



# **Wyoming Compilation of School Discipline Laws and Regulations**

Prepared: March 31, 2021

## ***Introduction***

This compilation presents school discipline-related laws and regulations for U.S. states, U.S. territories, and the District of Columbia, and, where available, links to education agency websites or resources related to school discipline and student conduct. The discipline laws and regulations presented in this compilation have been categorized by type of specific discipline issue covered, according to an organizational framework developed by the National Center for Safe and Supportive Learning Environments (NCSSE). For example, one major category encompasses all laws or regulations governing states or territories that mandate specific disciplinary sanctions (such as suspension) for specific offenses (such as drug possession on school grounds). The school discipline laws and regulations were compiled through exhaustive searches of legislative websites that identified all laws and regulations relevant to each specific category. Compiled materials were subsequently reviewed by state education agency (SEA) representatives in the 50 states, Washington D.C., and the U.S. territories.

Discipline categories were not mutually exclusive. Laws and regulations often appeared across multiple categories. For jurisdictions with more extensive laws covering a breadth of topical areas, relevant sections were excerpted from the larger legislative text for inclusion in the appropriate discipline category. Laws, ordered by chapter and section number, appear first within each category followed by regulations. All laws and regulations listed within categories in the compilation also appear in the sources cited section of the document, which lists laws by chapter and section number and title, and where available, includes active hyperlinks to source websites supported or maintained by state legislatures. Additional links to government websites or resources are provided at the end of this document.

## ***Notes & Disclaimers***

To the best of the preparer's knowledge, this Compilation of School Discipline Laws and Regulations is complete and current as of March 2021. Readers should also note that the information in this document was compiled from individual sources that are created by each jurisdiction and which are maintained and updated with varying frequencies. Readers should consult the source information provided directly in order to check for updates to laws and regulations reported in this document or to conduct further research.

For further information, including definitions of the different policy categories, please refer to the [Discipline Laws and Regulations Compendium](#) posted on the Center's website.

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**Table of Contents**

- Wyoming State Codes Cited ..... 1**
- Codes of Conduct ..... 3**
  - Authority to Develop and Establish Codes of Conduct ..... 3
  - Scope ..... 3
  - Communication of Policy ..... 3
- In-School Discipline ..... 5**
  - Discipline Frameworks ..... 5
  - Teacher Authority to Remove Students From Classrooms ..... 5
  - Alternatives to Suspension ..... 5
- Conditions on Use of Certain Forms of Discipline ..... 6**
  - Corporal Punishment ..... 6
  - Search and Seizure ..... 6
  - Restraint and Seclusion ..... 6
- Exclusionary Discipline: Suspension, Expulsion, and Alternative Placement ..... 12**
  - Grounds for Suspension or Expulsion ..... 12
  - Limitations or Conditions on Exclusionary Discipline ..... 12
  - Due Process ..... 13
  - Return to School Following Removal ..... 14
  - Alternative Placements ..... 14
- Discipline Addressing Specific Code of Conduct Violations ..... 17**
  - Firearms and Other Weapons Violations ..... 17
  - Students with Chronic Disciplinary Issues ..... 17
  - Chronic Absenteeism and Truancy ..... 18
  - Substance Use ..... 18
  - Gang-related Activity ..... 19
  - Bullying, Harassment, or Hazing ..... 19
  - Dating and Relationship Violence ..... 21
- Prevention, Behavioral Intervention, and Supports ..... 22**
  - State Model Policies and Implementation Support ..... 22
  - Multi-tiered Frameworks and Systems of Support ..... 22
  - Prevention ..... 23
  - Social-emotional Learning (SEL) ..... 23
  - Trauma-informed Practices ..... 23
  - Mental Health Literacy Training ..... 23
  - School-based Behavioral Health Programs ..... 24
- Monitoring and Accountability ..... 25**
  - Formal Incident Reporting of Conduct Violations ..... 25
  - Parental Notification ..... 25
  - Data Collection, Review, and Reporting of Discipline Policies and Actions ..... 26

<b>Partnerships between Schools and Law Enforcement.....</b>	<b>27</b>
Referrals to Law Enforcement.....	27
School Resource Officer (SRO) or School Security Officer (SSO) Training or Certification .....	27
Authorizations, Memoranda of Understanding (MOUs), and/or Funding.....	27
Threat Assessment Protocols .....	27
<b>State-Sponsored, Publicly Available Websites or Other Resources on School Discipline .....</b>	<b>28</b>

## **Wyoming State Codes Cited**

### **Wyoming Revised Statutes**

The State of Wyoming contracts with LexisNexis to provide free public access to the Wyoming Statutes Annotated (<http://www.lexisnexis.com/hottopics/wystatutes/>). Users must agree to terms and conditions prior to use of the site. All listed laws are searchable by title and chapter number or by using key search terms.

#### **Title 9. Administration of the Government**

##### **Chapter 1. State Officers**

###### **Article 6. Attorney General**

9-1-603. Duties generally; retention of qualified practicing attorneys; matters in which county or state is party or has interest; assistance to county and district attorneys in felony trials; coordination of county and school safety activities

#### **Title 21. Education**

##### **Chapter 2. The Administration of the State System of Education at the State Level**

###### **Article 2. Superintendent of Public Instruction and Department of Education**

21-2-202. Duties of the state superintendent  
21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created

###### **Article 3. State Board of Education**

21-2-304. Duties of the state board of education

##### **Chapter 3. School Districts in General**

###### **Article 1. In General**

21-3-110. Duties of boards of trustees  
21-3-132. Possession of firearms on school property

##### **Chapter 4. Pupils**

###### **Article 1. Compulsory Attendance**

21-4-101. Definitions  
21-4-104. Duties of attendance officers  
21-4-106. List of children of school age to be furnished; notice of unexcused absences  
21-4-107. Notice to district attorney of habitual truancy; duty of district attorney

###### **Article 3. Right to Attend School**

21-4-305. Suspension or expulsion; authority; procedure  
21-4-306. Suspension or expulsion; grounds  
21-4-308. Punishment and disciplinary measures; denial of diploma or credit  
21-4-311. Safe school climate act; short title  
21-4-312. Definitions  
21-4-313. Prohibition against harassment, intimidation or bullying; reporting to school officials

21-4-314. School district implementation; state policies, training and technical assistance

## **Chapter 13. School Finance**

### **Article 3. State Financial Support**

21-13-309. Determination of amount to be included in foundation program for each district

## **Wyoming Regulations**

### **[Wyoming Administrative Code](#)**

#### **Department of Education**

#### **General Agency, Board or Commission Rules**

### **[Chapter 6. District and School Accreditation](#)**

Section 5. Accreditation Criteria

### **[Chapter 10. Wyoming Content and Performance Standards](#)**

### **[Chapter 42. Seclusion and Restraint in Schools](#)**

Section 1. Authority  
Section 2. Scope  
Section 3. Definitions  
Section 4. Policy requirements  
Section 5. Enforcement of policy  
Section 6. Publication of policy  
Section 7. Data collection requirements

## ***Codes of Conduct***

### **Authority to Develop and Establish Codes of Conduct**

#### **LAWS**

##### **§ 21-4-308. Punishment and disciplinary measures; denial of diploma or credit.**

(a) Each board of trustees in each school district within the state may adopt rules for reasonable forms of punishment and disciplinary measures. Subject to such rules, teachers, principals, and superintendents in such district may impose reasonable forms of punishment and disciplinary measures for insubordination, disobedience, and other misconduct.

##### **§ 21-4-314. School district implementation; state policies, training and technical assistance.**

(a) Not later than December 31, 2009, each school district shall adopt a policy prohibiting harassment, intimidation or bullying at school. The school district shall involve parents and guardians, school employees, volunteers, students, administrators and community representatives in the process of creating the policy. Policies created under this section shall be continuously reviewed and may be revised as necessary.

#### **REGULATIONS**

No relevant regulations found.

## **Scope**

#### **LAWS**

##### **§ 21-4-306. Suspension or expulsion; grounds.**

(b) As used in paragraph (a)(iii) of this section, "habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.

##### **§ 21-4-312. Definitions.**

(a) As used in this act:

- (ii) "School" includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

#### **REGULATIONS**

No relevant regulations found.

## **Communication of Policy**

#### **LAWS**

##### **§ 21-4-314. School district implementation; state policies, training and technical assistance.**

(b) The policy prohibiting harassment, intimidation or bullying shall include, without limitation:

(x) A statement of how the policy is to be publicized, including notice that the policy applies to participation in functions sponsored by the school.

## **REGULATIONS**

### **Chapter 42. Section 6. Publication of policy.**

Schools must include their seclusion and restraint policies within their district/school handbooks and handbooks shall be posted on the district website where they are accessible to both the Wyoming Department of Education and the public.

## ***In-School Discipline***

### **Discipline Frameworks**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

### **Teacher Authority to Remove Students From Classrooms**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

### **Alternatives to Suspension**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

## ***Conditions on Use of Certain Forms of Discipline***

### **Corporal Punishment**

#### **LAWS**

##### **§ 21-4-308. Punishment and disciplinary measures: denial of diploma or credit.**

(b) Teachers, principals and superintendents in each district shall be immune from civil and criminal liability in the exercise of reasonable corporal discipline of a student as authorized by board policy.

#### **REGULATIONS**

No relevant regulations found.

### **Search and Seizure**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

### **Restraint and Seclusion**

#### **LAWS**

##### **§ 21-2-202. Duties of the state superintendent.**

(xxxii) By rule and regulation, establish requirements for school district policies and training regarding the use of seclusion and restraint in schools as required under W.S. 21-3-110(a)(xxxi). The state superintendent shall review the policy of each district for compliance with the requirements of W.S. 21-3-110(a)(xxxi) and rules and regulations promulgated pursuant to this paragraph. If the state superintendent determines that the policy is not in compliance under this paragraph the superintendent shall direct the board of trustees to revise the policy and shall, upon request, assist the board in the adoption of the policy.

##### **§ 21-3-110. Duties of boards of trustees.**

(xxxi) Not later than December 31, 2011, adopt a policy and training procedures regarding the use of seclusion and restraint in schools. In addition to any requirements provided by rule and regulation of the state superintendent pursuant to W.S. 21-2-202(a)(xxxii), the policy shall require that the parent or legal guardian of the student shall be notified each time that seclusion or restraint is utilized for the student. The policy shall prohibit the use of locked seclusion. The policy shall not be limited to any specified group of students and shall apply any time that seclusion or restraint is used for any student. The district shall submit a copy of the policy to the state superintendent for review as provided in W.S. 21-2-202(a)(xxxii), after the initial adoption of the policy and any time thereafter that the policy is substantially revised. As used in this paragraph:

- (A) "Restraint" means the use of physical force, with or without the use of any physical device or material, to restrict the free movement of all or a portion of a student's body. "Restraint" does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the

student is complying, intervening in a fight or using an assistive or protective device prescribed by an appropriately trained professional or professional team;

(B) "Seclusion" means removing a student from a classroom or other school activity and isolating the student in a separate area. "Seclusion" does not include a student requested break or in-school suspension, detention or other appropriate disciplinary measure.

## **REGULATIONS**

### **Chapter 42. Section 1. Authority.**

The Wyoming rules are authorized by Wyoming Statute 21-2-202(a)(xxxii) and W.S. 21-3-110(a)(xxxi).

### **Chapter 42. Section 2. Scope.**

(a) The State Superintendent shall review the policy of each school district for compliance with the state statute governing Seclusion and Restraint in Schools and approve those policies only after determining that compliance has been achieved.

(b) To the extent that these rules governing Seclusion and Restraint in Schools overlap with other state or federal rules or regulations, compliance with the regulation or rule offering greater student protection shall be deemed compliance with this rule. To the extent that these rules governing Seclusion and Restraint in Schools exceed the requirements of other state or federal rules or regulations, school districts shall comply with the requirements of this rule. In the event of conflict with another state agency's rules or federal rules or regulations, school districts shall comply with this rule.

### **Chapter 42. Section 3. Definitions.**

(a) "Administrative Review" is when an administrator or other appointed-personnel, who have received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

(b) "Appropriate Disciplinary Measures" includes classroom, school-wide, or district-wide plans for student conduct adopted pursuant to a school policy promulgated under the authority of W.S. 21-4-308 or other appropriate authority.

(c) "Appropriately Trained Professional" or "Professional Team" includes individuals who are appropriately licensed, trained, and knowledgeable regarding the acceptable use of assistive or protective devices consistent with recognized professional standards and manufacturers' instructions.

(d) "Assistive or Protective Device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child or protect a child from harm.

(e) "Aversive" means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors.

(f) "Behavior Intervention" is a systematic implementation of procedures developed in conjunction with the parent intended to result in lasting positive changes in a student's behavior. Interventions may include positive strategies, program or curricular modifications, and aids and supports required to address the disruptive behaviors.

(g) "Debriefing Process" The debriefing session provides an opportunity to discuss the circumstances resulting in the use of physical restraint and/or seclusion. The district may conduct a review of the factors that precipitated the event, the de-escalation techniques used, the physical restraint technique(s) utilized,

the outcome of the intervention, including any injuries to student(s) or staff that may have resulted from the incident, prior incidents of physical restraint or seclusion utilized with this student, and any other relevant factors that the district deems appropriate.

(h) "Escort" means guiding a student by touching the student's back, arm, or hand, or holding the student's arm or hand to escort the student safely from one area to another as long as the student is not refusing to comply with the escort. The term does not include the use of coercion or force to move a student from one location to another.

(i) "Evidence Based Training Program" includes programs that are externally developed and have a record of successful implementation in a variety of settings that, at a minimum, emphasize training in de-escalation procedures, the specific techniques used in safe restraint ranging from the least to most restrictive and the specific techniques to encourage the safe reentry of the student into the educational environment.

(j) "Imminent Risk" means an immediate and impending threat of a person causing substantial physical injury to self or others.

(k) "Isolating" means visually, auditorally, or physically separating a student from the learning environment, school activity, or peers.

(l) "Locked Seclusion" means a seclusion room with locking device that is engaged by leverage of an inanimate object, key, or other mechanism to keep the door closed without constant human contact. The term does not include a securing mechanism requiring constant human contact that upon release immediately permits the door to be opened from the inside.

(m) "Mechanical Restraints" include devices or equipment used to restrict the free movement of all or a portion of a student's body. The term does not include assistive or protective devices or equipment prescribed by an appropriately trained professional or professional team that are used for the specific and approved purposes for which the devices or equipment were designed and prescribed.

(n) "Prohibited Practices" means that certain activities or objects are prohibited from being used with students under any circumstances

(o) "Prone Restraints" include holding a student in any position that will:

- (i) Obstruct a student's airway or impair the ability to breathe;
- (ii) Obstruct a staff member's view of a student's face;
- (iii) Restrict a student's ability to communicate distress;
- (iv) Place pressure on a student's head, neck, or torso; or
- (v) Straddle a student's torso

(p) "Restraint" means the use of physical force, with or without the use of any device or material, to restrict the free movement of all or a portion of a student's body. Restraint does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a fight, or using an assistive or protective device prescribed by an appropriately trained professional or professional team.

(q) "Seclusion" means removing a student from a classroom or other school activity and isolating the student in a separate area. Seclusion occurs when a student is placed in a room or location by school personnel, purposefully separated from peers, and prevented from leaving that location. Separation in an area where the student is prevented from leaving is always considered seclusion. The term does not include a student requested break or in-school suspension, detention, or other appropriate disciplinary measure.

- (i) "Seclusion from the Learning Environment" means visually or auditorally isolating the student from the classroom or other school activity or away from peers in an area that obstructs the student's ability to participate in regular classroom or school activities.
- (ii) "Isolation Room" means placing the student in an enclosed room built in compliance with all relevant health and safety codes.
- (r) "Time-out" means providing the student with a brief opportunity to regain self-control in a setting that does not physically remove the student from peers or the learning environment and the student is now physically prevented from having the time-out area.

**Chapter 42. Section 4. Policy requirements.**

(a) Staff Training and Professional Development. School district policies shall, at a minimum, include the following staff training and professional development components:

(i) All staff shall receive training in evidence-based techniques shown to be effective in preventing physical restraint and seclusion, including evidence-based skills training related to positive behavior supports, safe physical escort, conflict prevention, de-escalation, and conflict management.

(A) The minimum amount of training required for all staff shall be the number of hours recommended by the evidence-based training program selected by the school.

(B) Ongoing training for all staff shall be provided as recommended by the evidence-based training program selected by the school.

(ii) A ratio of classified and non-classified staff, as determined by the school considering school size and the location of specialized programs, shall receive training in evidence-based techniques in the safe use of physical restraint.

(A) The minimum amount of training for the ratio of staff shall be the number of hours necessary to obtain certification by the evidence-based training program selected by the school.

(B) Certification shall be maintained as prescribed by the evidence-based training program selected by the school.

(iii) Information regarding the school district's policy on the safe use of seclusion and restraint shall be incorporated into each school's annual professional development programming.

(b) Procedures. School policies shall, at a minimum, include the following procedural components:

(i) Restraint:

(A) Only trained, certified staff consistent with Section 7(a)(ii) above shall be permitted to use restraint as part of a planned behavior intervention unless a bona fide emergency constituting an imminent risk to the health or safety exists.

(B) Schools shall not use prohibited practices as part of student restraint at any time. Prohibited practices include:

(I) Aversive interventions

(II) Locked seclusion

(III) Mechanical restraints

(IV) Prone restraints

(C) Restraint shall be used for the minimum amount of time necessary to permit the student to regain control and for staff to restore safety.

(D) School shall develop restraint duration guidelines including a release strategy based on the student's ability to regain control and staff's ability to reestablish safety.

(E) Restraints exceeding the durational limits set forth in the school's guidelines shall require immediate administrative review to determine if and under what conditions the restraint may continue.

(F) Schools shall develop an incident review strategy or debriefing strategy. The incident review or debriefing process shall address what, if any, subsequent actions need to be taken.

(G) Schools must document each restraint consistent with the Mandatory Documentation requirements specified in paragraph (c) below.

(ii) Seclusion:

(A) School staff shall be able to see and hear the student in seclusion at all times.

(B) Student placed in seclusion shall be permitted to access to normal meals and personal hygiene opportunities. Meals and bathroom breaks may be separate and supervised if needed to ensure safety.

(C) Schools shall document each occurrence of seclusion consistent with the Mandatory Documentation requirements specified in Section (c) below.

(D) Using timeout without seclusion is not regulated by these rules.

(E) Seclusion from the Learning Environment:

(I) Seclusion from the Learning Environment may be used as a planned behavior intervention strategy.

(II) School shall develop seclusion from the learning Environment duration guidelines.

(F) Isolation Room:

(I) An isolation room may be used in an emergency.

(II) Schools shall develop Isolation Room duration guidelines including a reentry strategy based on the student's ability to regain control and staff's ability to reestablish safety.

(III) Isolation Room seclusion exceeding the durational limits set forth in school's guidelines shall require immediate administrative review to determine if and under what conditions the Isolation Room seclusion may continue.

(IV) Schools shall develop an incident review strategy or debriefing strategy. The incident review or debriefing process shall address what, if any, subsequent actions need to be taken.

(V) Physical Space Requirements for Isolation Rooms:

(1.) The room shall provide a means of continuous visual and auditory monitoring of the student.

(2.) The room shall be adequately lighted with switches to control lighting located outside the room.

(3.) The room shall be adequately ventilated with switches to control fans or other ventilation devices located outside the room.

(4.) The room shall maintain a temperature within the normal human comfort range and consistent with the rest of the building with temperature controls located outside of the room.

(5.) The room shall be clean and free of objects and fixtures that could be potentially dangerous to a student and must meet all fire and safety codes.

(6.) The room shall be constructed of materials safe for its intended use, including wall and floor coverings designed to prevent injury to the student.

(7.) The room shall be able to be opened from the inside immediately upon the release of a security mechanism held in place by constant human contact.

(8.) The dimensions of the room shall be adequate width, length, and height to allow the student to move about and recline comfortably.

(c) Mandatory Documentation. Schools shall complete the mandatory documentation for all use of Restraint and Isolation Room seclusion.

(i) Incident Report: At a minimum, the incident report shall include:

- (A) Antecedents, interventions, and other relevant factors;
- (B) Description of the regulated intervention used;
- (C) Time and duration of the seclusion;
- (D) Student's response to the seclusion;
- (E) Administrative Review, if necessary;
- (F) Release or reentry factors;
- (G) Injuries to the student, if any;
- (H) Debriefing.

(ii) The district shall provide to the parents copies of all mandatory documentation according to the parent notification procedure developed by the school.

(d) Parent Notification. The school shall develop a parent notification procedure that includes, at a minimum, written notification within 24 hours, or other timeframe as agreed upon by the school or parent, of using a regulated procedure. Notification shall be complete upon mailing, personal deliver, or electronic transmission of the notice.

#### **Chapter 42. Section 5. Enforcement of policy.**

(a) Schools shall specify a procedure for the lodging and investigation of complaints regarding misuse of the school district's policy on seclusion and restraint. Policies must include a process for notifying the Wyoming Department of Education when seclusion and restraint complaints are received. In order to support districts the WDE may review violations and policies and work with the school and district to create an improvement plan that includes:

- (i) Increase monitoring, evaluation, and on site review;
- (ii) Offer support, including training and capacity building, for schools to meet the varied and specialized learning needs of children with and without disabilities;
- (iii) The department shall review the plan to ensure that it complies with applicable federal law and the statutes and regulations of this state. The department may require appropriate revision of the plan to ensure compliance;
- (iv) If the school where the violation(s) occurred does not meet the requirements of the plan to the satisfaction of the department, the department will require onsite technical assistance with necessary district staff to assist in the development and monitoring of a compliant plan. The department will increase monitoring and evaluating of district progress plan.

#### **Chapter 42. Section 6. Publication of policy.**

Schools must include their seclusion and restraint policies within their district/school handbooks and handbooks shall be posted on the district website where they are accessible to both the Wyoming Department of Education and the public.

#### **Chapter 42. Section 7. Data collection requirements.**

Schools shall collect and report annually to the Wyoming Department of Education the number of students involved in the use of regulated intervention, the number of incidents of seclusion and restraint, and the type of regulated intervention utilized.

## ***Exclusionary Discipline: Suspension, Expulsion, and Alternative Placement***

### **Grounds for Suspension or Expulsion**

#### **LAWS**

##### **§ 21-4-306. Suspension or expulsion; grounds.**

(a) The following shall be grounds for suspension or expulsion of a child from a public school during the school year:

- (i) Continued willful disobedience or open defiance of the authority of school personnel;
- (ii) Willful destruction or defacing of school property during the school year or any recess or vacation;
- (iii) Any behavior which in the judgment of the local board of trustees is clearly detrimental to the education, welfare, safety or morals of other pupils, including the use of foul, profane or abusive language or habitually disruptive behavior as defined by subsection (b) of this section;
- (iv) Torturing, tormenting, or abusing a pupil or in any way mistreating a pupil or a teacher with physical violence;
- (v) Possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104(a)(iv) within any school bus as defined by W.S. 31-7-102(a)(xl) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve (12).

#### **REGULATIONS**

No relevant regulations found.

### **Limitations or Conditions on Exclusionary Discipline**

#### **LAWS**

##### **§ 21-4-305. Suspension or expulsion; authority; procedure.**

(a) The board of trustees of any school district is authorized to suspend or expel a student subject to the requirements to provide notice and an opportunity to be heard as set forth in this section. The board of trustees may delegate the authority to suspend or expel a student to disciplinarians chosen from the administrative and supervisory staff.

(b) No student shall be suspended or expelled from school without notice as set forth in this subsection and an opportunity to be heard as set forth in subsection (c) of this section. To provide notice the disciplinarian shall:

- (i) Give the student to be suspended or expelled oral or written notice of the charges against him and an explanation of the evidence the authorities have;
- (ii) In good faith attempt to notify the student's parents, guardians or custodians within twenty-four (24) hours of the student's suspension or expulsion and the reasons for the suspension or expulsion, using contact information on record with the school or district. The disciplinarian shall keep record of the efforts to provide notice under this paragraph and whether the notice was provided successfully;
- (iii) Give the student to be suspended or expelled an opportunity to be heard and to present his version of the charges against him as set forth in subsection (c) of this section;

(c) To provide an opportunity to be heard the disciplinarian shall give every student to be suspended or expelled the opportunity to be heard as soon as practicable after the misconduct, and in accordance with the following, unless a student requests an extension of time and the board of trustees or the disciplinarian designee of the board approves the extension:

(i) For a suspension of ten (10) school days or less, notice shall be provided in accordance with paragraph (b)(ii) of this section and a student shall be provided an opportunity to be heard before a student is removed unless the student's presence endangers persons or property or threatens disruption of the academic process, in which case his immediate removal from school may be justified, but the opportunity to be heard shall follow as soon as practicable, and not later than seventy-two (72) hours after his removal, not counting Saturdays and Sundays;

(ii) For a suspension or expulsion longer than ten (10) school days a hearing shall be held in accordance with the Wyoming Administrative Procedure Act and, unless the student requests an extension and the board or the disciplinarian designee of the board approves an extension, the hearing shall be held within ten (10) business days, or as soon thereafter as is reasonably practicable, after the supervisory staff disciplinarian recommends suspension or expulsion to the appropriate administrator. The student's suspension shall continue until the hearing is held.

(d) Repealed by Laws 2019, ch. 164, § 2.

(e) Suspension or expulsion shall not be imposed as an additional punishment for offenses punishable under the laws of the state, except for expulsion by a district superintendent under subsection (a) of this section, or where the offense was committed at a school function, against the property of the school, or is of such nature that continuation of the child in school would clearly be detrimental to the education, welfare, safety or morals of other pupils. No suspension or expulsion shall be for longer than one (1) year.

(f) Any decision of the board, or of a designated superintendent, shall be considered a final decision which may be appealed to the district court of the county in which the school district is located, pursuant to provisions of the Wyoming Administrative Procedure Act. The court may, on application or on its own motion, stay the decision of the board or superintendent pending appeal, considering both the best interests of the child and the need to maintain an orderly environment conducive to learning for other children.

(g) As used in this chapter, an "opportunity to be heard" means at a minimum a meeting in which the disciplinarian or his designee provides the substantive information regarding the suspension or expulsion to the student to be suspended, and the student to be suspended may dispute the substantive information provided. An opportunity to be heard does not require a formal hearing in accordance with the provisions of the Wyoming Administrative Procedure Act except as provided in paragraph (c)(ii) of this section.

## **REGULATIONS**

No relevant regulations found.

## **Due Process**

### **LAWS**

#### **§ 21-4-305. Suspension or expulsion; authority; procedure.**

(e) Suspension or expulsion shall not be imposed as an additional punishment for offenses punishable under the laws of the state, except for expulsion by a district superintendent under subsection (a) of this section, or where the offense was committed at a school function, against the property of the school, or is of such nature that continuation of the child in school would clearly be detrimental to the education, welfare, safety or morals of other pupils. No suspension or expulsion shall be for longer than one (1) year.

**§ 21-4-306. Suspension or expulsion; grounds.**

(d) The superintendent with the approval of the board of trustees may modify the period of any expulsion on a case-by-case basis based upon the circumstances of the violation. Upon a violation of paragraph (a)(v) of this section and following notice and hearing requirements of W.S. 21-4-305, the superintendent shall notify the district attorney of the violation together with the specific act in violation of paragraph (a)(v) of this section and the name of the student violating paragraph (a)(v) of this section. Nothing in this section prohibits a district from providing educational services to the expelled student in an alternative setting.

**REGULATIONS**

No relevant regulations found.

## **Return to School Following Removal**

**LAWS**

No relevant laws found.

**REGULATIONS**

No relevant regulations found.

## **Alternative Placements**

**LAWS**

**§ 21-4-306. Suspension or expulsion; grounds.**

(d) The superintendent with the approval of the board of trustees may modify the period of any expulsion on a case-by-case basis based upon the circumstances of the violation. Upon a violation of paragraph (a)(v) of this section and following notice and hearing requirements of W.S. 21-4-305, the superintendent shall notify the district attorney of the violation together with the specific act in violation of paragraph (a)(v) of this section and the name of the student violating paragraph (a)(v) of this section. Nothing in this section prohibits a district from providing educational services to the expelled student in an alternative setting.

**§ 21-13-309. Determination of amount to be included in foundation program for each district.**

(m) In determining the amount to be included in the foundation program for each district, the state superintendent shall:

(v) Based upon ADM computations and identified school configurations within each district pursuant to paragraph (iv) of this subsection, compute the foundation program amount for each district as prescribed by the education resource block grant model adopted by the Wyoming legislature as defined under W.S. 21-13-101(a)(xiv), as contained within the spreadsheets and accompanying reports referenced under W.S. 21-13-101(a)(xvii). The following criteria shall be used by the state superintendent in the administration of the education resource block grant model:

(B) Alternative schools qualifying for separate consideration under the education resource block grant model may be established by a school district for offering educational programs to students with educational needs which the district finds are not appropriately met by other schools in the district, excluding charter schools established under W.S. 21-3-301 through 21-3-314. Alternative schools

included within a district's configuration of schools identified under paragraph (iv) of this subsection shall for purposes of the education resource block grant model:

(I) Be approved as an alternative school by the department of education prior to July 1, 2006;

(II) Repealed by Laws 2007, ch. 147, § 102.

(III) Unless otherwise authorized by the state superintendent, be restricted to not more than one (1) alternative school within any school district;

(IV) Except as otherwise provided in subdivision (V) of this subparagraph, on and after July 1, 2014, and if not qualifying under subdivision (I) of this subparagraph, be approved by the state superintendent subject to the following:

(1) Completion of a formal evaluation of the school district's at-risk programs to ensure provision of a continuum of learning supports and classroom interventions addressing the needs of at-risk children within the district which is comprised of the following:

a. Criteria for identifying at-risk students in accordance with and subject to research-based indicators;

b. Use of individual learning plans for each identified at-risk student or an equivalent school-wide plan that defines interventions, programs and services required to address special needs. The plans shall be continuously monitored by the district;

c. Use of quality learning supports and classroom interventions based upon the special needs of the student population served by the district and the supports and interventions are supported by and based upon research-based practices and strategies;

d. Data based predictors to identify students at-risk of dropping out of school after reaching the age of compulsory attendance pursuant to W.S. 21-4-102 and learning supports and classroom strategies to address this student population.

(2) A formal evaluation is conducted by the district not less than once every two (2) years of the school's programs, comprised of the continuum of learning supports and classroom interventions specified under subdivision (IV)(1) of this subparagraph. The evaluation shall measure the effectiveness of the school's programs in meeting the needs of those student populations attending the school. Formal evaluations conducted under this subparagraph shall be reported to and approved by the district board and reported to the state superintendent together with action plans addressing necessary program improvements;

(3) Student achievement within the school is reported annually by the district to the state superintendent, as measured by quality indicators specified by rule and regulation of the department which reflect the components of the continuum of learning supports and classroom interventions specified under subdivision (IV)(1) of this subparagraph;

(4) Educational space for the school is provided through facilities operated and maintained by the district and approved by the state construction department as meeting statewide adequacy standards. After two (2) evaluations by the state superintendent under subdivision (IV)(3) of this subparagraph that demonstrate academic progress or success of an alternative school's educational program, the alternative school shall be included in the district's five (5) year plan under W.S. 21-15-116 and the school's long-term facility needs shall be evaluated by the state construction department. Notwithstanding subparagraph (m)(vi)(C) of this section, the state construction department shall not approve any district plan which includes educational space for the alternative school within a separate facility unless the district provides sufficient documentation and evidence that the school cannot be collocated within a facility containing educational space for another school with similar grade configurations operated by the district.

(V) Not be included for purposes of the block grant model if established on or after March 15, 2017 and before June 30, 2019. No new alternative school shall be approved by the department on and after March 15, 2017 and before July 1, 2019.

**REGULATIONS**

No relevant regulations found.

## ***Discipline Addressing Specific Code of Conduct Violations***

### **Firearms and Other Weapons Violations**

#### **LAWS**

##### **§ 21-3-132. Possession of firearms on school property.**

(h) Nothing in this section shall authorize a student of a school district to carry a firearm, concealed or otherwise, on or into any facility of a school district.

##### **§ 21-4-306. Suspension or expulsion; grounds.**

(a) The following shall be grounds for suspension or expulsion of a child from a public school during the school year:

(v) Possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104(a)(iv) within any school bus as defined by W.S. 31-7-102(a)(xl) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve (12). [...]

(c) The board of trustees shall, subject to the case-by-case modification permitted by subsection (d) of this section, require the district superintendent to expel from school for a period of one (1) year any student determined to violate paragraph (a)(v) of this section.

(d) The superintendent with the approval of the board of trustees may modify the period of any expulsion on a case-by-case basis based upon the circumstances of the violation. Upon a violation of paragraph (a)(v) of this section and following notice and hearing requirements of W.S. 21-4-305, the superintendent shall notify the district attorney of the violation together with the specific act in violation of paragraph (a)(v) of this section and the name of the student violating paragraph (a)(v) of this section. Nothing in this section prohibits a district from providing educational services to the expelled student in an alternative setting.

#### **REGULATIONS**

No relevant regulations found.

### **Students with Chronic Disciplinary Issues**

#### **LAWS**

##### **§ 21-4-306. Suspension or expulsion; grounds.**

(a) The following shall be grounds for suspension or expulsion of a child from a public school during the school year:

(iii) Any behavior which in the judgment of the local board of trustees is clearly detrimental to the education, welfare, safety or morals of other pupils, including the use of foul, profane or abusive language or habitually disruptive behavior as defined by subsection (b) of this section. [...]

(b) As used in paragraph (a)(iii) of this section, "habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.

#### **REGULATIONS**

No relevant regulations found.

# Chronic Absenteeism and Truancy

## LAWS

### **§ 21-4-101. Definitions.**

(a) For the purposes of this article:

- (i) "Unexcused absence" means the absence, as defined in the policies of the local board of trustees, of any child required by this article to attend school when such absence is not excused to the satisfaction of the board of trustees by the parent, guardian, or other person having control of such child.

### **§ 21-4-104. Duties of attendance officers.**

(a) Subject to the policy of the board of trustees, it shall be the duty of each attendance officer to:

- (i) Counsel with students, parents, guardians or custodians and teachers; and to investigate the causes of unexcused absences;
- (ii) Give written notice to the parent, guardian, or custodian of any child having an unexcused absence that the attendance of such child at school is required by law. If after such notice has been given, the child has a second unexcused absence, which the attendance officer reasonably believes was due to the willful neglect or failure of the parent, guardian, or custodian of the child, then he shall make and file a complaint against such parent, guardian, or custodian of such child before the district court for the violation of W.S. 21-4-102.

### **§ 21-4-106. List of children of school age to be furnished; notice of unexcused absences.**

At the beginning of each school year, the board of trustees shall furnish each district attendance officer a list of the names of the children of compulsory school age within the district who are enumerated on the regular enumeration lists. The person in charge of each school within the district shall notify each district attendance officer promptly in writing of all cases of unexcused absence so that the attendance officer may proceed according to the provisions of this article.

### **§ 21-4-107. Notice to district attorney of habitual truancy; duty of district attorney.**

When the board of trustees of any school district shall determine that a child is an habitual truant as defined by this article the board or its attendance officer shall notify the district attorney who shall then initiate proceedings in the interest of the child under the Juvenile Justice Act.

## REGULATIONS

### **Chapter 6. Section 5. Accreditation Criteria.**

Section 5. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

- (m) At-Risk and Dropout Prevention. The district has an early warning system to identify at-risk students, and has implemented dropout prevention strategies.
- (ii) Compulsory Attendance. The district and all schools monitor student absenteeism and intervene as soon as a student becomes chronically absent.

## Substance Use

### LAWS

No relevant laws found.

## REGULATIONS

No relevant regulations found.

## Gang-related Activity

### LAWS

No relevant laws found.

## REGULATIONS

No relevant regulations found.

## Bullying, Harassment, or Hazing

### LAWS

#### **§ 21-2-202. Duties of the state superintendent.**

(xxxviii) When nonstate funds are received by the department of education that provide for one hundred percent (100%) of the cost, the state superintendent may hire the state school nurse as an at-will contract employee or may contract for nursing services to carry out the duties assigned under this paragraph. The state school nurse shall hold a Wyoming license as a registered nurse. The state school nurse shall:

- (C) Assist the superintendent in drafting recommendations for school district use to help facilitate care for behavioral health needs, enhance collaboration among school district personnel and community medical and behavioral health providers, and to prevent disease, substance abuse and bullying.

#### **§ 21-4-311. Safe school climate act; short title.**

This act shall be known and may be cited as the "Safe School Climate Act".

#### **§ 21-4-312. Definitions.**

(a) As used in this act:

- (i) "Harassment, intimidation or bullying" means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act initiated, occurring or received at school that a reasonable person under the circumstances should know will have the effect of:
  - (A) Harming a student physically or emotionally, damaging a student's property or placing a student in reasonable fear of personal harm or property damage;
  - (B) Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
  - (C) Creating an intimidating, threatening or abusive educational environment for a student or group of students through sufficiently severe, persistent or pervasive behavior.
- (ii) "School" includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child;
- (iii) "This act" means W.S. 21-4-311 through 21-4-315.

#### **§ 21-4-313. Prohibition against harassment, intimidation or bullying; reporting to school officials.**

(a) No person shall engage in:

- (i) Harassment, intimidation or bullying; or

(ii) Reprisal or retaliation against a victim, witness or person who reports information about an act of harassment, intimidation or bullying.

**§ 21-4-314. School district implementation; state policies, training and technical assistance.**

(a) Not later than December 31, 2009, each school district shall adopt a policy prohibiting harassment, intimidation or bullying at school. The school district shall involve parents and guardians, school employees, volunteers, students, administrators and community representatives in the process of creating the policy. Policies created under this section shall be continuously reviewed and may be revised as necessary.

(b) The policy prohibiting harassment, intimidation or bullying shall include, without limitation:

(i) A statement prohibiting harassment, intimidation or bullying of a student;

(ii) A definition of "harassment, intimidation or bullying" which includes at minimum the definition as provided in W.S. 21-4-312(a)(i);

(iii) Consequences and appropriate remedial actions for persons committing acts of harassment, intimidation or bullying or engaging in reprisal or retaliation;

(iv) Procedures for reporting and documenting acts of harassment, intimidation or bullying, including a provision for reporting anonymously. However, formal disciplinary action shall not be taken solely on the basis of an anonymous report. The procedures shall identify the appropriate school personnel responsible for receiving a report and investigating a complaint;

(v) Procedures for prompt investigation of reports or complaints of serious violations;

(vi) A statement that prohibits reprisal or retaliation against a person who reports or makes a complaint of harassment, intimidation or bullying;

(vii) A strategy for protecting a victim from additional harassment, intimidation or bullying, and from retaliation following a report;

(viii) Consequences and appropriate remedial action for a person who is found to have made a false accusation, report or complaint;

(ix) A process for discussing the district's harassment, intimidation or bullying policy with students; and

(x) A statement of how the policy is to be publicized, including notice that the policy applies to participation in functions sponsored by the school.

(c) To assist local school districts in developing a policy under subsection (b) of this section, the department of education shall not later than September 1, 2009, develop model policies applicable to grades kindergarten through twelve (12) and teacher preparation program standards on the identification and prevention of bullying. In addition, the department shall provide necessary training programs and technical assistance to districts in carrying out this act.

(d) Each local school board shall include the policy adopted by a school district pursuant to this section in a publication of the comprehensive rules, procedures and standards of conduct for schools of a school district and in each school's student's handbook.

(e) Information regarding the school district's policy against harassment, intimidation or bullying shall be incorporated into each district's professional development programs and shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

(f) School districts may establish bullying prevention programs or other initiatives and may involve school staff, students, administrators, volunteers, parents, law enforcement and community members.

## **REGULATIONS**

### **Chapter 6. Section 5. Accreditation Criteria.**

Section 5. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

(n) School Culture, Climate, and Safety. The district has a plan for promoting positive school culture and learning environments that are safe, orderly, and conducive to learning for all students.

(i) School Culture and Climate. The culture and climate in all schools is designed to ensure positive relationships and decrease harassment, intimidation, and bullying.

## **Dating and Relationship Violence**

### **LAWS**

No relevant laws found.

### **REGULATIONS**

No relevant regulations found.

## ***Prevention, Behavioral Intervention, and Supports***

### **State Model Policies and Implementation Support**

#### **LAWS**

##### **§ 21-4-314. School district implementation; state policies, training and technical assistance.**

(c) To assist local school districts in developing a policy under subsection (b) of this section, the department of education shall not later than September 1, 2009, develop model policies applicable to grades kindergarten through twelve (12) and teacher preparation program standards on the identification and prevention of bullying. In addition, the department shall provide necessary training programs and technical assistance to districts in carrying out this act.

#### **REGULATIONS**

No relevant regulations found.

### **Multi-tiered Frameworks and Systems of Support**

#### **LAWS**

##### **§ 21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.**

(h) For all schools a progressive system of support and intervention to assist schools shall be established by the state board through the department. The system shall increase the ability of schools and school districts to improve achievement and growth indicator performance and expand the ability for schools and school districts within the state to continuously improve. The system shall clearly identify and prescribe the actions for each level of support, including comprehensive and targeted support and intervention. [...]

##### **§ 21-2-304. Duties of the state board of education.**

(a) The state board of education shall:

(vi) Subject to and in accordance with W.S. 21-2-204, through the state superintendent and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate school level performance indicators as required by W.S. 21-2-204. The state board shall establish performance targets as required by W.S. 21-2-204(e), target levels for an overall school performance rating and for indicator level performance pursuant to W.S. 21-2-204(f), a progressive system of supports and interventions as required by W.S. 21-2-204(h) and a statewide reporting system pursuant to W.S. 21-2-204(j). As part of the statewide accountability system, and for purposes of complying with requirements under the federal Every Student Succeeds Act, the board shall by rule and regulation provide for annual accountability determinations based upon measures imposed by federal law for all schools and school districts imposing a range of educational interventions and supports resulting from accountability determinations.

#### **REGULATIONS**

##### **Chapter 6. Section 5. Accreditation Criteria.**

Section 5. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

(l) Learning Supports. Assessment results are used to monitor student progress and assign students in need of intervention to multi-tiered supports. The district is in compliance with all State and Federal Special Education laws. The district addresses the individual learning needs of English learners.

(i) Student Learning Support. Individual student needs are addressed through a structured process that includes interventions and enrichment for all students. (i.e. Response to Intervention or Multi-Tiered System of Support).

## **Prevention**

### **LAWS**

No relevant laws found.

### **REGULATIONS**

#### **Chapter 6. Section 5. Accreditation Criteria.**

Section 5. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

(n) School Culture, Climate, and Safety. The district has a plan for promoting positive school culture and learning environments that are safe, orderly, and conducive to learning for all students.

(i) School Culture and Climate. The culture and climate in all schools is designed to ensure positive relationships and decrease harassment, intimidation, and bullying.

## **Social-emotional Learning (SEL)**

### **LAWS**

No relevant laws found.

### **REGULATIONS**

No relevant regulations found.

## **Trauma-informed Practices**

### **LAWS**

No relevant laws found.

### **REGULATIONS**

No relevant regulations found.

## **Mental Health Literacy Training**

### **LAWS**

#### **§ 21-2-202. Duties of the state superintendent.**

(xxxviii) When nonstate funds are received by the department of education that provide for one hundred percent (100%) of the cost, the state superintendent may hire the state school nurse as an at-will contract

employee or may contract for nursing services to carry out the duties assigned under this paragraph. The state school nurse shall hold a Wyoming license as a registered nurse. The state school nurse shall:

- (A) Identify professional development needs for Wyoming school nurses, with focus on caring for students with behavioral health needs and chronic diseases and make available training resources to meet the professional development needs identified.

## **REGULATIONS**

No relevant regulations found.

## **School-based Behavioral Health Programs**

### **LAWS**

No relevant laws found.

### **REGULATIONS**

#### **Chapter 6. Section 5. Accreditation Criteria.**

Section 5. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

- (t) Student Health. Personnel and processes, including prevention programs, are in place to address the physical and mental health needs of all students enrolled in the district.

## ***Monitoring and Accountability***

### **Formal Incident Reporting of Conduct Violations**

#### **LAWS**

##### **§ 21-4-314. School district implementation; state policies, training and technical assistance.**

(b) The policy prohibiting harassment, intimidation or bullying shall include, without limitation:

- (iv) Procedures for reporting and documenting acts of harassment, intimidation or bullying, including a provision for reporting anonymously. However, formal disciplinary action shall not be taken solely on the basis of an anonymous report. The procedures shall identify the appropriate school personnel responsible for receiving a report and investigating a complaint.

#### **REGULATIONS**

##### **Chapter 42. Section 4. Policy requirements.**

(c) Mandatory Documentation. Schools shall complete the mandatory documentation for all use of Restraint and Isolation Room seclusion.

(i) Incident Report: At a minimum, the incident report shall include:

- (A) Antecedents, interventions, and other relevant factors;
- (B) Description of the regulated intervention used;
- (C) Time and duration of the seclusion;
- (D) Student's response to the seclusion;
- (E) Administrative Review, if necessary;
- (F) Release or reentry factors;
- (G) Injuries to the student, if any;
- (H) Debriefing.

##### **Chapter 42. Section 7. Data collection requirements.**

Schools shall collect and report annually to the Wyoming Department of Education the number of students involved in the use of regulated intervention, the number of incidents of seclusion and restraint, and the type of regulated intervention utilized.

### **Parental Notification**

#### **LAWS**

##### **§ 21-3-110. Duties of boards of trustees.**

(xxxi) Not later than December 31, 2011, adopt a policy and training procedures regarding the use of seclusion and restraint in schools. In addition to any requirements provided by rule and regulation of the state superintendent pursuant to W.S. 21-2-202(a)(xxxii), the policy shall require that the parent or legal guardian of the student shall be notified each time that seclusion or restraint is utilized for the student. The policy shall prohibit the use of locked seclusion. The policy shall not be limited to any specified group of students and shall apply any time that seclusion or restraint is used for any student. The district shall submit a copy of the policy to the state superintendent for review as provided in W.S. 21-2-202(a)(xxxii),

after the initial adoption of the policy and any time thereafter that the policy is substantially revised. As used in this paragraph:

(A) "Restraint" means the use of physical force, with or without the use of any physical device or material, to restrict the free movement of all or a portion of a student's body. "Restraint" does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a fight or using an assistive or protective device prescribed by an appropriately trained professional or professional team;

(B) "Seclusion" means removing a student from a classroom or other school activity and isolating the student in a separate area. "Seclusion" does not include a student requested break or in-school suspension, detention or other appropriate disciplinary measure.

#### **§ 21-4-104. Duties of attendance officers.**

(a) Subject to the policy of the board of trustees, it shall be the duty of each attendance officer to:

(i) Counsel with students, parents, guardians or custodians and teachers; and to investigate the causes of unexcused absences;

(ii) Give written notice to the parent, guardian, or custodian of any child having an unexcused absence that the attendance of such child at school is required by law. If after such notice has been given, the child has a second unexcused absence, which the attendance officer reasonably believes was due to the willful neglect or failure of the parent, guardian, or custodian of the child, then he shall make and file a complaint against such parent, guardian, or custodian of such child before the district court for the violation of W.S. 21-4-102.

#### **§ 21-4-305. Suspension or expulsion; authority; procedure.**

(b) No student shall be suspended or expelled from school without notice as set forth in this subsection and an opportunity to be heard as set forth in subsection (c) of this section. To provide notice the disciplinarian shall:

(ii) In good faith attempt to notify the student's parents, guardians or custodians within twenty-four (24) hours of the student's suspension or expulsion and the reasons for the suspension or expulsion, using contact information on record with the school or district. The disciplinarian shall keep record of the efforts to provide notice under this paragraph and whether the notice was provided successfully.

## **REGULATIONS**

### **Chapter 42. Section 4. Policy requirements.**

(d) Parent Notification. The school shall develop a parent notification procedure that includes, at a minimum, written notification within 24 hours, or other timeframe as agreed upon by the school or parent, of using a regulated procedure. Notification shall be complete upon mailing, personal deliver, or electronic transmission of the notice.

## **Data Collection, Review, and Reporting of Discipline Policies and Actions**

### **LAWS**

No relevant laws found.

### **REGULATIONS**

No relevant regulations found.

## ***Partnerships between Schools and Law Enforcement***

### **Referrals to Law Enforcement**

#### **LAWS**

**§ 9-1-603. Duties generally; retention of qualified practicing attorneys; matters in which county or state is party or has interest; assistance to county and district attorneys in felony trials; coordination of county and school safety activities.**

(a) The attorney general shall:

(ix) Establish a call center to accept information related to school and student safety issues and assist in the delivery of that information as necessary to allow for the coordination of local law enforcement, emergency response personnel and school district officials. To the extent possible, the identity of parties reporting information via the call center shall remain unknown to all persons and entities. The attorney general may enact rules as necessary to administer the duties required under this paragraph.

#### **REGULATIONS**

No relevant regulations found.

### **School Resource Officer (SRO) or School Security Officer (SSO) Training or Certification**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

### **Authorizations, Memoranda of Understanding (MOUs), and/or Funding**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

### **Threat Assessment Protocols**

#### **LAWS**

No relevant laws found.

#### **REGULATIONS**

No relevant regulations found.

## State-Sponsored, Publicly Available Websites or Other Resources on School Discipline

Safe, supportive learning environments use disciplinary policies and practices that help students stay out of the justice system, while ensuring academic engagement and success for all students. The following resources provided by Wyoming provide additional context to state policy and regulations and, in some cases, may support the readers' efforts to provide a positive disciplinary school climate.

Title	Description	Website address (if applicable)
<i>Website</i>		
Health and Safety, Wyoming Department of Education	Provides information and resources on various topic areas regarding the general welfare and safety of schools including bullying and cyberbullying prevention, social emotional learning, and school climate.	<a href="https://edu.wyoming.gov/for-district-leadership/health-safety/">https://edu.wyoming.gov/for-district-leadership/health-safety/</a>
Multi-Tiered System of Supports (MTSS), Wyoming Department of Education, Wyoming Instructional Network	Overviews MTSS in Wyoming and provides additional resources for school leaders and educators including toolkits, guidance documents, and online trainings.	<a href="http://wyominginstructionalnetwork.com/mtss/">http://wyominginstructionalnetwork.com/mtss/</a>
Positive Behavioral Interventions & Supports, Wyoming Department of Education	Provides information on integrating the PBIS into schools as well as links to resources.	<a href="http://edu.wyoming.gov/in-the-classroom/special-programs/pbis">http://edu.wyoming.gov/in-the-classroom/special-programs/pbis</a>
WySIS, Wyoming Department of Education	Presents an overview of WySIS objectives for school leaders and educators to assist in appropriate implementation on the WySIS system in a Response to Intervention (RTI) framework.	<a href="https://edu.wyoming.gov/for-district-leadership/special-programs/wysis/">https://edu.wyoming.gov/for-district-leadership/special-programs/wysis/</a>
<i>Documents</i>		
Anti-Bullying Model Policy I (July 2009), Wyoming Department of Education	Model policy adapted from select existing Wyoming district policies provides a template to assist each school district in developing an anti-bullying policy in compliance with all expectations of the Safe School Climate Act (W.S. 21-4-311 through 21-4-315).	<a href="http://edu.wyoming.gov/downloads/safety/Anti_Bullying_Model_Policy_I.docx">http://edu.wyoming.gov/downloads/safety/Anti_Bullying_Model_Policy_I.docx</a>

Title	Description	Website address (if applicable)
Anti-Bullying Model Policy II (July 2009), Wyoming Department of Education	Model policy adapted from the <a href="#">“Bully Police USA Model Policy Reference”</a> provides a template to assist each school district in developing an anti-bullying policy in compliance with all expectations of the Safe School Climate Act (W.S. 21-4-311 through 21-4-315).	<a href="https://1ddlxtt2jowkvs672myo6z14-wpengine.netdna-ssl.com/wp-content/uploads/2019/12/Anti_Bullying_Model_Policy_II.pdf">https://1ddlxtt2jowkvs672myo6z14-wpengine.netdna-ssl.com/wp-content/uploads/2019/12/Anti_Bullying_Model_Policy_II.pdf</a>
<b><i>Other Resources</i></b>		
Safe2Tell Wyoming, Wyoming School Resource Officer’s Association	Confidential reporting system for reporting bullying and other violent or dangerous situations that threaten student safety.	<a href="http://www.wysroa.org/resources.html">http://www.wysroa.org/resources.html</a>
Wyoming Multi-Tiered Systems of Support (MTSS) Training Modules, Wyoming Instructional Network	Online training resources designed to support schoolwide implementation of MTSS.	<a href="https://wyominginstructionalnetwork.com/mtss/what-is-mtss/wyoming-mtss-training-modules/">https://wyominginstructionalnetwork.com/mtss/what-is-mtss/wyoming-mtss-training-modules/</a>
Wyoming Multi-Tiered System of Supports (Wyoming MTSS), WDE	MTSS professional development site with links to tools and other resources and registration for MTSS trainings and events.	<a href="https://edu.wyoming.gov/educators/pd/wyoming-mtss/">https://edu.wyoming.gov/educators/pd/wyoming-mtss/</a>