



# Bridge Elementary Board of Directors Meeting

**Date:** March 18, 2025

**Time:** 5:00 PM

**Anchor Location:** 4824 S Midland Drive; Roy, UT 84067

**Teleconference:** <https://us02web.zoom.us/j/9078319259>

**Meeting ID:** 907 831 9259

*The mission of Bridge Elementary is to provide students with a personalized learning experience and empower them to take personal ownership and accountability for their own academic performance.*

## AGENDA

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### CALL TO ORDER

### CONSENT ITEMS

- February 12, 2025, Board Meeting and Closed Session Minutes

### PUBLIC COMMENT (comments will be limited to three minutes)

### REPORTS

- Director Report
- Finance Report
  - 2024 Tax Return

### VOTING & DISCUSSION ITEMS (to be discussed and/or voted on)

- 2025/2026 School LAND Trust Plan
- School LAND Trust Election Procedure Revisions
- 2024/2025 Budget Amendment
- School Specialty Quote
- Award RFP for IT Services
- Service Animal Policy
- Rescind Library Materials Policy
- Board Member Consideration/Approval

**CLOSED SESSION-** to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(l)(a).

### CALENDARING

- Next Board Meeting April 15, 2025 at 5:00PM

### ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.



## Bridge Elementary Board of Directors Meeting

**Date:** February 12, 2025

**Location:** 4824 S Midland Drive; Roy, UT 84067

**Board Members in Attendance:** Brittani Brown, Howard Stephenson, Kari Frederickson

**Excused Board Members:** Lance Eastman, Marianne Henderson

**Others in Attendance:** Lani Rounds, Janey Stoddard, Hannah Dorius, Tyler O'Brien

*The mission of Bridge Elementary is to provide students with a personalized learning experience and empower them to take personal ownership and accountability for their own academic performance.*

## MINUTES

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### CALL TO ORDER

Brittani Brown called the board meeting to order at 9:02AM.

### PUBLIC COMMENT

There was no public comment.

### CONSENT ITEMS

- January 21, 2025 Board Meeting and Closed Session Minutes  
*Kari Frederickson made a motion to approve the January 21, 2025 Board Meeting and Closed Session Minutes. Howard Stephenson seconded. Motion passed. The votes were as follows: Brittani Brown, Aye; Howard Stephenson, Aye; Kari Frederickson, Aye.*

### REPORTS

- **Director Report**  
Lani Rounds presented the Director Report to the board. There are currently 517 students registered for the 2025/2026 school year. 97% of students in grades K-5 are returning to the school next year. Anticipated enrollment for the next school year is 575. 94% of teachers are returning for the next school year.
- **Finance Report**  
Tyler O'Brien presented the Finance Report to the board. The Statement of Financial Position and Statement of Activities were reviewed in detail. The budget is on track and discussions have been held outlining items that are needed for the rest of the school year and the next school year.

**CLOSED SESSION** – to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a)

*At 9:18AM Howard Stephenson made a motion and to enter a closed session to*

*discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) held at Bridge Elementary; Kari Frederickson seconded. Votes were as follows: Brittani Brown, Aye; Kari Frederickson, Aye; Howard Stephenson, Aye. Motion passed unanimously.*

*At 9:59AM Howard Stephenson made a motion to move out of closed session; Kari Frederickson seconded. Votes were as follows: Brittani Brown, Aye; Howard Stephenson, Aye; Kari Frederickson, Aye. Motion passed unanimously.*

## **VOTING & DISCUSSION ITEMS**

- **Director Agreement**

This item was discussed during closed session.

*Kari Frederickson made a motion to approve Sara Tucker as the Director of Bridge Elementary; Howard Stephenson seconded. Motion passed unanimously. The votes were as follows: Brittani Brown, Aye; Kari Frederickson, Aye; Howard Stephenson, Aye.*

## **CALENDARING**

- The next board meeting will be March 18, 2025, at 5:00PM.

## **ADJOURN**

*At 10:02AM, Kari Frederickson made a motion to adjourn the meeting. Howard Stephenson seconded. Motion passed unanimously. Votes were as follows: Brittani Brown, Aye; Howard Stephenson, Aye; Kari Frederickson, Aye. Motion passed unanimously.*

**Bridge Elementary  
Board of Directors  
Closed Session Statement**



**Date:** February 12, 2025

**Location:** 4824 S Midland Drive; Roy, UT 84067

*The mission of Bridge Elementary is to provide students with a personalized learning experience and empower them to take personal ownership and accountability for their own academic performance.*

**CLOSED SESSION SWORN STATEMENT:**

At a duly noticed public meeting held on the date listed above, the board of directors for Board Elementary entered a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 12th day of February 2025.

*Brittani Brown*

\_\_\_\_\_  
Brittani Brown, Board President



Utah State  
Board of  
Education

School  
LAND  
Trust

## Comprehensive Compliance Review

### Review Information

<b>Review Dates</b>	2024-2025
<b>Plan/Report Dates</b>	2022-2023
<b>LEA Reviewed</b>	Bridge Elementary School
<b>Compliance Score</b>	<a href="#">Compliance Score Sheet</a>
<b>Google Drive</b>	<a href="#">Review Documents</a>

### USBE Reviewer

<b>Reviewer</b>	Kira Bennett, Compliance Specialist Utah State Board of Education
<b>Email</b>	<a href="mailto:kirad.bennett@gmail.com">kirad.bennett@gmail.com</a>
<b>Phone</b>	801-538-7533

### Distribution of Report

*This report is intended solely for the information and use of the LEA and is not intended to be and should not be used by anyone other than this specified party. However, the report is a matter of public record and its distribution is not limited.*

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## Reviewee Information

General LEA Information	
LEA Name	Bridge Elementary School
LEA Address	4824 S Midland Dr Roy, UT 84067
Open Date	2020

Primary Contact for Oversight Entity	
LEA Admin	Lani Rounds
Phone	801-499-5180
Email	<a href="mailto:lanir@bridgecharter.org">lanir@bridgecharter.org</a>

Sample Schools
Sample School 1: Bridge Elementary School - (100)

## Action Items

Items Needed to Complete Review	
Item	N/A
Due	N/A
Status	N/A

# Letter of Scope

The Utah State Board of Education (USBE) recently conducted a review of your LEA's compliance with laws and regulations governing the School LAND Trust (SLT) program. The review, performed by the School Children's Trust section of the Utah State Board of Education (USBE), focused on several key areas, including:

- **SLT Plans and Reports:** We examined a sample of your school's plans for using SLT funds and the reports documenting how those funds were spent.
- **School Councils:** We reviewed the composition and documentation of your School Community Councils or Charter Trust Land Councils, including election procedures, operating rules, and member signatures.
- **Website Postings:** We checked whether required information related to the SLT program was properly posted on a sample of school websites.
- **Other Areas:** We may have also looked into other areas based on specific findings or information received from other sources.

This review focused on specific procedures and their findings, which are detailed in the report. It is important to note that the procedures are more limited than would be necessary to express an audit opinion on compliance or the effectiveness of the LEA, or to provide absolute assurance that no errors or misappropriations occurred. Accordingly, such opinions are not expressed. Had additional procedures been performed or had an audit of the effectiveness of the LEA been made, other matters might have come to our attention.

By its nature, this report focuses on exceptions, weaknesses, and problems. This focus should not be understood to mean there are not also various strengths and accomplishments.

If you have any questions, please contact the School Children's Trust. Thank you for your continued support of the SLT program.

Sincerely,

*Kira Bennett*

Kira Bennett, Compliance Specialist  
**Utah State Board of Education | School Children's Trust**  
801.538.7533  
kira.bennett@schools.utah.gov  
schoollandtrust@schools.utah.gov



# Utah State Code & Administrative Rule

The following Utah State Code and Administrative Rule are particularly relevant to the School LAND Trust program. However, additional laws may also apply and should be cross-referenced as needed.

## Utah State Code

Please visit <https://le.utah.gov/xcode/code.html> for the most current posted version of Utah Code.

- Title 53F-2-404: School LAND Trust Program Distribution of Funds
- Title 53G-7-13: Teacher and Student Success Program
- Title 53G-7-1202: School Community Councils, Duties, Composition, Election Procedures and Selection of Members
- Title 53G-7-1203: School Community Councils, Open and Public Meeting Requirements
- Title 53G-7-1205: Charter Trust Land Councils
- Title 53G-7-1206: School LAND Trust Program

## Administrative Rule

Please visit [schools.utah.gov/administrativerules](https://schools.utah.gov/administrativerules) for the most current posted version of Administrative Rule.

- R277-477: Distributions of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program
- R277-491: School Community Councils
- R277-114: Response to Compliance and Related Issues

## **Compliance Criteria & Review of Sample Schools**

# [1.0] Plan/Final Report

## Applicable Code & Rule:

53G-7-1202, 53G-7-1206, R277-477

## Requirement Summary:

After reviewing annual school wide assessment data, a council creates a School LAND Trust develops a plan to use School LAND Trust (SLT) program funds in data-driven and evidence-based ways to improve educational outcomes, consistent with the academic goals of the school's teacher and student success plan framework and the priorities of the LEA governing board. The Utah State Board of Education (USBE) has established that priority academic areas are English; language arts; mathematics; and science; and for secondary schools: graduation rates; and college and career readiness. While an LEA may set academic priorities consistent with the academic areas established by the USBE, an LEA may not require a council or school to spend the school's program funds on a specific use or set of uses.

SLT Plans are reviewed annually by the LEA's governing board and an LEA Admin (appointed representative for districts and the business administrator for charters). Before approving a School LAND Trust plan, the LEA reviewer must ensure the plan meets the requirement of statute and law. Following the board and LEA Admin review, the USBE does a one-time compliance review. If the plan is sent back, it is the LEA's responsibility to ensure any comments and requested revisions from the USBE have been addressed before final approval, as the USBE will not perform a secondary review.

## Key points to ensure plans and their implementation comply with the law:

- **Goals are academic:** Goals clearly define what students will achieve academically in one school year and include a measurement, target, and tool.
- **Academic Areas are targeted & measurable:** Academic areas identified should address a specific need and identify a tool to measure progress. These measurements use student data to let the council assess if SLT funds were used effectively.
- **Action Steps & Expenses are clear:** The plan's steps and what money is spent on should be specific and focused on improving student learning to achieve the plan's goals. There are no unallowable expenses included.
- **Student incentives are capped:** Incentives for students are limited to \$2 per student per plan.
- **Mini-grants (or teacher grants) require amendments:** Mini-grants cannot be used without first amending the plan so that all planned purchases go through council, local school/governing board, LEA, and USBE approval.
- **Amendments are comprehensive:** Any changes to the plan require an amendment which includes all the details of a regular plan.

Each year, the LEA Adminis responsible for reviewing all School LAND Trust Final Reports. A summary of these reports must then be shared with the LEA's governing board. For charter schools, the summary must also be provided to parents. The USBE does not perform a scheduled annual review of Final Reports unless an LEA is a part of a compliance review.

### LEA Assurances and Compliance Validation:

Prior to this review, each school's plan was approved by the LEA. This approval affirmed the entity had reviewed the plans and the plans met all requirements of statute and rule.

Prior to this review, an LEA Assurance was submitted by the LEA to release annual SLT funds. The Assurance affirmed all expenditures in each school's Final Report fully complied with the requirements of statute and rule.

### Review Procedures:

This review focuses on how clearly and effectively School LAND Trust (SLT) plans and their corresponding Final Reports communicate the intended use and actual spending of SLT funds.

The review examines the most recent plan and Final Report for the selected sample school(s), keeping in mind that these are public documents and should be written for a general audience.

Specifically, the review assesses whether these documents:

- Clearly explain how SLT funds are being used.
- Demonstrate a connection between SLT expenditures and efforts to improve student outcomes in the identified academic areas.

This section highlights any areas where clarity and transparency can be improved.

### [1.0] Analysis, Determinations, & Recommendations for LEA

**Corrective action is not implemented** for the LEA in response to identified items in the [1.0] Plan/Final Report section.

## [2.0] Expenditures

### Applicable Code & Rule:

53G-7-1202, 53G-7-1206, R277-477

### Requirement Summary:

A school's School LAND Trust (SLT) expenditures must have a direct impact on the instruction of students in the particular school's areas of most critical academic need and are consistent with the academic priorities of the LEA's governing board.

All spending should be outlined in the original plan, or if unexpected, an amendment should be made *before* the money is spent. All spending must be for items and activities permitted under code or rule. Restricted funds, such as SLT, require line-by-line accounting for all expenses, clearly documenting each purchase and its consistency with the approved plan.

LEAs must establish clear internal controls for SLT funds. This includes proactive (before spending) and/or reactive (after spending) measures to ensure compliance.

- **Pre-Expenditure Controls:** LEAs should implement a process to review and approve expenditures *before* they are made and maintain clear documentation of the approval process.
- **Post-Expenditure Controls:** If no pre-approval process exists, LEAs must conduct a thorough review of all expenditures at the end of the fiscal year and when reviewing Final Reports. LEAs must ensure each purchase aligns with the approved plan and has a clear connection to a goal and action step, or address any discrepancies or non-compliant expenditures by reallocating funds or adjusting the plan before reporting SLT spending to the state's financial reporting system.

### LEA Assurances and Compliance Validation:

Prior to this review, an LEA Assurance was submitted by the LEA to release annual SLT funds. The Assurance affirmed all expenditures in each school's Final Report fully complied with the requirements of statute and rule.

### Review Procedures:

Any spending that doesn't clearly align with the school's approved plan is flagged as a finding.

### [2.0] Analysis, Determinations, & Recommendations for LEA

**Corrective action is not implemented** for the LEA in response to identified items in the [2.0] Expenditures section.

## Sample School 1: Bridge Elementary School - (100)

[1.0] Review of Plan/Final Report	
<b>Review Date:</b>	02-05-2025
<b>Supporting Documents, Links, or Screenshots:</b>	
<ul style="list-style-type: none"> <li>2022-2023 Plan/Final Report from SLT Reporting Website</li> </ul>	
<b>Sample School Analysis/Notes:</b>	
<b>1.0</b>	The Final Report's measurement section is incomplete. Additionally, the "Were the Action Steps...implemented and associated expenditures spent as described?" question was answered "no" without providing any explanation. Reports with incomplete information must be returned to the submitter for completion.

[1.1] Comparison of 2022-2023 and 2024-2025 Plan	
<b>Review Date:</b>	02-05-2025
<b>Supporting Documents, Links, or Screenshots:</b>	
<ul style="list-style-type: none"> <li>2024-2025 Plan from SLT Reporting Website</li> </ul>	
<b>Sample School Analysis/Notes:</b>	
<b>N/A</b>	The review of the 2024-2025 Plan was not conducted as no concerns were identified in 2022-2023 that would require further examination in the subsequent year. Specifically, the only issue identified was in the Final Report and no Final Reports following 2022-2023 are available at the time of the review.

[2.0] Review of Expenditures	
<b>Review Date:</b>	02-05-2025
<b>Supporting Documents, Links, or Screenshots:</b>	
<ul style="list-style-type: none"> <li>2022-2023 Plan/Final Report on the SLT Reporting Website</li> <li>Expenditure Detail provided by LEA</li> </ul>	
<b>Planned Expenses:</b>	
Books, Ebooks, Online Curriculum	

Contracted Services	
Expendable Items	Curriculum, supplies, and materials for literacy
Professional Development	
Repair & Maintenance	
Salaries & Benefits	Curriculum Specialist Instruction Specialist Reading Interventionist Para-Educator
Services, Goods, and Fees	
Technology	
Transportation or Admission	
<b>Sample School Analysis/Notes:</b>	
<b>N/A</b>	The expenditure detail reasonably matches the amounts outlined in the original plan. No compliance concerns were identified in this area.

## [3.0] Council

### Applicable Code & Rule:

53G-7-1202, 53G-7-1203, 53G-7-1205, 53G-7-1206, R277-477, R277-491

### Requirement Summary:

#### School Community Council Membership (Districts)

- High schools: 10 members (6 parents, 4 school employees, including the principal) unless the council votes for a different size, keeping a 2-parent majority and at least 2 employees.
- Other schools: 6 members (4 parents, 2 school employees, including the principal) unless the council votes for a different size, keeping a 2-parent majority and at least 2 employees.
- Members serve 2-year terms, with staggered elections so roughly half the council changes each year.
- Licensed parents cannot work at the school where they serve on the council. There must be more unlicensed parents than licensed parents on the council.
- A parent must be the chair.
- Any council membership different from the default must have been voted on *before* an election and noted in the council's Rules of Order & Procedure.

#### Charter Trust Land Council Membership (Charters)

- The charter's governing board can serve as the council if the unaltered membership already has a 2-parent/grandparent majority. If the board does not serve, the board must create election procedures.
- A parent or grandparent must be the chair.
- If elected separately, the governing board sets the election rules.
- Non-governing board councils must follow Open & Public Meeting laws.

### LEA Assurances and Compliance Validation:

Prior to this review, a Principal Assurance and LEA Assurance was submitted by the LEA to release annual SLT funds. The assurances affirmed council documentation, elections, and forms fully complied with the requirements of statute and rule.

### Review Procedures:

School Community Councils and Charter Trust Land Councils are checked to make sure they follow the relevant laws and regulations.

**Consistency is key:** To facilitate a clear election, the number of council members should stay the same from year to year, unless there's a documented reason for the change, either in the election procedures (for charters) or the Rules of Order & Procedure (for districts).

### [3.0] Analysis, Determinations, & Recommendations for LEA

**Corrective action is not implemented** for the LEA in response to identified items in the [3.0] Council section.



The issues with Council Membership are addressed in the [4.0] Election Procedure section.

## Sample School 1: Bridge Elementary School - (100)

[3.0] Review of Council Membership	
<b>Review Date:</b>	02-05-2025
<b>Supporting Documents, Links, or Screenshots:</b>	
<ul style="list-style-type: none"><li>Council Membership Form from the SLT Reporting Website</li></ul>	
<b>Sample School Analysis/Notes:</b>	
<b>3.1</b>	The Council Membership Form shows inconsistencies in the number of parent and school employee members, as well as the overall council size.
<b>3.4</b>	The Election Procedures contain ambiguous language regarding council size instead of specifying the exact number of positions to facilitate a fair election. This makes it difficult to determine if the submitted Council Membership Form accurately reflects the council's composition as defined.

#	ITEM	2021-2022	2022-2023	2023-2024	2024-2025
	Parents	3	3	3	4
	Parents, Licensed	0	0	0	0
	<b>Parent Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>
	Principal	0	1	1	1
	School Employee	0	0	0	0
	<b>School Employee Total</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
	Other Member	0	0	0	0
<b>3.1</b>	<b>Membership Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>3.2</b>	More unlicensed parents	N/A	N/A	N/A	N/A
<b>3.3</b>	2- Parent Majority	NO ISSUE	NO ISSUE	NO ISSUE	NO ISSUE
<b>3.4</b>	Exact Match to Rules of Order & Procedure or Election Procedures	N/A	N/A	N/A	ISSUE
	Charter Board is Council	Unknown	Unknown	Unknown	No

## [4.0] Election Procedures (Charters Only)

This section of the review applies exclusively to charter schools and is not included in the review for districts.

**Applicable Code & Rule:**  
R277-477

### Requirement Summary:

If a charter school has a separate elected council (not the governing board), the governing board must create election procedures. The Election Procedures must be accessible on the webpage/s which house Charter Trust Land Council website requirement information.

### Must-Have Items in Election Procedures:

- Number of parent/grandparent members and "other members" on the council, with a clear definition of what constitutes an "other member."
- Length of terms for each position.
- Timeframe for holding the election.
- Process for announcing and conducting the election of council members chosen by parents of enrolled students.
- Process for filling any vacant seats after an election or if a member resigns.

### Recommended Items to Include:

- Whether a school employee who's also a parent serves as a parent or employee on the council.
- The Director/Principal's role on the council and whether they can vote.
- Whether members can be re-elected for additional terms.
- How votes are cast (e.g., paper ballots, electronic voting, which platform if electronic).
- How absentee ballots are handled.
- How ties are resolved.
- Process for electing the chair/co-chair.
- Whether the council can create subcommittees to handle specific tasks.
- Any other election-related topics specific to the needs of the school or district.

### LEA Assurances and Compliance Validation:

Prior to this review, a Principal Assurance and LEA Assurance was submitted by the LEA to release annual SLT funds. The assurances affirmed elections, and election procedures fully complied with the requirements of statute and rule.

### Review Procedures:

Election Procedures are checked to make sure they follow the relevant laws and regulations.

### [4.0] Analysis, Determinations, & Recommendations for LEA

**Per R277-114-5, corrective action for non-contractual requirements is implemented for the LEA in response to identified items in the [4.0] Election Procedures section.**

The Election Procedures lack sufficient detail for required content or are missing the content entirely. To facilitate a fair election process, these details must be explicitly defined.

## Sample School 1: Bridge Elementary School - (100)

[4.0] Review of Election Procedures (Charters Only)	
<b>Review Date:</b>	02-05-2025
<b>Supporting Documents, Links, or Screenshots:</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Election Procedures</a> from the School Website</li> </ul>	
<b>Sample School Analysis/Notes:</b>	

#	ITEM	ISSUE	NOTES
4.1	Number of parent/grandparent members	ISSUE	Unable to locate this item in Election Procedures. A specific number of parent/grandparent members must be listed to facilitate a fair election.
4.2	Number of “other” members	ISSUE	Unable to locate this item in Election Procedures.
4.3	Definition of “other” members	ISSUE	Unable to locate this item in Election Procedures. A definition of who qualifies as an “other” member must be listed to facilitate a fair election.
4.4	Terms of each position	NO ISS...	
4.5	Timeframe for election	NO ISS...	
4.6	Process for noticing and conducting parent election	NO ISS...	
4.7	Process for filling unfilled seats following election or resignation	ISSUE	Unable to locate this item in Election Procedures.
4.0	Other items identified	ISSUE	The approval date for the election procedures is blank.

## **[5.0] Rules of Order & Procedure**

### **Applicable Code & Rule:**

53G-7-1203, R277-491

### **Requirement Summary:**

Rules of Order & Procedure are a document that governs a public meeting of the council. Elected councils are required to adopt and maintain rules of order and procedure and to make them public at each meeting and on the school's website.

### **Rules of Order & Procedure for a district must include:**

- Parliamentary order and procedure, ethical behavior, and civil discourse
- Election processes
- Council seating - the number of parent members and school employee members on the council
- How terms are staggered to ensure half of the council members positions are open for election each year
- How a chair/vice chair is selected
- Process for removal of members who move away or fail to attend meetings
- Reporting process for conflicts of interest if required by the local school board's policy

### **Rules of Order & Procedure for an elected charter trust land council must include:**

- Parliamentary order and procedure, ethical behavior, and civil discourse

### **LEA Assurances and Compliance Validation:**

Prior to this review, a Principal Assurance and LEA Assurance was submitted by the LEA to release annual SLT funds. The assurances affirmed Rules of Order & Procedure documentation fully complied with the requirements of statute and rule.

### **Review Procedures:**

Rules of Order & Procedure are checked to make sure they follow the relevant laws and regulations.

### **[5.0] Analysis, Determinations, & Recommendations for LEA**

**Corrective action is not implemented** for the LEA in response to identified items in the [5.0] Review of Rules of Order & Procedure section.

## Sample School 1: Bridge Elementary School - (100)

[5.0] Review of Rules of Order & Procedure	
Review Date:	02-05-2025
Supporting Documents, Links, or Screenshots:	
<ul style="list-style-type: none"> <li>• <a href="#">Rules of Order &amp; Procedure</a> from the school website</li> </ul>	
Sample School Analysis/Notes:	

### Charter Trust Land Council

#	ITEM	ISSUE	NOTES
5.1	Parliamentary Order & Procedure, Ethical Behavior, Civil Discourse	NO ISSUE ▾	
5.0	Other	NO ISSUE ▾	



## [6.0] Council Signature Page

### Applicable Code & Rule:

R277-477

### Requirement Summary:

The principal of a school shall ensure that a council member has an opportunity to provide a signature indicating the member's involvement in implementing the current School LAND Trust plan and developing the school plan for the upcoming year. The principal shall collect a council member's signature at the Council plan approval meeting or at a later time consistent with LEA policies.

A school shall retain signatures collected for no less than three years. A school shall provide copies of signatures collected to the LEA governing board prior to the Board plan approval meeting.

An approving entity may design the approving entity's own form to collect the information required by this Subsection

A charter board that serves as a charter trust land council is exempt from this requirement.

### LEA Assurances and Compliance Validation:

Prior to this review, an LEA Assurance was submitted by the LEA to release annual SLT funds. The assurance affirmed Council Signature Forms fully complied with the requirements of statute and rule.

### Review Procedures:

Council Signature Forms are requested and checked to make sure they follow the relevant laws and regulations.

### [6.0] Analysis, Determinations, & Recommendations for LEA

**Per R277-114-5, corrective action for non-contractual requirements is implemented for the LEA in response to identified items in the [6.0] Council Signature Page section.**

The Council Signature Page needs to be a standalone form with clear language specifying what council members are signing for.

## Sample School 1: Bridge Elementary School - (100)

[6.0] Review of Council Signature Page	
Review Date:	02/05/2025
Supporting Documents, Links, or Screenshots:	
<ul style="list-style-type: none"><li>• <a href="#">Council Signature Form</a> provided by the LEA</li></ul>	
Sample School Analysis/Notes:	
6.0	The Council Signature Page should be a standalone form with clear language specifying what council members are signing for.

## [7.0] Website Posting Requirement

### Applicable Code & Rule:

R277-477, R277-491

### Requirement Summary:

To encourage parental involvement in a school, the principal shall post the following information on the school's website on or before October 20 annually:

#### Update Once (ever)

- An invitation to parents to serve on the Council
- School LAND Trust [Public Reports Link](#). Navigate to your school and post the URL to your school's website. This automatically updates and satisfies: Current and past 2 years of SLT Plans, current year School LAND Trust funding dollar amount

#### Update Annually

- Means for the public to contact ALL Council Members
- Proposed council meeting schedule for the year
- One year of meeting minutes
- Copy of the current year's Teacher and Student Success Act plan (TSSP)
- Rules of Order & Procedure (reviewed & updated annually by the council)
- Election Procedures (charters only)

#### Update Frequently (at least 1 week before each council meeting)

- Notice of next meeting date, place, and time
- Notice of next meeting agenda
- Draft minutes of prior meeting

*\*If a charter board serves as the charter trust land council, the school is exempt from website posting requirements, although website posting may be used to satisfy the requirement to provide an annual summary report to parents (53G-7-1206).*

### LEA Assurances and Compliance Validation:

Prior to this review, an LEA Assurance was submitted by the LEA to release annual SLT funds. The assurance affirmed the LEA checked all school websites and all school websites fully complied with the requirements of statute and rule.

### Review Procedures:

A sample of school websites are checked to make sure they follow the relevant laws and regulations.

### [7.0] Analysis, Determinations, & Recommendations for LEA

**Per R277-114-5, corrective action for non-contractual requirements is implemented for the LEA in response to identified items in the [7.0] Website Posting Requirements section.**

This school's website compliance hasn't been reviewed recently, precluding a progress comparison. Full website compliance is required for annual funding, therefore the school should address all missing or incomplete content immediately.

## Bridge Elementary School

[7.0] Review of Website Posting Requirement	
Review Date:	02-05-2025
Supporting Documents, Links, or Screenshots:	
<ul style="list-style-type: none"><li>Sample School Websites (may differ from comprehensive review sample)</li></ul>	
Sample School Analysis/Notes:	
Website Review Sheet [ <a href="#">LINK</a> ]	
Score (100% is required):	
83% for 1 sample school/s	
Improvement from last review:	
<div>N/A ▾</div> No website review conducted last year	

**NOTE:** The Principal/Director's Response indicates only one annual meeting. The council should assess whether this frequency is sufficient to fulfill all its responsibilities.

## [8.0] Other Items

### LEA Assurances and Compliance Validation:

Prior to this review, an LEA Assurance was submitted by the LEA to release annual SLT funds. The assurance affirmed that all schools fully complied with the requirements of statute and rule.

### Review Procedures:

Other aspects of how the LEA and the selected schools are carrying out the SLT program were also reviewed. These reviews were done individually, based on specific findings or recommendations from other sources.

### [8.0] Analysis, Determinations, & Recommendations for LEA

**Corrective action is not implemented** for the LEA in response to identified items in the [8.0] Other Items section.

## [9.0] Questionnaires

### Section Summary

Questionnaires are sent to various stakeholders, including district representatives, principals, and council members, to gather diverse perspectives on School LAND Trust program implementation. These questionnaires serve as a tool for LEAs to self-assess and improve their practices, identify areas where schools might need additional support or guidance, and highlight potential compliance concerns.

The questionnaires are shared with the LEA during the compliance review meeting to facilitate internal monitoring and improvement efforts, but the responses are not analyzed in detail by the School Children's Trust team.

### LEA:

#### [9.0] Questionnaires

##### Supporting Documents, Links, or Screenshots:

Principals'/Directors' Response [\[LINK\]](#)  
Council Members' Response - No responses

## **Corrective Action Plan**



# **Corrective Action Plan Administrative Rule**

Please refer to Utah State Board of Education Administrative Rule, R277-114 Response to Compliance and Related Issues, for the full Rule text.

## **Framework**

The School LAND Trust program is a framework category four.

## **Authority**

The Superintendent may place an oversight entity on a corrective action plan if the Board, the Superintendent, or an external or internal audit determines that the oversight entity:

1. demonstrates non-compliance with published expectations for program outcomes or allowable program expenditures;
2. demonstrates unsatisfactory outcomes in performance as evidenced by audit results or framework category three or four monitoring;
3. demonstrates financial fraud, waste, or abuse; or did not comply with a request to provide timely, accurate and complete program or financial information, in accordance with oversight procedures

The Superintendent has delegated responsibilities for School LAND Trust compliance, training, and monitoring to the School Children's Trust section of the Utah State Board of Education.

## Corrective Action Plan Background Information & Communication:

Background Information	
See <a href="#">Letter of Scope</a>	
Communication	
<b>Primary contact for oversight entity:</b>	See <a href="#">LEA Information</a>
<b>Frequency of updates provided by the contact:</b>	By the due date specified for all identified issues below.
<b>Format of required updates:</b>	Email
<b>Designated recipient of the updates:</b>	Kira Bennett, Compliance Specialist Utah State Board of Education

## Identified Issues & Estimated Schedule for Closing the Corrective Action Conditions:

Issue [4.0] Election Procedures	
<b>Details of the identified issue:</b>	See Section [4.0] Election Procedures section of the compliance review for details.
<b>Specific conditions the oversight entity must meet as a result of the issues:</b>	<p><b>Increased Internal Monitoring:</b> To address the identified issues, the Local Education Agency (LEA) will implement increased internal monitoring of school council elections. This monitoring will consist of annual reviews of the following two items for every school council:</p> <ol style="list-style-type: none"> <li>1. <b>Election Procedure Documents:</b> The LEA will verify that each school council's election procedures document contains all required information and has been properly posted as required by policy.</li> <li>2. <b>Council Membership Rosters:</b> The LEA will confirm that the actual composition of each school council (members and their roles) aligns with the stated council size and membership criteria outlined in their respective election procedures.</li> </ol> <p>If the LEA's review identifies any discrepancies, such as missing or incorrect information in the election procedures document, or a mismatch between the stated council size/membership criteria</p>

	<p>in the election procedures and the actual council membership, the LEA will collaborate with the school's governing board to correct the election procedures document or adjust the council membership to ensure alignment.</p> <p>All necessary corrections or adjustments must be completed before the 2025-2026 school year.</p>
<b>Criteria for closing the corrective action:</b>	<b>Increased Internal Monitoring:</b> The LEA must submit an admission of completion to the Utah State Board of Education (USBE). This submission should clearly state that all required reviews and corrective actions have been completed.
<b>Estimated schedule for closing the corrective action:</b>	The LEA will begin the review of Election Procedures and Council Membership Forms as soon as possible and ensure corrections are made for the 2025-2026 school year.
<b>Due Date:</b>	October 20, 2025
<b>Training/Resources:</b>	<b>Supplemental:</b> <a href="#">Election Procedures Requirements</a> <a href="#">Charter Election Processes Video</a> <a href="#">Election Procedures Template</a>
<b>Completion Date:</b>	

## Issue [6.0] Council Signature Page

<b>Details of the identified issue:</b>	See Section [6.0] Council Signature Page section of the compliance review for details.
<b>Specific conditions the oversight entity must meet as a result of the issues:</b>	<b>Evidence of Acceptable Performance:</b> The LEA must: <ol style="list-style-type: none"> <li>1. Develop or adopt a template for Council Signature Forms that meets all criteria.</li> <li>2. Establish a process for retaining these forms for three years.</li> </ol>
<b>Criteria for closing the corrective action:</b>	<b>Evidence of Acceptable Performance:</b> The LEA must submit <i>both</i> of the following to the USBE: The chosen Council Signature Form template, and a written explanation of the document retention process.
<b>Estimated schedule for closing the corrective action:</b>	The LEA must begin internal oversight of Council Signature Pages immediately and ensure all required signatures are obtained for the 2024-2025 school year. It is recommended that the representative for the LEA is someone other than the principal. You may consider a director or council chair.

<b>Due Date:</b>	May 15, 2025
<b>Training/Resources:</b>	<b>Supplemental:</b> <a href="#">Council Signature Page Purpose Video</a> <a href="#">Council Signature Page Requirements Guide</a> <a href="#">Council Signature Page Template</a>
<b>Completion Date:</b>	

## Issue: [7.0] Website Posting Requirement

<b>Details of the identified issue:</b>	See Section [7.0] Website Posting Requirement section of the compliance review for details
<b>Specific conditions the oversight entity must meet as a result of the issues:</b>	<p><b>Required Training:</b> Target personnel (including school principals and councils) must review the USBE-developed informational guide/checklist for website postings. The Local Education Agency (LEA) is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring all target personnel complete the training.</li> <li>• Maintaining records of training completion.</li> </ul> <p><b>Increased Internal Monitoring:</b> The LEA will conduct an annual internal review of all school websites. Any discrepancies found must be addressed, and school websites must be updated accordingly by the 2025-2026 school year. The LEA will not sign the LEA assurance for 2024-2025 until this review has been completed.</p>
<b>Criteria for closing the corrective action:</b>	<p><b>Required Training:</b> The LEA must submit an admission of completion to the Utah State Board of Education (USBE). This submission should clearly state that required training for all target personnel has been completed.</p> <p><b>Increased Internal Monitoring:</b> The LEA will submit the LEA assurance only after the internal review has been completed.</p>
<b>Estimated schedule for closing the corrective action:</b>	The LEA will begin the review of websites as soon as possible for the 2024-2025 school year. The LEA will not sign the LEA assurance for 2024-2025 until this review has been conducted.
<b>Due Date:</b>	May 15, 2025
<b>Training/Resources:</b>	<b>Required:</b> <a href="#">Website Posting Requirements Checklist</a>
<b>Completion Date:</b>	

## Procedure to Close Corrective Action Plan:

Procedure Information:	
<b>Individual authorized to close the corrective action:</b>	Kira Bennett, Compliance Specialist Utah State Board of Education
<b>How the authorized individual will communicate closure to the oversight entity:</b>	Once the primary contact for the oversight entity confirms to Kira that they have met all corrective action conditions, Kira will send an email to the LEA's primary contact to officially close the Corrective Action Plan.
<b>Steps required to satisfy the corrective action plan and estimated time frame for completing the steps:</b>	See <a href="#">Identified Issues &amp; Estimated Schedule for Closing the Corrective Action Items</a>
<b>Estimated date to close corrective action plan:</b>	October 20, 2025

## Notice of the option for appeal

If you disagree with any corrective action decision, you have the right to appeal. Please refer to Utah State Board of Education Administrative Rule R277-114-6 for detailed information on the appeal process.

## Meeting Notes

<b>Meeting Date</b>	Monday, February 24, 2025
<b>Meeting Time</b>	9:00 am
<b>Meeting Location</b>	Virtual - Zoom
<b>LEA Representative/s Present</b>	Lani Rounds - Principal Tyler O'Brien - Accountant

Notes:

N/A

# School LAND Trust Program Resources & Contact Information

## Resources

[School LAND Trust Program - Informational Website](#)

[School LAND Trust Program - Public Reports](#)

[School LAND Trust Program - Reporting Website](#)

## Contact Information

For help with the School LAND Trust Program, including resources, training, or compliance questions, please contact the Utah State Board of Education's School Children's Trust section at [schoollandtrust@schools.utah.gov](mailto:schoollandtrust@schools.utah.gov) or by individual team member contact information below:

This team administers and supports the program statewide.

### Paula Plant

Director

801-538-7555

[paula.plant@schools.utah.gov](mailto:paula.plant@schools.utah.gov)

### Kira Bennett

Compliance Specialist

801-538-7533

[kira.bennett@schools.utah.gov](mailto:kira.bennett@schools.utah.gov)

### Marcus Chen

Training Specialist

801-538-7764

[marcus.chen@schools.utah.gov](mailto:marcus.chen@schools.utah.gov)

## Bridge Elementary Budget Revision

	Year Ending 06/30/2025	Year Ending June 30, 2025			
	Actual	Approved Budget	Prelim Budget	Increase/(Decrease)	% Increase/(Decrease)
<b>Net Income</b>					
Income					
Revenue From Local Sources	173,387	157,000	195,500	38,500	25 %
Revenue From State Sources	3,992,258	5,656,024	6,023,986	367,962	7 %
Revenue From Federal Sources	163,744	475,358	496,013	20,655	4 %
Total Income	4,329,389	6,288,382	6,715,499	427,117	7 %
Expenses					
Instruction/Salaries	2,139,210	3,288,303	3,499,303	211,000	6 %
Employee Benefits	274,977	443,356	443,356	0	0 %
Purchased Prof & Tech Serv	474,538	619,999	664,406	44,407	7 %
Purchased Property Services	29,659	62,000	59,000	(3,000)	(5) %
Other Purchased Services	368,156	510,925	517,840	6,915	1 %
Supplies & Materials	203,529	295,545	342,546	47,000	16 %
Property	63,037	50,000	129,422	79,422	159 %
Debt Services & Miscellaneous	336,056	888,801	888,801	0	0 %
Total Expenses	3,889,162	6,158,929	6,544,674	385,744	6 %
<b>Total Net Income</b>	<b>440,227</b>	<b>129,453</b>	<b>170,825</b>	<b>41,373</b>	<b>32 %</b>



## **Bridge Trustlands Progress Report for 2024-2025 and Plan for 2025-2026**

### **Current Year 2024-2025 Goal**

Bridge will show a 10% increase between the percentage of K-3 students at benchmark in reading at the end of year (EOY) as compared to the percentage of students at benchmark at the beginning of year (BOY).

### **Progress**

Since it is only middle of year we cannot report on the end of year goal. However, we can report on the progress towards the goal. At the beginning of the year 50% of the K-3 students were at benchmark for reading. At the middle of year, 55% of the K-3 students were at benchmark. This is a growth of 5%.

### **2025-2026 School Year Plan**

#### **Academic Area – Reading**

**Goal** - Bridge will show a 5% increase between the percentage of K-6 students at benchmark in reading at the middle of year (MOY) as compared to the percentage of students at benchmark at the beginning of year (BOY).

#### **Action Plan Steps**

- Students in grades K – 6 identified as below benchmark based on Acadience reading assessment will receive a diagnostic phonics reading inventory at BOY and MOY. This data will be used to place students in the appropriate P90 reading groups.
- Students identified as below benchmark in reading in grades K – 6 will receive Acadience progress monitoring at least twice monthly.
- Teachers analyze data weekly during PLC and monthly with administration and curriculum/professional learning specialists to ensure ALL students are making typical progress.
- Teachers provided professional learning in best practices based on data.
- All students in grades 1 – 4 and selected students in grade K, 5 and 6 receive an additional 30 minutes daily of reading instruction, Monday – Thursday, during P90 using assistance from the reading interventionist, para-educators, P90 reading team, and oversight by a newly hired P90 curriculum/instruction specialist.
- The P90 curriculum/instruction specialist observes P90 staff and para educators during P90 instruction, to ensure programs are used with fidelity and best practices are implemented.

## **BUDGET**

Budget Funds (\$86,000) will be used for salaries and benefits for a newly hired P90 Curriculum & Instruction Specialist and P90 support staff. The P90 curriculum and instruction is responsible for implementing and managing the Acadience progress monitoring plan, managing P90, and reviewing reading data and making curriculum- based decisions.

- P90 Curriculum & Instruction Specialist = \$55,000
- P90 Reading Interventionists = \$31,000
- Excess Funds - Any excess funds will be used to purchase materials to support the P90 program.

## Council Signature Form

LEA: [Bridge] SCHOOL: [Bridge] YEAR: [2025-2026]

School councils (**School Community Council**) for a district school/**Charter Trust Land Council** for a charter school) were created to involve parents in decision-making and collaboration with local administrators and boards, to improve student education, to ensure that School LAND Trust (SLT) Program funds are spent responsibly and for the intended purpose, and to raise public awareness of Utah Trust Lands.

Your signature on this form confirms your active participation in the council's SLT Program responsibilities, specifically:

- Implementing the current year's School LAND Trust plan (e.g. attending meetings, providing input, etc.)
- Developing the upcoming year's School LAND Trust plan (e.g. participated in discussions, reviewed data, voted for or against the plan, etc.)

This is also your chance to provide feedback to your local board, who will review this form during the plan approval process. **Thank you for your participation!**

Printed Name	Role (P = Parent, SE= School Employee, PR= Principal, O = Other)	Were you involved in implementing this year's plan?	Were you involved in preparing next year's plan?	Signature	Date
Elizabeth Maliepaard	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		3-4- 25
Judd Maliepaard	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO	J.M.	3-4- 25
<del>Blake</del> Hendry	T	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		04 MAR 2025
Karlee Hendry	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		4 MAR 25
Lani Rounds	SE	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		3/4/ 2025
		<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO		
		<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO		

## Bridge Elementary March 2025, Director Report

### REGISTRATION FOR 2025-2026

- 563 registered.
- 14 accepted and need to complete registration.
- We will run the lottery as needed until August.
- Anticipated enrollment for next school year = 577 (suggest budget based on 560)

NOTE – This plan keeps 6th grade at 70 students with two teachers and paying the teachers an extra \$500 stipend for each student over 30 assigned to their class.

### TRUSTLANDS COMPLIANCE (AUDIT)

We had our first Trustlands compliance check in February. They were extremely complimentary about how we run our program, especially the accounting aspect of it. They shared that aligning the actual spending with the plan is not the “norm” although it IS the requirement. Our accounting aligned 100% with our plan (thanks Tyler). We had a few areas to fix although it was reiterated these are very “minor” findings and some are new requirements.

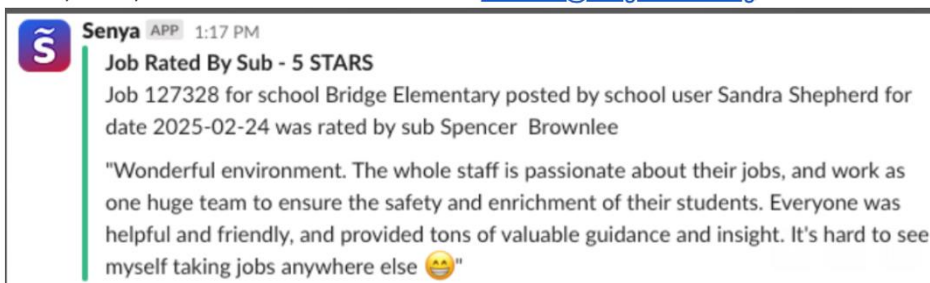
- Signature sheet missing information – we will use the state’s suggested template for this plan and future plans.
- Agenda did not have “Trustlands Board Meeting” at the top or the location. This was updated for our February meeting to meet requirements and updated on the website as well.
- The website should link to the “Public Records” instead of having all the past and present plans on the website. This was updated and is a MUCH better idea!
- Election procedures need to state exactly how many parents will be on the committee. The rule is there must be two more parents than staff. The new Election Procedures are updated and part of this board meeting for a vote. For the Trustlands Committee in the future we will be using two parents and a non-voting administrator as well as having stated terms.

### POINTS OF INTEREST

- Piloting Heggerty Decodable reading program to supplement UFLI in grades K-2 and complex text in 3<sup>rd</sup> grade. Depending on results, the curriculum committee may decide to bring this to the board for adoption for the 2025-2026 school year. Keri is hopeful we move forward with this for next year and is working with teachers to create a curriculum map.
- New position for next school year – P90 Reading Supervisor. This individual will provide oversight, fidelity checks, and professional learning opportunities for our P90 reading program (expanding to school wide) and our Acadience progress monitoring. These duties are currently shared between principal, curriculum specialist and professional learning specialist. This will be funded with Trustlands.

- Changing our math implementation for next year for grades 3-6 to help increase our RISE scores. This required a huge collaboration and compromise between admin, curriculum specialist, professional learning specialists and teachers.
  - Math specialist (new position using current teacher with master's degree, level 2 math endorsement and math specialist endorsement) will deliver Engage NY math lessons via whole group (50% of students at one time with three para educators supporting) to grades 3-6 following Engage NY lesson plan and curriculum map **with fidelity**. This position will be funded through the PCBL grant.
  - Teachers (grades 3-6) provide small group instruction either front loading for the lesson or providing additional problem sets and hands on materials based on needs of students.
  - Grades K-2 teachers will deliver the Engage NY lesson following the curriculum map with fidelity.
  - Admin, curriculum team and professional learning specialists will complete fidelity checks throughout the year.
- Parent Teacher Conferences were held March 5 – 7. We had a **86%** of parents attend.
- We have an attendance incentive program in place.
  - If the monthly attendance average is 93% then students earn a FREE dress down day. For February we were at 92%. This is a slight increase from January in which we were at 91%. Overall, our attendance rate for the school year is 91%. Last year charter schools averaged 92.6% and traditional district schools averaged 92.1%.
  - We have a huge population (32%) of “chronically absent” students which is any student who has missed more than 10 days for the year. This includes ANY absence – illness, hospitalizations, vacations, etc. Our teachers provided an attendance breakdown for every student during parent teacher conferences. This is also addressed in the newsletter AND parents receive emails with the required language.
- Safety Grant Update – Sara submitted the state safety grant with a request of \$300K to help pay for the required fulltime school resource officer/armed guardian, extra cameras, state-required door locks, security film on all windows, and slats for the playground fence. The state only approved \$20K to pay for the required locks. Based on recent meetings, they (state) were surprised that the grants requests SO MUCH more money than the legislature actually approved for school safety. The cost for JUST the fulltime school resource officer who will be able to fulfill the “armed guardian” requirement is \$86K. The state approved a stipend of \$500 as payment for the armed guardian.
- The Internet was down across Roy starting the evening of March 3 through March 4. The local schools all closed for the day. Bridge remained opened and all teachers pivoted to teach without technology. Admin ensured security was not compromised. Attendance that day was 93% - our families NEEDED school open! It was such an AMAZING day we will be piloting Tech-Free Tuesdays each week through the remainder of the year to see if it something we want to continue for next year.

- We have issued an RFP for IT services and the review committee completed the scoring. Only one company submitted a proposal – ETS.
- A charter school is opening a new campus in Sunset (not far from Roy). Their starting salary is \$72,000 – the highest in Utah! Teachers are starting to grumble about salaries. Sara and I came up with a plan to increase salaries without any line-item changes on the budget or impact on the model – Sara got feedback from teachers and there was overwhelming support! The plan will be implemented for 2025-2026 as follows:
  - We will reduce the number of para-educators in each grade from 4 to 3.
  - We will eliminate the part-time paras who flit in and out of different grades.
  - We will reduce the kindergarten paras from 7 to 3 (currently there are two per teacher and a computer support para). This will reduce to one para per classroom.
  - Currently the charter states PPCD time is 38% of schedule (15 hours) – it is currently 17+ hours for classroom teachers. This will be reduced to 15 hours and teachers will take over some recess and lunch duties typically done by paras. Everyone agrees having teachers part of recess and lunch will have a positive impact on behavior issues.
  - The cost savings (approximately \$180,000) will be used to increase classroom teacher salaries \$6,000 - \$8,000 per teacher.
  - During data team meetings teachers and admin will discuss which paras the teachers would like assigned to their grade.
- Just want to share some SHOUT OUTS!
  - We have FOUR staff members who have signed up to be CERTIFIED translators for the State!
  - LunchPro provided dinner for staff on Wednesday during Parent Teacher Conference. It was a “build your own soup bar” and our staff LOVED it! We are SO appreciative of not only the amazing programs LunchPro operates (breakfast, lunch, CACFP dinner and FFVP) we are also super appreciative of their inexpensive catering! This allows us to show staff they are valued without breaking the bank!
  - Below is feedback from a substitute teacher! Another substitute teacher told me she used to sub everywhere but now only wants to sub at Bridge.



### **SCHOOLWIDE POSITIVE BEHAVIOR PROGRAM (Required to Report)**

We have tons of processes in place to help create a safe and supportive environment for ALL kids!

- **SAFE** – school away from the environment. Students are in this space with a substitute working on classwork. Frequent check ins by social worker, counselor, admin and teachers to ensure students still feels valued and a part of the community.
- **Watch Me Learn** tickets – these are distributed based on our “Traits of a Good Learner” and turned in for prizes.
- **Zero Ribbitts** – students are encouraged to transition quietly in the halls and classes are rewarded with a purple Zero Ribbitts ticket. On Friday the class with the most tickets earns a FREE dress down day for the following Monday.
- **Frog Squad**- students in grade 4-6 that help with “how to be a good friend” information. They share this information during our Tuesday Talk and Talen assembly on the first Tuesday of each month.
- **Connections BEFORE Curriculum** – this is practiced in every classroom with every staff member. Students are supported and valued even if they are having a rough patch.
- **Community Connection Corner** – this is created by our social worker and shared each week in the newsletter. This covers topics such as helping children feel heard and value and how to deal with “big” emotions.
- **Self-Care for Staff** – our social worker runs self-care workshops for staff to help them learn ways to regulate their own emotions so they can better attend to the students who are having dysregulated moments.
- **Staff Training** – continual sharing of books, podcasts, videos to help staff learn how to deal with those tough behaviors and set boundaries all the while still ensuring the students feel safe, loved and valued.
- **Restorative Practices** –
  - Daily Community Circle
  - Restorative conversations
  - Restore the environment
  - Repay staff with “time” for the incident (washing tables, taking out garbage, cleaning rocks off scooter path, etc.)

**Referred to Administration in Aspire**

Behavior Type	Incident Count	Student Count
Bullying	1	1
Bullying on basis of race, color, national origin	4	4
Disrespecting Adult	3	3
Disrespecting Faculty	1	1
Disrespecting Student	34	20
Disruptive Behavior	95	55
Dress Code Violation	1	1
Elopement	2	1
Fighting with Student	16	15
Physical Contact with Another Student	1	1
Sexual Inappropriateness	6	6
Suicidal Ideation	1	1
Threatening Bodily Harm	6	6
Totals:	171	86*

Action Type	Action Count
Alternative Placement	4
Called Parents	99
Conference	6
Detention - Recess	3
Detention - Session 1	1
In School Suspension	6
Intervention	4
Out of School Suspension	22
Total Actions:	145

NOTE – Alternative Placement and In School Suspension are both used for “SAFE”. Of the 32 suspensions, 69% were out of school. We need to do better and decrease this to less than half of all suspensions are out of school.



**Bridge Elementary**  
**Statement of Financial Position**  
**Created on March 11, 2025**  
**For Prior Month**

	07/01/2024 Through 02/28/2025 <u>Actual</u>	Year Ending 06/30/2024 <u>Actual</u>
<b>Assets &amp; Other Debits</b>		
Current Assets		
Operating Cash	1,402,705	1,059,754
Accounts Receivables	906	231,947
Total Current Assets	<u>1,403,611</u>	<u>1,291,701</u>
Restricted Cash	<u>1,281,563</u>	<u>976,875</u>
Net Assets		
Fixed Assets	13,214,516	13,214,515
Depreciation	(998,746)	(998,746)
Total Net Assets	<u>12,215,770</u>	<u>12,215,769</u>
<b>Total Assets &amp; Other Debits</b>	<u><b>14,900,944</b></u>	<u><b>14,484,345</b></u>
<b>Liabilities &amp; Fund Equity</b>		
Current Liabilities	15,897	284,482
Long-Term Liabilities	<u>13,760,015</u>	<u>13,760,016</u>
Fund Balance	439,848	(69,671)
Net Income	<u>685,184</u>	<u>509,518</u>
<b>Total Liabilities &amp; Fund Equity</b>	<u><b>14,900,944</b></u>	<u><b>14,484,345</b></u>

Bridge Elementary  
Statement of Activities

Created on March 11, 2025  
For Prior Month

	Annual June 30, 2025 Budget	Year-to-Date February 28, 2025 Actual	% of Budget	Annual June 30, 2024 Budget	Year to Date February 29, 2024 Actual	% of Budget
Net Income						
Income						
Revenue From Local Sources	157,000	164,343	105 %	196,000	132,199	67 %
Revenue From State Sources	5,656,024	3,992,258	71 %	5,362,354	3,639,267	68 %
Revenue From Federal Sources	475,358	163,744	34 %	450,392	183,369	41 %
Total Income	6,288,382	4,320,345	69 %	6,008,746	3,954,835	66 %
Expenses						
Instruction/Salaries	3,288,303	1,991,958	61 %	3,024,181	1,650,105	55 %
Employee Benefits	443,356	255,607	58 %	394,357	212,586	54 %
Purchased Prof & Tech Serv	619,999	439,971	71 %	593,999	408,795	69 %
Purchased Property Services	62,000	26,951	43 %	62,000	25,408	41 %
Other Purchased Services	510,925	320,463	63 %	474,200	308,718	65 %
Supplies & Materials	295,545	201,118	68 %	288,545	189,944	66 %
Property	50,000	63,037	126 %	105,000	36,395	35 %
Debt Services & Miscellaneous	888,801	336,056	38 %	990,406	389,178	39 %
Total Expenses	6,158,929	3,635,161	59 %	5,932,688	3,221,129	54 %
Total Net Income	129,453	685,184	529 %	76,058	733,706	965 %

**Bridge Elementary**  
**Policy: School LAND Trust Council Membership and Election Procedures**  
**Approved: March 18, 2025**

Bridge Elementary (the “School”) has established a Charter LAND Trust Council (the “LAND Council”) to prepare a plan for the use of School LAND Trust Program money in accordance with state law.

1. **LAND Council Size & Composition.** The LAND Council shall consist of no fewer than three (3) and no more than thirteen (13) members. The LAND Council shall determine the size of its membership by a majority vote. The number of LAND Council members who are parents or grandparents of students enrolled at the School *shall* exceed all other members combined by at least two.
  - a. If the School’s governing board meets the size and composition requirements above, the governing board will serve as the LAND Council.
2. **Election Procedures.** If the School’s governing board does not serve as the LAND Council, membership shall consist of two (2) parents or grandparents of students and one (1) School administrator. The School administrator will be a non-voting member.
  - a. The School will notify parents/guardians about the LAND Council and provide information on becoming a member of the School’s LAND Council.
  - b. If the number of interested individuals exceeds the number of open positions, an election will take place. Families will be notified of the election process at least ten (10) days before voting commences, and each family will be given the opportunity to vote. Voting will be anonymous. The School’s Director will oversee the elections.
  - c. If the number of interested individuals is less than or equal to the number of open positions, an election is not required.
  - d. Terms shall be for a period of one (1) school year, and members are eligible for re-election. However, members may only serve for up to three (3) consecutive terms.

## Service Animal Policy

Adopted: January 21, 2020

Revised:

### Purpose

Bridge Elementary (the "School") adopts this policy to ensure that individuals with disabilities are able to participate in and benefit from School services, programs, and activities, and to ensure that the School does not discriminate against individuals on the basis of disability. As provided by the Americans with Disabilities Act, [as amended Amendments Act](#) (the "Act"), and its accompanying regulations, [and as provided in Utah Code § 26B-6-801 through -805](#), individuals with disabilities will be permitted to bring their service animals on School property in accordance with this policy.

### Policy

Individuals with disabilities, including students, employees, and visitors, will be permitted to be accompanied by their service animal in School facilities and vehicles, on School grounds, and at School functions in accordance with applicable law and this policy. Pets and other animals, except as allowed for pre-approved educational purposes, are restricted from the School. The School's Director is responsible for the administration of this policy.

### Definition of Service Animal

"Service animal" includes any dog that:

(a) is trained, or is in training, to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability; [and](#)

(b) performs work or tasks, or is in training to perform work or tasks, that are directly related to the individual's disability, including:

- (i) assisting an individual who is blind or has low vision with navigation or other tasks;
- (ii) alerting an individual who is deaf or hard of hearing to the presence of people or sounds;
- (iii) providing non-violent protection or rescue work;
- (iv) pulling a wheelchair;
- (v) assisting an individual during a seizure;
- (vi) alerting an individual to the presence of an allergen;
- (vii) retrieving an item for the individual;
- (viii) providing physical support and assistance with balance and stability to an individual with a mobility disability; or
- (ix) helping an individual with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors.

"Service animal" does not include:

- (a) an animal other than a dog, whether wild or domestic, trained or untrained; or
- (b) an animal used solely to provide:
  - (i) a crime deterrent;
  - (ii) emotional support;
  - (iii) well-being;
  - (iv) comfort; or
  - (v) companionship.

#### Guidelines and Procedures

Due to the School's need to accommodate a variety of disabilities and conditions, the Director should be notified when an individual with a disability desires to be accompanied by a service animal on School property or during a School function.

In response to this notification, the Director ~~will request~~ may ask the following two questions:

(a) ~~an affirmation that~~ is the animal ~~is~~ required because of a disability?

~~and (b) a description of the~~ What work or tasks ~~that~~ has the service animal ~~has~~ been trained to ~~provide~~ perform for the person with the disability?

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Notwithstanding the foregoing, the Director shall not ask the questions above if it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the service animal is observed by the Director or other School personnel guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

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The Director ~~will also~~ shall request proof that the service animal complies with applicable animal control and public health requirements, including those related to ~~for~~ licensure and/or rabies immunization/vaccinations, required by the municipality in which the individual with a disability resides.

#### Control and Management

A service animal must be under the control of its handler at all times while on School property or at a School function.

A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or tether would interfere with the service animal's safe, effective

performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

#### Care and Supervision

Service animals must be housebroken.

The School, including classroom staff, is not responsible for the care or supervision of a service animal. The School is not responsible for providing a staff member to walk the service animal or to provide any care or assistance to the animal unless otherwise required by law.

The owner or handler of the service animal shall be solely responsible for:

- (a) supervision and care of the service animal, including feeding, exercising, clean-up, stain removal, and veterinary care; and
- (b) restraint of the service animal at all times.

#### Liability

The owner or the handler of a service animal is liable for any and all damages to property or injuries to persons caused by the service animal.

#### Removal or Exclusion of Service Animal

The School may deny a request for use of a service animal or ask an individual with a disability to remove a service animal from School property, a School vehicle, or a School function if:

- (a) the service animal is out of control and the service animal's handler does not take effective action to control it;
- (b) the presence of the service animal will require a fundamental alteration of the program or will significantly disrupt or interfere with the education process; or
- (c) the handler fails to submit proof of [compliance with local animal control and public health requirements, including those related to current licensing and/or rabies immunization/vaccinations](#), when the service animal is to be used regularly at the School; or
- (d) [the service animal is not housebroken](#).

If the service animal is properly removed or prohibited, the School shall continue to give the individual with a disability the opportunity to participate in the School services, programs, or activities without having the service animal on the premises.

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### Conflicting Disabilities

Individuals with disabilities that are adversely impacted by service animals should contact the Director. Such individuals will be asked to provide documentation that identifies their disabilities and their need for accommodations. The Director will strive to facilitate a process to resolve the situation in a manner that considers the conflicting needs and reasonable accommodations of the disabled individuals involved. However, the Director may exclude the service animal if it poses a direct threat to the health or safety of others.

### Reasonable Modifications

The School shall make reasonable modifications to this policy to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. In determining whether such reasonable modifications to this policy can be made, the School shall consider the assessment factors in 28 CFR § 35.136(i)(2).

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**Bridge Elementary  
Evaluation Committee Statement  
RFP for IT Services Provider**

**Background**

Bridge Elementary (the “school”) issued an RFP for an IT Services Provider on February 21, 2025. The school posted the RFP on its website from February 21, 2025 to March 4, 2025. The deadline to submit a proposal in response to the RFP was March 4, 2025, at 3:00 pm. One company submitted a proposal to the school. Eminent Technical Solutions, LLC (“ETS”) was the only offeror.

**Evaluation and Scoring of Proposal**

The Evaluation Committee on this RFP was Lani Rounds, Sara Tucker, and Keri Toponce. They reviewed and scored the proposals on March 7, 2025. Together they determined that ETS’s proposal met the minimum requirements of the RFP, that its pricing and terms were reasonable, and that it would be in the best interest of the school to award the contract to ETS.

Based on the Committee’s review of the proposal, ETS (a) has the requisite experience and qualifications to provide quality IT services; (b) has successfully done this type of work for the school and for other charter schools in Utah in the past. The Committee awarded ETS 70 out of 70 possible points for non-cost criteria and 30 out of 30 points for cost criteria, for a total of 100 out of 100 points.

**Award Recommendation**

The Evaluation Committee recommends to the school’s Board of Directors that it award the contract for IT Services to ETS for a period of five years.



#### Amending Service Animal Policy Summary

This policy has been revised to bring it more into compliance with current Utah law (Utah Code 26B-6-801 thru -805) and federal law (28 CFR § 35.136). The revisions include updates to code citations, a new paragraph explaining when the school should not ask if a service animal is required because of a disability or what work/tasks the service animal has been trained to perform, and a new paragraph regarding when miniature horses may qualify as a service animal.

#### Rescinding Library Materials Policy

Awhile back the school amended its Instructional Materials Policy due to some changes to the applicable law and rules. Now that policy, along with the Sensitive Material Review procedures under that policy, governs how the school selects, approves, and handles challenges to all instructional materials, including library materials. So, there is no longer a need or a requirement for the school to have a separate Library Materials Policy. If a stakeholder of the school wants to challenge a library book based on their belief that it contains “sensitive material” (being pornographic or indecent), the required challenge and review process is laid out in the Sensitive Material Review procedures established under the Instructional Materials Policy.

## QUOTE

**SSL Quote Number:** Q-547335

**Status:** Approved

**Quote Name:**

**Currency:** USD

**Created Date:** 02-19-2025

**Expiration Date:** 05-14-2025

**Customer Number:** 2754604

**Requestor Name:** Lani Rounds

lani@bridgecharter.org

801.499.5180

**Lift Gate Truck Required:** ☒

**Inside Delivery:** ☒

**Customer Program:**

To place an order using this quote,  
contact:

Phone 888-388-3224

Email orders@schoolspecialty.com



**Sales Rep Name:** Jeanette Mendenhall

**Sales Rep Email:** jeanette.mendenhall@schoolspecialty.com

**Sales Rep Phone:** (801) 598-2050

**Bill To:** BRIDGE ELEMENTARY

4824 MIDLAND DR



ROY, UT 84067-8668

**Ship To:** BRIDGE ELEMENTARY

4824 MIDLAND DR

ROY, UT 84067-8668

**Notes:**

Quantity	SSL Item	Customer Item #	Pack Size	Image	Item Description	List Price	Your Price	Extended Price
12	1440997		Each		CAFETERIA TABLE - CLASSROOM SELECT - MOBILE ROUND WITH STOOLS - SPECIFY NUMBER OF SEATS - SPECIFY PRODUCT HEIGHT - MDF - LOCKEDGE - SPECIFY TOP COLOR - SPECIFY SEAT COLOR - BLACK - SPECIFY EDGE COLOR Top Color: Blackbird Edge Color: Titanium Seat Color: Shamrock Number of Seats: 8 Product Height: 27 Inch	\$3,212.95	\$1,797.89	\$21,574.68
12	1440997		Each		CAFETERIA TABLE - CLASSROOM SELECT - MOBILE ROUND WITH STOOLS - SPECIFY NUMBER OF SEATS - SPECIFY PRODUCT HEIGHT - MDF - LOCKEDGE - SPECIFY TOP COLOR - SPECIFY SEAT COLOR - BLACK - SPECIFY EDGE COLOR Top Color: Blackbird Edge Color: Titanium Seat Color: Sunflower Number of Seats: 8 Product Height: 27 Inch	\$3,212.95	\$1,797.89	\$21,574.68

**Subtotal** \$43,149.36

**Estimated Taxes** \$0.00

**Shipping & Handling** \$0.00

**Total** \$43,149.36

Accept this quote by sending back your purchase order number or signing it electronically. For orders over \$15,000.00, please submit a hard copy of your Purchase Order.

Prices subject to change until all finish selections have been completed. Order will not be placed until all finish options are selected.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Purchase Order Number: \_\_\_\_\_

<b>Shipping Instructions:</b>
<b>Pack Slip Notes:</b>