

2022-2023 Child Welfare & Attendance Resource Guide



Enrollment, Engagement and Encouragement!

TABLE OF CONTENTS

A Brief History of the Services in Louisiana.....	3
The Professional Organization.....	3
Emerging Role.....	4
Present Status.....	5
Description of the Program.....	5
Authority.....	5
Philosophy.....	6
Objectives.....	6
Identification and Interpretation of Roles and Functions.....	7
Family Educational Rights and Privacy Act (FERPA).....	9
Louisiana Student Privacy Laws.....	10
Confidentiality.....	11
Definitions and Terms.....	12
Chronic Absence.....	12
Truancy.....	12
At-Risk Student.....	12
Daily Average Attendance.....	13
Dropout.....	13
Graduation Rate.....	13
Attendance Codes/Descriptions.....	14
Disciplinary Codes.....	15
Revised Statutes.....	21
Appendix.....	22
Sample Letter to Address Chronic Absence.....	22
Sample of Attendance Plan.....	22
Attendance Awards Guidance.....	22

REFERENCE GUIDE FOR CHILD WELFARE AND ATTENDANCE

A BRIEF HISTORY OF THE SERVICES IN LOUISIANA

The Visiting Teacher Program in the State of Louisiana was created by legislative act in 1944 when the first compulsory school attendance law was enacted in Louisiana – Act 239 of the 1944 Legislature. The law provided for the employment of a state director of attendance and one visiting teacher for each school system, the concept being that non-attendance at school was symptomatic and that causes should be identified and appropriate services given.

In 1945 the first State Director, Mr. Gordon Webb, and thirteen visiting teachers were appointed. Subsequently, all sixty-four parishes and the three city school systems in Louisiana appointed visiting teachers. A State committee drew up the certification requirements for visiting teachers, and the State Board of Education approved the recommendations in 1945. The approved certification, however, differed from what Orleans Parish needed and had requested, in that the social work component was omitted. Orleans had had an established School Social Work and Attendance Program since 1927 that had been pioneered by Dr. Carmen Janvier. Orleans, wishing to continue their program, met the certification problem by employing social workers who could certify as visiting teachers. However, when it became increasingly difficult to find social workers with educational credits to meet state certification requirements, Orleans Parish asked for and the State Board of Education approved the certification of Licensed Social Workers as visiting teachers.

In 1958, the State Department of Education, recognizing the growing need for services, expanded the program from one visiting teacher for each school system to one visiting teacher for every 15,000 educable in a school system (the number of children between the ages of 6- 19) residing in a school system, thus increasing the number of visiting teachers statewide and providing additional funding under the Minimum Foundation Program. By the 1974-75 school session, the roster issued by the State Department of Education listed 235 Visiting Teachers, School Social Workers, and Supervisors of Child Welfare and Attendance.

The Professional Organization

From the beginning of compulsory education, these professionals have had a state organization. Originally the association was called the Visiting Teachers Association. Later the Supervisors of Child Welfare and Attendance participated in two state organizations: the Supervisors of Child Welfare and Attendance of the Louisiana Education Association and the Supervisors of Child Welfare and Attendance of Louisiana Association affiliated with the International Association of Pupil Personnel Workers. Since there have been changes in the educational associations of the State, the Supervisors of Child Welfare and Attendance merged the two associations. The organization maintains an affiliation in the International Association of Pupil Personnel Workers which is now named the International Association for Truancy and Dropout Prevention (IATDP).

In 1964, the Louisiana Legislature re-enacted the Louisiana Compulsory School Attendance Law, which had been repealed in 1960 during the integration crisis of that period. Included in the new act was provision for the optional title of the position, either Visiting Teacher or Supervisor of Child Welfare and Attendance. This action prompted the two organizations, the Visiting Teachers Associations of LTA and of LEA, in 1973 to adopt as their official name Supervisors of Child Welfare and Attendance.

Emerging Role

The present roles of the Supervisor of Child Welfare and Attendance and the School Social Worker evolved from their early beginnings in 1945 and have succeeded in earning a place in the school systems of Louisiana. In retrospect, the 1940's were a period of finding and enrolling school children who had never been in school.

The 1950's and early 1960's were a period during which the visiting teachers developed a conviction that, if education was to be required of all children, then these children should be entitled to appropriate educational programs. The supervisors played a significant role in pointing out needs and in getting school boards across the state to recognize and support such services as special education, guidance, health, transportation, low-cost school lunch, curriculum changes.

The late 1960's and the early 1970's emerged as a period of professional growth and development. This role has been influenced through the years by professional workshops for visiting teachers and by their participation in local, state, national, and international professional organizations. The first Visiting Teacher Workshop for professional development was held in 1945, immediately after the appointment of the first thirteen visiting teachers. It was sponsored by the State Department of Education and the Louisiana State University School of Social Welfare. In-service workshops have continued annually. This partnership between education and social work has had an impact on the developing service, has changed the focus of need, and has challenged the personnel to develop their skills and abilities.

In 1972, the Bureau of Student Services was established because of a significant need in the State of Louisiana. The Section Administrator of Child Welfare and Attendance was a vital part of the Bureau.

In 1998, the Bureau of Student Services was eliminated through the Department of Education's reorganization process.

Present Status

The Louisiana Department of Education Child Welfare and Attendance Program office is presently located in the Office of Career and College Readiness, in the Foundational Skills Section. This office has the responsibility, among others, of initiating and identifying effective programs and services to meet the changing needs of local school systems in the areas of attendance, discipline, alternative education, ninth grade academies, and dropout prevention.

To support the efforts of Child Welfare and Attendance (CWA) professionals, in June 2021, the Louisiana Department of Education partnered with the Social Research and Evaluation Center (SREC) at Louisiana State University (LSU) in the College of Human Sciences and Education to create the Louisiana Attendance Alliance Initiative to address chronic absenteeism in Pre-K-12 schools.

The current ratio for CWA professionals to students is 1:7,500.

DESCRIPTION OF THE PROGRAM

In the seventy-seven (77) years of service, the Supervisors of Child Welfare and Attendance have focused on finding and enrolling children in school, recognizing needs, and supporting programs to meet those needs.

Authority

Louisiana statutes provide that the State Department of Education and each local school board shall have the responsibility of assuming the leadership in initiating, maintaining and supervising programs that affect child welfare and attendance.

Title XVII of the 1950 Louisiana Revised Statutes and subsequent amendments spell out rules and regulations concerning child welfare and attendance which should and must be complied with. These statutes deal generally and specifically with compulsory attendance and exemptions to the same; discipline of students, including suspensions and expulsions; duties of state and local supervisory personnel who manage programs for child welfare, adjustment and attendance; duties of principals, teachers and other school personnel to comply with the provisions of the program for child welfare; responsibilities of children and their respective parents or tutors toward compliance with child welfare and attendance laws; methodology to be employed in administering suspensions and expulsions; and the rights of parents or tutors to appeal decisions rendered by the superintendent, or his designee, and the local school board. Additionally, Act 368 and Act 754 make provisions for affording educational opportunities for all children, regardless of their respective exceptionality.

Philosophy

Any society that has the right to insist that its youth be in regular school attendance has the responsibility to assure those in attendance that their tenure will be profitable and will enhance positive self-concepts; will foster adequate human relations; will prepare them to meet the challenges of the present and the future; and will develop a sense of value which will create in them a desire to be contributing members of society.

Inasmuch as the child is obligated to be in regular school attendance, the Child Welfare and Attendance and School Social Work Services programs were instituted so that every child could be afforded the opportunity not only to attend school regularly, but also to receive assistance from those individuals whose responsibility it is to serve as liaison with the school and community in a concerted effort to identify and eliminate, alleviate or ameliorate undesirable conditions that have an adverse effect upon the child's adjustment to his educational environment.

Objectives

The goals set forth in the philosophy will be accomplished by meeting the following objectives:

1. To assist other school personnel in the development of success-oriented programs designed to enhance a positive self-image in each child.
2. To create an awareness of the problems that adversely affects the learning process.
3. To render consultative service to other school personnel, parents, and the community relative to the problems affecting attendance and adjustment.
4. To collaborate with community agencies in diagnosing, prescribing and implementing effective comprehensive health programs designed to meet the needs of each child.
5. To supervise, develop, and interpret research data on the attendance and adjustment of children.
6. To enforce the Louisiana Compulsory School Attendance Law.
7. To supervise and maintain the continuing census and dropout and suspension data.

IDENTIFICATION AND INTERPRETATION OF ROLES AND FUNCTIONS

The role of the Supervisor of Child Welfare and Attendance (SCWA) and the School Social Worker (SSW) is to provide the highest quality support system characterized by family-friendly responsiveness to the concerns of the students, families and schools served to support attendance, academic achievement, and social development. leadership in the establishment and maintenance of an effective school program for the proper adjustment of the child. The SCWA and the SSW accomplish this function by working with parents, students, and school personnel, by coordinating with community partners to develop comprehensive and success-oriented plans that will maximize student potential, and create awareness of psycho-social needs that adversely affect the learning processes of students. services and resources to proactively identify and support concerning problems that interfere with the satisfactory school adjustment and/or achievement of individual students. The Louisiana statutes charge the SCWA with the responsibility of assuring that every child is in regular attendance and with the responsibility of filing charges to enforce the Compulsory School Attendance Law when necessary.

The development of an effective school program calls for knowledge as to which students present problems. Therefore, the SCWA and the SSW must work with the school in developing and maintaining procedures for daily identification of students with problems in the areas of absenteeism, tardiness, class cutting, violence, health, and any other risky behaviors, and school related adjustment problems. Once the students with problems have been identified, studies must be made by the SCWA/SSW to determine the degree of the problems and underlying causal factors. In cooperation with the students, the appropriate plans are formulated to solve or alleviate the problems to the extent that the children are able to improve. Utilization of student assistance teams is encouraged.

If a student's problem is school-centered, the SCWA/SSW must collaborate with teachers, principals, guidance counselors, psychologists, etc. in eliminating or ameliorating the problem so that the child can proceed toward satisfactory adjustment. This assistance may best be accomplished by such procedures as curricular changes, adjustments in interpersonal relationships, and/or modifications within the classroom. If needed curricular offerings or school services are not available, the SCWA/SSW **must point up this fact and encourage the school system to provide or develop them.**

If a student's problem is home-centered, the SCWA/SSW must involve the parents and other individuals in the home in an effort to modify conditions which influence the child. If a student's problem is other than home-centered or school-centered, the SCWA or the SSW must attempt to involve and coordinate community agencies or resources to procure needed services. If the appropriate resources are not available, the SCWA/SSW must point up this fact and encourage the development of the desirable resources. Continuing evaluation and assessment must be made to determine whether it is desirable to modify the original approach to the case or to use

a different approach. The SCWA/SSA gives leadership in making the contacts for the evaluation with those who were involved in initiating the original approach.

In addition to providing direct services to individual students with adjustment and/or attendance problems, the SCWA/SSW encourages school personnel to develop a school-wide awareness of regular school attendance through special assembly programs, homeroom guidance activities, bulletin board displays, student awards, parental involvement in school activities, and cultivation of a genuine interest of the principal and faculty in individual students.

In working to help students with their school adjustment and/or attendance problems, the SCWA/SSW uses the following: serving as consultants to school personnel in identifying and referring children with problems; assisting in determining the degree of the problem, and in the selection of children to receive direct services; planning for the solution of the problems; implementing the plan; evaluating and assessing the plan; and proposing an alternate plan when necessary.

The effective adjustment and/or attendance of children in school depend largely upon the attitudes and feelings of their parents toward the school. The SCWA and the SSW serve as catalysts in fostering good working relationships between the parent and the school by suggesting and encouraging parent involvement programs, such as small interest groups or classes for parents at the school, volunteer services to the school, and attendance and participation in various school programs and special events. Special individual help is given in involving hard-to-reach parents.

A necessary component of effective pupil personnel services is an adequate census and child accounting system, supervised by the SCWA under the direction of the State Department of Education.

It is the responsibility of the SCWA/SSW

- to assist in the development of success-oriented programs designed to enhance a positive self-image for each child, such as Career Education;
- to give consultative services on school adjustment problems to all school personnel and parents on behalf of many children who are not referred for direct services;
- to provide leadership in eliminating or ameliorating undesirable environmental conditions that interfere with the learning process;
- to supervise, develop, and interpret research data on attendance and adjustment problems of children, accounting for all educables, studying the problem of dropouts and the causes of poor attendance;
- to supervise the maintenance of the continuing census; and
- to ensure the SCWA and SSW Program as an integral part of the total program of public education in Louisiana, which requires professional competence and continuous professional growth.

In the interest of the individual child, it is necessary that the SCWA/SSW contact and utilize all services and resources within and outside the school. The role of the SCWA/SSW is dynamic and changes as the need for services is identified, initiated and implemented. As changes in society emerge, the SCWA and the SSW endeavor to provide leadership in the modification of public education to meet the needs of all students.

NOTE: The title of Visiting Teacher was established in 1944. That title was changed to Supervisor of Child Welfare and Attendance, although the change was not mandatory (Act 109 of 1964). Role redefined by Visiting Teachers Association, April 1973.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#):

(800) 877-8339 TTY / ASCII (American Standard Code For Information Interchange)

(877) 877-6280 VCO (Voice Carry Over)

(877) 877-8982 Speech-to-Speech

(800) 845-6136 Spanish

(866) 377-8642 Voice

(866) 893-8340 TeleBraille

(800) 877-0996 Customer Service (Voice/TTY, ASCII and Spanish)

Or you may contact us at the following address:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202

LOUISIANA'S STUDENT PRIVACY LAW

R.S. 17:3914 is a Louisiana law designed to protect the privacy of students. It provides limitations and prohibitions on the collection and sharing of student information.

Prohibitions

1. LEAs cannot require the collection of non-academic data about students such as political affiliation or religious practices.
2. LEAs cannot share personally identifiable information about students with external entities unless the data sharing meets one of the law's limited exceptions.
 - a. The parent has given written consent to share that information.
 - b. A person authorized by the state to audit processes, including student enrollment counts.

c. The LEA has contracts for student and other education services that include specific terms outlined in the law.

d. An individual has been authorized by the Superintendent to perform specific duties for purposes outlined in school board policy.

Requirements

1. Unique student identifiers

a. The Louisiana Department of Education must create a system of unique student identification numbers. Students must retain their unique identifier throughout their tenure in Louisiana public schools. LEAs must assign and maintain the unique student identification numbers.

2. LEAs must gather parental consent for sharing PII with the Louisiana Office of Student Financial Assistance and postsecondary institutions through Board of Regents for purposes of financial aid and college admission.

3. Data sharing agreements must contain language that addresses how data will be protected including security audit and data breach language.

Consequences

Unlawful disclosure of personally identifiable student information is punishable by a fine of not more than ten thousand dollars or imprisonment for not more than three years, or both.

CONFIDENTIALITY

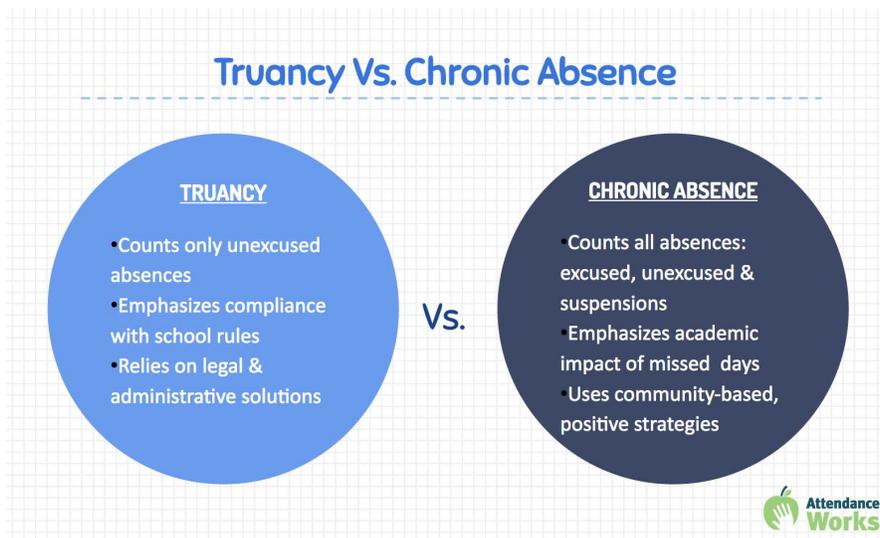
All existing state and federal laws, as well as recent state and federal Supreme Court rulings, should be adhered to in the treatment of all records legally classified as confidential documents.

Student workers in the offices of the Supervisor of Child Welfare and Attendance, the school social worker, the principal or the superintendent office shall not be allowed to view or have access to, or in any way learn of the contents of dispositions of any documents that are legally classified as confidential documents, regardless of their location in the school or school board office.

TERMS AND DEFINITIONS

Chronic Absence - Missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions.

Truancy - any intentional, unjustified, unauthorized, or illegal absence from compulsory education. Truancy is defined as any student having either 5 unexcused days tardy or 5 unexcused days absent within a school semester per RS 17:233 (e.g., 3 days absent and 2 days tardy should not flag a student as being truant).



At-Risk Student - a student who is experiencing difficulty with learning, school achievement, progress towards graduation from high school, and/or preparation for employment due to social, emotional, physical and mental factors. Students are defined as being at-risk when they are

1. performing at an inappropriate developmental level; and/or
2. one or more years behind their age group in the number of credits attained; and/or
3. one or more years behind in the basic skills levels in language arts and/or mathematics;

and when they exhibit one or more of the following:

- a. have been retained academically one or more years,
- b. have exhibited excessive absenteeism from school,
- c. have been adjudicated as delinquents,
- d. have achieved less than a 2.0 grade point average on a 4.0 scale or its equivalent,
- e. are pregnant and /or parents,
- f. come from a low socioeconomic level.

Daily Average Attendance - The total number of days of student attendance divided by the total days of instruction. ADA is not the same as enrollment, which is the number of students enrolled in each school and district.

Dropout - a student who is enrolled in public school, but does not re enroll in a public school the following fall, and is not expelled, does not receive a High School Equivalency Diploma, continues school outside the public school system, or begins college. The student does not meet any of the following exclusionary conditions: death, temporary absence due to suspension or illness; or transfer to another public school district outside of Louisiana, private school, or state- or district-approved education program such as special education programs, home-based instruction, and school-sponsored programs leading to a GED.

Graduation Rate - percentage of students who, begin in the same cohort, graduate from secondary school with a regular diploma in the standard number of years.

**LOUISIANA DEPARTMENT OF EDUCATION STUDENT INFORMATION SYSTEM (SIS)
ATTENDANCE CODES**

Attendance Descriptions

Code Value	Description	Absence Reason Code Description
01	Non-exempted, Excused absences	Non-Exempted and Excused: The student is allowed to make up the missed work but the absence is counted against the attendance requirement. An example is personal or family illness documented by a parent’s note. The number of non-exempt and excused absences is based on the number of school days offered. Schools are required to offer 177 days of school, which means a student can be absent for ten days. If more school days are offered, then the number of absences also increases.
02	Exempted, Excused Absences	Exempted and Excused: The student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illness documented by a doctor or to celebrate religious holidays. There is no limit to these absences.
03	Unexcused Absence	Unexcused: The student is not allowed to make up the missed work and the absence is counted against the attendance requirement. An example is skipping school.
04	Suspension	Suspensions: The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

**LOUISIANA DEPARTMENT OF EDUCATION STUDENT INFORMATION SYSTEM (SIS)
DISCIPLINARY CODES**

Primary Infraction/Reason Code Definitions

Code Value	Infraction	Definition
01	Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority
02	Treats an authority with disrespect	Talking back, mocking, gesturing. Any act which demonstrates a disregard or interference with authority or supervising personnel
03	Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence.; False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demeaning them or deterring others from associating or dealing with them
04	Uses profane and/or obscene language	Vulgar verbal messages, words or gestures that include swearing, or name calling
05	Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component; Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms
06	Is guilty of conduct or habits injurious to his/her associates	Any intentional but not malicious act that causes injury, damage, or pain to another
07	Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, or purchase of any drug, narcotic, controlled substance, or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles

08	Uses or possesses tobacco or lighter	The possession, use, purchase, intent to distribute, concealment, distribution or sale of tobacco products on school grounds, at school sponsored events, or on school transportation vehicles
09	Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcohol products on school grounds, at school sponsored events, or on school transportations vehicles
10	Disturbs the school or habitually violates any rule	not limited to sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behavior
11	Cuts, defaces, or injures any part of public school buildings/vandalism	Damage, destruction, or defacement of property belonging to the school or others
12	Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words, or images considered indecent or offensive (e.g., graffiti, letters, notes, posters, etc.)
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code. *Use of code 13 requires additional submission of the Weapon Type code.	Possessing weapon designed to expel a projectile by action of an explosive; See any object described under "Weapon Type code" in SIS User Guide <i>*Use of this code requires *Firearms and Explosives Weapon Code* per SIS User Guide.</i>
14	Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury <i>(Excludes pocket knives with a blade length of less than 2 ½ inches, refer to code 31 for blades 2 ½ inches or smaller)</i>	Possesses firearms, knives or blades > 2 ½ inches which may be used to inflict bodily injury or damage to property (i.e., any instrument, look alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space) <i>*Use of this code requires *Other Weapon Code* per SIS User Guide.</i>

15	Throws missiles liable to injure others	Throws any object toward a person that is either heavy, sharp and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance; <i>*Use of this code requires *Other Weapon Code* per SIS User Guide.</i>
16	Instigates or participates in fights while under school supervision	A hostile confrontation with physical contact involving two or more individuals
17	Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations
18	Leaves school premises or classroom without permission	Leaving the school campus and/or assigned classroom or location without permission and/or failure to return to school/class
19	Is habitually tardy and/or absent	Reporting late to school or class when the day/period begins without permission
20	Is guilty of stealing	Taking or obtaining the property of another without permission or knowledge of the owner without violence
21	Commits any other serious offense	Any serious, harmful incident not covered by any other of these codes
22	Murder	Unlawful killing of another human being
23	Assault and/or Battery	Aggressive action directed at school staff or students, which may involve threats and/or unwanted physical contact, while on school grounds, or at a school related activity, including a situations where a staff member is intervening in a fight or other disruptive activity
24	Rape and/or Sexual Battery	Forced attempted or actual anal, oral, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object
25	Kidnapping	Intentional, forcible seizing and carrying of any person from one place to another without his consent

26	Arson	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner
27	Criminal damage to property	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (R.S. 14:5 may co occur with other violations)
28	Burglary	The unauthorized entering of any school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein
29	Misappropriation with violence to the person	Taking something of value using force, intimidation or weapons
30	Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon described under " <u>Weapon Type code</u> " in SIS User Guide <i>*Use of this code requires *Firearms and Explosives Weapon Code* per SIS User Guide.</i>
31	Possesses pocket knife with a blade length of less than 2 ½ inches, (includes box cutters with a blade < 2 ½ inches)	Possesses pocket knife or blade cutter with a blade length < 2 ½ inches, refer to code 14 for blades greater than 2 ½ inches <i>*Use of this code requires *Other Weapon Code* per SIS User Guide.</i>
32	Serious bodily injury	An injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss of impairment of the function of bodily member, organ or faculty
33	Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine whether prescribed or not without permission from school officials
34	Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another
35	Bullying	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student

36	Cyberbullying	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, which is carried out through any use of technology; Cyberbullying can occur on or off school property.
37	False Alarm/Bomb Threat	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, bomb threats, or discharging a fire extinguisher
38	Forgery	To use, make, or reproduce another's signature
39	Gambling	Wagering money or property
40	Public Indecency	Exposure of body parts such as genital/buttocks areas and female breasts in view of public
41	Obscene behavior or Possession of Obscene/Pornographic Material	Engaging in behavior of a sexual nature including consensual sexual activity; Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc)
42	Unauthorized use of Technology	Use of pager/cellular telephone (texting, talking), camera or video device or other communication devices during the school day
43	Improper dress	Out of dress code or ID violation
44	Academic dishonesty	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception
45	Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave; This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.
46	Failure to Serve Assigned Consequence	Failure to serve Detention, Time Out Room, Saturday School, Suspension or other assigned consequences

47	Misusing Internet	Violating the district Internet Use Policy
48	Sexual Harassment	Intimidation, bullying or coercion of a sexual nature
49	False Report	The filing of a false report, verbally and/or in writing, by a student regarding another student that was known to be untrue at the time it was submitted.
From the SIS User Guide Last Revised 10/19/2021		

REVISED STATUTES

CHRONIC ABSENCE / TRUANCY / DISCIPLINE

[R.S. 17:221](#) - School attendance; compulsory ages; duty of parents; excessive absences; condition for driving privileges

[R.S. 17:221.3](#) - Student enrollment notification; required schools and programs; content

[R.S. 17:222](#) - School entrance; proof of age, race, and parentage required; exceptions

[R.S. 17:223](#) - Discipline of pupils; suspension from school

[R.S. 17:226](#) - Exemptions from compulsory attendance

[R.S. 17:230](#) - Powers and duties of visiting teachers, or supervisors of child welfare and attendance

[R.S. 17:232](#) - Attendance records, principals' and teachers' duty to furnish; penalty for violation; pupil absence upon own authority prohibited; notice

[R.S. 17:233](#) - Cases of habitual absence or tardiness referred to juvenile or family court; denial or suspension of driving privileges

[R.S. 17:235](#) - Cooperation of other state agencies and institutions with visiting teachers, or supervisors of child welfare and attendance

[R.S. 17:416](#) - Discipline of students; suspension; expulsion

[R.S. 14:92.2](#) - Improper supervision of a minor by parent or legal custodian; penalty

APPENDIX

[Chronic Absence Notice Sample Letter](#)

[Attendance Success Plan](#)

[Attendance Awards Guidance](#)