

Recalibration of Wyoming's K-12 Public School Funding Model

Select Committee on School
Finance Recalibration
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Improving the way public resources
for education are translated
into improved student learning



Today's Team



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Topics For This Meeting

- **School Safety Personnel**
- **School Nutrition/Food Service Programs**
- **Technology**
- **Student Activities**

School Safety Personnel



Overview of SRO Presentation

- **Background**
 - **Court's language regarding SROs**
 - **Approach to Determining Proper SRO Support**
- **The role of SROs**
- **Themes from School Safety PJP and SRO Conference**
- **SRO funding in other states**
- **Considerations for providing SRO services in Wyoming**
 - **Mapping schools**
- **Options for funding SROs in Wyoming**

Background



Court's Language Regarding School Resource Officers

- **Three points made in the court ruling**
 - As the result of local innovation, SROs have been shown to be needed for a proper education.
 - Therefore, all Wyoming public school students are entitled to the benefit of SROs.
 - SROs have been established as appropriate for the times and should be implemented for all school districts.

Determining Proper SRO Support

To determine what School Resource Officer (SRO) supports would be appropriate to meet the needs of Wyoming's public-school students, Picus Odden & Associates conducted a comprehensive review that included the following activities:

- Researched national academic literature and reports related to SROs and school safety.
- Reviewed SRO policies, funding approaches, and implementation practices in other states.
- Interviewed Wyoming district personnel regarding current SRO staffing, responsibilities, and local needs.
- Conducted Professional Judgment Panels (PJPs) to gather input from educators, administrators, and other stakeholders.
- Analyzed results from the statewide SRO funding survey completed by Wyoming school districts.
- Attended the 2026 Wyoming School Resource Personnel Academy in Casper on June 2–3, 2026, to hear directly from practitioners and gain additional insight into current SRO practices and challenges.

Role of SROs



School Resource Officer Triad



Source: Wyoming School Resource Officers Association

SRO Role Matrix

Issue or Concern	SRO	Counselor
Triad Components		
Law Enforcement Officer	X	
Educator	X	X
Informal Counselor	X	X
Active Shooter or threat	X	
Armed	X	
Recognize warning signs in students	X	X
Train teachers to look for warning signs	X	X
Diffuse incidents	X	X
Documentation of student behavior	X	X
Trauma	X	X

Themes from PJPs and SRO Conference

Key Themes from School Safety PJP and SRO Conference

- School safety needs are broader than just SROs.
- Districts need a **flexible model** that accounts for wide variation in geography, size, and law-enforcement capacity across Wyoming.
- Rigid formulas (categorical) risk producing **unusable allocations**, especially for small or rural districts that may use the funding differently.
- Strong agreement that **all middle and high schools** should have at least one SRO; elementary staffing should be based on enrollment with **minimum guarantees**.
- Funding should support **locally determined safety strategies**, not just SROs.

Feedback on School Safety Needs/Role of SRO

- **School safety is a broad area that can include:**
 - Physical building safety.
 - Safety awareness and training.
 - Presence of officer and quick response time from outside agencies.
 - Clear procedures, coordination and crisis management/planning.
 - Student and staff mental health (for example: counseling, trauma-informed care, suicide prevention).
 - Careful and detailed documentation to ensure consistency as staff change over time.
- **There are varying perspectives on the role of an SRO in schools, which can include:**
 - Responding to threats/active shooter situations.
 - Identifying potential threats.
 - Relationship building and helping students find needed help and services.
 - Teaching courses and providing training.
 - Being armed.

Feedback on School Safety Funding Model Options

- **Per-Building SRO**
 - **Geographic realities vary dramatically; some districts operate multiple small, remote schools with long response times.**
 - **Minimum staffing guarantees are essential.**
 - **Secondary schools need dedicated SROs.**
 - **Elementary schools may not need full-time coverage, but districts need funding for partial coverage.**
- **ADM-Based Funding**
 - **Concern over partial FTEs that could not fund a full position.**
 - **Some support for using ADM for non-SRO safety resources, while funding SROs at the building level.**

Feedback on School Safety Funding Model Options Cont.

- **Categorical Funding or Reimbursement**
 - **Overly prescriptive categories could limit districts' ability to address local needs.**
 - **Districts rely on campus monitors, training, and other strategies that may not fit neatly into categorical rules.**
- **Funding through law enforcement agencies:**
 - **Wide variation in law enforcement structures and billing practices.**
 - **Oversight gaps occur when SROs are employed by law enforcement rather than the district.**

Other Feedback on School Safety

- **Arming staff**

- Districts allow trained staff to carry firearms, but participation is low.
- Concerns include liability, emotional burden, and practicality (many incidents occurs outside school hours, such as afterschool activities).
- Several panelists expressed that they do not want this to become part of the state's strategy for school safety.

SRO Funding in Other States



School Resource Officers: State Policies

- **41 states** have policies that address school resource officers
- Of those **41 states 27** mandate that an SRO must be a police officer

School Resource Officers In Schools 2021-22

- **60.6% of public schools had one or more security staff**
 - **Elementary: 49.3%**
 - **Middle: 77.6%**
 - **High-School: 82.1%**
- **44.8% of schools had sworn law enforcement officers who routinely carried a firearm**
 - **Elementary: 34.4%**
 - **Middle: 62.3%**
 - **High-School: 63.1%**

State Example - Texas

- Every public-school campus must provide an armed guard during the school day
- Districts are encouraged to work with their local police or sheriff offices
- The state provides funding based on the following:
 - \$100 per average daily attendance (with additional funding for higher cost schools), and
 - \$15,000 per campus
 - Thus, a 1,000-student school would receive at least \$115,000 in funding from the state

State Example - Utah

- Since the 2023-24 school year, the state's **School Safety and Support Grant Program** has provided over \$190 million for school safety. \$25 million was granted to districts in the 25-26 school year
- The funds must be used for either new safety expenses or the expansion of current safety programs.
- The grants can be used for the following:
 - School resource officer services;
 - School safety specialists and school safety specialist training;
 - Safety and security training by law enforcement agencies for school employees;
 - Interoperable communication hardware, software, equipment maintenance, and
 - Training for first responder communication systems;
 - Enhanced physical security at a school upon completion of the school's threat assessment
 - First-aid kits for classrooms; or bleeding control kits.

SRO Funding In States

State	Are SROs Required	Funding	Note
Indiana	No	Up to \$100,000 per school	LEAs are required to provide matching funds up to 100% of the grant
Maryland	No	\$7,032 per school	Either LEA or law enforcement agencies can apply for these grants
Tennessee	No	Up to \$75,000 per SRO	The funding goes to the law enforcement agency
Virginia	No	Up to \$100,000 per SRO	The funding can only be used for new hires.

Considerations for Providing SRO Support



Determining Where SROs Should be Assigned

- SROs could be assigned to individual schools (346) or campuses (288) or be assigned on the basis of geographic areas.
- To better understand where SROs should be located, we mapped every school in the state, including whether schools were co-located or within a 10-mile radius of other schools.
- The maps were created using:
 - Wyoming Department of Education data
 - Google maps, and
 - Tableau software.



What is a Co-located School?

- Co-located schools are schools that are treated as individual schools in the model and are located within the same building or that share a campus/site.
- List of schools created by using data from:
 - *School Reference Table* (State Construction Site ID) in funding model
 - *School Level O & M Resources* table (red highlighted rows) in funding model
 - School Directory file provided by WDE for this project

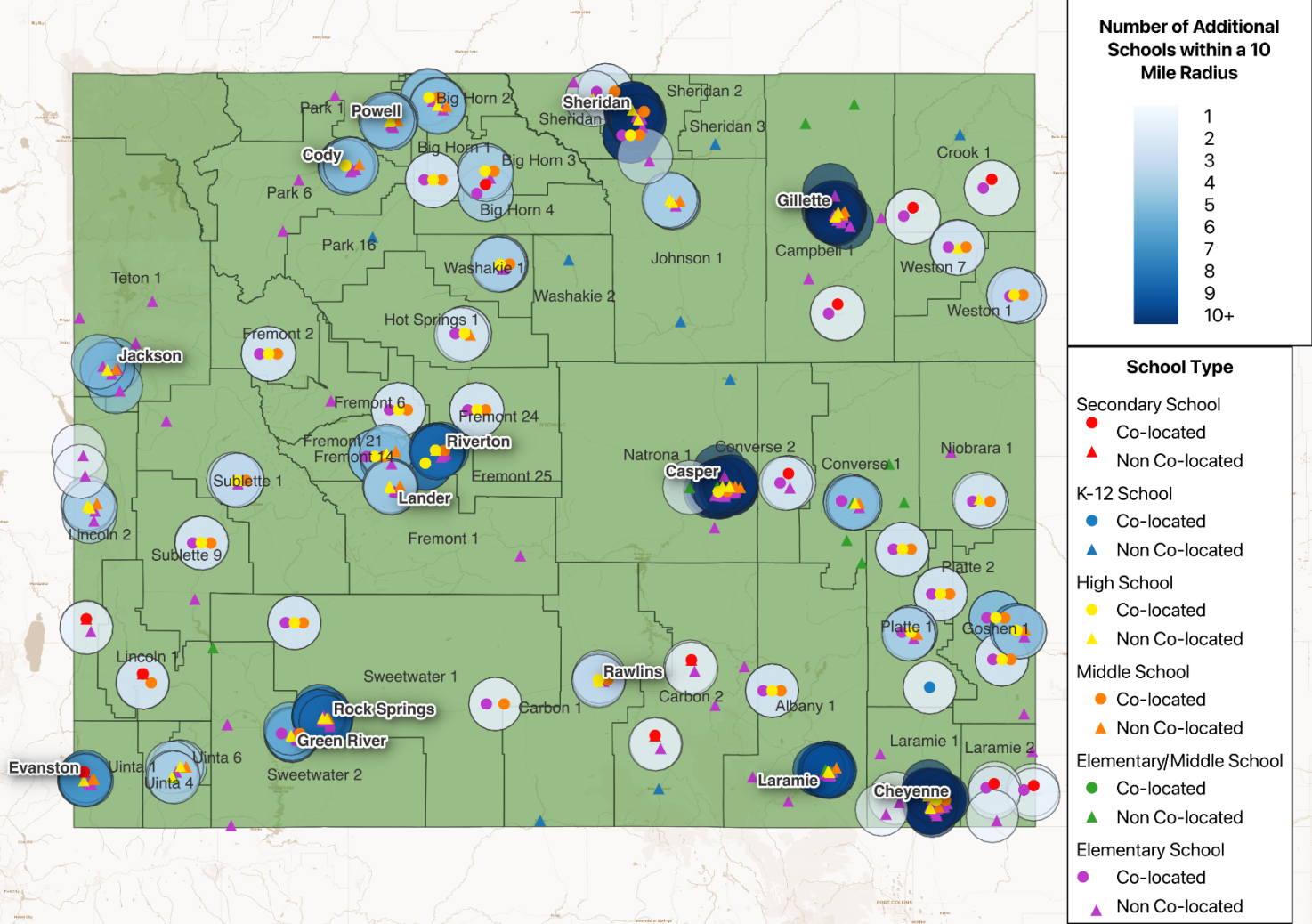
Co-located schools

# of Schools per Site	# of Sites	# of Schools
1	244	244
2	30	60
3	14	42
Total	288	346

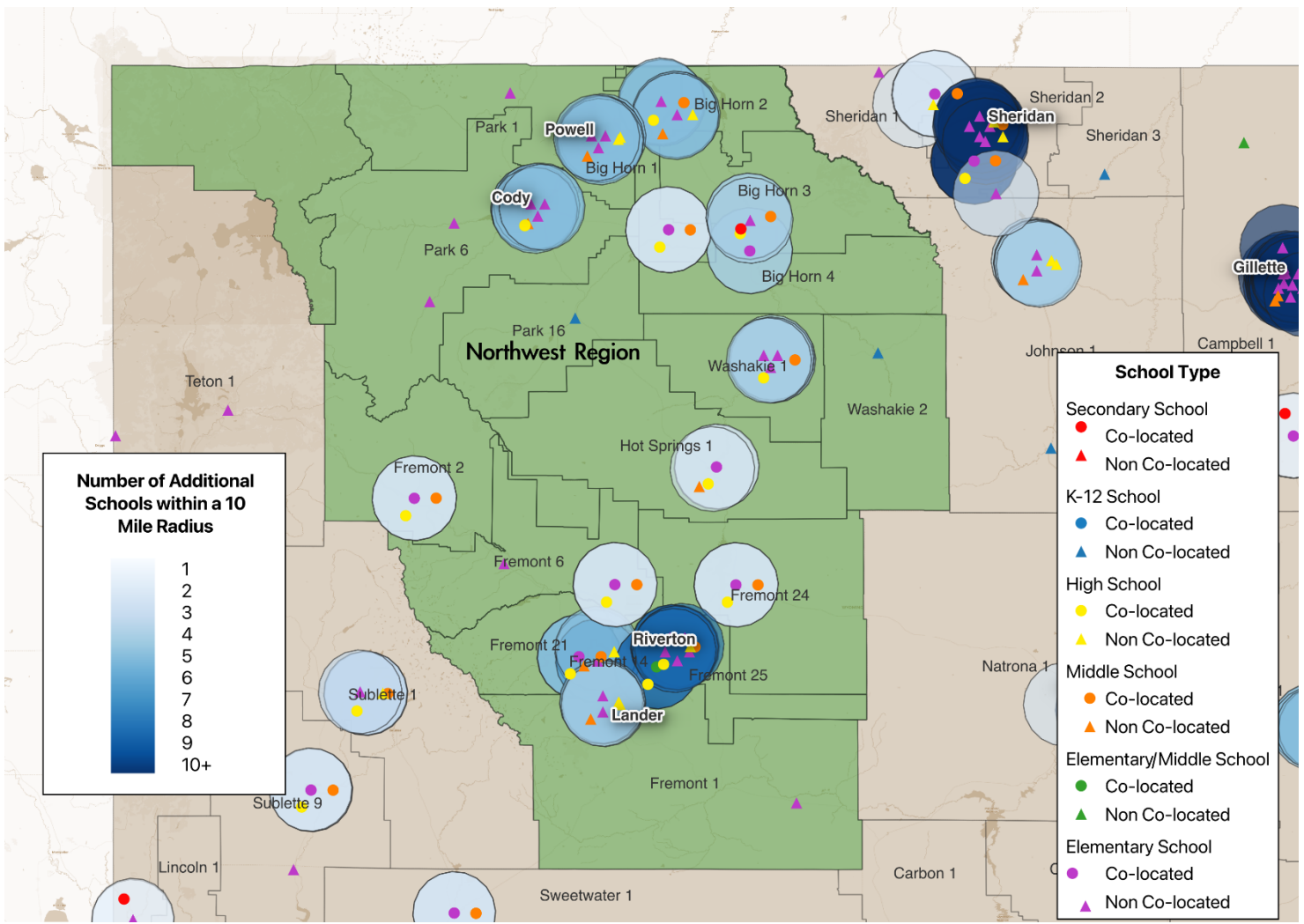
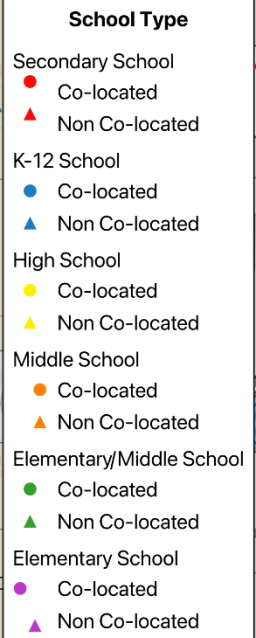
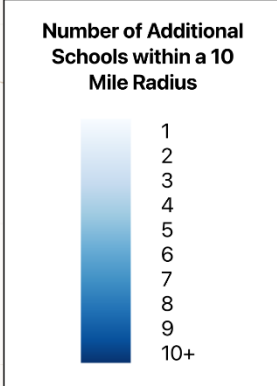
Statewide

In addition to co-located schools, this map shows schools that have at least one other school in a 10-mile radius.

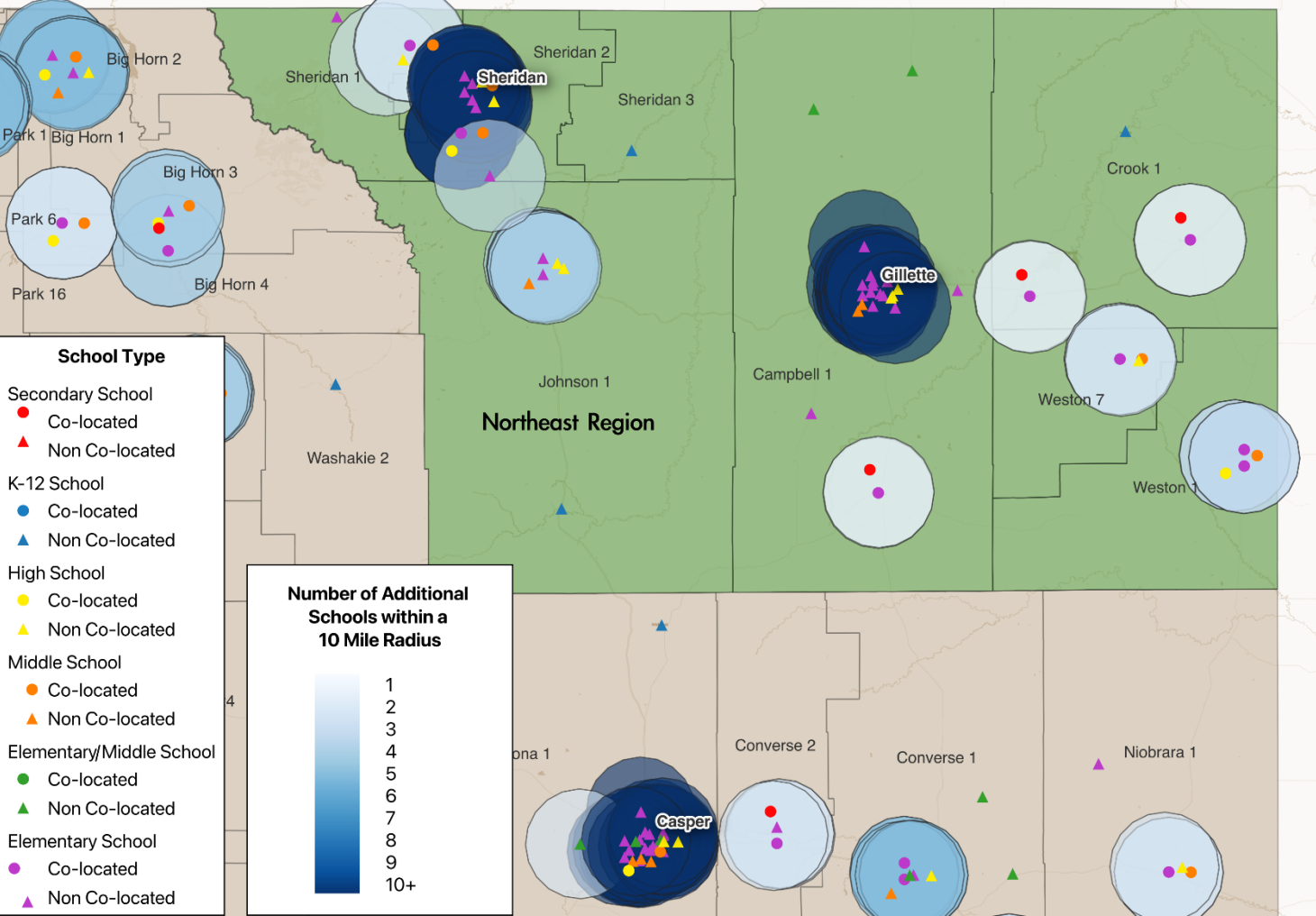
The darker the circle the more schools nearby. Schools without a circle have no other schools nearby.



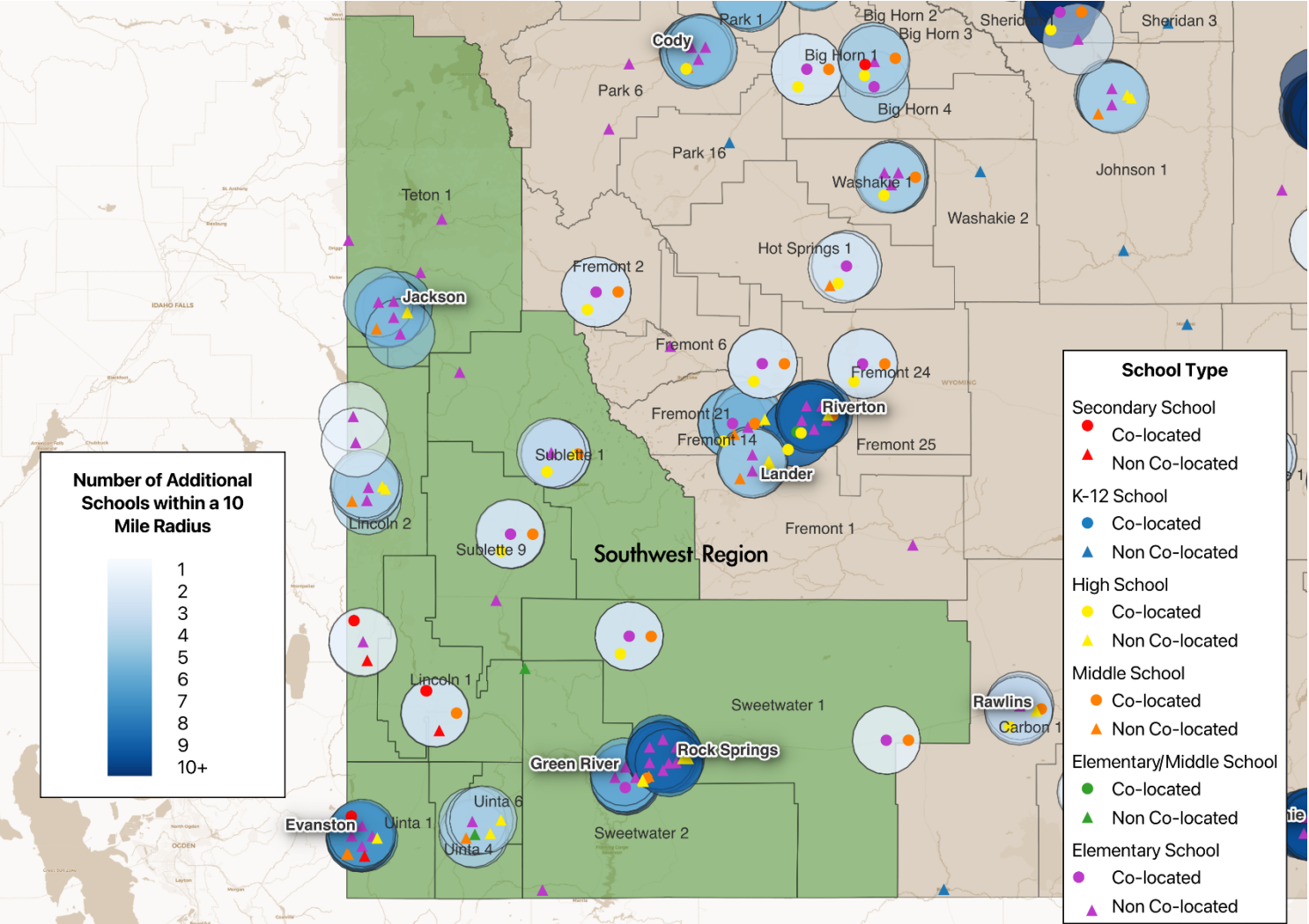
Northwest Region



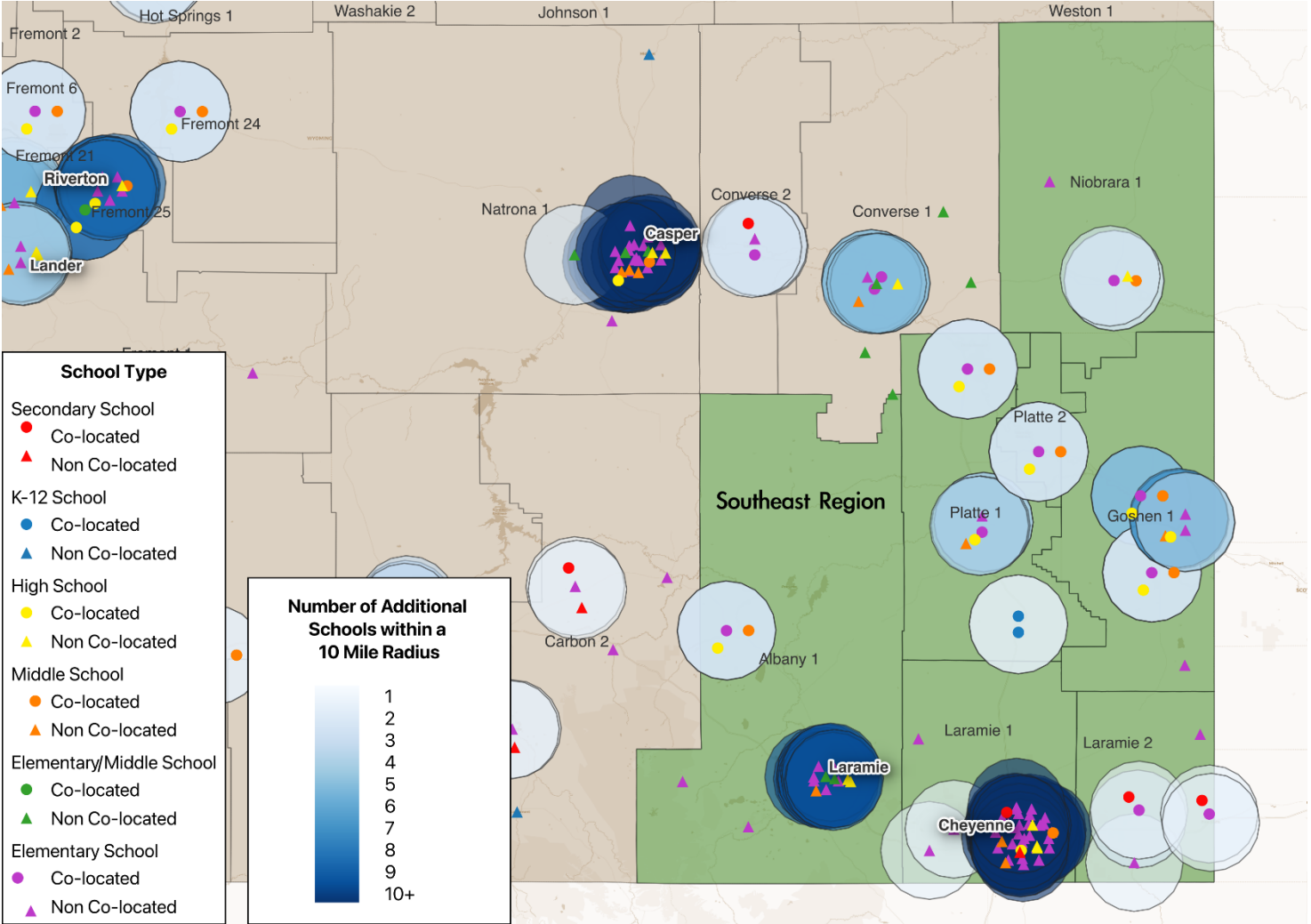
Northeast Region



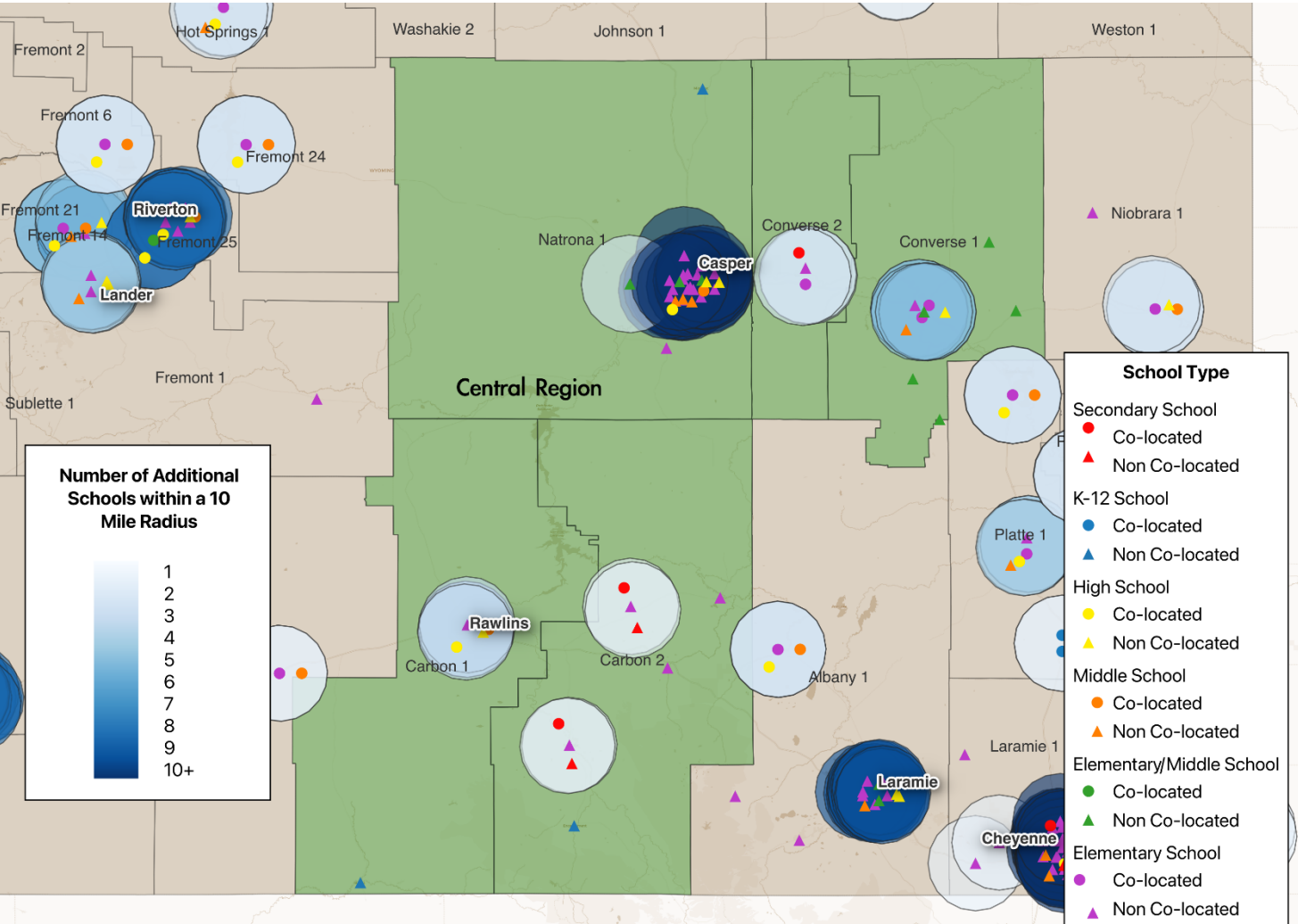
Southwest Region



Southeast Region



Central Region



What We've Learned Through Mapping

- **The closest school may be in a different district (Example: Big Horn)**
- **Some districts could work with neighboring districts to provide SRO services (Example: Sheridan)**
- **Some schools can be located a good distance from away from any other schools in the district, while others have several nearby**

Funding Options for SROs



Key Findings

Our research led to the following conclusions regarding School Resource Officer (SRO) support in Wyoming schools:

- SRO services provide important benefits to schools beyond law enforcement protection and should be available to students and staff.
- High schools require the consistent presence of a **full-time SRO** due to the size of the student population, complexity of student needs, and school safety considerations.
- Middle schools and elementary schools also benefit from SRO support; however, their needs generally do not require a **dedicated full-time SRO** assigned to each school.
- A shared-service model, in which SROs provide support to multiple middle and elementary schools, may be a more effective and cost-efficient approach for these grade levels.
- There are important counseling and education functions that SROs can provide.

Estimating Staffing Costs

- **Key elements in estimating staffing costs:**
 - **Number of SROs**
 - During our interviews and panels, we heard from districts that a ratio of one SRO per high school, one for every 3 middle schools, and one for every four elementary schools would fit their needs.
 - Mapping has demonstrated that proximity to other schools could also be an additional consideration.
 - **Length of the SRO contracts**
 - Districts currently contract for SRO for the school year (175 days).
 - **Number of hours per day**
 - Most districts contract for a full day (8 hours).
 - **After-school activities**
 - Some districts contract with their local police/sheriff's office to provide SRO support to after school activities (dances and sporting events). However, the majority of districts told us that they receive these services without having to pay for them.

Additional Costs

- In addition to staffing, resources could be provided for:
 - Training
 - All SRO require some professional development during the year.
 - Supplies/Equipment
 - Districts are currently providing supplies and equipment for SRO.
 - Police vehicles
 - Most districts are not providing financial support for police vehicles. However, some district have said that they would help to fund police cars if they had additional resources.

Decisions that Need to be Made About SROs

- **How many SROs?** Should SROs be shared across a geographic area? Across multiple districts?
- **Who can fill safety roles?** Do SROs need to be sworn law enforcement officers? Armed? Can counselors fill some of the needed roles?
 - Would any alternatives pass muster with the court? (This may include using school counselors, unlicensed security, or school aids)
- **If police/sheriffs are used:**
 - Can they work across county/city lines? (Our interviews suggest that in a crisis, boundaries and jurisdictions are not an issue – all agencies respond)
 - Can multiple districts enter into a single contract with a county sheriff's office? (Our understanding is that MOUs are often used for this purpose)

Decisions that Need to be Made About SROs, continued:

- **What agency receives SRO funds? School districts or cities and counties?**
- **How do you fund protection at after school activities?**
 - Overtime for law enforcement employees, or start work shifts mid-day when there is an event?
 - Counselors are generally not trained for crowd control issues, and are salaried so do not receive overtime pay
- **Who will develop state policies, regulations and guidelines for SROs? WDE? An intergovernmental task force?**

School Nutrition/Food Service Programs



Overview

- **Recap of background on food services**
 - **Court ruling**
 - **Funding sources**
 - **NSLP and CEP participation in Wyoming**
 - **Difference between food service expenditures and revenues**
 - **Approaches in other states**
 - **Options for funding food service raised so far**
- **Feedback from PJPs and interviews with food service staff (WDE, districts)**
- **Calculating the cost of providing supplemental food service funding**

Background



Court Ruling

“School districts should not be required to use its (sic) general fund money intended to be used for other Funding Model educational purposes to cover feeding its students. The evidence demonstrated a school funding model which does not include a nutrition component and funding for school nutrition is unconstitutional because nutrition is an essential component of a quality education.”

Food Service Production Models (Source: WDE)

Convenience: serves meals made from pre-processed foods, such as bakery breads, precooked meats, ready-to-serve fruits and vegetables, and pre-portioned condiments, requiring minimal preparation and limited dishwashing, often using disposable dinnerware.

Conventional: prepares meals on-site by combining raw or partially prepared ingredients, using basic cooking and food preparation with moderate kitchen equipment.

Satellite Cold: food is prepped and prepared centrally but delivered cold and requires heating on-site prior to service.

Satellite Hot: receive meals that are already cooked and delivered hot, then held at safe temperatures and served shortly after delivery.

Bulk: Food is prepped and prepared centrally and delivered either hot or cold to satellite sites for service.



Recap: Funding Sources for Food Services

- Food service is funded through a combination of:
 - Federal reimbursements
 - State and local support
 - Revenues from paid meals or à la carte sales
 - In SY26, Districts vary in how much they charge for paid meals, with an average per meal price between \$3.17 (elementary schools) and \$3.52 (high schools)

Recap: Federal Reimbursements

- Districts can be reimbursed for each meal served that meets federal nutrition standards
- Reimbursement rate depends on whether the meal is classified as free, reduced-price, or paid based on students' family income
 - For FY26, standard per lunch reimbursement rates are: \$4.69 (free), \$4.29 (reduced), and \$0.53 (paid).
 - Per breakfast standard reimbursement rates are: \$2.46 (free), \$2.16 (reduced), and \$0.40 (paid).
 - Additional reimbursement rates for snacks or severe need.
- Some districts also receive USDA commodity foods to help offset food costs

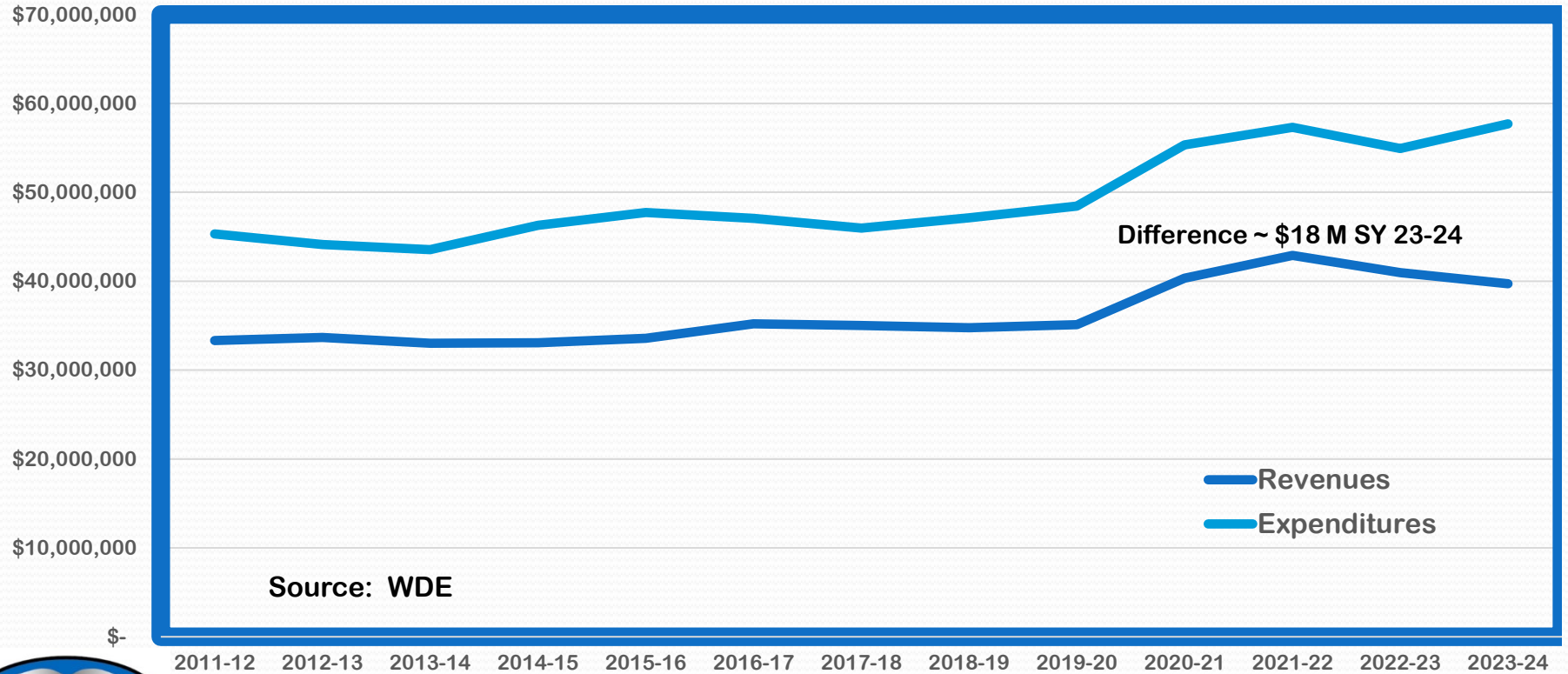
Recap: Community Eligibility Provision (CEP)

- **Community Eligibility Provision (CEP):** schools use direct certification (e.g., SNAP, Medicaid) to qualify and receive federal reimbursement to offer universal free meals.
 - **Eligibility threshold:** the identified student percentage (ISP) eligibility threshold was recently lowered from 40% to 25% of students, increasing the number of eligible schools and districts
 - **Reimbursement rate:** the ISP is multiplied by a federal factor of 1.6 to determine what percentage of meals will be reimbursed at the "free" rate. The remaining percentage is reimbursed at the lower "paid" rate.
 - **The "sweet spot":** if a school reaches an ISP of 62.5%, the multiplier calculation means that 100% of meals will be reimbursed at the highest free rate.

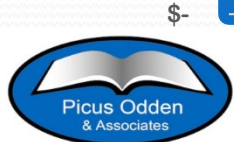
Recap: USDA Food Program Participation in Wyoming

- **Not all districts in Wyoming participate in USDA food programs (as of SY26, 6 districts do not participate at all, 3 participate at the elementary but not secondary level)**
- **In SY25 per WDE reporting, 243 schools in Wyoming are eligible or potentially eligible under the new CEP rule and 49 participate.**
 - **While additional federal funding may be available, insufficiency of reimbursements may still limit increased participation**

Wyoming School Food Services Revenues and Expenditures: 2011-12 to 2023-24



Source: WDE



Recap: Food Service Funding in Other States

- **Most states do not provide supplemental state funding for food services**
- **Eights states provide free meals to all students (either required or allow districts to opt in)**
- **In addition to the states that provide universal meals, several other states provide some supplemental state funding for food services via:**
 - **Co-pay buy out: states provide per meal reimbursement to make reduced meals free**
 - **Additional funding/incentives for breakfast**

Recap: States Providing Free Meals to All Students

States where districts must provide all students with free meals

- California
- Massachusetts
- Michigan
- Minnesota
- New Mexico
- Vermont

States where districts can opt in to free meal programs for all students:

- Colorado
- Maine



Recap: Possible Approaches to Explore

Adding food service staff FTE and/or a pupil amount to Wyoming Funding Model: with or without staffing/funding minimums



Provide per meal funding: all meals or reduced lunch co-pay buy out



Reimbursement: full cost or gap after federal funding

Recap: Qualification Requirements

- Different decisions could be made about qualification requirements for districts to receive supplemental funding that are aligned with efficiency or other programmatic goals for food service programs.
- Examples include:
 - Requiring auditing of food service operations
 - Requiring participation in the USDA meal programs or only reimbursing up to what federal reimbursement would have covered
 - Requiring districts to meet healthy food guidelines similar to the federal requirements

Themes from PJPs and Interviews

PJPs and Interviews Conducted

- × In addition to earlier PJPs that addressed food services as part of larger conversations about the Funding Model, the study team has recently:
 - + Interviewed the Director of Food Services for the WDE
 - + Convened an additional Food Service-specific PJP with district superintendents, business officials, food service directors, school leaders, and other staff
 - + Conducted additional one-on-one interviews with district food service directors

Food Services – Key Themes

- **Strong support for simple funding mechanisms (per-pupil or staffing-based).**
- **Universal Free Meals seen as ideal, but unlikely; state-funded staffing viewed as the next best solution.**
- **Reimbursement-based models widely viewed as administratively burdensome and inequitable for small districts.**
- **CEP participation, even with reduced qualification threshold, is often not financially viable due to reimbursement gaps, volatile eligibility data, and staffing burden.**
- **Wyoming-specific barriers to food service sustainability include lack of distributors, high labor costs, storage limitations, and inconsistent accounting across districts.**

Feedback on Current Food Service Operations

- **Districts vary in terms of how they provide meals to students**
 - **Mix of convenience and conventional cooking methods**
- **Participation tends to vary between elementary and secondary schools**
- **Districts face challenges in getting staff and see providing benefits as a draw vs. working at a fast-food restaurant**
- **Increasing food costs are noted as an issue, and that federal reimbursement amounts are not keeping pace**
 - **Lack of statewide food service distribution infrastructure and sufficient district bulk/cold storage are also issues**

Feedback on Requiring NSLP and CEP Participation

- **Districts that have chosen not to participate in NSLP or CEP expressed concerns including:**
 - Significant paperwork and staffing requirements to participate
 - Some districts improved food quality after leaving NSLP (fresh fruit, scratch cooking) and achieved cost savings from being able to reduce staff (due to less administrative burden)
 - USDA guidelines seen as restrictive by some communities
 - Federal reimbursement often below actual meal cost
 - CEP:
 - Not financially viable for districts with lower percentages of qualifying students (lower than “sweet spot”) to offer free meals for all students with current federal reimbursement model
 - Direct certification data can be volatile
- **Others argue NSLP participation is critical for making universal free meals financially viable**

Feedback on Food Services Funding Model Options

- **Per Pupil Funding or Staffing Component**
 - Broad agreement that minimum staffing for small districts is essential
 - Extending state support for benefits would relieve a lot of financial strain
- **Per-Meal Funding**
 - Viewed as unpredictable
 - Would likely require NSLP participation to compare districts fairly
 - Raises concern over ongoing rising costs of meals
- **Reimbursement**
 - Payments lag
 - Without standardized accounting across the state, true costs can be underreported which complicates reimbursement
 - Risks rewarding inefficiencies

Calculating Cost of Food Service Funding Options

Calculating Cost of Food Service Funding Options

The study team calculated initial cost estimates for the following options:

- × Staffing approach
- × Reimbursement approach
 - + Expenditure-based
 - + Set amount per meal equivalent
- × Providing universal meals

Establishing Meals per Labor Hour Metric for Staffing

To measure operational efficiency, WDE recommends calculating meals per labor hour by taking the daily average of all of the meals served at a site and dividing by the number of actual labor hours performed.

$$\text{Meals per Labor Hour} = \frac{\text{Average Daily Meals or Meal Equivalents Served}}{\text{Number of Actual Labor Hours}}$$

WDE recommends the following calculations to get to meal equivalents:

- × One Lunch = One Meal Equivalent
- × Two Breakfasts = One Meal Equivalent
- × Three Snacks = One Meal Equivalent

Range in Number of Meals Per Labor Hour (Source: WDE)

Number of Daily Meal Equivalent	Convenience Range	Conventional Range
Up to 100	10-12	8-10
101-150	11-13	9-11
151-200	12-14	10-12
201-250	14-15	12-14
251-300	15-16	13-15
301-400	16-18	14-16
401-500	18-19	14-17
501-600	18-19	15-17
601-700	19-20	16-18
701-800	20-22	17-19
801 and up	21-23	18-20

Cost of Providing Staffing Based on MPLH

- Calculated to provide food service staffing, with cost of food funded by federal reimbursement and paid meal charges
- Using an average of 15 meals per labor hour (middle of range for Convenience and Conventional) and assuming a 7-hour day, would mean 1 food service worker FTE per 105 daily equivalent meals
 - Benchmarking food service worker salary at statewide average custodian salary **with benefits**
 - Could be integrated into Funding Model based on an assumed number of equivalent meals per student
 - Could apply to all students or just FRL students
- **Additional policy considerations:**
 - Consider if position should be a benefited position
 - Consider the number of equivalent meals to be provided, 1 (lunch) or 1.5 (breakfast and lunch)
 - Consider district minimums or MPLH tiering by school size
 - Consider providing a food service director per district (\$6.1 million, using statewide average business manager salary and benefits)

Estimated Range of FY26 Cost to Provide Food Service Staffing

	All Students	FRL Students Only
1 equivalent meal per student		
With benefits	\$51.1 million	\$21.5 million
Without benefits	\$30.0 million	\$12.6 million
1.5 equivalent meals per student		
With benefits	\$76.6 million	\$32.2 million
Without benefits	\$45.0 million	\$18.9 million
Adding food service director per district	\$6.1 million	\$6.1 million

Cost of Providing Universal Meals

- **Using FY24 data per equivalent meals in NSLP districts**
 - FY24 expenditures divided by number of equivalent meals = \$6.85 per equivalent meal
 - FY24 federal grant funding in NSLP districts was \$3.59 per equivalent meal
- **Cost based on assumed number of equivalent meals provided:**
 - Assuming 1 equivalent meal for all students would be \$105 million
 - Assuming 1.5 equivalent meals (i.e., breakfast and lunch) for all students would be \$157 million
- **Factors that could reduce state portion of costs:**
 - FY24 NSLP districts received \$29.4 million from federal grants, so at least this amount could be covered by federal funding
 - Higher if NSLP or CEP participation required
 - Note, additional cost efficiencies may be achieved if meals are provided to a great number of students

Cost of Reimbursement or Per Equivalent Meal Supplement

- **Reimbursement:**
 - Could also consider reimbursing districts for difference between expenditures and federal food service revenues (\$35 million in FY24), or for the amount transferred from general funds after paid meal revenues (about \$18 million in FY24)
- **Per meal payment:**
 - Two options: a per-meal payment equal to difference between expenditures and federal funding, or federal funding and paid meal charges
 - In FY24, in NSLP districts:
 - The difference between expenditures and federal funding was \$2.90 per equivalent meal
 - The difference between expenditures and federal funding/paid meal revenues was \$2.20 per equivalent meal
 - Would be similar cost to the state as reimbursement approach

Technology/Screen Time



Spoiler Alert

“It seems reasonable to assume, therefore, that media are delivery vehicles for instruction and do not directly influence learning.”

Richard Clark, 1983

Presentation Outline

- **Summary of current funding model**
- **Screen time**
 - **Computers and tablets**
 - **Computer/Student ratios**
 - **Cell phones**
- **Textbook market – hard copy v. digital only**
- **Role of AI**
- **Conclusions and recommendations**

Current Funding Model

- Funding Model provides \$250 per ADM which funds one computer for three students.
- EB model is \$450 per ADM which funds one computer for three students plus funding for replacement computers if needed – a ratio of 1.3 computers per student.
- Both models assume this is enough funding to provide computers for teachers and administrative use in school.
- EB model cost is supported by additional modeling of PJ recommendations in other states based on a 1:1 ratio of computers for students plus additional computers for staff, classroom audio/visual set ups and fixed/mobile labs.
- Model also provides \$50 per ADM for computing services in central offices as well as more computer tech staffing for school districts

Screen Time

- **Commentary on Hovarth's work**
 - **Methodology**
 - Research studies he uses
 - Effect size
 - **Limits he suggests for screen time are unrealistic**
 - Educational grounds
 - Availability of screens outside of school
 - **My take is that schools can't eliminate screens, that there is value in "traditional" learning approaches, and that screens likely should be integrated over time**

Screen Time: LAUSD Proposed Policy

- **Specific grade level limits**
 - Preschool – Grade 1 – No student device use
 - Grades 2-3 – 20 minutes a day
 - Grades 4-5 – 30 minutes a day
 - Grades 6-8 – 60-120 minutes a day
 - Grades 9-12 – 90-180 minutes day
- **Other restrictions**
 - No use of district devices during lunch, recess or passing periods through middle school
 - Block or restrict student-led access to YouTube and other streaming/video platforms – teachers can use them for instruction
 - More paper and pencil assignments encouraged to reduce 1:1 device use in elementary grades
 - Use of laptop carts or computer labs in grades 2-5
- **Note that required assessments and certain special needs accommodations are excluded**
- **This is a proposal subject to change and final approval**



WY-TOPP

- Administered online as a computer adaptive test
- Who takes it?
 - Grades 3-10 – English Language Arts (ELS) and Math
 - Grades 4, 8 and 10 – Science
 - Grades 5, 7 and 9 – Writing
- There are a number of other components
- But familiarity with a screen/computer does not appear to be needed prior to 3rd grade
 - At what grade should computers be integrated so that students will be comfortable with an on-line test?

What is the Right Number of Computers?

- Growing resistance nationally to 1:1 computers in lower grades
- There is still value in students having access to an on-line computer for days when schools are unable to open
- Students have access to screens (phones, tablets, computers, TVs, etc.) at home every day
- If the ratio is less than 1:1 and if computer carts and labs fill the need and what kind of scheduling issues does that bring up in sequencing instruction?

Textbook Market (Print and Digital)

- **Three approaches**
 - Hard copy (print)
 - Digital only
 - Mixed models depending on grade level and/or subject
- **General trends**
 - Elementary literacy and math – Blended print and digital
 - Supplemental intervention products – shifting to increased digital models
 - Science/CTE and electives – mixed
 - Assessment and adaptive learning – mostly digital
- **Major US K-12 publisher delivery modes**
 - Print and Digital – 9
 - Digital with limited or minimal print – 9
 - Digital only – 1

Cell Phone Bans

- **As of May 2026**
 - 35 states have laws or policies that ban or limit cell phone use in classrooms or schools
 - 26 states have mandated full statewide bans or strong restrictions
- **Wyoming does not have a statewide cell phone ban**
 - Each district sets its own rules
 - Most districts appear to restrict cell phone use during class, but specifics vary by district and school
- **2025 proposed legislation**
 - Would have required every district to adopt a policy prohibiting or restricting student use of cell phone with certain exceptions for emergencies, teacher authorization, IEPs or 504 plans and documented medical needs

Impact of Cell Phone Bans

- In first year, disciplinary incidents increase and student subjective well-being falls
- Effects on well being become positive in later years and disciplinary effects fade
- Impact on academic achievement
 - Average effects on test scores are consistently close to zero
 - High school see modest positive effects, particularly in math
 - Middle schools see small negative effects
- Little impact on school attendance
- Little impact on self reported classroom attention
- Little observed change in perceived online bullying

Conclusions

- Clark's statement remains true
- The first step is to decide on the appropriate curriculum for a school or district's children
- The second step is to identify the best delivery method based on selected curriculum, availability of materials and student identified needs
- From 2nd or 3rd grade forward, recommend a ratio of 1:1
- Below 2nd or 3rd grade, screens are less necessary and should be determined by individual schools or districts
- Cell phone bans appear to be modestly helpful to date

Student Activities



Student Activities Policy Issues

- The activities model was developed for the 2020 recalibration, is research based but not implemented until 2025
- Change in ADM formula reduced ADM counts for many districts
- Total elementary and middle school funding increased, negative impact is at the high school level
- Impact of the instructional block or “silo” on flexibility to spend on student activities is unknown at present
- Impact varies by district (26 increased funding, 22 decreased funding)
 - Large districts with a very small high school
 - Percentage of elementary students seems to impact available funding for high schools
- District decisions on implementation of student activity programs

Thank You

