

WDE OPERATIONS

Information Management

WDE636

Report of Student Disciplinary Actions and Crime and Violence Incidents

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Introduction

The WDE636 is an end-of-year data collection that collects information on students and incidents related to crime and violence that occurred during the school year. Data is reported as aggregate counts. This data will satisfy the federal requirements for reporting incidents of crime and violence, as well as data required under the Safe and Gun Free Schools Act.

School Districts are required to submit a variety of data collections each year. The data collected by the Wyoming Department of Education (WDE) is critical to the continual growth of Wyoming's education system. It is widely agreed upon that quality and timely data are needed to inform the work of stakeholders such as students, teachers, administrators, parents, and policy makers to most appropriately impact the teaching and learning process.

Department staff will be able to review and assist districts to provide complete, accurate data before adjudicating the WDE636 collection. This collection is accessed through the Department forms inventory, downloaded, completed, and uploaded by the district to the Department. The WDE636 data is meant to be used by the WDE to meet Federal Reporting requirements.

This guidebook serves as the definitive instruction set for the data contained within the WDE636 Data Collection.

WDE636 Authority

There are several authorities that allow the WDE to collect data for the WDE636 collection. The different authorities have been listed below:

- Gun-Free School Act (GFSA)
- Individuals with Disabilities Act (IDEA), Under Section 602 (a)(1)
- Elementary and Secondary Education Act (ESEA), Title IV, Part A, Subpart 3

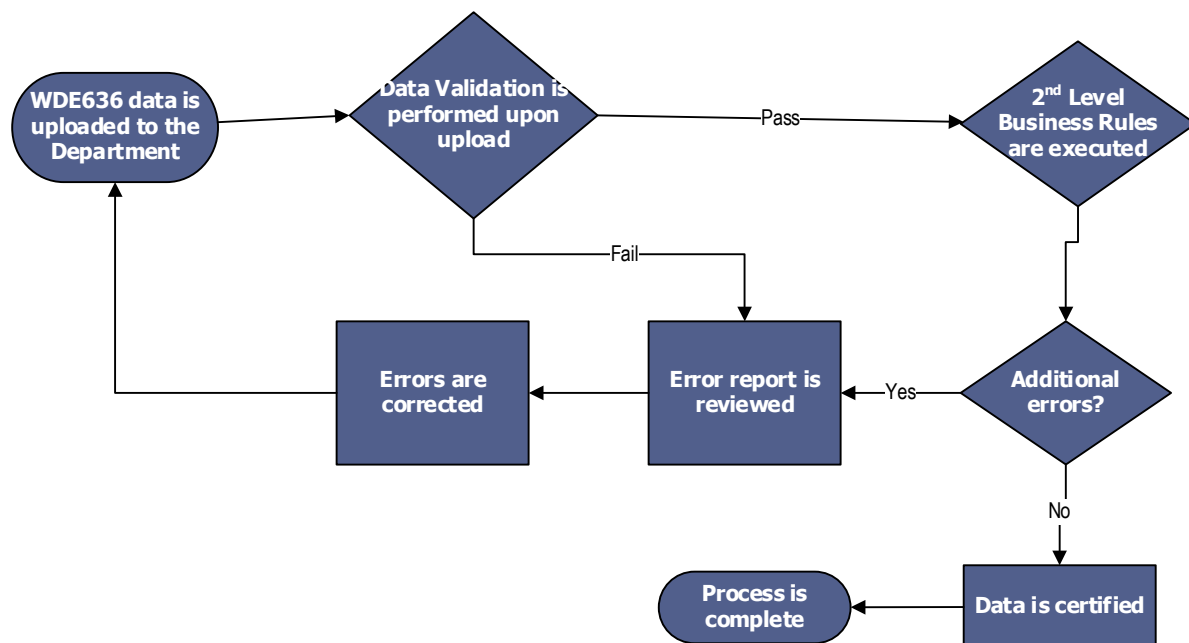
The Gun-Free Schools Act (GFSA), Part A, Subpart 3, under Title IV of the Elementary and Secondary Act (ESEA) of 1965, as amended (20 U.S.C. 7151) requires that each state have in effect a State law requiring local educational agencies (LEAs) to expel from school for a period of not less than one year a student found to have brought a firearm to school, or to have possessed a firearm at school. In addition, under GFSA, LEAs receiving ESEA funds must adopt a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school or possesses a firearm at school. The GFSA requires states to provide annual reports to the Secretary of Education concerning implementation of the Act's requirements.

Collection Schedule

WDE636 Spring Collection Window: May 20, 2026 – July 31, 2026

Districts should upload the completed WDE636 workbook one week before the close of the reporting cycle timeline, unless the Collection Steward has approved a later deadline. However, the data for this collection can be submitted and validated at any time during the collection window. Due to the submission of Federal Reporting requirements from the Department, all data must be submitted by the due date. To ensure error-free data, all corrections must be completed by the collection cycle due date.

Typical Data Collection Flow Process



Instructions

Accessing the WDE636 Collection

The WDE636 collection is an Excel-based collection that can be accessed through the WDE's Data Collection Suite – Forms Inventory [web page](#). This page is part of the Wyoming Department of Education [website](#), under the Data link.

Within the Data Collection Suite – Forms Inventory [page](#), scroll down to the **WDE636 – Report of Student Disciplinary Actions and Crime and Violence Incidents** collection. Click the arrow on the left and navigate to the Documents tab. Click on the WDE636 link to open the Excel workbook. Save this file to the system using the suggested file name of *WDE636- YourDistrictID*.

The WDE636 Guidebook can also be downloaded. It provides on-the-go guidance while completing the WDE636.

WDE636	Report of Student Disciplinary Actions and Crime and Violence Incidents	District	Under Review	07/29/2022
Description	Contact	Documents		
NAME	TYPE	DESCRIPTION		
WDE636	Excel Workbook	Excel workbook for aggregated counts for Student Disciplinary Actions to be uploaded through the Data Collection Suite (DCS).		
WDE636 Guidebook	PDF Document	Guidebook for the completion of the WDE636 Report of Student Disciplinary Actions and Crimes and Violence Incidents.		

Please do not open or save the workbook in Google Drive or Google Sheets! This corrupts the workbook. Workbooks opened or saved in Google Sheets cannot be uploaded to DCS.

Data Compilation

Data will be entered into the worksheet pages of the WDE636 Excel Workbook. The workbook has eight (8) worksheets for data entry and one worksheet for Instructions. All data entry worksheets must be completed before uploading the workbook to the Department. Data can be pasted from another file. Use the **Paste Special – Values (text)** option within Excel to minimize data entry errors. The eight worksheets of data entry in the WDE636 Excel workbook are: Expulsions, GFSA, IDEA Removals, IDEA Removal Length, IDEA Suspension, IDEA Interim Setting, Unilateral Removal Reasons, and Seclusion and Restraint. Worksheet guidance and data elements are defined in this document as well as on the Instructions worksheet of the WDE636 workbook.

Expulsions Worksheet

Section 1: Expulsions - Guidance

This section is used to collect the unduplicated number of students with disabilities (IDEA), ages 3 through 21, and those without disabilities in grades K through 12 who were expelled from their regular school for disciplinary purposes, with and without the provision of educational services for the remainder of the school year or longer. This includes all removals resulting from violations of the Gun Free School Act (GFSA) of 1994.

Which students should be reported in this section?

Report students in grades K through 12 without disabilities and students with disabilities (IDEA), ages 3 through 21, who were expelled from their regular school for disciplinary purposes.

Which students should not be reported in this section?

Exclude parentally-placed private school students.

How are student counts reported by disability status (IDEA)?

Students who meet the definition of students with disabilities (IDEA) should be reported as IDEA students, except those students who were parentally-placed in private schools. Students who do not meet that definition should be reported as NOT IDEA.

Which students with disabilities (IDEA) are required to receive educational services after being expelled from regular school?

Students with disabilities (IDEA) must receive educational services during any removal of more than 10 school days.

Section 1: Expulsions - Definition

Expulsion

An action taken by the school removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with district policy. This includes removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

GFSA Worksheet

Sections 2, 2A, 3 & 4: Students Involved with Firearms and Firearm Discipline – Guidance

What students should be reported?

Include **all** students in the district who were found to have brought a firearm to a public school or possessed a firearm at a public school during the school year.

Include students **even if** the expulsion is shortened or no penalty is imposed.

Include students covered by the provisions of IDEA who brought a firearm to school or possessed a firearm at school, even if it is determined that the incident is a manifestation of the student's disability.

Are all students reported in all category sets?

No. The following table explains which students are reported in each section.

Section	Students reported
2 & 2A – Weapon, Grade Level, and School	Report all students
3 - Discipline Method (Firearms not IDEA)	Report students who do not meet the definition of students with disabilities (IDEA)
4 - Discipline Method (Firearms – IDEA)	Report students who meet the definition of students with disabilities (IDEA)

The total of section 2 should equal the total of section 2A. The sum of sections 3 and 4 should equal section 2.

What are the permitted values for weapon in section 2?

Weapon in this section refers only to firearms. The permitted values are:

- HANDGUNS – Handguns
- RIFLESHOTGUN – Rifles / Shotguns
- OTHER – Any firearm that is not a handgun or a rifle or a shotgun.
- MULTIPLE – Use of more than one of the above (handguns, rifles/shotgun, or other)

What items are not considered firearms?

Firearms do not include items such as toy guns, cap guns, bb guns, and pellet guns.

Report the School where the incident occurred in Section 2A using the drop-down box provided.

What are the permitted values for the category discipline method (firearms – not IDEA) used in section 3?

The permitted values are:

- Use **Expulsion with NO Educational Services Provided** to report students who received the one-year expulsion and who did not receive educational services (including alternative placement with educational services).
- Use **Expulsion with Education Services Provided** to report students who received the one-year expulsion and were provided with educational services (or alternative placement with educational services).
- Use **Expulsion modified to less than one year with NO Educational Services Provided** to report students who received expulsion modified to less than one year and who did not receive educational services (including alternative placement with educational services).

- Use **Expulsion modified to less than one year with Educational Services Provided** to report students who received expulsion modified to less than one year and were provided with educational services (or alternative placement with educational services)
- Use **Other Removal** in cases where there was no expulsion because the student was removed for other reasons such as death, withdrawal, or incarceration.
- Use **Other Discipline Action** for students who received another type of disciplinary action. Cases like this should be rare.
- Use **NO Action Taken** when no disciplinary action was taken. Cases like this should be extremely rare.

What are the permitted values for the category discipline method (firearms – IDEA) used in section 4?

The permitted values are:

- Use **Expulsion modified to less than one year with Educational Services provided under IDEA** if the student received an expulsion that was modified to less than one year and received educational services under IDEA.
- Use **Expulsion with Educational Services provided under IDEA** for students who received a one-year expulsion and received educational services under IDEA.
- Use **Other Removal** in cases where there was no expulsion because the student was removed for other reasons, such as death, withdrawal, or incarceration.
- Use **Other Discipline Action** for students who received another type of disciplinary action. Cases like this should be rare.
- Use **NO Action Taken** when no disciplinary action was taken. Cases like this should be extremely rare.

Section 2, 3 and 4: Students Involved with Firearms and Firearm Discipline – Definitions **Firearm**

A firearm is defined in Title 18 USC §921, Definitions, as follows:

- A. any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- B. the frame or receiver of any such weapon;
- C. any firearm muffler or firearm silencer; or
- D. any destructive device. Such a term does not include an antique firearm.

Destructive device

The term “destructive device” used in part (D) of the definition of “firearm” means

- A. any explosive, incendiary, or poison gas—
 - i. bomb,
 - ii. grenade,
 - iii. rocket having a propellant charge of more than four ounces,
 - iv. missile having an explosive or incendiary charge of more than one-quarter ounce,
 - v. mine, or
 - vi. device similar to any of the devices described in the preceding clauses;

- B. any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known, which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
- C. any combination of parts, either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B), and from which a destructive device may be readily assembled.

The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

Shotgun

For this section, shotgun is either a shotgun or a “short-barreled shotgun.”

- A. The term “shotgun” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.
- B. The term “short-barreled shotgun” means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification, or otherwise) if such a weapon, as modified, has an overall length of less than twenty-six inches.

Rifle

For this section, rifle is either a rifle or a “short-barreled rifle.”

- A. The term “rifle” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.
- B. The term “short-barreled rifle” means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.

IDEA Removals Worksheet

Section 5: IDEA Total Discipline Removals – Guidance

This section is used to collect the total number of times students with disabilities (IDEA), ages 3 through 21, were subject to any kind of disciplinary removal.

Which students should be reported in this section?

Report students with disabilities (IDEA) who were ages 3 through 21 as of the student count date **and** were subject to a disciplinary removal.

Which students should not be reported in this section?

Exclude students who have cumulatively been suspended for less than half a day.

Exclude parentally-placed private school students.

What is a disciplinary removal?

Any instance in which a student with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, and removal by school personnel to an interim alternative educational setting, **to include** students removed to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the student or others.

How are students reported by disability category (IDEA)?

Report students by one of the disability categories under IDEA.

How are student counts reported by race/ethnicity?

Districts must submit racial and ethnic data using 7 permitted values, which are:

American Indian or Alaska Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

White

Two or more races

Helpful hint: The correct way to roll up student-level race/ethnicity data to aggregate is as follows:

- If a student has Hispanic as their ethnicity, they are counted as Hispanic regardless of any other races they identify with. They are NOT multi-racial.
- If a student is not of Hispanic ethnicity and only identifies with 1 (one) race, they are reported as that race.
- If a student is not of Hispanic ethnicity and identifies with 2 (two) or more races, they are reported in the 'Two or more races' category.

How are students reported by LEP status (both)?

Students who meet the definition of limited English proficient (LEP) students at the time of the removal should be reported as LEP. Students who do not meet that definition at the time of the removal should be reported as non-LEP.

Section 5: IDEA Total Discipline Removals – Definitions

Disciplinary Removal

Any instance in which a student with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, and removal by school personnel to an interim alternative educational setting, **to include** students removed to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the student or others.

Interim alternative educational setting

An appropriate setting determined by the student's IEP team in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Removal by a hearing officer

Those instances in which an impartial hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the student's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting.

Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include a decision by the student's IEP team to change a student's placement.

Dangerous weapon

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (18 USC section 930(g)(2))

Drug offenses

The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c). These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco.

Serious bodily injury

A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))

Expulsion

An action taken by the school removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

In-School Suspensions

Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspensions

Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the student continues to receive services according to his/her IEP.

IDEA Removal Length Worksheet

Section 6: IDEADisciplinary Removal Length – Guidance

This section is used to collect the total number of students with disabilities (IDEA) ages 3 through 21, who were subject to any kind of disciplinary removal, and the length of those disciplinary removals.

Which students should be reported in this section?

Report the number of students with disabilities (IDEA) who were ages 3 through 21 as of the student count date and were subject to a disciplinary removal.

Which students should not be reported in this section?

Exclude students who have been suspended for less than half a day.
Exclude parentally-placed private school students.

What is a disciplinary removal?

Any instance in which a student with a disability is removed from his/her educational placement for disciplinary purposes, including in–school suspension, out–of–school suspension, expulsion, and removal by school personnel to an interim alternative educational setting, **to include** removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the student or others.

How are counts reported by removal length?

The removal length (IDEA) is the cumulative length of removals, per student, during the school year.

- A student with less than 0.5 cumulative days should not be reported.
- A student with greater than or equal to 0.5 and less than 1.5 cumulative days should be counted in the "**Removal 1 day or less**" category.
- A student with greater than or equal to 1.5 and less than or equal to 10.0 cumulative days should be added to the "**Removal 2 to 10 days**" category.
- A student with greater than 10.0 cumulative days should be counted in the "**Removal greater than 10 days**" category.

For example, a student who was suspended four times for three days each during the school year and who was removed 12 cumulative days would be reported once as greater than 10 days in the "**Removal greater than 10 days**" category.

How are cumulative days counted?

Students who have cumulatively been suspended for half a day or longer should be reported. Districts that are unable to record data on a half-day basis should count all half-day suspensions as whole-day suspensions.

How are students reported by disability category (IDEA)?

Report students by one of the disability categories under IDEA.

How are students reported by race/ethnicity?

Districts must submit racial and ethnic data using 7 permitted values, which are:

- American Indian or Alaska Native**
- Asian**
- Black or African American**
- Hispanic/Latino**
- Native Hawaiian or Other Pacific Islander**
- White**
- Two or more races**

Helpful hint: The correct way to roll up student-level race/ethnicity data to aggregate is as follows:

- If a student has Hispanic as their ethnicity, they are counted as Hispanic regardless of any other races they identify with. They are NOT multi-racial.
- If a student is not of Hispanic ethnicity and only identifies with 1 (one) race, they are reported as that race.
- If a student is not of Hispanic ethnicity and identifies with 2 (two) or more races, they are reported in the 'Two or more races' category.

How are students reported by LEP status (both)?

Students who meet the definition of limited English proficient (LEP) students at the time of the removal should be reported as LEP. Students who do not meet that definition at the time of the removal should be reported as non-LEP.

Section 6: IDEA Disciplinary Removal Length – Definitions

Disciplinary Removal

Any instance in which a student with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, and removal by school personnel to an interim alternative educational setting, **to include** students removed to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the student or others.

Interim alternative educational setting

An appropriate setting determined by the student's IEP team in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Removal by a hearing officer

Those instances in which an impartial hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the student's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting.

Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include a decision by the student's IEP team to change a student's placement.

Serious bodily injury

A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))

Expulsion

An action taken by the school removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency

policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

In-School Suspensions

Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspensions

Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the student continues to receive services according to his/her IEP.

IDEA Suspension Worksheet

Section 7: IDEA Suspensions/Expulsions – Guidance

This section is used to collect the number of students with disabilities (IDEA) ages 3 through 21 during the school year who were subject to an:

- out-of-school suspension, or
- expulsion, or
- in-school suspension

Out-of-school suspensions are combined with expulsions for reporting purposes.

Which students should be reported in this section?

Report students with disabilities (IDEA) who were ages 3 through 21 as of the student count date and were subject to either:

- Out-of-school suspension or expulsion
- In-school suspension

Students who were removed by school personnel for drugs, weapons, or serious bodily injury and were not sent to an interim alternative educational setting should be reported as having been suspended.

Include students who are suspended pending an IEP team meeting in which the students' IEP placements are changed.

In instances in which the IEP team meets to determine the appropriate setting where the student will receive educational services following an expulsion, out-of-school suspension or in-school suspension, the removal must be included in this section.

Which students should not be reported in this section?

Exclude students who were moved from their current educational placement as a result of a decision by the IEP team to change a student's placement. For example, if following a discipline offense, the IEP team meets and determines that the student's current placement is not the least restrictive environment for that student, and therefore makes a permanent change in the student's IEP placement, do not report the student in this section.

Exclude students who have cumulatively been suspended for less than half a school day. Exclude parentally-placed private school students.

How are students reported by removal length?

Students are reported for out-of-school suspensions or expulsions separately from in-school suspensions. Students are reported by the cumulative days of removal: (a) 10 days or less during the school year, and (b) more than 10 days during the school year.

How are cumulative days counted?

Students who have cumulatively been suspended for a half day in length or longer should be included. Districts that are unable to record data on a half-day basis should count half - day suspensions as full days.

How are students reported by disability category (IDEA)?

Report students by one of the disability categories under IDEA

How are students reported by racial ethnic?

Districts must submit racial and ethnic data using 7 permitted values, which are:

American Indian or Alaska Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

White

Two or more races

Helpful hint: The correct way to roll up student-level race/ethnicity data to aggregate is as follows:

- If a student has Hispanic as their ethnicity, they are counted as Hispanic regardless of any other races they identify with. They are NOT multi-racial.
- If a student is not of Hispanic ethnicity and only identifies with 1 (one) race, they are reported as that race.
- If a student is not of Hispanic ethnicity and identifies with 2 (two) or more races, they are reported in the 'Two or more races' category.

How are students reported by LEP status (both)?

Students who meet the definition of limited English proficient (LEP) students at the time of the removal should be reported as LEP. Students who do not meet that definition at the time of the removal should be reported as non-LEP.

Section 7: IDEA Suspensions/Expulsions – Definitions

Expulsion

An action taken by the school removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

In-School Suspensions

Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspensions

Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the student continues to receive services according to his/her IEP.

IDEA Interim Setting Worksheet

Section 8: IDEA Removal to Interim Alternative Setting – Guidance

This section is used to collect the number of students with disabilities (IDEA) ages 3 through 21, who were subject to two types of disciplinary removal at any time during the school year:

- (1) unilateral removals by school personnel, or
- (2) removals based on a hearing officer's determination of likely injury to the student or others.

Which students should be reported in this section?

Report students with disabilities (IDEA) who were ages 3 through 21 as of the student count date and were subject to either:

- Unilateral removal by school personnel – Instances in which school personnel (not the IEP team) order the removal of students with disabilities (IDEA) from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
- Removal based on a hearing officer's determination – Instances in which an impartial hearing officer orders the removal of students with disabilities (IDEA) from their current educational

placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the student's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting.

In instances in which the IEP team meets to determine the appropriate setting where the student will receive educational services following a unilateral removal by school personnel or a removal by a hearing officer for likely injury, the removal must be included in this section.

Which students should not be reported in this section?

Exclude students who were moved from their current educational placement as a result of a decision by the IEP team to change a student's placement. For example, if following a discipline offense, the IEP team meets and determines that the student's current placement is not the least restrictive environment for that student, and therefore makes a permanent change in the student's IEP placement, do not report the student in this section.

Exclude parentally-placed private school students from this section.

Exclude students who are removed by school personnel for drugs, weapons, or serious bodily injury and were not sent to an interim alternative educational setting. (These students should be reported on the IDEA Suspension worksheet as having been suspended.)

How are students reported by disability category (IDEA)?

Report students by one of the disability categories under IDEA.

How are students reported by race/ethnicity?

Districts must submit racial and ethnic data using 7 permitted values, which are:

American Indian or Alaska Native
Asian
Black or African American
Hispanic/Latino
Native Hawaiian or Other Pacific Islander
White
Two or more races

Helpful hint: The correct way to roll up student-level race/ethnicity data to aggregate is as follows:

- If a student has Hispanic as their ethnicity, they are counted as Hispanic regardless of any other races they identify with. They are NOT multi-racial.
- If a student is not of Hispanic ethnicity and only identifies with 1 (one) race, they are reported as that race.
- If a student is not of Hispanic ethnicity and identifies with 2 (two) or more races, they are reported in the 'Two or more races' category.

How are students reported by LEP status (both)?

Students who meet the definition of limited English proficient (LEP) at the time of the removal should be reported as LEP. Students who do not meet that definition at the time of the removal should be reported as non-LEP.

Section 8: IDEA Removal to Interim Alternative Setting – Definitions

Interim alternative educational setting

An appropriate setting determined by the student's IEP team or a hearing officer, in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Removal by a hearing officer

Those instances in which an impartial hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the student's current placement is substantially likely to result in injury to the student or others.

Serious bodily injury

A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))

Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include a decision by the student's IEP team to change a student's placement.

Unilateral Removal Reasons Worksheet

Section 9: IDEA Reasons for Unilateral Removal – Guidance

Which students should be reported in this section?

Report students with disabilities (IDEA) who were ages 3 through 21 as of the student count date and were subject to Unilateral removal by school personnel for drug or weapon offenses or serious bodily injury – Instances in which school personnel (not the IEP team) order the removal of students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim

alternative educational setting. Unilateral removals do not include decisions made by the IEP team to change a student's placement.

Which students should not be reported in this section?

Exclude students who were moved from their current educational placement as a result of a decision by the IEP team to change a student's placement. For example, if following a discipline offense, the IEP team meets and determines that the student's current placement is not the least restrictive environment for that student, and therefore makes a permanent change in the student's IEP placement, do not report the student in this section.

Exclude parentally-placed private school students.

Exclude students who are removed by school personnel for drugs, weapons, or serious bodily injury and were not sent to an interim alternative educational setting. (These students should be reported in C006 as having been suspended.)

What type of count is this?

This section is a count of removals by type of offense. If a removal was triggered by more than one type of offense, the removal would be reported in this section more than once. For example, if a student was removed because the student committed both a drug offense and a weapon offense, the removal would be reported twice.

What is a unilateral removal?

Instances in which school personnel (not the IEP team) order the removal of students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.

How are students reported by disability category (IDEA)?

Report students by one of the disability categories under IDEA.

How are students reported by race/ethnicity?

Districts must submit racial and ethnic data using 7 permitted values, which are:

American Indian or Alaska Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

White

Two or more races

Helpful hint: The correct way to roll up student-level race/ethnicity data to aggregate is as follows:

- If a student has Hispanic as their ethnicity, they are counted as Hispanic regardless of any other races they identify with. They are NOT multi-racial.
- If a student is not of Hispanic ethnicity and only identifies with 1 (one) race, they are reported as that race.
- If a student is not of Hispanic ethnicity and identifies with 2 (two) or more races, they are reported in the 'Two or more races' category.

How are students reported by LEP status (both)?

Students who meet the definition of limited English proficient (LEP) students at the time of the removal should be reported as LEP. Students who do not meet that definition at the time of the removal should be reported as non-LEP.

Section 9: IDEA Reasons for Unilateral Removal – Definitions

Interim alternative educational setting

An appropriate setting determined by the student's IEP team or a hearing officer, in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the students with disabilities from their current educational placement to an appropriate interim alternative education setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative education setting. Unilateral removals do not include a decision by the student's IEP team to change a student's placement.

Serious bodily injury

A serious bodily injury involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))

Seclusion and Restraint Worksheet

Section 10: Seclusion and Restraint – Guidance

This section is used to collect the number of Seclusion and/or Restraint Interventions that were utilized on students and the number of restraint interventions that resulted in serious bodily injury.

Which students should be reported in this section?

Report students in grades K through 12 without disabilities and students with disabilities (IDEA), ages 3 through 21 who received seclusion and/or restraint intervention during the school year. Report the

number of incidents, not the number of students. The same student can be reported more than once if the student received more than one type of intervention during the school year.

Section 10: Seclusion and Restraint – Definitions

Restraint means bodily physical restriction, mechanical devices, or any device that unreasonably limits freedom of movement. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication.

Restraint shall not include:

1. Holding a student to calm or comfort the student, holding a student's hand or arm to escort the student safely from one area to another, or intervening in an ongoing assault or fight.
2. Brief periods of physical restriction by person-to-person contact, without the use of medication or mechanical restraints, accomplished with minimal force and designed either to prevent a student from completing an act that potentially would result in physical harm to himself or herself or to another person, or to remove a disruptive student who is unwilling to leave the area voluntarily.
3. The use of seat belts, safety belts, or similar passenger restraints during transportation of a student in a motor vehicle
4. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be imminent use of unlawful force by a student.

Seclusion means the involuntary placement of a student alone in a place where no other person is present and from which the particular student is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier.

Seclusion shall not include:

1. The voluntary separation of a student from a stressful environment for the purpose of allowing the student to regain self-control, when such separation is to an area that the student is able to leave.
2. Circumstances in which there is no physical barrier between the student and any other person, or the student is physically able to leave the place.

Serious bodily injury

A serious bodily injury involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))

Data Submission

When all data has been entered, checked for accuracy, and saved to the system, the Excel workbook is now ready to be uploaded to the Department. The district respondent will select the **Data Submission Log In** link at the top right of the Data Collection Suite – Forms Inventory [page](#).


Opportunity Through Education

Wyoming Department of Education
122 W. 25th St, Ste E200
Cheyenne, WY 82002
307-777-7675

Data Collection Suite - Forms Inventory

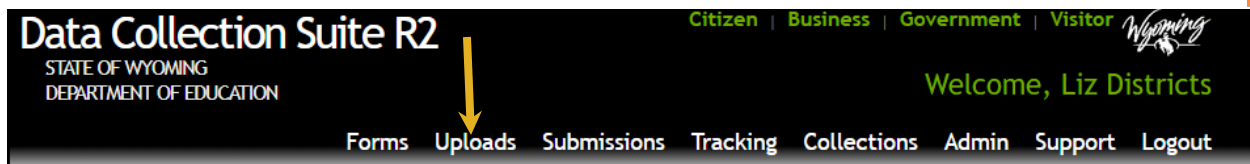
 [Data Submission Log In](#)

List	Calendar	Upcoming	Checklist	Feedback
COLLECTION	TITLE	RESPONDENT	STATUS	DUE DATE
▶ WDE100A	School Foundation Program Funding Worksheet	District	Under Review	08/12/2024
▶ WDE100B	Career and Technical Education Student FTE Worksheet	District	Under Review	08/12/2024
▶ WDE100C	Career and Technical Education Teacher FTE Worksheet	District	Under Review	08/12/2024
▶ WDE101	Out-of-State Tuition Reimbursement	District	Active	04/15/2025

This website is restricted to authorized users conducting official business with the Wyoming Department of Education. A WyEd username and password are required along with the WDE636 Certify role. To obtain the right to upload data to the Department, contact the district's WyEd Administrator and make sure the correct roles are assigned.

Once the Data Submission Log In link is accessed, the user will be on the Support page of the Data Collection Suite. From there, the user will select the Uploads link and will be prompted to enter their WyEd user name and password if the system does not already have this information.

Be aware that the following depictions of what the user will view on the screen are examples only. The user account information that is shown is a testing account and does not represent a valid user.



Uploading the WDE636 Collection

There are multiple steps involved with the upload and certification process. They include:

- Upload
- Data Validation Checks
- 2nd Level Checks
- Certification

Please refer to all steps outlined in this document to ensure that the data has been submitted and that the process is complete.

Once logged into the secure Data Collection Suite website, the user will have a choice of which collection to upload to (depending on the roles assigned to the user) via the Collection Selector drop-down. Choose the **WDE636 – Report of Student Disciplinary Actions and Crime and Violence Incidents** from the drop-down menu. Once selected, the Collection Due Date will load, and the user will be prompted for the Submission Upload information.

Example of a blank Submission Upload screen

Data Collection Suite R2
STATE OF WYOMING
DEPARTMENT OF EDUCATION

[Citizen](#) | [Business](#) | [Government](#) | [Visitor](#) 

Welcome, Liz Districts

[Forms](#) | [Uploads](#) | [Submissions](#) | [Tracking](#) | [Collections](#) | [Admin](#) | [Support](#) | [Logout](#)

Collection Selector

Collection:

WDE636 - Report of Student Disciplinary Actions and Crime and Violence Incidents ▼

If you feel there is a collection missing from this list, you may need to [request access](#).

Collection Due Date:

7/29/2022 ▼

Submission Upload

Submissions:

---Select a Submission---

File Role in Submission

---Select a File Role---

File:

Select

Comments:

Upload File [Reset Form](#)

Current Respondent

You are currently representing:
Hot Springs County School District #1
Organization Code: 0901000 [Change](#)

Previous Submissions

No Previous Submissions

Submissions are packages of files. A submission is associated with a collection cycle. A collection cycle is a period of time when a collection is open for the receipt of submissions. This upload tool is used to submit files to submission packages for validation and certification. Once a submission is certified it is loaded into a staging environment at WDE for state wide data integrity and quality checks.

Collection Selector

Collection:
WDE636 - Report of Student Disciplinary Actions and Crime and Violence Incidents
If you feel there is a collection missing from this list, you may need to [request access](#).
Collection Due Date:
7/29/2022

Submission Upload

Submissions:
---Select a Submission--- {1}
File Role in Submission
---Select a File Role--- {2}
File:
 Select {3}
Comments:

Current Respondent

You are currently representing:
Hot Springs County School District #1
Organization Code: 0901000 [Change](#)

Previous Submissions

No Previous Submissions

Submissions are packages of files. A submission is associated with a collection cycle. A collection cycle is a period of time when a collection is open for the receipt of submissions. This upload tool is used to submit files to submission packages for validation and certification. Once a submission is certified it is loaded into a staging environment at WDE for state wide data integrity and quality checks.

WYOMING

DEPARTMENT OF EDUCATION

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If this is the first time submitting data, then for the Submissions information, select 'Start a New Submission' **{1}** from the drop-down box. Otherwise, uploading to a previous submission can be selected. For the File Role in Submission **{2}**, choose 'Primary Data File' and then enter the primary file that is stored on the system **{3}**. Comments **{4}** may be entered and are optional.

Once all items are complete, click the Upload File button to submit the WDE636 to the Department. Data validation will be performed on the incoming data to create the Validation Report. This process can take up to five minutes, depending on the amount of data being uploaded. Once the validation is complete, a summary of the results will be reported to the user.

Data Did Not Pass Validation

In the following example, the Validation Results Summary states that the submission did not pass the data validation and lists the error count contained in the data file.

Data Collection Suite R2
STATE OF WYOMING
DEPARTMENT OF EDUCATION

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Welcome, Liz Districts

Forms Uploads Submissions Tracking Collections Admin Support Logout

Collection Selector
Collection:
WDE636 - Report of Student Disciplinary Actions and Crime and Violence Incidents ▼
If you feel there is a collection missing from this list, you may need to [request access](#).
Collection Due Date:
7/29/2022 ▼

Submission Upload
Your file has been uploaded. Would you like to upload another file?
[Upload Another File](#)

Validation Results Summary
The submission package has not passed validation (error count: **8**).
Please review the validation report to review data validation errors.
[Validation Report](#)

Current Respondent
You are currently representing:
Hot Springs County School District #1
Organization Code: 0901000 [Change](#)

Previous Submissions
[5/10/2022 11:53 AM - Liz Districts](#)

Submissions are packages of files. A submission is associated with a collection cycle. A collection cycle is a period of time when a collection is open for the receipt of submissions. This upload tool is used to submit files to submission packages for validation and certification. Once a submission is certified it is loaded into a staging environment at WDE for state wide data integrity and quality checks.

To view the errors associated with the file upload, select the Validation Report Button. Clicking on this button will show the summary of errors found, as the following example depicts:

Data Collection Suite R2

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DEPARTMENT OF EDUCATION

[Citizen](#) |
 [Business](#) |
 [Government](#) |
 [Visitor](#)

Welcome, Liz Districts

[Forms](#)
[Uploads](#)
[Submissions](#)
[Tracking](#)
[Collections](#)
[Admin](#)
[Support](#)
[Logout](#)

Collection:
WDE636-Report of Student Disciplinary Actions and Crime and Violence Incidents

Validation Report:
Loading Results for Submission Package: 5/10/2022 11:53 AM - Liz Districts

Submitter: **ldistricts, elizabeth.foster@wyo.gov, 307-777-7009**

Due Date: **7/29/2022**

The submission is invalid and cannot be certified at this time.

Show ▾ Done

Set	Is Valid
> Contact Information - Successfully Imported Rows: 1	Fail
> IDEA Disciplinary Removal Length - 1 day or less - Successfully Imported Rows: 1	Fail
> Out of School Suspension and Removed for 10 days or less - Successfully Imported Rows: 1	Fail

To view in detail the reported errors, click the arrow on the left to expand the selection. Contact the Collection Steward or the Data Collection Specialist if there are questions regarding this Validation Report.

The Validation Report will show the error by displaying the Collection Item (element) that did not pass, why the element did not pass data validation, and the field location (actual cell location in the Excel workbook) of the error. Please correct the errors noted and resubmit the file. If the file does not pass data validation, the submission cannot be certified.

NOTE: This validation report may also be viewed under the Submission link, Validation Reports tab.

Data Passes Validation

If the uploaded file passes data validation, the Validation Results Summary will reflect this. The user will see the following example. Note that no error count is being displayed.

Data Collection Suite R2
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Forms Uploads Submissions Tracking Collections Admin Support Logout

Collection Selector
Collection:
WDE636 - Report of Student Disciplinary Actions and Crime and Violence Incidents ▼
If you feel there is a collection missing from this list, you may need to [request access](#).
Collection Due Date:
7/29/2022 ▼

Submission Upload
Your file has been uploaded. Would you like to upload another file?
[Upload Another File](#)

Validation Results Summary
The submission package has passed validation. Please review the validation report to certify the submission.
[Validation Report](#)

Current Respondent
You are currently representing:
Hot Springs County School District #1
Organization Code: 0901000 [Change](#)

Previous Submissions
[5/10/2022 11:53 AM - Liz Districts](#)

Submissions are packages of files. A submission is associated with a collection cycle. A collection cycle is a period of time when a collection is open for the receipt of submissions. This upload tool is used to submit files to submission packages for validation and certification. Once a submission is certified it is loaded into a staging environment at WDE for state wide data integrity and quality checks.

Now that the uploaded Excel workbook has passed data validation, the user will be required to initiate the 2nd Level Checks. The user must click on the Validation Report button in order to continue with the process of certifying the data. Once the Validation Report button has been selected, the following screen will appear.

Data Collection Suite R2
STATE OF WYOMING
DEPARTMENT OF EDUCATION

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Forms Uploads Submissions Tracking Collections Admin Support Logout

Collection:
WDE636-Report of Student Disciplinary Actions and Crime and Violence Incidents
Validation Report:
Loading Results for Submission Package: 5/10/2022 11:53 AM - Liz Districts
Submitter: ldistricts, elizabeth.foster@wyo.gov, 307-777-7009
Due Date: **7/29/2022**

You need to run second level business rules for this submission.

[2nd Level](#) Show ▼ Done

Set	Is Valid
No records to display.	

Click on the 2nd Level option to initiate the checks. The following screen will be displayed.

Data Collection Suite R2

STATE OF WYOMING
DEPARTMENT OF EDUCATION

Citizen | Business | Government | Visitor 

Welcome, Liz Districts

Forms Uploads Submissions Tracking Collections Admin Support Logout

Collection:
WDE636-Report of Student Disciplinary Actions and Crime and Violence Incidents
Validation Report:
Loading Results for Submission Package: 5/10/2022 11:53 AM - Liz Districts
Submitter: **ldistricts, elizabeth.foster@wyo.gov, 307-777-7009**
Due Date: **7/29/2022**

Certify Show ▾ Done

Passed Second Level Checks

You have passed second level check so now you can certify your submission for this collection.

Once all data has passed data validation as well as the second-level business rules checks, the Certify option will appear on the floating menu.

Click on the Certify option to view the following summary/certification screens.

Data Collection Suite R2

STATE OF WYOMING
DEPARTMENT OF EDUCATION

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Welcome, Liz Districts

Forms Uploads Submissions Tracking Collections Admin Support Logout

Collection:
WDE636-Report of Student Disciplinary Actions and Crime and Violence Incidents
Validation Report:
Loading Results for Submission Package: 5/10/2022 11:53 AM - Liz Districts
Submitter: **ldistricts, elizabeth.foster@wyo.gov, 307-777-7009**
Due Date: **7/29/2022**

Certify Show ▾ Done

Certify Submission Package

- Collection: **WDE636 - Report of Student Disciplinary Actions and Crime and Violence Incidents**
- Due Date: **7/29/2022**
- Creation Date: **5/10/2022**
- Last Modified: **5/10/2022 2:31 PM**
- Last Modified By: **ldistricts**
- Submitter Name: **Liz Districts**
- Submitter Phone: **307-777-7009**
- Submitter Email: **elizabeth.foster@wyo.gov**
- Current Status: **Editing**

File name	Data Submit Date	Modified	Modified By
WDE636 2022 test .xlsx	5/10/2022 2:31:28 PM	5/10/2022 2:31:00 PM	ldistricts

I certify that to the best of my knowledge and belief all of the information in this submission package is correct.

Certify Cancel

Click on the Certify button to certify the submission to the Department and view the following confirmation screen.

NOTE: Until the submission is certified, the Department **does not** actually have the data contained in the submission, and the process is not complete.

The screenshot displays the 'Data Collection Suite R2' interface for the State of Wyoming Department of Education. The header includes navigation links for Citizen, Business, Government, and Visitor, along with a 'Welcome, Liz Districts' message. The main navigation bar lists Forms, Uploads, Submissions, Tracking, Collections, Admin, Support, and Logout. The central content area shows details for a collection named 'WDE636-Report of Student Disciplinary Actions and Crime and Violence Incidents'. It includes a validation report with the following information: Loading Results for Submission Package: 5/10/2022 11:53 AM - Liz Districts; Submitter: Idistricts, elizabeth.foster@wyo.gov, 307-777-7009; Due Date: 7/29/2022. Below this, a 'Certify' button is visible. The main heading of the confirmation screen is 'Submission Package Certification Confirmed'. A list of details for the collection is provided, including the due date, creation date, last modified date, last modified by, submitter name, submitter phone, submitter email, and current status (Certified). A table lists the submitted files, showing the file name, data submit date, modified date, and modified by.

Collection:
WDE636-Report of Student Disciplinary Actions and Crime and Violence Incidents

Validation Report:
Loading Results for Submission Package: 5/10/2022 11:53 AM - Liz Districts
Submitter: **Idistricts, elizabeth.foster@wyo.gov, 307-777-7009**
Due Date: **7/29/2022**

Certify Show ▼ Done

Submission Package Certification Confirmed

- Collection: **WDE636 - Report of Student Disciplinary Actions and Crime and Violence Incidents**
- Due Date: **7/29/2022**
- Creation Date: **5/10/2022**
- Last Modified: **5/10/2022 2:34 PM**
- Last Modified By: **Idistricts**
- Submitter Name: **Liz Districts**
- Submitter Phone: **307-777-7009**
- Submitter Email: **elizabeth.foster@wyo.gov**
- Current Status: **Certified**

File name	Data Submit Date	Modified	Modified By
WDE636 2022 test .xlsx	5/10/2022 2:31:28 PM	5/10/2022 2:31:00 PM	Idistricts

You have successfully certified this submission. Confirmation emails have been sent to subscribed users and collection steward(s) at the Wyoming Department of Education.

Once the submission is certified, the persons who have the certify rights to this collection, along with the Collection Steward, will receive a confirming email stating that the submission was certified. The process is now complete.

Note: The submission can also be certified under the Submissions link as well; the process is the same.

Corrections to the Data

Corrections will need to be made within the Excel workbook, and the workbook will need to be uploaded again through the Data Collection Suite (DCS) software, repeating the data validation process and 2nd Level checks as many times as necessary. Corrections to the WDE636 data are restricted to a firm timeline. If help is needed regarding error resolution, contact the WDE636 Collection Steward: Brian Wuerth, at brian.wuerth@wyo.gov, or 307-777-6748. All errors must be resolved before the data is final.

Re-uploading

The Excel workbook can be uploaded or re-uploaded as many times as necessary to resolve errors discovered in the previous submission. **The collection window is May 20, 2026 – July 31, 2026.** Remember, all errors must be resolved before the data is final and the process is complete.

Definitions to remember:

Data Validation: This is the process of validating the data upon upload. This process makes sure that all required fields have been provided, as well as making sure all data is within the specified ranges. That is, if the field can only be a 'Y' for yes, or 'N' for no, then the system validates this field to make sure these are the only valid options.

Validation Report: The Validation Report is generated at the time of upload. This report does data validation, and it can be accessed immediately after upload or under the Submissions link in the DCS module.

2nd Level Checks: Business Rules or 2nd Level Checks are other data validation rules that the data must pass in order for the data to be error-free. 2nd Level Checks must be initiated by the user. An example of a Business Rule is when at least one race has to be marked as a 'Y'. Keep in mind that just because the file passes data validation upon uploading does not mean that the process is complete and that the data is error-free. Errors can still reside in the data due to the application of the Business Rules and must be corrected.

Frequently Asked Questions

Whom do I contact regarding the WDE636 content questions?

Brian Wuerth, EdFacts Coordinator, at brian.wuerth@wyo.gov or 307-777-6748.

Whom do I contact if I have questions or problems regarding the Excel workbook or the submission process?

Elizabeth Foster, Data Collection Specialist, at elizabeth.foster@wyo.gov or 307-777-7009.

Whom do I contact regarding usernames and passwords or collection roles in order to upload a collection?

The rights to upload data to the Department are assigned by the WyEd Administrator. Contact the district's WyEd Administrator, who can set rights. Users are responsible for resetting their own passwords.

Whom do I contact regarding the WDE Data Collection efforts as a whole?

Susan Kruse, Information Management Division Director at susan.kruse@wyo.gov or 307-777-6252
Elizabeth Foster, Data Collection Specialist, at elizabeth.foster@wyo.gov or 307-777-7009.