

LINCOLN PARISH SCHOOL BOARD
410 South Farmerville Street, Ruston, Louisiana

REGULAR SESSION
at DUBACH SCHOOL, 7710 Fellowship Rd., Dubach, LA 71235

Thursday, October 8, 2026 12:00 p.m.

A G E N D A

1. CALL TO ORDER AND INVOCATION
2. PLEDGE OF ALLEGIANCE TO THE AMERICAN FLAG LED BY DUBACH STUDENTS
3. ADOPTION OF AGENDA AS PRINTED
4. APPROVAL OF MINUTES - REGULAR SESSION OF SEPTEMBER 1, 2026
5. WELCOME FROM MANDY BROWN, PRINCIPAL OF DUBACH SCHOOL
6. RECOGNITION OF NATIONAL MERIT SEMI-FINALISTS AND LINCOLN PARISH TALENTED ARTS PROGRAM – BRANDON SUTHERLAND
7. UNFINISHED BUSINESS
8. NEW BUSINESS
 - 8.1 Request Permission to Approve Change Order – James Payton
 - 8.2 Request Permission to Purchase Buses – David Hoefler
 - 8.3 Approve Systems Survey & Compliance Questionnaire for 2025-2026 – James Odom
 - 8.4 Approve Payment of November Salary Supplement Checks – Juanita Duke
 - 8.5 Approve Pupil Progression Plan – Justin Barron
9. REPORTS
 - 9.1 Emergency Operation Plan Report and Campus Safety Updates – Dan Gressett
 - 9.2 Overview of Accountability System – Dr. Lillie Williams-Hearn
 - 9.3 Personnel – Dr. Doris Lewis
 - 9.4 Sales tax receipts for September 2026 – James Odom
 - 9.5 Financial update for August 2026 – James Odom
 - 9.6 Health Plan update for August 2026 – James Odom
10. REPORT OF THE SUPERINTENDENT
11. REPORTS, COMMENTS, OR OBSERVATIONS OF BOARD MEMBERS
12. ADJOURNMENT

THE LINCOLN PARISH SCHOOL BOARD RESERVES THE RIGHT TO ENTER
INTO EXECUTIVE SESSION, IF NEEDED, IN ACCORDANCE WITH R.S. 42:17(A) (2)

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
Fax: 318-255-1433
www.lincolnschools.org

John Young
Superintendent

Gregg Phillips
President

MEMO

TO: Lincoln Parish School Board Members

FROM: James Payton, Construction Supervisor J.P.

DATE: September 15, 2026

SUBJECT: Change Order #3 Simsboro School District No. 3 – 2023 Bond Project

Background

We request your permission to formally approve the following change order for Simsboro School.

Item# 1. Subtract \$188,284.82 from the original contract price. The new contract price is \$9,289,767.18.

Recommendation

That the Board approve change order #3 for the Simsboro School District No. 3 – 2023 Bond Project.

Contact Person

James Payton



Lincoln Parish School Board

410 South Farmerville Street
Ruston, Louisiana 71270-4699
Phone: 318-255-1430
Fax: 318-255-1433
www.lincolnschools.org

John Young
Superintendent

Gregg Phillips
President

MEMO

TO: Lincoln Parish School Board Members
FROM: David Hoefler, Transportation Coordinator
John Young, Superintendent
DATE: September 15, 2026
SUBJECT: Permission to Purchase Five New or Used Regular School Buses and One Special Needs Bus

Background

In order to continue providing safe and efficient bus service for the students of Lincoln Parish, it is necessary to purchase new buses on a yearly basis. The current request to buy five regular school buses and one special needs bus is based on the following:

1. As the fleet ages, older buses must be replaced.
2. Newer buses purchased will be equipped with air conditioning.

The purchase of five regular school buses and one special needs bus will allow the Transportation Department to continue upgrading its fleet and ensure reliable service to the students of Lincoln Parish. The payment will be made from the 1993 Ad Valorem fund, allocated for the purchase of buses.

Recommendation

That the Board grant permission to advertise for bids for five new or used school buses and one special needs bus, and grant the Superintendent permission to accept a qualified bid that meets specifications and is within budget.

Contact Person

David Hoefler



Lincoln Parish School Board

410 South Farmerville Street
Ruston, Louisiana 71270-4699
Phone: 318-255-1430
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www.lincolnschools.org

John Young
Superintendent

Gregg Phillips
President

MEMO

TO: Lincoln Parish School Board Members

FROM: John Young, Superintendent
James Odom, Chief Financial Officer *jeo*

DATE: October 5, 2026

SUBJECT: Approve Systems Survey & Compliance Questionnaire for 2025-2026

Background

The STATE Legislative Auditor's Office requires all Louisiana governmental units to complete this questionnaire and provide it to their independent auditor at the beginning of each financial and compliance audit.

Upon completion, the questionnaire must be presented to and adopted by the Board in an open meeting. The completed questionnaire for the 2025-2026 fiscal audit is attached for your review.

The questionnaire will be provided to our independent auditors, Allen, Green & Williamson, L.L.C. after approval.

Recommendation

That the Board approve the Systems Survey & Compliance Questionnaire as presented.

Contact Person:

James Odom

**LOUISIANA COMPLIANCE QUESTIONNAIRE
(For Audit Engagements of Governments)**

Dear Superintendent:

Attached is the Louisiana Compliance Questionnaire that is to be completed by you or your staff. This questionnaire is a required part of a financial audit of Louisiana state and local government agencies. The completed and signed questionnaire must be presented to and adopted by the governing body, if any, of your organization by means of a formal resolution in an open meeting. Independently elected officials should sign the document, in lieu of such a resolution.

The completed and signed questionnaire and a copy of the adoption instrument, if appropriate, **must be given to the auditor at the beginning of the audit.** The auditor will, during the course of his/her regular audit, test the accuracy of the responses in the questionnaire. It is not necessary to return the questionnaire to the Legislative Auditor's office.

Certain portions of the questionnaire may not be applicable to your organization. In such cases, it is appropriate to mark the representation "not applicable." However, you must respond to each applicable representation. A 'yes' answer indicates that you have complied with the applicable law or regulation. A 'no' answer to any representation indicates a possible violation of law or regulation and, as such, should be fully explained. These matters will be reviewed by the auditor during the course of his/her audit. Please feel free to attach a further explanation of any representation.

Your cooperation in this matter will be greatly appreciated.

Sincerely,

Michael J Waguespack, CPA
Louisiana Legislative Auditor

Enclosure

LOUISIANA COMPLIANCE QUESTIONNAIRE
(For Audit Engagements of Government Agencies)

10/08/2026 (Date Transmitted)

Allen, Green & Williamson, LLP
P. O. Box 6075
Monroe, LA 71201

In connection with your audit of our financial statements as of June 30, 2026 and for the year then ended (period of audit) for the purpose of expressing an opinion as to the fair presentation of our financial statements in accordance with accounting principles generally accepted in the United States of America, to assess our internal control structure as a part of your audit, and to review our compliance with applicable laws and regulations, we confirm, to the best of our knowledge and belief, the following representations. These representations are based on the information available to us as of October 08, 2026 (date completed/date of the representations).

PART I. AGENCY PROFILE

1. Name and address of the organization.

*Lincoln Parish School Board
410 South Farmerville Street
Ruston, LA 71270*

2. List the population of the municipality or parish based upon the last official United States Census or most recent official census (municipalities and police juries only). Include the source of the information.
Not applicable

3. List names, addresses, and telephone numbers of entity officials. Include elected/appointed members of the governing board, chief executive and fiscal officer, and legal counsel.

<i>Mr. John Young, Superintendent</i>	<i>410 S. Farmerville St, Ruston, LA 71270</i>	<i>255-1430 X216</i>
<i>Ms. Juanita Duke, Chief Financial Off.</i>	<i>410 S. Farmerville St, Ruston, LA 71270</i>	<i>255-1430 X280</i>
<i>Mr. James Odom, Chief Financial Off.</i>	<i>410 S. Farmerville St, Ruston, LA 71270</i>	<i>255-1430 X280</i>
<i>Mr. Lewis Jones, Asst. Dist. Attorney</i>	<i>100 W. Texas Avenue, 2nd Floor, Ruston, LA 71270</i>	<i>318-513-6350</i>
<i>Mr. Jon Guice, Special Legal Counsel</i>	<i>1881 Hudson Circle, Monroe, LA 71201</i>	<i>318-324-0101</i>
<i>Ms. Danielle Williams, District 1</i>	<i>P.O. Box 1234, Ruston, LA 71273</i>	<i>318-614-5663</i>
<i>Mr. David Ferguson, District 2</i>	<i>1125 Richmond Drive, Grambling, LA 71245</i>	<i>318-247-8103</i>
<i>Mr. Richard Canterbury, District 3</i>	<i>803 Sunshine Rd., Simsboro, LA 71275</i>	<i>318-548-9608</i>
<i>Ms. Donna Doss, District 4</i>	<i>883 Highway 152, Dubach, LA 71235</i>	<i>318-777-8421</i>
<i>Mr. Danny Hancock, District 5</i>	<i>1683 Highway 821, LA 71270</i>	<i>318-768-4471</i>
<i>Mr. Joe Mitcham, President, District 6</i>	<i>949 Woods Road, Ruston, LA 71270</i>	<i>318-255-9292</i>
<i>Mr. Hunter Smith, District 7</i>	<i>P.O. Box 209, Ruston, LA 71273</i>	<i>318-255-2400</i>
<i>Mr. Greg Phillips, District 8</i>	<i>318 Timber Ridge Dr., Ruston, LA 71270</i>	<i>318-548-6450</i>
<i>Ms. Patricia Mims-Brooks, District 9</i>	<i>1204 E. Mississippi Avenue, Ruston, LA 71270</i>	<i>214-662-5407</i>
<i>Ms. Juan Hooper, District 10</i>	<i>510 Grant Avenue, Ruston, LA 71270</i>	<i>318-480-9320</i>
<i>Mr. George Mack, Jr., District 11</i>	<i>P.O. Box 2353, Ruston, LA 71273</i>	<i>318-957-0299</i>
<i>Ms. Debbie Abrahm, District 12</i>	<i>2901 Lakeview Drive, LA 71270</i>	<i>318-255-6631</i>

4. Period of time covered by this questionnaire.

July 1, 2025 – July 13, 2026

5. The entity has been organized under the following provisions of the Louisiana Revised Statute(s) (R.S.) and, if applicable, local resolutions/ordinances.

Louisiana Revised Statutes 17:51 and 17:81

6. Briefly describe the public services provided.

The Lincoln Parish School Board is a legislative authorized political subdivision of the state with the designated purposed of governing the public K-12 education system in the Parish of Lincoln, Louisiana. It is the responsibility of the School Board to make public education available to the residents of Lincoln Parish. These services include providing instructional personnel, instructional materials, instructional facilities, food service, administrative support, business services, system operations, plant maintenance and bus transportation to the students it serves.

7. Expiration date of current elected/appointed officials' terms.

Board Members (elected) – Terms Expire December 31, 2026

John Young, Superintendent (appointed) – Term expires December 31, 2028

LEGAL COMPLIANCE

PART II. PUBLIC BID LAW

8. The provisions of the public bid law, R.S. Title 38:2211-2296, and, where applicable, the regulations of the Division of Administration, State Purchasing Office have been complied with.

A) All public works purchases exceeding \$250,000 have been publicly bid.

B) All material and supply purchases exceeding \$60,000 have been publicly bid.

Yes [X] No [] N/A []

PART III. CODE OF ETHICS LAW FOR PUBLIC OFFICIALS AND PUBLIC EMPLOYEES

9. It is true that no employees or officials have accepted anything of value, whether in the form of a service, loan, or promise, from anyone that would constitute a violation of R.S. 42:1101-1124.

Yes [X] No [] N/A []

10. It is true that no member of the immediate family of any member of the governing authority, or the chief executive of the governmental entity, has been employed by the governmental entity after April 1, 1980, under circumstances that would constitute a violation of R.S. 42:1119.

Yes [X] No [] N/A []

PART IV. LAWS AFFECTING BUDGETING

11. We have complied with the budgeting requirements of the Local Government Budget Act (R.S. 39:1301-15) R.S. 39:33, or R.S. 39:1331-1342, as applicable:

A. Local Budget Act

1. We have adopted a budget for the general fund and all special revenue funds (R.S. 39:1305).

2. The chief executive officer, or equivalent, has prepared a proposed budget that included a budget message, a proposed budget for the general fund and each special revenue fund, and a budget adoption instrument that defined the authority of the chief executive and administrative officers to make budgetary amendments within various budget classifications without approval by the governing authority, as well as those powers reserved solely to the governing authority. Furthermore, the proposed expenditures did not exceed estimated funds to be available during the period (R.S. 39:1305).

3. The proposed budget was submitted to the governing authority and made available for public

inspection at least 15 days prior to the beginning of the budget year (R.S. 39:1306).

4. To the extent that proposed expenditures were greater than \$500,000, we have made the budget available for public inspection and have advertised its availability in our official journal. The advertisement included the date, time, and place of the public hearing on the budget. Notice has also been published certifying that all actions required by the Local Government Budget Act have been completed (R.S. 39:1307).

5. If required, the proposed budget was made available for public inspection at the location required by R.S. 39:1308.

6. All action necessary to adopt and finalize the budget was completed prior to the date required by state law. The adopted budget contained the same information as that required for the proposed budget (R.S. 39:1309).

7. After adoption, a certified copy of the budget has been retained by the chief executive officer or equivalent officer (R.S. 39:1309).

8. To the extent that proposed expenditures were greater than \$500,000, the chief executive officer or equivalent notified the governing authority in writing during the year when actual receipts plus projected revenue collections for the year failed to meet budgeted revenues by five percent or more, or when actual expenditures plus projected expenditures to year end exceeded budgeted expenditures by five percent or more (R.S. 39:1311).

9. The governing authority has amended its budget when notified, as provided by R.S. 39:1311. (Note, general and special revenue fund budgets should be amended, regardless of the amount of expenditures in the fund, when actual receipts plus projected revenue collections for the year fail to meet budgeted revenues by five percent or more; or when actual expenditures plus projected expenditures to year end exceed budgeted expenditures by five percent or more. State law exempts from the amendment requirements special revenue funds with anticipated expenditures of \$500,000 or less, and exempts special revenue funds whose revenues are expenditure-driven - primarily federal funds-from the requirement to amend revenues.)

Yes [X] No [] N/A []

PART V. ACCOUNTING, AUDITING, AND FINANCIAL REPORTING LAWS

12. We have maintained our accounting records in such a manner as to provide evidence of legal compliance and the preparation of annual financial statements to comply with R.S. 24:513 and 515, and/or 33:463.

Yes [X] No [] N/A []

13. All non-exempt governmental records are available as a public record and have been retained for at least three years, as required by R.S. 44:1, 44:7, 44:31, and 44:36.

Yes [X] No [] N/A []

14. We have filed our annual financial statements in accordance with R.S. 24:514, and 33:463 where applicable.

Yes [X] No [] N/A []

15. We have had our financial statements audited in a timely manner in accordance with R.S. 24:513.

Yes [X] No [] N/A []

16. We did not enter into any contracts that utilized state funds as defined in R.S. 39:72.1 A. (2); and that were subject to the public bid law (R.S. 38:2211, et seq.), while the agency was not in compliance with R.S. 24:513 (the audit law).

Yes [] No [] N/A [X]

17. We have complied with R.S. 24:513 A. (3) regarding disclosure of compensation, reimbursements, benefits and other payments to the agency head, political subdivision head, or chief executive officer.

Yes [X] No [] N/A []

18. We have remitted all fees, fines, and court costs collected on behalf of other entities, in compliance with applicable Louisiana Revised Statutes or other laws.

Yes [] No [] N/A [X]

19. We have complied with R.S. 24:515.2 regarding reporting of pre- and post- adjudication court costs, fines and fees assessed or imposed; the amounts collected; the amounts outstanding; the amounts retained; the amounts disbursed, and the amounts received from disbursements.

Yes [] No [] N/A [X]

PART VI. MEETINGS

20. We have complied with the provisions of the Open Meetings Law, provided in R. S. 42:11 through 42:28.

Yes [X] No [] N/A []

PART VII. ASSET MANAGEMENT LAWS

21. We have maintained records of our fixed assets and movable property records, as required by R.S. 24:515 and/or 39:321-332, as applicable.

Yes [X] No [] N/A []

PART VIII. FISCAL AGENCY AND CASH MANAGEMENT LAWS

22. We have complied with the fiscal agency and cash management requirements of R.S. 39:1211-45 and 49:301-327, as applicable.

Yes [X] No [] N/A []

PART IX. DEBT RESTRICTION LAWS

23. It is true we have not incurred any long-term indebtedness without the approval of the State Bond Commission, as provided by Article VII, Section 8 of the 1974 Louisiana Constitution, Article VI, Section 33 of the 1974 Louisiana Constitution, and R.S. 39:1410.60-1410.65.

Yes [X] No [] N/A []

24. We have complied with the debt limitation requirements of state law (R.S. 39:562).

Yes [X] No [] N/A []

25. We have complied with the reporting requirements relating to the Fiscal Review Committee of the State Bond Commission (R.S. 39:1410.62).

Yes [X] No [] N/A []

PART X. REVENUE AND EXPENDITURE RESTRICTION LAWS

26. We have restricted the collections and expenditures of revenues to those amounts authorized by Louisiana statutes, tax propositions, and budget ordinances.

Yes [X] No [] N/A []

27. It is true we have not advanced wages or salaries to employees or paid bonuses in violation of Article VII, Section 14 of the 1974 Louisiana Constitution, R.S. 14:138, and AG opinion 79-729.

Yes [X] No [] N/A []

28. It is true that no property or things of value have been loaned, pledged, or granted to anyone in violation of Article VII, Section 14 of the 1974 Louisiana Constitution.

Yes [X] No [] N/A []

PART XI. ISSUERS OF MUNICIPAL SECURITIES

29. It is true that we have complied with the requirements of R.S. 39:1438.C.

Yes [X] No [] N/A []

PART XI. QUESTIONS FOR SPECIFIC GOVERNMENTAL UNITS

School Boards

30. We have complied with the general statutory, constitutional, and regulatory provisions of the Louisiana Department of Education, R.S. 17:51-400.

Yes ☒ No ☐ N/A ☐

31. We have complied with the regulatory circulars issued by the Louisiana Department of Education that govern the Minimum Foundation Program.

Yes ☒ No ☐ N/A ☐

32. We have, to the best of our knowledge, accurately compiled the performance measurement data contained in the following schedules and recognize that your agreed-upon procedures will be applied to such schedules and performance measurement data:

Parish school boards are required to report, as part of their annual financial statements, measures of performance. These performance indicators are found in the supplemental schedules:

- Schedule 1, General Fund Instructional and Support Expenditures and Certain Local Revenue Sources
- Schedule 2, Class Size Characteristics

We have also, to the best of our knowledge, accurately compiled the performance measurement data contained in the following schedules, and recognize that although the schedules will not be included in the agreed-upon procedures report, the content of the schedules will be tested and reported upon by school board auditors in the school board performance measures agreed-upon procedures report:

- Education Levels of Public School Staff
- Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers
- Public School Staff Data: Average Salaries

We understand that the content of the first two schedules will be tested and reported upon together.

Yes ☒ No ☐ N/A ☐

The previous responses have been made to the best of our belief and knowledge. We have disclosed to you all known noncompliance of the foregoing laws and regulations, as well as any contradictions to the foregoing representations. We have made available to you documentation relating to the foregoing laws and regulations.

We have provided you with any communications from regulatory agencies or other sources concerning any possible noncompliance with the foregoing laws and regulations, including any communications received between the end of the period under examination and the issuance of this report. We acknowledge our responsibility to disclose to you and the Legislative Auditor any known noncompliance that may occur subsequent to the issuance of your report.

_____, Superintendent _____ Date
John Young

_____, Business Manager _____ Date
Juanita Duke

_____, President _____ Date
Gregg Phillips



Lincoln Parish School Board
410 South Farmerville Street
Ruston, Louisiana 71270-4699
Phone 318-255-1430 - Facsimile 318-255-1433

John Young
Superintendent

Gregg Phillips
President

TO: Lincoln Parish School Board Members

FROM: John Young, Superintendent *JY*
Juanita Duke, Chief Financial Officer *JD*

DATE: October 6, 2026

SUBJECT: Approve November Salary Supplements (13th Check)

Background

At June 30, 2026, the fund balance for the 2000 Sales Tax Fund is approximately \$5,927,600 a decrease of \$191,000 for the fiscal year. After evaluating current year collection trends and group health costs in the 2000 Sales Tax fund, staff counts, retirement costs, we propose to keep the November 2026 sales tax supplement the same as last year's distribution amounts:

Certified Staff	\$2,316	Support Employee	\$1,158
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The estimated cost of this distribution to the 2000 Sales Tax Fund is about \$1,960,700. The 2000 Sales Tax fund also funds a portion of the May salary supplement distribution each year. Total annual expenditures are currently budgeted at \$5,466,728 plus an additional \$1.2 million in transfers for group insurance. In the future, a reduction may be necessary if we have a decline in collections or an increase in staff counts, retirement costs, or group insurance costs - all of which are factors in determining funds available for this annual payment.

Recommendation

That the Board approve the amount of the November salary supplements to be distributed to salaried employees on November 19, 2026 in the amounts of \$2,316 for certified positions and \$1,158 for support positions.

Contact Person:
Juanita Duke



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

John Young
Superintendent

Gregg Phillips
President

M E M O R A N D U M

TO: Lincoln Parish School Board Members

FROM: Justin Barron, Assistant Superintendent

DATE: October 8, 2026

SUBJECT: 2026-27 Pupil Progression Plan

Background:

The State Board of Elementary and Secondary Education requires each school system to develop and revise as necessary, a policy for promotion and retention of students within the local school system. The Lincoln Parish Pupil Progression Plan is based on Bulletins 741, 1566, and Act 750 (R.S. 17:24.4) of the Louisiana State Legislature. This plan complies with all state regulations.

Recommendation:

The recommendation is for the Lincoln Parish School Board to approve the Lincoln Parish Pupil Progression Plan for the 2026-2027 school year.

Contact Person:

Justin Barron



2026-2027 Pupil Progression Plan

Local Education Agency:

Lincoln Parish School Board

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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Background and Purpose

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). The PPP shall address student placement and promotion and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

[RS 17:24.4](#) states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement."

The purpose of this document is to assist LEAs in developing their required PPP in accordance with applicable laws and regulations and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

Questions about this document should be directed to PPP@La.Gov.

I. Placement of students in kindergarten and grade 1

Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to these provisions.

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 30th of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

All students entering kindergarten in Lincoln Parish will be administered a readiness screening instrument, Desired Results Developmental Profile for Kindergarten (DRDP-K), approved by LDOE. DRDP-K provides scores for social-emotional, physical, language, cognitive, literacy, and math development. If a child is identified (Bulletin 1508) as gifted and will be 5 years old by January 1, the student may be eligible for early school entrance and may enroll in kindergarten.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section VI. Support for students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.

- In Grades K & 1, students must successfully pass ELA and Math (earn a 60/D or higher) in order to be promoted.
- In Grades 2, 4, 5, the student must successfully pass (earned 60/D or higher) three of four core subjects in which two must be ELA and Math. The core subjects are ELA, Math, Science, and Social Studies.
- In Grades 4 and 5, students can also score Basic or above in both ELA and Math on the LEAP 2025 Assessment in order to be promoted.
- The student has met the attendance policy as provided in Bulletin 741.
- Students Eligible for Section 504 of the Rehabilitation Act of 1973 have the same criteria for promotion as the regular education students. Students eligible for Section 504 are provided accommodations as listed in the Individual Accommodation Plan (IAP).
- Students with disabilities who are assessed on the regular assessment shall have the same promotion criteria as regular education students. Students are provided accommodations as noted in the student's Individual Educational Plan. A student participating in the Louisiana Alternate Assessment Program (LEAP Connect) will have his/her promotion determined by the IEP team.
- An Individual Academic Support Plan (IASP) developed to outline support provided for a fifth grade student in English language arts or mathematics will remain in place, updated annually, until the student achieves a score of "Basic" or above in each of the subjects that initially led to the development of the plan.

Review of promotion, retention, and placement decisions may be initiated by the local school board, superintendent, and/or parent or guardian. Review of placement and promotional decisions shall be conducted by the SBLC, which may review the following data:

- The student's previous retention record;
- The student's social/physical maturity and/or age;
- The student's academic achievement record;
- The student's test scores;
- Formative/summative evaluations of the student's academic performance and/or behavior.

- Student promotion, progression, and placement decisions will be monitored annually upon request by Supervisory staff at Central Office to confirm that the policies are being implemented uniformly throughout the district. Each principal shall annually certify that they monitored the promotion and placement decisions made for their students, in compliance with the policies of the Louisiana Department of Education and the Lincoln Parish School System.

Fourth grade students who do not meet the promotion criteria must attend and complete remediation provided by the district to be considered for placement in 5th grade by the SBLC. Students are expected to attend a minimum of 90% of the required remediation classes. Remediation is at the district's discretion and may be before school, after school, or during summer months. Funding will be a factor in determining remediation procedures. The school of record will notify parents/legal guardians of the final SBLC placement decision within one week after the remediation program has ended.

Fourth grade students who do not meet the promotion criteria and who do not attend remediation classes, or who fail to meet the 90% remediation attendance requirement, may be retained in 4th grade in accordance with district promotion guidelines.

A parent/legal guardian may request a waiver from the superintendent, or designee, on behalf of individual students who are unable to participate in remediation required for placement in fifth grade because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the Lincoln Parish School District at least 10 school days prior to summer remediation.

For any student who recently completed the fourth grade and is transferring into the Lincoln Parish School District from another state or country after the completion of summer remediation, the Lincoln Parish School District shall review the student's academic record to determine appropriate placement. Such placement shall occur no later than October 1 of each school year.

A student who has repeated the 4th grade may be promoted to only the 5th grade. However, a student who has repeated the 4th grade and who is 13 years old on or before September 30 may be promoted to the 6th grade based on SBLC decision according to the local Pupil Progression Plan.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

- In Grade 3, the student has successfully passed (earned 60/D or higher) in three of four core subjects—two of which must be ELA and Math. The core subjects are ELA, Math, Science, and Social Studies. Students can also score Basic or above in both ELA and Math on the LEAP 2025 Assessment in order to be promoted.
- The student has met the attendance policy as provided in Bulletin 741.
- Students Eligible for Section 504 of the Rehabilitation Act of 1973 have the same criteria for promotion as the regular education students. Students eligible for Section 504 are provided accommodations as listed in the Individual Accommodation Plan (IAP).

- Students with Disabilities have the same promotion criteria as regular education students. Students are provided accommodations as noted in the student's Individual Educational Plan. A student participating in the Louisiana Alternate Assessment Program (LEAP Connect) will have his/her promotion determined by the IEP team.
- Review of promotion and placement decisions may be initiated by the local school board, superintendent, and/or parent or guardian. Review of placement and promotional decisions shall be conducted by the SBLC, which may review the following data:
 - The student's previous retention record;
 - The student's social/physical maturity and/or age;
 - The student's academic achievement record;
 - The student's test scores;
 - Formative/summative evaluations of the student's academic performance and/or behavior.

Student promotion, progression, and placement decisions will be monitored annually upon request by Supervisory staff at Central Office to confirm that the policies are being implemented uniformly throughout the district. Each principal shall annually certify that they monitored the promotion and placement decisions made for their students, in compliance with the policies of the Louisiana Department of Education and the Lincoln Parish School System.

Individual Student Literacy Plan Policy will abide by the requirements set forth in Section 701 of Bulletin 1566.

Promotion of students in grades 6 and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

- In Grades 6 and 7, the student has successfully passed (earned 60/D or higher) in three of four core subjects—two of which must be ELA and Math. The core subjects are ELA, Math, Science, and Social Studies.
- In Grades 6, and 7, students can also score Basic or above in both ELA and Math on the LEAP 2025 Assessment in order to be promoted.
- The student has met the attendance policy as provided in Bulletin 741.
- Students Eligible for Section 504 of the Rehabilitation Act of 1973 have the same criteria for promotion as the regular education students. Students eligible for Section 504 are provided accommodations as listed in the Individual Accommodation Plan (IAP).
- Students with Disabilities have the same promotion criteria as regular education students. Students are provided accommodations as noted in the student's Individual Educational

Plan. A student participating in the Louisiana Alternate Assessment Program (LEAP Connect) will have his/her promotion determined by the IEP team.

- An Individual Academic Support Plan (IASP) developed to outline support provided for a fifth-grade student in English language arts or mathematics will remain in place, updated annually, until the student achieves a score of “Basic” or above in each of the subjects that initially led to the development of the plan, in accordance with Bulletin 1566 §705(B)(6).
Note: Beginning in Kindergarten through Grade 3, students who do not meet proficiency in literacy may also be subject to an IASP pursuant to Bulletin 1566 §701. These plans ensure alignment of supports prior to the fifth-grade requirement.

Review of promotion, retention, and placement decisions may be initiated by the local school board, superintendent, and/or parent or guardian. Review of placement and promotional decisions shall be conducted by the SBLC, which may review the following data:

- The student’s previous retention record;
- The student’s social/physical maturity and/or age;
- The student’s academic achievement record;
- The student’s test scores;
- Formative/summative evaluations of the student’s academic performance and/or behavior.

Student promotion, progression, and placement decisions will be monitored annually upon request by Supervisory staff at Central Office to confirm that the policies are being implemented uniformly throughout the district. Each principal shall annually certify that they monitored the promotion and placement decisions made for their students, in compliance with the policies of the Louisiana Department of Education and the Lincoln Parish School System.

III. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth-grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth-grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall

review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- ***Mastery/Advanced Waiver*** - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- ***U/B Waiver*** - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
 - the student scored *approaching basic* or above on the science and social studies components of LEAP;
 - the student had an overall 2.5 grade point average on a 4.0 scale;
 - the student had a minimum 92 percent attendance during the school year;
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- ***AB/AB Waiver*** - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
 - The student has attended a LEAP summer remediation program offered by the LEA.
- **LEP Waiver** - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- ***Extenuating Circumstances Waiver*** —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
 - a physical illness or injury that is acute or catastrophic in nature;
 - a chronic physical condition that is in an acute phase
 - physical illness - appropriate documentation must include a verification that the student is under the medical care of a licensed physician for illness, injury or a chronic physical condition that is acute or catastrophic in nature.
 - documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - court-ordered custody issues.
 - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

Transitional 9th Grade

Any first-time eighth-grade student who does not meet the passing standard set forth in BESE *Bulletin 1566, §703*, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth-grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.

The LEA shall admit transitional ninth-grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student’s individual graduation plan (IGP). Progress pursuant to such specified academic support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Financial Aid Planning: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.

6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or a certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade, determined by the LEA, must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course, and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow students to receive credit for a course they previously failed.

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

V. Individual Graduation Planning

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor, [career coach](#)) or IEP team (when applicable) shall begin to develop an [IGP](#). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

Lincoln Parish Schools will provide career coaching to students through school counselors, designated school personnel, and community and postsecondary partners. Career coaching will assist students in identifying career interests, exploring graduation pathways, selecting coursework aligned with their goals, and learning about postsecondary education, career and technical education, dual enrollment, work-based learning, military service, and other training opportunities.

Career interest inventories will be administered or updated in Grades 7 and 8. Each middle school student will participate in at least one career-related activity annually, such as a career fair, guest-speaker presentation, workplace visit, job-shadowing experience, career simulation, or individual career-planning conference. Participation will be documented in the student's Individual Graduation Plan. The IGP will be developed with parent or legal guardian involvement, reviewed annually, and revised as needed to reflect the student's academic progress, graduation pathway, and postsecondary and career goals.

V. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

In the space below, please describe any additional considerations or local policies related to the placement of transfer students.

Home Study, Nonpublic and/or Unapproved Public (Grades K-4 and 6-8)

Students who transfer from home study, nonpublic and/or unapproved schools who wish to enroll in grades K-8 must meet the age requirement and provide documentation of enrollment from prior school. A preponderance of evidence, which includes a placement assessment, will be used to determine placement.

Home Study, Nonpublic and/or Unapproved Public (Grades 10-12)

Students who transfer from home study, nonpublic and/or unapproved schools entering grades 10-12 must meet the age requirement and provide documentation of enrollment from prior school. Parents and/or guardians will be responsible for providing documentation as to which courses have been successfully completed. In order to receive Carnegie credits, students are required to take a district-approved proficiency examination in each subject for which credit is sought. Proficiency exams will then be administered at the District’s Office of Assessment or at the school of enrollment by the school test coordinator, counselor, or designee. Mastery (60%) must be achieved in order to receive credit. Students who score below mastery (60%) will not receive credit and will repeat the course if it is a required course. If parents and/or guardians can provide documentation of scores on state required assessments (H.S. LEAP 2025) for specified high school courses, the student may be awarded Carnegie credit based on passing scores earned on the assessments. The grade placement decision will be made after review of placement test scores and the following information:

- Course grades: a student must pass 75% of the courses with a D or better grade

- Attendance
- Age
- Discipline records

The final decision will be determined by the SBLC. Students who are promoted to the 9th grade transitional class will take remedial classes needed for ELA and math. Students will not earn Carnegie Units toward graduation for remedial classes. Students may take other classes at the same time and use these towards graduation requirements. Extenuating circumstances will be evaluated on an individual basis, and the decision will be made in the best interest of the student.

Home Study, Nonpublic and/or Unapproved Public (Grades 5 and 9)

Students who transfer from home study, nonpublic and/or unapproved schools requesting placement in grades 5 or 9 and who did not participate in the state mandated assessments for English and Math will be administered the appropriate level of the LEAP placement tests for grade placement. Students will take the LEAP placement test and meet the promotional criteria established by the LDOE. The grade placement decision will be made by the district SBLC after review of placement test scores and the following information:

- Course grades
- Attendance
- Age
- Discipline records

Home Study, Nonpublic and/or Unapproved Public (Grade 9 seeking credit for Carnegie unit courses completed in middle school)

Students who transfer from home study, nonpublic and/or unapproved schools requesting both placement in grade 9 and credit for Carnegie unit courses completed in middle school will be administered the grade 8 LEAP placement test, and the parents and/or guardians will be responsible for providing documentation as to which Carnegie unit courses have been successfully completed. In order to receive Carnegie credits, students are required to take a district approved proficiency examination in each subject for which credit is sought.

Proficiency exams will then be administered at the District's Office of Assessment or at the school of enrollment by the school test coordinator, counselor, or designee. Mastery (60%) must be achieved in order to receive credit. Students who score below mastery (60%) will not receive credit and will repeat the course if it is a required course. If parents and/or guardians can provide documentation of scores on state required assessments (H.S. LEAP 2025) for specified high school courses, the student may be awarded Carnegie credit based on passing scores earned on the assessments.

Home Study, Nonpublic and/or Unapproved Public Mid-year Transfers (Grades 9-12)

Students transferring at mid-term are required to take a mid-year district approved proficiency examination in each course in which credit is being sought. Credits earned shall be determined by the guidelines in the Pupil Progression Plan. The SBLC may award credits based on exam results.

- Course grades: a student must pass 75% of the courses with a D or better grade

- Attendance
- Age
- Discipline records

The requirement of remedial course enrollment for 9th grade transitional students also applies to mid-year transfers.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve

foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.

- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *Bulletin 1566*. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

VIII. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:
 - Provide information on activities that can be done at home to support the student's literacy proficiency.
 - Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

IX. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;
 - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

X. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to *Bulletin 118 - Statewide Assessment Standards and Practices*. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

When students register, the parents/guardians complete a "Home Language Survey." If any of the three questions below are answered with any response other than English, the student will be identified as a Language Minority and will be screened to determine English language proficiency.

- First language learned by student
- Language other than English used at home
- Language student uses most often

After a student is identified as a Language Minority, the student will be screened using a state approved language proficiency assessment to determine if the student is Limited English Proficient.

- The SBLC will meet and review records of past academic performance, information about the student provided by the parent or guardian, any standardized test results that are available, the results of a language assessment screening, and if possible, the results of local tests in areas such as math and science, which would not necessarily require that the student be proficient in English. Students will be placed as near to their ability/grade level as is possible.
- The district Education plan for English Learner (EL) students will abide by all federal and state laws, statutes, and court decisions regarding the education of limited English proficient students.
- Federal law dictates that each student is entitled to a free and appropriate education. The educational program of EL students should be reasonably designed to overcome learning difficulties resulting from limited English proficiency. Meaningful assistance is provided to these students within the existing regular instructional program. A Limited English Proficient (LEP) Accommodation Plan is offered and developed to assist the EL student in the regular class setting. Assistance from an EL teacher is provided based on academic functioning levels.
- Each EL student will be provided with the educational program available to regular English-proficient students, which is intended to promote the development of the student's academic skills in the areas of English Language Arts, mathematics, social studies, and science. The instructional program will be monitored and modified to ensure that each EL student is making reasonable progress toward learning English.

Every grading period, the English Language Arts grade will be reviewed. If the EL student's grades fall below passing, accommodations and remediation will begin. EL students must meet or exceed the state guidelines on the English Language Proficiency Test (ELPT) and/or high stakes testing before being exited from the LEP program. The performance of exited students is monitored by LEP teachers for four years. If the student becomes unable to function successfully in the regular class, the student can be scheduled to return to the LEP program.

No EL student shall be retained based solely on his/her level of English proficiency. If retention is considered, concerns about the student's performance will be addressed at the

school with the SBLC/EL committee. A meeting must be held with the parent and an interpreter.

XI. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.
 - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;
 - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
 - graduates or withdraws from high school;
 - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XII. Alternative Education Placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to *Bulletin 741* -

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Written policies for all alternatives to regular placements:

Students enrolled in the alternative setting will be subject to the same policies and procedures as the students enrolled in the regular school setting and those of *Bulletin 131* and the *Louisiana Alternative Education Handbook*.

Description of each approved alternative school/program/setting operating in Lincoln Parish Schools, including the entrance and promotion criteria:

The Lincoln Parish alternative program is designed as an interim program to address the needs of students who must be removed from a traditional school setting due to behavioral issues. Placement in the alternative program is determined by the district hearing officer through an expulsion hearing process. Students assigned to the program will continue their academic work using high-quality curricular materials and resources via Google Classroom and teacher-assigned work. Once the student has fulfilled the requirements of the expulsion hearing, they will transition back to their home school if all the following requirements have been met:

- Attendance
- Appropriate behavior
- Acceptable academic progress

Procedures for placement in adult education programs:

A child below eighteen years and beyond sixteen years of age who seeks to exit public school must submit to the adult education or vocational education site director an age waiver (AWR-1, Attachment 2) that is approved by the local school system's superintendent or his/her designee. The approved age waiver verifies that the child meets one of the following criteria to exit school:

1. Pregnant or actively parenting, (accompanied by birth certificate/doctor or birth hospital letter);
2. Incarcerated or adjudicated, (accompanied by probation/court order);
3. Institutionalized or living in a residential facility, (accompanied by letter from facility);
4. Chronic physical or mental illness, (accompanied by letter from doctor);
5. Family and/or economic hardships, (accompanied by employer letter and proof of hardship: parent death or illness; see *Bulletin 741, chapter 27.2703*)

XIII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

Regular Education Students

Students, teachers, and parents must be made aware of the Lincoln Parish Pupil Progression Plan. Students, teachers, and/or parents have the right to examine their records according to the guidelines of FERPA and policies of the Lincoln Parish School Board. A student, teacher, and/or parent may appeal any decision dealing with placement or promotion. A conference with the involved teacher or teacher and principal will be held. Most situations or problems are settled at this step. If the problem is not resolved, a conference with the appropriate district supervisor will be held. The final decision will be made by the superintendent.

Students with Disabilities

The rights of due process procedures for students with disabilities shall not be curtailed by this process and shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEA) Part B.

Section 504 Students

Due process procedures for qualified disabled students must be consistent with those identified in Section 504 of the Rehabilitation Act of 1973.

XIV. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

- Ex. Determination of Valedictorian*
- Homework policy*
- Minimum number of classes for a graduating senior*
- Summer school credit*

It is the policy of Lincoln Parish Schools that grade placement of students who do not meet the promotion requirements set forth in the Pupil Progression Plan shall only be made through the SBLC process in grades K-8. Individual school SBLC committees must:

- Document research-based interventions by classroom teachers
- Document parental contact throughout the school year
- Include documentation regarding the need to retain the student

Acceleration:

Lincoln Parish will determine accelerated grade promotion on an individual basis using a proficiency tool. It is important to note that students in grades K-12 who demonstrate exceptionally high levels of achievement are given opportunities to enrich and expand their knowledge while enrolled in their current grade.

9-12 Early College Admissions:

The guidelines and procedures for administering and/or entering this program are specified in Bulletin 741. Students may have choice in Honors, Pre-AP, Advanced Placement, CLEP, and Dual Enrollment courses.

Dual Enrollment Courses:

Dual Enrollment (DE) courses are college courses for which students earn both high school and college credit. DE introduces students to college-level courses while still in high school, which could result in helping students better prepare for college and potentially decrease their time to college graduation. Participating in DE allows students to experience what college-level coursework is like and may pique their interest in attending college. DE can allow high school students to explore technical work skills, and they could potentially graduate with work skills certifications or even an associate's degree along with their high school diploma. Because DE courses are college courses, students must be able to handle college-level reading/writing and mathematics concepts: students must be college ready, focused, and seriously engaged in the course. Enrollment in a DE course marks the beginning of a student's permanent college transcript, which could impact admission and scholarship eligibility at any college or university to which the student applies; regardless of the grades earned, each and every DE enrollment semester must be acknowledged and listed on any college/university application for admission after high school.

Honors/PreAP/Advanced Placement Courses:

Students who enroll in honors and Pre-AP courses will be required to complete additional assignments. In their AP Equity and Access Policy, the College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. The College Board encourages the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to

academically challenging coursework (Honors/Pre-AP) before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved. For honors/Pre-AP level courses, the following extra requirements/content for the course(s) must be approved by Lincoln Parish. Extra requirements should parallel those set forth by the LDOE for upper-level honors courses (see list below):

9. **English:** Require a summer reading project; require at least one additional unit of instruction beyond the regular course; the unit(s) of instruction should include additional grade-level, complex texts and related writing and research tasks.
10. **Math:** Use DOK level 3-4 questions; use performance-based assessment items embedded in curriculum; use extension tasks on unit tests.
11. **Science:** Provide assessment questions above grade band level; outside reading assignments; suggested text to read *A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners* 1st Edition by Adams, et al.
12. **Social Studies:** Require two additional projects beyond the regular course; the projects should emphasize the inquiry process.

CLEP Exams:

The College Board's College Level Examination Program (CLEP) is a nationally recognized credit-by-examination program that provides high school students an opportunity to demonstrate their mastery of college-level materials in introductory subjects and earn college credit. Developed by the College Board, CLEP has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in over 1,800 test centers. A passing score on particular tests allows students to earn between 3 and 12 credits of college-level coursework before leaving high school, depending on the guidelines of the specific postsecondary institutions. CLEP exams are developed by committees of college faculty who design questions based on what is typically covered in lower-level college courses and who set passing standards for the exams (scores are no longer based on studies of student performance in college courses). CLEP exam scores range on a scale of 20-80 with a typical passing score of 50 or above.

Seat Time:

The maximum number of seat time hours a student is allowed to make up during a school year is 10 hours per high school course. Students missing more than 10 seat time hours may be subject to failure of the course unless seat time hours have been made up prior to the end of the semester.

LEAP 2025 High School Assessment Grades

For courses requiring a Louisiana LEAP 2025 high school assessment, the assessment shall count 15 percent of the student's final course grade in accordance with BESE regulations and Lincoln Parish School Board policy. For students with disabilities identified under IDEA who meet the participation criteria established in Bulletin 1530 §405.B and R.S. 17:183.2, the LEAP 2025 assessment shall count 5 percent of the student's final course grade, as provided in BESE regulations.

Grade Recovery

Lincoln Parish Schools recognizes that, in limited circumstances, students may benefit from an opportunity to recover a failing grade through additional instruction and demonstration of proficiency. Grade recovery is intended to support student learning while maintaining the integrity and rigor of district curriculum and grading practices. Students may be considered for grade recovery when they are in danger of failing a course required for promotion or graduation. Priority may be given to seniors who are at risk of not meeting graduation requirements. Grade recovery is not an automatic entitlement and is granted at the discretion of the principal or designee in collaboration with the classroom teacher.

Grade recovery opportunities shall:

- Be aligned to the Louisiana academic standards and the essential learning outcomes of the course;
- Require the student to complete teacher-assigned learning activities and demonstrate mastery of previously unsuccessful standards;
- Occur within timelines established by the school and prior to the final determination of course credit, whenever possible;
- Be documented by the teacher, including evidence of the student's completed work and demonstrated proficiency.

Grade recovery shall not replace regular classroom instruction, excuse excessive absences, or eliminate the requirement for students to meet course expectations. The classroom teacher retains responsibility for determining whether the student has demonstrated sufficient mastery to earn a passing grade in accordance with district grading policies. Nothing in this policy shall supersede state requirements related to Carnegie credit, credit recovery, graduation requirements, or accountability.

Distance and E-Learning Environments

In the event of interrupted schooling due to the closure of school facilities, promotion and retention decisions will be based on a preponderance of evidence from student learning throughout the school year. Performance on classroom assignments, digital learning assignments, course grades, and any benchmark assessments are examples of artifacts that can be used to determine student grades and placement.

Policies and Procedures for Grade "Skipping" for Students with Disabilities

Individual cases shall be handled by the SBLC. Under extenuating circumstances and with approval of the appropriate supervisor, students with disabilities who participate in alternate assessments may have placement decisions made by the SBLC after review of documentation of grades related to class work and IEP goals and objectives.

Policies Governing Services for Gifted Students

It is the policy of the Lincoln Parish School Board to provide accelerated programs for gifted

and talented students in grades K–12. In order to participate in the gifted and talented program, a student must first be screened as detailed in the *Pupil Appraisal Handbook*. Students who meet the screening requirements will then be evaluated by the appropriate members of the Lincoln Parish multidisciplinary team according to the criteria in the *Pupil Appraisal Handbook*.

Curricula

Lincoln Parish adopts high-quality curricula aligned to state standards. For courses in which a high-quality curriculum is not available, the district Chief Academic Officer will approve materials and resources that are aligned to the content standards.

High School Curriculum/Diploma Requirements

TOPS University and Tops Tech Course Requirements can be found in the [High School Planning Guidebook](#).

State Mandated Quality Points for TOPS Core Curriculum

Beginning with the students entering the 9th grade for the first time in 2014-15 and thereafter, the calculation of the TOPS Core Curriculum GPA will use a 5.0-point scale for grades earned in the following BESE/Board of Regents approved courses used to complete the TOPS Core Curriculum: Advanced Placement, International Baccalaureate, Gifted and Talented, Dual Enrollment, Pre-AP, and/or Honors.

For such courses, the following quality points will be assigned:

- Letter Grade "A" = 5 quality points
- Letter Grade "B" = 4 quality points
- Letter Grade "C" = 3 quality points
- Letter Grade "D" = 2 quality points
- Letter Grade "F" = 0 quality points

The 5-point quality weight scale will ONLY apply to LDOE recognized honors courses and will be used to calculate TOPS Core Curriculum GPA for students enrolled. For a complete listing of eligible TOPS weighted coursework, go to www.louisianabelieves.com.

*Note that students earning credit in courses graded on the 5.0 quality point scale may earn a GPA on the TOPS Core Curriculum that exceeds 4.0.

Students may earn high school credit in the following ways:

- Replace credit only if the student retakes the course in a traditional classroom setting; students participating in credit recovery through Edgenuity must earn a minimum score of 60% to receive a "passing" designation; the original earned attempt will remain on the transcript.
- IV. Receive a passing grade in the course while meeting required seat time.
- V. Earn initial credit through Edgenuity only with prior approval from the Chief Academic Officer.
- VI. Lincoln Parish Schools may offer students the opportunity to earn initial Carnegie credit

through district-approved Edgenuity courses during the summer. Students must complete an application, and enrollment must be approved by the School Building Level Committee (SBLC). Carnegie credit will be awarded upon successful completion of all district and course requirements.

- VII. Demonstrate proficiency through a state-approved exam (LEAP High School): scoring Basic earns $\frac{1}{2}$ credit; scoring Mastery or Advanced earns 1 full credit.
- VIII. Earn credit by passing an Advanced Placement exam after taking the course in the traditional setting regardless of the course grade earned in the traditional setting. In this case, the AP exam score may substitute for course credit, pending review and approval by the Chief Academic Officer. Both the attempted course grade and the AP exam result must appear on the student's transcript.
- IX. Earn credit by passing a CLEP or AP exam as a substitute for high school credit. The student will be required to get written approval from the Chief Academic Officer **and** pass the AP/CLEP exam for that class.

XV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

Lincoln Parish School Board

2026-2027 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

Superintendent

Board President



Lincoln Parish School Board

410 South Farmerville Street
Ruston, Louisiana 71270-4699
Phone: 318-255-1430
Fax: 318-255-1433
www.lincolnschools.org

John Young
Superintendent

Gregg Phillips
President

TO: Lincoln Parish School Board Members

FROM: Dan Gressett, District Safety Coordinator/Director of Athletics

DATE: October 8th, 2026

SUBJECT: Emergency Operation Plan Report and Campus Safety Updates

Overview

The Lincoln Parish School System remains firmly committed to ensuring the safety, security, and overall well-being of every student and staff member. This report outlines districtwide efforts to strengthen prevention, preparedness, and response systems in alignment with Act 334 of the 2023 Regular Legislative session, the Louisiana Schools Behavioral Threat Assessment and Management (BTAM) Framework, and collaborative guidance from the Louisiana Center for Safe Schools and the Lincoln Parish Office of Homeland Security and Emergency Preparedness (LPOHSEP).

Compliance with Act 334 of 2023 – The Louisiana School Safety Act

In compliance with Act 334 (Regular Session, 2023), Lincoln Parish Schools have implemented the following measures:

- Updated Crisis Management and Emergency Operations Plans (EOPs) for each school.
- Regularly scheduled emergency drills, including fire, tornado, and active assailant exercises, ensuring students and staff are well-prepared for emergencies.
- Coordinated with LPOHSEP to better align crisis response protocols with parish-level emergency management operations.
- Install exterior lock boxes on every LPSB campus.

Behavioral Threat Assessment and Management (BTAM) Implementation

In accordance with Act 334 and the *Louisiana Schools BTAM Practitioners Guide (September 2024)*, Lincoln Parish Schools have established Behavioral Threat Assessment and Management (BTAM) Teams at both the district and school levels.

Each team includes administrators, school resource officers, counselors, school psychologists, mental-health professionals, and school nurses who have been trained in the Louisiana BTAM framework.

The BTAM process emphasizes:

- Early identification and assessment of students exhibiting concerning behaviors;
- A multidisciplinary approach to evaluating threat context, intent, and capability;
- Intervention planning focused on support, not punishment, reducing risk through mental-health and behavioral interventions; and
- Ongoing case management and documentation to ensure accountability and compliance.

BTAM data will be reviewed quarterly by the district safety committee to evaluate implementation fidelity, identify trends, and coordinate with the Lincoln Parish Sheriff's Office and mental-health partners as needed. Ongoing training will be provided as needed by the trained BTAM Facilitators employed by the LPSB.

Cardiac Emergency Preparedness

In compliance with Act 334's emphasis on medical readiness, the district is completing a comprehensive update of Cardiac Emergency Response Plans (CERPs) for all schools. Actions include:

- Verifying AED (Automated External Defibrillator) placement in accordance with LDOE guidelines;
- Conducting routine maintenance checks and battery/pad replacements;
- Expanding staff certification in CPR, First Aid, and AED use;
- Purchasing more AEDs.

Physical and Campus Security Enhancements

Over the past year, Lincoln Parish Schools have made significant progress in fortifying the physical security of campuses:

- Controlled access on exterior doors at Ruston High School;
- Secured funding for perimeter fencing upgrades at Glen View and Hillcrest;
- Initiated the purchasing process for 2 body scanners at Simsboro High School;
- Secured funding for enhancing security at the front entrance of Choudrant High School;
- Secured funding for bus security upgrades, including more cameras and 2-way communication devices.
- In total, LPSB was granted \$145,425.00 by the Louisiana Center for Safe Schools.

Collaboration with Homeland Security and Emergency Preparedness

The district continues to work closely with the Lincoln Parish Office of Homeland Security and Emergency Preparedness, the Lincoln Parish Sheriff's Office, and other emergency-response agencies to:

- Conduct joint safety assessments;
- Implement common terminology between schools and first responders (Standard Response Protocol);
- Align district EOPs with parish and state emergency frameworks; and
- Enhance staff training through regional safety workshops and GOHSEP-sponsored drills (Active Assailant Drill, RHS 8/10/26).

Ongoing Priorities

Moving forward, Lincoln Parish Schools will:

- Continue BTAM implementation and professional development;
- Continue our partnership and piloting program with Stephenson Disaster Management Institute at LSU to review current EOPs and make recommendations for improvement.
- Meet quarterly with the newly formed LPSB District Safety and Emergency Team. Currently there are 18 team members representing every campus as well as the departments of Transportation, Maintenance, Pupil Appraisal, Special Education, and IT.
- Continue to fund needed campus security improvements.

Contact Person:

Dan Gressett

Campus Safety Coordinator/Director of Athletics

October 2026 Personnel

FACULTY & STAFF RETIREMENTS

EFFECTIVE DATE	POSITION	LOCATION	EMPLOYEE
January 30, 2027	Federal Programs Secretary/Bookkeeper	Central Office	Diedre Joe
October 17, 2026	Health & PE	Cypress Springs Elementary	Kirby Seal
January 2, 2027	School Secretary/Bookkeeper	Dubach School	Marilyn Rushing
September 28, 2026	Special Education	Ruston Jr. High	Gregory Young
January 7, 2027	Health & PE	Ruston Jr. High	Kristy Bailey

FACULTY & STAFF RESIGNATIONS

EFFECTIVE DATE	POSITION	LOCATION	EMPLOYEE
May 22, 2026	ISS Proctor	Choudrant High	Ashley Smith
May 23, 2026	Elementary	Cypress Springs Elementary	Christiana Babineaux
May 23, 2026	Elementary	Cypress Springs Elementary	Molly McCormick
May 23, 2026	Elementary	Cypress Springs Elementary	Kristen Marshall
October 8, 2026	Kindergarten	Cypress Springs Elementary	Anochia Mayfield
October 10, 2026	Kindergarten	Cypress Springs Elementary	Kirsten Toussaint
May 23, 2026	School Nurse	Ruston Elementary	Natalie Tucker
May 23, 2026	English	Ruston Jr. High	Amanda Yule-Sneed
May 23, 2026	Mathematics	Simsboro School	Kaitlin McKnight
August 27, 2026	English	Simsboro School	Carey Travis

FACULTY & STAFF RECOMMENDATIONS

EFFECTIVE DATE	POSITION	LOCATION	FORMER EMPLOYEE	REASON FOR LEAVING	EMPLOYEE RECOMMENDED	FUNDING SOURCE
September 8, 2026	Elementary	Ruston Elementary	Samantha Till	Retired	Kelli Stephenson	General Fund
August 10, 2026	Elementary	Ruston Elementary	Taylor Weeks	Resigned	Kristen Batten	General Fund
August 10, 2026	School Mental Health Counselor	Ruston Elementary	Jessica Stephenson	Resigned	Carmen Berlier	General Fund

FACULTY POINT OF REFERENCE

EFFECTIVE DATE	POSITION	LOCATION	FORMER EMPLOYEE	REASON FOR LEAVING	EMPLOYEE RECOMMENDED	TRANSFERRING FROM
September 8, 2026	Kindergarten	Cypress Springs Elementary	N/A	Position transferred to CSE	Chelce Thompson	Dubach Elementary- Kindergarten

MAINTENANCE RESIGNATION

EFFECTIVE DATE	POSITION	LOCATION	EMPLOYEE
August 13, 2026	School Custodian	Cypress Springs Elementary	Jeremy Manning

MAINTENANCE RECOMMENDATION

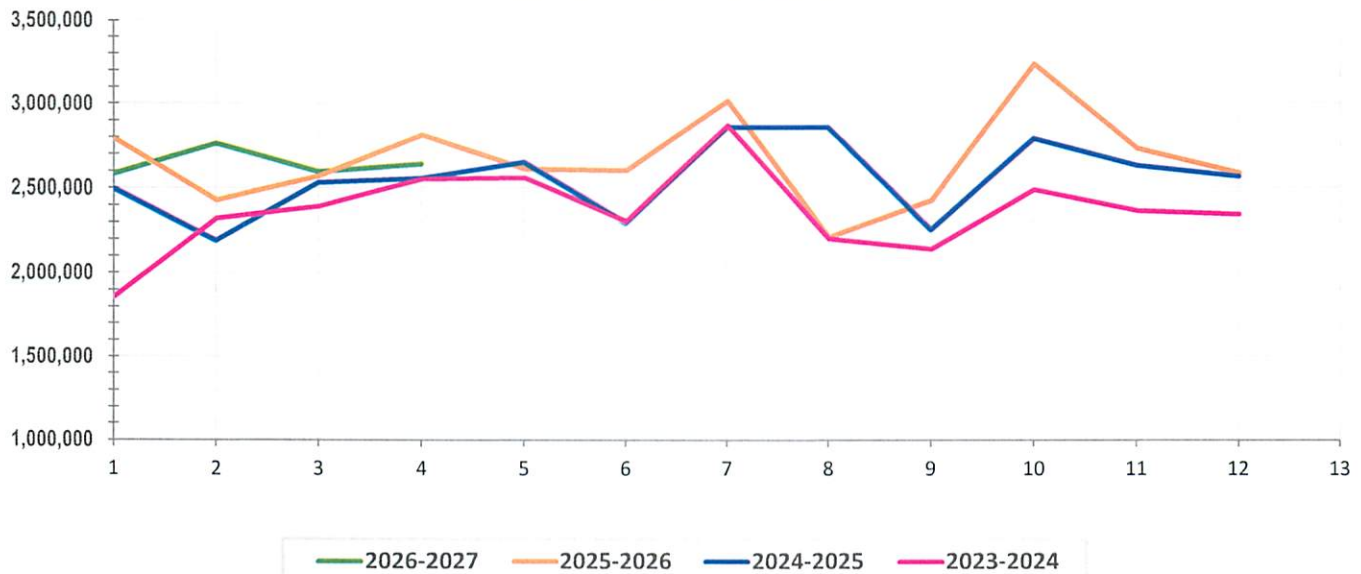
EFFECTIVE DATE	POSITION	LOCATION	FORMER EMPLOYEE	REASON FOR LEAVING	EMPLOYEE RECOMMENDED	FUNDING SOURCE
October 5, 2026	School Custodian	Cypress Springs Elementary	Jeremy Manning	Resigned	Johnathan Anderson	General Fund

Lincoln Parish School Board
Consolidated Sales Tax Report
For Period Ended: September 30, 2026

(All Funds are Reported on a Cash-Basis)

Report of Gross Receipts							
Month Received	2023-2024	2024-2025	2025-2026	PYPM % Change	2026-2027	Difference	
						%	Amount
July	\$1,858,655.62	\$2,495,751.16	\$2,789,918.41	11.79%	\$2,762,702.45	-0.98%	-\$27,215.96
August	2,318,156.32	2,190,873.51	2,423,879.74	10.64%	2,591,946.98	6.93%	\$168,067.24
September	2,390,270.68	2,531,277.65	2,566,065.81	1.37%	2,640,557.29	2.90%	\$74,491.48
October	2,548,073.73	2,554,212.60	2,808,744.55	9.97%		0.00%	
November	2,556,161.77	2,650,485.09	2,609,268.42	-1.56%		0.00%	
December	2,303,527.32	2,295,266.22	2,600,314.51	13.29%		0.00%	
January	2,868,219.63	2,859,391.59	3,015,015.07	5.44%		0.00%	
February	2,202,905.58	2,855,732.95	2,209,796.63	-22.62%		0.00%	
March	2,139,776.95	2,255,946.32	2,426,622.39	7.57%		0.00%	
April	2,485,400.23	2,790,147.73	3,238,862.22	16.08%		0.00%	
May	2,363,841.76	2,628,614.81	2,728,879.75	3.81%		0.00%	
June	2,344,460.62	2,565,975.42	2,582,659.40	0.65%		0.00%	
FYTD Totals	\$28,379,450.21	\$30,673,675.05	\$32,000,026.90	4.32%	\$7,995,206.72	24.98%	\$215,342.76
FYTD Change:	-0.80%	8.08%	4.32%		24.98%		2.77%

Comparison of Monthly Sales Tax Receipts
Fiscal Years 2023-24, 2024-25, 2025-26 and 2026-27)



Notes:

September receipts increased 2.90% when compared to September 2025. Collections through September represents 24.98% of total collections received last fiscal year. This is an overall net increase of 2.77% FYTD for 2026-27 on a cash basis. There was no collections from audit recoveries this month. Audit Recoveries are (100%) less this fiscal year compared to this same period last year.

LINCOLN PARISH SCHOOL BOARD
Ruston, Louisiana
Interim Financial Report Summary (Modified Cash-Basis)
08/31/2026

		BEGINNING FUND BALANCE July 1, 2025	YTD REVENUES	YTD EXPENDITURES	YTD SOURCES	YTD USES	EXCESS (DEFICIENCY)	ENDING FUND BALANCE End of Period	FUND BALANCE CLASSIFICATION	
									Undesignated	Reserved
<u>GENERAL FUNDS (Major Fund)</u>										
01	General Operating	\$ 13,266,729	\$ 5,818,080	\$ 4,059,995	\$ -	\$ -	\$ 1,758,085	\$ 15,024,815	\$ 11,892,476	\$ 5,085,845
02	1993 Ad Valorem Tax	9,542,696	689	1,280,514	-	-	(1,279,825)	8,262,871	9,185,695	(1,003,824)
03	1967 Sales Tax	7,373,109	518,617	79,347	-	-	439,270	7,812,379	362,164	7,150,223
04	1979 Sales Tax	6,059,941	518,812	148,215	-	-	370,598	6,430,539	2,629,077	3,424,402
05	2020 Sales Tax	12,439,156	518,777	236,388	-	-	282,388	12,721,544	6,645,724	5,977,072
06	Medicaid Programs	837,425	695	19,271	-	-	(18,577)	818,848	-	818,848
07	TOTAL GENERAL FUNDS	49,519,056	7,375,670	5,823,730	-	-	1,551,940	51,070,996	30,715,135	21,452,567
08									46.0%	
<u>SPECIAL REVENUE FUNDS</u>										
09	2000 Ad Valorem (Major Fund)	8,592,787	801	74,017	-	-	(73,216)	8,519,571	-	8,419,571
11	1993 Sales Tax	2,882,089	518,475	86,558	-	-	431,917	3,314,006	-	3,113,106
10	2000 Sales Tax	6,263,445	518,545	65,792	-	-	452,753	6,716,198	-	6,620,798
<u>Maintenance and Operation</u>										
12	Parishwide Maintenance Fund	2,664,073	341	378,759	-	-	(378,417)	2,285,656	-	2,285,656
13	Ruston School District. No. 1	290,335	381	90,780	-	-	(90,399)	199,936	-	199,936
14	Simsboro School District No. 3	560,288	477	490	-	-	(13)	560,275	-	560,275
15	Dubach School District No. 5	362,508	305	7,421	-	-	(7,116)	355,392	-	355,392
16	Choudrant School District No. 6	19,578	24	4	-	-	20	19,598	-	19,598
<u>Grant Programs</u>										
18	Education Stabilization Funds	-	-	-	-	-	-	-	-	-
17	Title I (Major Fund)	-	-	270,196	-	-	(270,196)	(270,196)	-	(270,196)
20	School Food Service	1,101,008	89,849	392,241	-	-	(302,392)	798,616	-	798,616
21	Special Education	-	-	111,626	-	-	(111,626)	(111,626)	-	(111,626)
19	Early Childhood	235,315	-	13,675	-	-	(13,675)	221,640	-	221,640
22	Special Programs - Federal	34,246	-	186,478	-	-	(186,478)	(152,232)	-	(152,232)
23	TOTAL SPECIAL REVENUE FUNDS	23,005,672	1,129,198	1,678,035	-	-	(548,837)	22,456,835	-	22,060,535
24	GRAND TOTALS	\$ 72,524,728	\$8,504,868	\$ 7,501,765	\$ -	\$ -	\$ 1,003,103	\$ 73,527,831	\$ 30,715,135	\$ 43,513,102

Lincoln Parish School Board
GENERAL FUND (MAJOR FUND) COMBINED
Interim Financial Report (Cash-Basis)
For the Period Ended 08/31/2026

Balance Sheet			
	Balance 2026	Balance 2025	Increase / Decrease
Assets:			
01 Cash & Investments	\$ 47,936,018	\$ 45,664,742	\$ 2,271,276
02 Receivables	29,764	-	29,764
03 Interfund Receivables	5,848,461	-	5,848,461
04 Inventory and Other Assets	-	1,270	(1,270)
05 Total Assets	<u>\$ 53,814,243</u>	<u>\$ 45,666,012</u>	<u>\$ 8,148,231</u>
Liabilities and Fund Balances			
Liabilities:			
06 Accounts, Salaries, & Other Payables	\$ 1,646,468	\$ 193,400	\$ 1,453,068
07 Interfund Payables	72	-	72
08 Total Liabilities	<u>\$ 1,646,540</u>	<u>\$ 193,400</u>	<u>\$ 1,453,140</u>
Fund Balances:			
09 Nonspendable	\$ 4,021,057	\$ -	\$ 4,021,057
10 Restricted	3,787,738	3,787,738	(0)
11 Committed	11,814,462	9,352,392	2,462,070
12 Assigned	2,208,795	2,208,795	(0)
13 Unassigned	30,335,651	30,123,690	211,961
14 Total Fund Balances	<u>\$ 52,167,702</u>	<u>\$ 45,472,615</u>	<u>\$ 6,695,087</u>
15 Total Liabilities and Fund Balance	<u>\$ 53,814,242</u>	<u>\$ 45,666,015</u>	<u>\$ 8,148,227</u>

Statement of Revenues, Expenditures, and Changes in Fund Balances					
	Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
Revenues					
16 Sales Tax Revenues	\$ 19,795,509	\$ 1,555,168	7.86%	\$ 1,454,268	6.94%
17 Property Tax Revenues	10,955,176	557	0.01%	-	100.00%
18 State Minimum Foundation Program	34,152,808	5,812,973	17.02%	5,929,234	-1.96%
19 Investment Income	1,579,886	3,072	0.19%	225,385	-98.64%
20 Other State and Local Revenues	2,515,465	2,586	0.10%	16,870	-84.67%
21 Federal Revenues	-	1,313	-100.00%	-	100.00%
22 Total Revenues	<u>\$ 68,998,844</u>	<u>\$ 7,375,670</u>	<u>10.69%</u>	<u>\$ 7,625,757</u>	<u>-3.28%</u>
Expenditures by Function					
23 Instructional Programs	\$ 38,536,290	\$ 2,227,134	5.78%	\$ 2,217,625	0.43%
24 Pupil Support Services	5,160,656	318,129	6.16%	417,022	-23.71%
25 Instructional Staff Support	2,702,499	353,536	13.08%	330,040	7.12%
26 General Administration	1,715,487	157,936	9.21%	184,578	-14.43%
27 School Administration	5,744,964	562,103	9.78%	535,070	5.05%
28 Business Services	1,200,917	188,184	15.67%	146,486	28.47%
29 Maintenance of Plant	3,989,435	1,212,217	30.39%	1,182,865	2.48%
30 Student Transportation Services	5,403,760	417,124	7.72%	364,579	14.41%
31 Central Services	1,484,343	341,182	22.99%	259,897	31.28%
32 Child Nutrition Services	785,930	31,907	4.06%	146,553	-78.23%
33 Community Services	8,159	1,578	19.34%	1,161	35.93%
34 Facility Acquisition & Construction	-	12,699	-100.00%	12,824	-0.97%
35 Debt Services	77,723	-	0.00%	-	0.00%
36 Total Expenditures by Function	<u>\$ 66,810,163</u>	<u>\$ 5,823,730</u>	<u>8.72%</u>	<u>\$ 5,798,700</u>	<u>0.43%</u>
Other Sources and (Uses) of Funds					
37 Operating Transfers In / (out)	\$ (1,795,596)	\$ -	0.00%	\$ (286,592)	-100.00%
38 State Local Funding Match to LEA	(5,242,643)	\$ 882,466	-16.83%	(891,078)	-199.03%
39 Indirect Cost Transfers	337,561	-	0.00%	-	0.00%
40 Health Insurance Transfers	5,134,753	\$ 214,240	4.17%	855,895	-74.97%
41 Total Other Sources and (Uses)	<u>\$ (1,565,925)</u>	<u>\$ 1,096,706</u>	<u>-70.04%</u>	<u>\$ (321,775)</u>	<u>-440.83%</u>
42 NET CHANGE IN FUND BALANCE	<u>\$ 622,756</u>	<u>\$ 2,648,646</u>	<u>425.31%</u>	<u>\$ 1,505,282</u>	<u>75.96%</u>
43 Beginning Fund Balance	48,059,524	49,519,056	103.04%	49,545,396	-0.05%
44 Ending Fund Balance	<u>\$ 48,682,280</u>	<u>\$ 52,167,702</u>	<u>107.16%</u>	<u>\$ 51,050,678</u>	<u>2.19%</u>

Expenditures by Object					
	Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
Expenditures by Object					
45 Salaries	35,524,823	1,335,049	3.76%	1,255,701	6.32%
46 Employee Benefits	22,007,342	2,505,640	11.39%	2,684,469	-6.66%
47 Purchased Professional Services	1,197,746	61,356	5.12%	110,265	-44.36%
48 Purchased Property Services	520,580	84,594	16.25%	55,950	51.20%
49 Other Purchased Services	3,999,219	156,371	3.91%	1,349,800	-88.42%
50 Supplies	2,643,348	187,995	7.11%	314,564	-40.24%
51 Property	751,799	5,722	0.76%	11,050	-48.22%
52 Debt Service and Miscellaneous	165,306	19,135	11.58%	16,899	13.23%
53 Total Expenditures by Object	<u>66,810,163</u>	<u>4,355,861</u>	<u>6.52%</u>	<u>5,798,698</u>	<u>-24.88%</u>

Lincoln Parish School Board
SPECIAL REVENUE FUNDS COMBINED
Interim Financial Report (Cash-Basis)
For the Period Ended 08/31/2026

Balance Sheet				
		Balance 2026	Balance 2025	Increase / Decrease
Assets:				
01	Cash & Investments	\$ 21,662,465	\$ 22,634,396	\$ (971,931)
02	Receivables	53,608	196,999	(143,391)
03	Interfund Receivables	-	-	-
04	Inventory and Other Assets	153,842	152,282	1,560
05	Total Assets	\$ 21,869,914	\$ 22,983,677	\$ (1,113,763)
Liabilities and Fund Balances				
Liabilities:				
06	Accounts, Salaries, & Other Payables	\$ 34,168	\$ 138,623	\$ (104,455)
07	Interfund Payables	18,643	-	18,643
08	Total Liabilities	\$ 52,811	\$ 138,623	\$ (85,812)
Fund Balances:				
09	Nonspendable	\$ 1,677,319	\$ 145,792	\$ 1,531,527
10	Restricted	10,785,643	12,859,310	(2,073,667)
11	Committed	5,298,124	5,920,902	(622,778)
12	Assigned	-	-	-
13	Unassigned	4,056,016	3,919,050	136,966
14	Total Fund Balances	\$ 21,817,103	\$ 22,845,054	\$ (1,027,951)
15	Total Liabilities and Fund Balance	\$ 21,869,914	\$ 22,983,677	\$ (1,113,763)

Statement of Revenues, Expenditures, and Changes in Fund Balances					
	Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
Revenues					
16	Sales Tax Revenues	\$ 13,742,534	7.54%	\$ 969,612	6.93%
17	Property Tax Revenues	8,811,568	0.01%	(1,870)	-126.14%
18	State Minimum Foundation Program	36,496	215.37%	36,481	115.46%
19	Investment Income	835,329	0.26%	133,731	-98.38%
20	Other State and Local Revenues	881,711	1.27%	17,381	-35.79%
21	Federal Revenues	9,655,239	0.00%	209,683	-100.00%
22	Total Revenues	\$ 33,962,877	3.32%	\$ 1,365,018	-17.28%
Expenditures by Function					
23	Instructional Programs	\$ 12,159,959	2.45%	\$ 245,491	21.29%
24	Pupil Support Services	1,203,158	2.12%	28,123	-9.36%
25	Instructional Staff Support	3,873,317	7.02%	284,277	-4.30%
26	General Administration	353,816	1.48%	6,265	-16.38%
27	School Administration	1,576,058	4.23%	116,561	-42.85%
28	Business Services	127,109	11.97%	11,436	33.07%
29	Maintenance of Plant	4,713,509	11.93%	1,129,278	-50.19%
30	Student Transportation Services	752,885	0.81%	4,927	23.94%
31	Central Services	287,172	10.51%	17,918	68.38%
32	Child Nutrition Services	3,906,636	10.14%	276,611	43.15%
33	Community Services	-	0.00%	-	0.00%
34	Facility Acquisition & Construction	-	-100.00%	49,657	-98.27%
35	Debt Services	231,702	0.00%	-	0.00%
36	Total Expenditures by Function	\$ 29,185,321	5.75%	\$ 2,170,544	-22.69%
Other Sources and (Uses) of Funds					
37	Operating Transfers In / (out)	\$ (918,600)	0.00%	\$ -	0.00%
38	State Local Funding Match to LEA	-	0.00%	-	0.00%
39	Indirect Cost Transfers	(466,109)	0.00%	133,777	-100.00%
40	Health Insurance Transfers	(5,010,600)	7.91%	(862,600)	-54.06%
41	Total Other Sources and (Uses)	\$ (6,395,309)	6.20%	\$ (728,823)	-45.62%
42	NET CHANGE IN FUND BALANCE	\$ (1,617,753)	58.42%	\$ (1,534,349)	-38.40%
43	Beginning Fund Balance	24,524,383	97.35%	25,409,107	-6.04%
44	Ending Fund Balance	\$ 22,906,630	100.10%	\$ 23,874,758	-3.96%

Expenditures by Object					
	Budget 2025-2026	Actual FYTD 2026	Percent of Budget	Actual FYTD 2025	Prior Year % Change
Expenditures by Object					
45	Salaries	15,762,983	1.88%	353,871	-16.07%
46	Employee Benefits	4,169,558	4.44%	206,821	-10.56%
47	Purchased Professional Services	788,481	0.00%	20,640	-100.00%
48	Purchased Property Services	1,553,618	0.00%	296,585	-100.00%
49	Other Purchased Services	927,397	0.00%	138,937	-100.00%
50	Supplies	5,285,089	0.00%	720,369	-100.00%
51	Property	695,634	0.00%	433,333	-100.00%
52	Debt Service and Miscellaneous	2,561	0.00%	(13)	-100.00%
53	Total Expenditures by Object	29,185,321	1.65%	2,170,543	-77.79%