

MEMO

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

FROM: Dr. Bryan Becherini

DATE: June 10, 2026

SUBJECT: Purchase Request

Overview & Purpose

In collaboration with the superintendency and elementary education department, we have cultivated a partnership with the Utah Education Policy Center (UEPC) to build the capacity of our school leadership teams. While this started off as an endeavor for schools with the Federal School Improvement designation of Comprehensive Support and Improvement, as well as, the USBE designation of Elevate, we have determined the value of this on-going, job-embedded professional learning would benefit schools regardless of their designation. Through this we have also braided several funding streams to ensure appropriate use of fiscal resources.

We have built each professional learning community to consist of 10 schools who will engage in the learning process over two consecutive years. Additionally, after one year of implementation we have determined that including on-site visits and coaching through the UEPC would be beneficial. Our objectives for the professional learning series include:

1. Co-design and implement a second year of the PLP building of the work in Year 1 and grounded in each school's Student Success Plan (SSP) as well as district priorities;
2. Provide targeted, ongoing professional learning to build leadership skills and knowledge;
3. Evaluate the effectiveness of the professional learning partnership by assessing participant engagement, learning, organizational conditions, and implementation, and by generating actionable insights to guide continuous improvement and inform future scaling efforts.

It is important to note that these objectives may be updated to align with Weber School District goals and priorities as those may shift.

Structure

Participating schools will engage in 5 half day learning sessions with their Guiding Coalitions, and 3 half day on-site visits which provides principals with direct coaching and feedback based on their implementation of learning. The professional learning series has an ongoing evaluation process to ensure that objectives are being met, learning is being implemented, and identified course corrections as needed.

During the 2026-2027SY we will have two cohorts of schools engaging in this learning which are outlined on the following page:

Cohort 1 (Year 2)			Cohort 2 (Year 1)		
School	Designation	Funding Sources	School	Designation	Funding Sources
Burch Creek	CSI	CSI Grant	Green Acres	ATSI	Title IIA, TSSA
Country View	Elevate	Elevate Grant	Freedom	TSI	Title IIA, TSSA
Lakeview	CSI	CSI Grant	H. Guy Child	ATSI	Title IIA, TSSA
Municipal	CSI	CSI Grant	Pioneer	ATSI	Title IIA, TSSA
North Park	NA	Title 1	Majestic	ATSI	Title IIA, TSSA
Riverdale	ATSI	Title 1	Midland	ATSI	Title IIA, TSSA
Roosevelt	CSI	CSI Grant	Silver Ridge	ATSI	Title IIA, TSSA
Roy	ATSI	Title 1	Uintah	ATSI	Title IIA, TSSA
Valley View	CSI	CSI Grant	West Haven	ATSI	Title IIA, TSSA
Wa. Terrace	CSI	CSI Grant	West Weber	ATSI	Title IIA, TSSA
Cost Per School: \$14,105 Total Cost: \$141,105 <ul style="list-style-type: none"> • CSI Grant - \$84,630 • Elevate Grant - \$14,105 • Title 1 Grant - \$42,315 			Cost Per School: \$14,105 Total Cost: \$141,105 <ul style="list-style-type: none"> • Title IIA - \$34,960 • TSSA - \$106,145 		

Our plan over the next few years is to continue a two cohort model incorporating additional schools over time to ensure alignment throughout the Weber School District. We are very excited to continue to build the capacity of our Guiding Coalitions, which are the most critical team in a school when it comes to continuous school improvement efforts.

Request

We formally request Board Approval for approval to expand our partnership with the Utah Education Policy Center. Please see the attached appendices for the full cost proposals of each cohort.

Respectfully,

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



Scope of Work

FEE FOR SERVICE PROPOSAL/AGREEMENT

Date: May 13, 2026

Bryan Becherini, Ed.D.
Director of Assessment, School Improvement & Research
Weber School District
5320 Adams Ave. Pkwy. Ogden, UT 84405
(914) 220-2368
brbecherini@wsd.net

PROJECT	TIMELINE
The Utah Education Policy Center (UEPC) is partnering with the Weber School District (WSD) to facilitate a leadership team professional learning series (Year 1) for (WSD Cohort 2) Green Acres, Freedom, H. Guy Child, Pioneer, Majestic, Midland, Silver Ridge, Uintah, West Haven, and West Weber Elementary schools.	July 1, 2026, through June 30, 2027

DESCRIPTION OF WORK
The UEPC will engage in a professional learning partnership (PLP) with Weber School District to provide research-informed professional learning for school leadership teams (e.g., principals, assistant principals, teacher leaders, and other representative members). This professional learning series is part of the UEPC Leadership and Inquiry for Transformation (LIFT) and is designed to build leadership capacity and to support alignment with district priorities.

SCHOOL IMPROVEMENT PROFESSIONAL LEARNING PARTNERSHIP
<p>Consistent with Cohort 1, which completed Year 1 in 2025-26, the objectives for the teacher leader professional learning series include the following:</p> <ol style="list-style-type: none"> 1. Co-design and implement a PLP) grounded in each school’s Student Success Plan (SSP) as well as district priorities, while differentiating supports based on each school’s readiness and context. 2. Provide targeted, ongoing professional learning to build leadership skills and knowledge, including building capacity to <ol style="list-style-type: none"> a. Lead school improvement efforts

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- b. Design effective improvement plans (SSPs), ensuring alignment with district priorities
 - c. Implement SSPs, including how to track and monitor implementation data to provide feedback and inform mid-year course corrections
 - d. Analyze and use multiple types of data for continuous improvement and adaptive capacity
 - e. Provide on-site technical assistance and leadership coaching to support and strengthen implementation of the professional learning
3. Evaluate the professional learning partnership to assess participant engagement, learning, organizational support, and implementation, and generating actionable insights to inform continuous improvement and future scaling efforts

* Please note that these objectives may be updated to align with WSD goals and priorities.

Below is an overview of the projected timeline for the 2026-2027 School Year.

Activities	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Project launch and initial planning (e.g., co-designing professional learning goals, assessing readiness, establishing shared metrics, aligning with district priorities)	X											
Leadership Team professional learning and capacity-building sessions to address leadership objectives (see above)			X		X		X		X			X
Three half-day onsite technical support and leadership coaching to support implementation of professional learning.			X	X	X	X	X	X	X	X	X	
Evaluation of professional learning (e.g., end of session surveys, improvement planning documents, data use artifacts, self-assessments, observations, reflections etc.)		X	X	X	X	X	X	X	X	X	X	
Final report												D

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DELIVERABLES

The deliverables for this project include the following:

- A final report summarizing the 2026-2027 project activities, outcomes, and insights to guide continuous improvement and inform future scaling efforts, as well as draft plans for the second year of the LIFT series based on ongoing feedback and cohort needs

The following are excluded from deliverables: instruments for data collection (surveys, questionnaires, and instruments, research protocols); study methodologies; data collected for this project; drafts and working documents; analytical tools and code; professional learning, technical assistance protocols and modules; and internal or third-party confidential information.

COMMUNICATIONS

To ensure strong collaboration and transparent progress monitoring, the UEPC, Weber District, and participating schools will maintain regular communication throughout the project. Meeting schedules and communication methods will be jointly established at the outset of the partnership.

Monthly status updates will be provided either in writing or via Zoom, based on the preference of school and district leaders. These updates will include:

- Progress on key activities and deliverables
- Implementation highlights and emerging successes
- Identified challenges or barriers and proposed adjustments
- Data insights and recommendations for next steps
- Upcoming professional learning or coaching opportunities for on-site visits

Additional ongoing communication will also occur between scheduled meetings to address emerging needs and maintain project momentum. The UEPC will collaborate with school and district leaders to sustain a shared project calendar and ensure timely coordination of all services and deliverables.

PROJECT CONTINGENCIES

The successful implementation of the services outlined in this agreement is contingent upon several key conditions. These include, but are not limited to: (1) uninterrupted access to key school and district personnel necessary to support planning, implementation, and evaluation activities; (2) timely and sufficient access to relevant data and information, including student performance data, school improvement plans, and other necessary documentation, subject to appropriate permissions and data privacy protections; (3) the active engagement and participation of school and district personnel in professional learning, coaching, and implementation activities; and (4) the continued availability of project funding as allocated by the district and/or the Utah State Board of Education through the Elevate program or other applicable funding sources.

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In the event of disruption due to unforeseen circumstances (e.g., personnel turnover, school closures, scheduling delays, or data system limitations), UEPC will work collaboratively with Weber School District to adjust timelines, deliverables, or scope of services as appropriate. Any material changes to the scope, schedule, or funding of this agreement will require mutual written consent by all parties.

In cases where unforeseen circumstances require an immediate change to the scope of work, both parties agree to work collaboratively to expedite the amendment process. This may include temporary adjustments to the project plan while the formal amendment is being drafted and approved.

INTELLECTUAL PROPERTY AND ATTRIBUTION

The Utah Education Policy Center (UEPC) and the University of Utah (Utah) retain all intellectual property rights of ownership in the materials and deliverables created for the project, including, without limitation, copyright, and may use the materials and deliverables for any purpose, subject to the obligation to protect Collaborator's confidential information. Collaborator shall own the copies of the Deliverables as specified in this agreement and Utah hereby grants Collaborator the right to use and reproduce the Deliverables for uses within the scope of the Project Description. Collaborator agrees it will place the following copyright notice *on each page* of any material produced by UEPC that Collaborator displays or provides to any third party: "Created by Utah Education Policy Center, Copyright [year of production], The University of Utah, all rights reserved."

Any UEPC logo placed on the Deliverables may not be removed by Collaborator. Any use of Deliverables by the Collaborator that is outside of the scope of the Project Description requires prior, written approval by UEPC. The UEPC reserves the right to review and approve any manuscripts, presentations, or other outputs derived from this work.

AUTHORSHIP OF DERIVATIVE DELIVERABLES

Any derivative publications, presentations, projects, or outputs that utilize any portion of UEPC materials and deliverables created for this project (e.g., data, methodologies, or insights) shall include appropriate attribution to UEPC team members and receive prior approval by the UEPC Director, or authorized designee. This approval includes, but is not limited to, agreement on UEPC involvement, authorship, acknowledgment, use of deliverables and intellectual property associated with the original project, and compliance with any data sharing agreements. While scholarly authorship standards will be used to determine authorship, the UEPC retains the exclusive right to determine the list of UEPC authors and their respective order.

PRIVACY AND DATA SECURITY

The Utah Education Policy Center (UEPC) considers the security and protection of data to be of the utmost importance. Encrypted data are stored on secure hardware, maintained by highly trained professionals, and safeguarded by the University of Utah's network security, Virtual Private Network (VPN), and firewall. The UEPC protects data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ("FERPA"), the Government Records and Management Act U.C.A. §62G- 2 ("GRAMA"), U.C.A. §53A-1-

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1401 et seq, 15 U.S. Code §§ 6501-6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").

TERM AND TERMINATION

The term of this agreement will begin upon acceptance by the collaborator and will continue until completion of the services at the end of Timeline. Either party may terminate this agreement at any time upon 30 days advance written notice to the other. Termination will not relieve either party of any obligations accruing prior to the termination date.

SCOPE OF WORK AMENDMENTS

The scope of work (SOW) defined in this agreement outlines the tasks, deliverables, timelines, and responsibilities necessary to achieve the project's objectives. Primary alterations to these elements may constitute a change in the scope of work. Either party may request a change in the scope of work at any time during the project. An expanding or limiting the scope of work requires a written amendment that describes the changes to project tasks, responsibilities, deliverables, and timelines.

PRICE

These services will be performed for a fixed price of **\$141,050** (for a total of \$14,105 per school).

ACCEPTANCE

By signing below, collaborator accepts this proposal and agrees to the terms as outlined herein, at which time this proposal will be deemed a binding agreement between the University of Utah and collaborator. Signature must be from an authorized signatory. Signatures will be obtained digitally through DocuSign. For questions or concerns, please contact Andrea Rorrer (andrea.rorrer@utah.edu) or Cori Groth (Cori.groth@utah.edu).

Collaborator accepts the terms of this agreement by signing below:

Authorized Signatory: _____

Name of Authorized Signatory: _____

Title: _____

Date: _____

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**EXHIBIT A
FEE SCHEDULE**

Payments are expected within 30 days of invoice date

Invoice Date		Amount due
Upon award of contract		\$56,420.0
January 15, 2027		\$42,315.0
June 30, 2027		\$42,315.0
TOTAL		\$141,050

UEPC shall send invoices identified above to:

Name(s): _____

Title(s): _____

Email(s): _____

Address: _____

City, State, Zip: _____

Phone: _____

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Scope of Work

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Weber School District
5320 Adams Ave. Pkwy. Ogden, UT 84405
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brbecherini@wsd.net

PROJECT	TIMELINE
The Utah Education Policy Center (UEPC) is partnering with the Weber School District (WSD) to facilitate a leadership team professional learning series (Year 2) for (WSD Cohort 1) Burch Creek, Lakeview, Municipal, North Park, Riverdale, Roosevelt, Roy, Washington Terrace, and Valley View Elementary Schools.	July 1, 2026, through June 30, 2027

DESCRIPTION OF WORK
The UEPC will continue its professional learning partnership (PLP) with Weber School District to provide research-informed professional learning for school leadership teams (e.g., principals, assistant principals, teacher leaders, and other representative members). This professional learning series is part of the UEPC Leadership and Inquiry for Transformation (LIFT) and is designed to build leadership capacity and to support alignment with district priorities.

SCHOOL IMPROVEMENT PROFESSIONAL LEARNING PARTNERSHIP
<p>The objectives for the school leadership team professional learning series include the following:</p> <ol style="list-style-type: none"> 1. Co-design and implement a second year of the PLP building of the work in Year 1 and grounded in each school’s Student Success Plan (SSP) as well as district priorities. 2. Provide targeted, ongoing professional learning to build leadership skills and knowledge, including building capacity to

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- a. Lead school improvement efforts as a continuous improvement process, including how to leverage effective change management strategies
 - b. Design, refine, and align improvement plans (SSPs) as living documents, ensuring alignment and coherence between school and district priorities/visions, actions, and resources
 - c. Implement and monitor improvement strategies in the SSPs with disciplined use of evidence, including how to deepen capacity to track implementation with leading and lagging indicators and engage in progress monitoring to inform timely adjustments and mid-year course corrections
 - d. Analyze and use multiple forms of data for continuous improvement, collective sensemaking, and adaptive decision-making
 - e. Provide on-site technical assistance and leadership coaching to support and strengthen implementation of the professional learning
 - f. Apply systems thinking to increase coherence and alignment across initiatives, including the ability to coordinate leadership moves/actions, structures, and resources across roles and levels
3. Evaluate the effectiveness of the professional learning partnership by assessing participant engagement, learning, organizational conditions, and implementation, and by generating actionable insights to guide continuous improvement and inform future scaling efforts.

** Please note that these objectives may be updated pending final Year 1 evaluation findings and to align with WSD goals and priorities.*

Below is an overview of the projected timeline for the 2026-2027 School Year.

Activities	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Initial Year 2 planning (e.g., co-designing professional learning goals, reviewing teacher leader growth and areas of need, establishing shared metrics, aligning with district priorities)	X											
Guiding Coalition professional learning and capacity-building sessions to address leadership objectives (see above)			X		X		X		X			X
Three half-day onsite technical support and leadership coaching to support implementation of professional learning.			X	X	X	X	X	X	X	X	X	

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Evaluation of professional learning (e.g., end of session surveys, improvement planning documents, data use artifacts, self-assessments, observations, reflections, etc.)		X	X	X	X	X	X	X	X	X	X	
Final report												D

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City, State, Zip: _____

Phone: _____

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