\$ 14,204,763	\$ 12,412,461	\$ 4,453,024	\$ 2,067,346	\$ 4,177,980	\$ 14,937,123	\$ 13,837,845	\$ 1,099,278
02 1993 Ad Valorem Tax	8,532,573	103,542	1,782,500	-	418,995	(2,097,953)	6,434,620	5,818,881	615,739
03 1967 Sales Tax	6,484,095	1,668,312	540,136	-	1,134,347	(6,171)	6,477,924	-	6,477,924
04 1979 Sales Tax	6,242,426	1,652,359	722,683	126	880,366	49,436	6,291,862	3,276,250	3,015,612
05 2020 Sales Tax	10,685,562	1,697,135	825,113	-	402,883	469,139	11,154,701	8,165,973	2,988,728
06 Medicaid Programs	1,264,858	37,726	101,424	-	-	(63,698)	1,201,160	-	1,201,160
07 TOTAL GENERAL FUNDS	43,968,657	19,363,837	16,384,317	4,453,150	4,903,937	2,528,733	46,497,390	31,098,949	15,398,441
08								48.0%	
<b><u>SPECIAL REVENUE FUNDS</u></b>									
09 2000 Ad Valorem (Major Fund)	9,261,627	127,897	453,287	-	516,936	(842,326)	8,419,301	-	8,419,301
11 1993 Sales Tax	3,294,698	1,613,432	603,119	-	806,664	203,649	3,498,347	-	3,498,347
10 2000 Sales Tax	5,927,591	1,659,391	480,495	-	401,600	777,296	6,704,887	-	6,704,887
<b><u>Maintenance and Operation</u></b>									
12 Parishwide Maintenance Fund	2,947,672	61,612	1,283,340	-	60,600	(1,282,328)	1,665,344	-	1,665,344
13 Ruston School District. No. 1	398,505	2,199	298,072	-	-	(295,873)	102,632	-	102,632
14 Simsboro School District No. 3	604,293	4,760	214,156	-	-	(209,396)	394,897	-	394,897
15 Dubach School District No. 5	357,598	3,266	60,465	-	-	(57,199)	300,399	-	300,399
16 Choudrant School District No. 6	49,956	147	75,217	30,000	-	(45,070)	4,886	-	4,886
<b><u>Grant Programs</u></b>									
18 Education Stabilization Funds	-	-	-	-	-	-	-	-	-
17 Title I (Major Fund)	-	504,279	745,954	-	27,391	(269,066)	(269,066)	-	(269,066)
20 School Food Service	1,310,109	708,290	925,420	-	-	(217,130)	1,092,979	-	1,092,979
21 Special Education	-	5,074	520,330	-	383	(515,639)	(515,639)	-	(515,639)
19 Early Childhood	296,298	51,336	137,926	-	-	(86,590)	209,708	-	209,708
22 Special Programs - Federal	64,838	93,997	213,810	-	-	(119,813)	(54,975)	-	(54,975)
23 TOTAL SPECIAL REVENUE FUNDS	24,513,185	4,835,680	6,011,591	30,000	1,813,574	(2,959,485)	21,553,700	-	21,553,700
24 GRAND TOTALS	\$ 68,481,842	\$24,199,517	\$ 22,395,908	\$ 4,483,150	\$ 6,717,511	\$ (430,752)	\$ 68,051,090	\$ 31,098,949	\$ 36,952,141

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