

MEMO

TO: Superintendent Gina Butters, Board President Paul Widdison, WSD Board Members

FROM: Directors Jamie Ellis and Bryan Becherini

DATE: January 7, 2026

SUBJECT: School Program Study Updates

The study that occurred from January 2025 to October 2025 initially began as a study regarding DLI programs and shifted to obtaining data around multiple programs in order to develop a procedure for adding or removing special programs at schools. The initial study included community input, academic data, and fiscal data as presented in June 2025 and September 2025. The study concluded with new procedures for adding or removing special programs which can be found in Appendix A. In part, this shift was prompted by new legislation passed in the 2025 legislative session which created mandatory requirements for closing or moving a special program such as DLI or Gifted & Talented per code 53G-4-402 (24)(1).

As a result of this initial study the Director of Assessment, School Improvement & Research and the Director of Student Educational Access & Opportunity presented the DLI component to the Credit Committee on December 3rd with the following recommendations:

- **Cap 1st Grade enrollment at Bates to 30 for the Fall of 2026**
 - Rationale: Balance class sizes between DLI and Non-DLI class sizes
- **Request that the Board consider a program closure/boundary change study related to Chinese DLI programs within Weber School District in the near future due to state funding cuts for curriculum, added costs of Visas, decreasing enrollment, & lower language academic outcomes**
 - Rationale: Public input from the initial study supports DLI with a focus on one language. We can focus efforts on Spanish DLI programs more through the SEAO Department.

Our first step, which does not require any board action, will be to move forward with an enrollment cap for 1st Grade at Bates to 30 DLI students for the Fall of 2026. Based on the new developments regarding a 3rd party vendor that will conduct a district wide forecasting study, we ask The Board to consider a DLI closure/boundary change study of the DLI Chinese program in conjunction with the forecasting study. The forecasting data will help inform the parameters of the Chinese DLI study. This ultimately means that for the 2026-2027 school year, the Chinese DLI program will remain at both Uintah and Bates assuming appropriate enrollment.

Respectfully,

Jamie Ellis
Director of Student Educational Access & Opportunity

Dr. Bryan Becherini
Director of Assessment, School Improvement & Research

Appendix A:

Procedures for Addition/Removal of Special Programs Weber School District

Purpose:

- Weber School District is committed to providing students with high quality learning experiences through a variety of special programs. A special program is defined as “a full-day academic program in which a parent opts to enroll the parent's student and that is offered at a specifically designated school within an LEA, including: (i) gifted or advanced learning programs; or (ii) dual language immersion programs” (53G-4-402 (24)(1)). The following procedure will guide Weber School District in their efforts to determine when to add/remove a special program.

Factors for Consideration:

- **Enrollment**
 - When starting a special program we will allow a pilot period to increase enrollment to the threshold determined by the committee.
 - A program needs to match the other average class size that is equivalent to the grade ratio.
 - A program may consider acting as a magnet program before doing a full implementation or removal of the program if feasible.
 - Site location will be based on the size of the school and the potential impact on any classes that are not included in the special program.
- **Funding**
 - Consideration for funding with include the following costs
 - FTE
 - Fee waiver costs
 - Loss of a grant
 - Transportation
 - Supplies/Materials
 - Professional Learning
 - Endorsements
 - Capital Costs
 - Visa Sponsorship
- **Licensure**
 - Before adding a special program Weber School District will ensure that we have appropriately licensed employees in accordance with R277-309.
 - If a program exists that does not have appropriately licensed employees the program may be removed to ensure compliance with licensure laws.
- **Feeder Schools**
 - Special program placement will look at the long-term impact on feeder schools to ensure that students moving into junior high and high school have access to the same or similar programs.
- **Graduation Requirements**
 - Programs that require course work in 9th-12th grade will be evaluated to determine the impact on graduation requirements and ensure the courses align to Utah State Board of Education and Weber School District credit requirements.
- **College Requirements**

- If a program includes college level courses (e.g., CE, AP, IB) collaboration with universities will take place to ensure that we are meeting enrollment and certification requirements for any college level course offered.

Adding/Removing Special Programs

- Any department that wants to add a special program or class must present their information to the Credit Committee housed in Student Services. This presentation will focus on intended/unintended consequences that start at the school level and will include data on enrollment projections, fiscal costs, licensure requirements, feeder school impact and graduation requirements. The committee will make a recommendation based on these data points and that recommendation will be taken to the Weber School District Board as part of the final approval process.

Committee Make-Up

- The committee will be made up of Student Services, Secondary Education & Curriculum. For programs elementary focused the committee will include Elementary Education. If a course/program has other factors (e.g., access/opportunity or assessment) include the appropriate director to provide feedback.

Timeline Requirements

- Adding/Removing programs not listed in 53G-4-402 (24)(1) must be approved by the board prior to December to allow for adjustments in the master schedule.
- Removal or relocation of programs listed in 53G-4-402 (24)(1) must follow the timeline for either a boundary change or school closure.