



MEMO

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

FROM: Alicia Mitchell & Bryan Becherini

DATE: August 26, 2026

SUBJECT: Advancing Early Literacy: Weber School District's Implementation of SB 241

Purpose

During the 2026 Utah Legislative Session, Senate Bill 241 (SB 241) was passed to strengthen early literacy instruction and intervention for students in kindergarten through third grade. The legislation establishes a statewide focus on improving third-grade reading proficiency and requires schools to provide targeted, evidence-based literacy interventions aligned with the science of reading for students who are not meeting grade-level benchmarks.

A significant component of SB 241 is the implementation of Individualized Reading Plans (IRPs). An IRP is developed for qualifying K–3 students who score below or well below benchmark on the state-approved reading assessment. The plan identifies the student's specific reading needs, outlines the interventions and settings that will be used to address those needs, provides opportunities for parent involvement, and establishes a process for monitoring and communicating student progress. IRPs remain in place until the student demonstrates the required reading progress.

Each IRP is developed and monitored by a Literacy Team. Each team is comprised of at least the parent/guardian and general education teacher; however, some teams may include additional members such as special education teachers, language development teachers, literacy coaches, and at the parents discretion, the student. For students scoring well below benchmark, the team also includes an LEA representative who is knowledgeable about available literacy resources and has the authority to commit those resources. Depending on the needs of the student, additional educators or support personnel may also participate.

SB 241 further emphasizes evidence-based reading intervention, science-of-reading practices, ongoing progress monitoring, parent communication, and increased support for educators as they work to improve early literacy outcomes.

Recommendation

Weber School District recommends utilizing the funding allocated through the state's Early Literacy Initiative to provide Literacy Coaches and Literacy Aides throughout the district.

Literacy Coaches will work alongside teachers and administrators to strengthen evidence-based literacy instruction, analyze student data, support implementation of effective interventions, and build teacher capacity through job-embedded coaching and professional learning.

Literacy Aides will provide additional support to schools by working with students in targeted small-group literacy interventions under the direction of teachers and school literacy teams. They will also work to maintain student records, and help collect data for progress monitoring use from grade level to grade level as IRP's are implemented.

Together, these positions will provide additional layers of support for both teachers and students as Weber School District implements the requirements of SB 241 and continues its commitment to ensuring students develop the foundational literacy skills necessary for future academic success.

Fiscal Impact

Funding for Literacy Coaches and Literacy Aides will come from state funding specifically allocated to support implementation of Utah's Early Literacy Initiative and SB 241. The district will strategically allocate these resources across schools because of student literacy needs and state requirements.

Respectfully,



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