

**Bridge Elementary
Board of Directors Meeting**

Date: January 20, 2026

Time: 5:00 PM

Location: <https://us04web.zoom.us/j/76797437174?pwd=9XTIRJbP291wxjuvL09NLfsFy9aoah.1>



AGENDA

CALL TO ORDER

CONSENT ITEMS

- December Board Meeting Minutes

VOTING & DISCUSSION ITEMS

- Director's Report
- Financial Report
- SPED Policy Review
- Approve 2026-2027 School Calendar

CALENDARING

o Next Board Meeting February 17, 2026, at 5pm.

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: December 10 , 2025

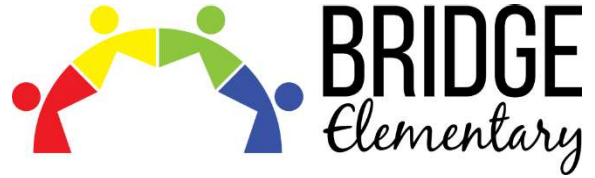
Location:

<https://us04web.zoom.us/j/76797437174?pwd=9XTIRJbP291wxjuvL09NLfsFy9aoah.1>

Board Member Present: Trent Ady, Marianne Henderson, Linda Nilson

Excused: Lance Eastman, Kari Fredrickson

Others Present: Janey Stoddard, Alicia Ady, Ron Hubbard, Sara Tucker, Nicole Jones



MINUTES

CALL TO ORDER

- At 5:03pm Marianne Henderson called the meeting to order.

CONSENT ITEMS

- Approve November Board Meeting Minutes

Linda Nilson made a motion to approve the November 10, 2025, Board Meeting Minutes. Trent Ady seconded the motion. The motion passed unanimously. Votes were as follows: Linda Nilson, Aye; Marianne Henderson, Aye; Trent Ady, Aye.

VOTING & DISCUSSION ITEMS

- Staff Bonuses - This item will be discussed in closed session.

CLOSED SESSION-

At 5:08pm, Trent Ady made a motion to move into 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. 52-4-2(1)(a) on Zoom. Linda Nilson seconded the motion. The votes were as follows: Trent Ady, Aye; Linda Nilson, Aye; Marianne Henderson, Aye. The motion passed unanimously.

At 5:38pm Marianne Henderson made a motion to come out of closed session and Adjourn. Linda Nilson seconded the motion. The motion passed unanimously.

Votes were as follows: Trent Ady, Aye; Marianne Henderson, Aye; Linda Nilson, Aye.

CALENDARING

o Next Board Meeting January 20, 2026 at 5pm.

DRAFT

Bridge Elementary Staff Highlight

Employee Name: Diane Arrington

Position: Special Education Director

Date: January 20, 2026

Why I Love Working at Bridge Elementary

Please share a short response about what you enjoy most about being part of the Bridge Elementary community.

I love so many things about working at Bridge. First and foremost, I love the administration and their support of everything we are doing in SpEd. I love that we have conversations regularly to go over our successes and our goals. I feel like I am a working partner with them and we have the same vision for SpEd. I love that they have experience with SpEd and can guide me and give me perspective when I need background on our students.

I love the forward thinking and constant effort to improve our school. There is consistency in the expectations and support for all of the staff members. Our well-being is important and support is given without guilt.

I have worked in education for 17 years and this is the most support I've ever been given and is, by far, the most positive environment for our SpEd. department.

What Makes This Employee Exceptional

Please share a brief statement highlighting the qualities, contributions, and impact that make this staff member an exceptional part of our team.

Diane is an exceptional leader whose deep knowledge, steady advocacy, and collaborative approach ensure that every student receives the support they need to succeed. Through thoughtful systems-building, strong compliance oversight, and a genuine commitment to students and staff, she has strengthened our special education program while fostering trust and clarity across the school community. Her leadership has a meaningful and lasting impact on student outcomes, team effectiveness, and our shared culture of care and accountability. She has united our Special Education services team in a cohesive way that hasn't happened at Bridge in the past. I am so grateful that she is part of our Bullfrog Team! ~ Janey

Diane is an incredible advocate for students and staff. She goes above and beyond to ensure that needs are met and that students have what is needed to be successful in their endeavors. Diane is kind, caring, and a friend to all. We are ever so grateful that she is a part of the Bridge Family! ~ Sara

Diane is an exceptional educator and leader! She always goes above and beyond for her students and her team! She is an important and imperative part of our school community! We are super lucky to have her at Bridge. ~ Susan

Since Diane has become SPED Director, there has been a more cohesive and positive atmosphere with the special education team. Concerns are approached in a positive and timely manner. ~ Lalani

Actuals as of: **December 31, 2025** Percentage of Year: **50.0%**



Budget Detail Report

	(558 Students) Previous Yr's Actuals	(544 Students) Current Yr's Actuals	(544 Students) Approved FY26 Budget	Variance	(544 Students) FY26 Forecast	% of Forecast	
Revenue							
1000 Local							
1510 Interest on Investments	\$ -	\$ 34,849	\$ 70,000	\$ 15,000	\$ 85,000	41.0%	Acct for unpaid lunches - write off
1610 Sales to Students	\$ -	\$ 47,104	\$ 85,000	\$ 11,000	\$ 96,000	49.1%	
1620 Sales to Adults	\$ -	\$ -	\$ -	\$ 4,600	\$ 4,600	0.0%	
1720 Bookstore Sales	\$ -	\$ -	\$ -	\$ -	\$ 63	0.0%	
1910 Rentals	\$ -	\$ 6,575	\$ 22,000	\$ 3,000	\$ 25,000	26.3%	
1920 Donations	\$ -	\$ 5,047	\$ 14,000	\$ -	\$ 14,000	36.1%	
1990 Miscellaneous	\$ -	\$ 1,428	\$ 4,500	\$ (1,102)	\$ 3,398	42.0%	
Total 1000:	\$ -	\$ 95,003	\$ 195,500	\$ 32,498	\$ 228,061	41.7%	
3000 State							
3010 Regular School Prgm K-12	\$ 2,194,174	\$ 1,133,851	\$ 2,194,174	\$ 57,879	\$ 2,252,053	50.3%	
3020 Professional Staff	\$ 138,421	\$ -	\$ 138,421	\$ (138,421)	\$ -	#DIV/0!	
3105 Special Education -- Add-On	\$ 504,444	\$ 290,896	\$ 504,444	\$ 77,348	\$ 581,792	50.0%	
3110 Special Education -- Self-Contained	\$ 28,986	\$ 16,904	\$ 28,986	\$ 4,823	\$ 33,809	50.0%	
3120 Special Education -- Extended Year	\$ 4,288	\$ 1,130	\$ 4,288	\$ (2,029)	\$ 2,259	50.0%	
3125 Special Education -- State Program	\$ 10,188	\$ 5,826	\$ 10,188	\$ 1,463	\$ 11,651	50.0%	
3178 Special Education -- Extended Year Stipend	\$ 1,200	\$ 720	\$ -	\$ 720	\$ 720	100.0%	
3101 Class Size Reduction - K-8	\$ 229,558	\$ 120,334	\$ 229,558	\$ 11,110	\$ 240,668	50.0%	
3144 Enhancement for At-Risk Students	\$ 137,056	\$ 77,477	\$ 137,056	\$ 17,899	\$ 154,955	50.0%	
3200 CS Funding Base Program	\$ 83,207	\$ 37,008	\$ 83,207	\$ (9,192)	\$ 74,015	50.0%	
3310 Flexible Allocation	\$ 1,413	\$ 106,029	\$ 1,350	\$ 210,414	\$ 211,764	50.1%	\$3,628 per stud Oct 1st student
3219 Charter School Local Replacement	\$ 1,850,886	\$ 998,607	\$ 1,850,886	\$ 122,746	\$ 1,973,632	50.6%	
3331 Gifted and Talented	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3451 Educator Professional Time	\$ 54,332	\$ 49,402	\$ 54,332	\$ (4,930)	\$ 49,402	100.0%	Requires board approved plan
3407 Was TSSP, now SSHINE	\$ 2,963	\$ 11,425	\$ -	\$ 22,851	\$ 22,851	50.0%	
3468 Teacher Materials and Supplies	\$ 11,195	\$ 8,863	\$ 11,195	\$ -	\$ 11,195	79.2%	\$10,350 Gross pa portion per tchr \$13,450 per CAC FTE (for FICA/40:
3476 Educator Salary Adjustment	\$ 310,774	\$ 163,890	\$ 310,774	\$ (12,172)	\$ 298,602	54.9%	
3520 School LAND Trust Program	\$ 80,147	\$ 86,585	\$ 80,147	\$ 6,438	\$ 86,585	100.0%	
3670 Competency Based Learning Amendments	\$ -	\$ 91,079	\$ 130,000	\$ -	\$ 130,000	70.1%	FY25 Grant, not received yet
3679 Student Health & Counseling	\$ -	\$ -	\$ 41,191	\$ (972)	\$ 40,219	0.0%	
3459 Schl-Based Ed Support Prof Stipends	\$ -	\$ 41,903	\$ 21,045	\$ 20,858	\$ 41,903	100.0%	
3873 Substance Prevention	\$ 4,000	\$ 4,000	\$ -	\$ 4,000	\$ 4,000	100.0%	
3874 Suicide Prevention	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	\$ 1,000	100.0%	
3800 Teacher and Student Success Act (TSSA)	\$ 147,168	\$ 87,194	\$ 147,168	\$ 27,221	\$ 174,389	50.0%	
3884 Summer EBT Reimbursement	\$ -	\$ 868	\$ 868	\$ -	\$ 868	100.0%	
3914 School Safety Support & Other	\$ 3,000	\$ -	\$ 45,578	\$ (20,578)	\$ 25,000	0.0%	Door Locks - 25k
3873 State Liquour Tax (NSLP)	\$ 66,661	\$ 17,455	\$ -	\$ 17,455	\$ 17,455	100.0%	
3818 K3 Reading Software Licenses	\$ 21,045	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3814 School Safety Support	\$ 95,000	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
Total 3000:	\$ 5,981,106	\$ 3,352,446	\$ 6,024,856	\$ 415,931	\$ 6,440,787	52.1%	
4000 Federal							
4522 IDEA Preschool	\$ 2,531	\$ -	\$ 6,696	\$ (4,165)	\$ 2,531	0.0%	
4524 IDEA Part-B	\$ 107,601	\$ -	\$ 88,000	\$ 19,000	\$ 107,000	0.0%	
4560 NSLP Lunch Programs	\$ 224,916	\$ 119,876	\$ 315,213	\$ (12,316)	\$ 302,897	39.6%	
4801 Title IA	\$ 57,402	\$ -	\$ 79,119	\$ 353	\$ 79,472	0.0%	
4860 Title IIA	\$ 11,631	\$ -	\$ 6,985	\$ 4,646	\$ 11,631	0.0%	
4805 Title IV	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ 10,000	0.0%	Shift to Title I
Total 4000:	\$ 414,081	\$ 119,876	\$ 496,013	\$ 17,518	\$ 513,531	23.3%	
Total Revenue:	\$ 6,395,187	\$ 3,567,325	\$ 6,716,369	\$ 465,947	\$ 7,182,379	49.7%	

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast	
Expenses							
100 Salaries							
121 Principals & Assistants	\$ -	\$ 155,538	\$ 250,000	\$ 70,500	\$ 320,500	48.5%	
131 Teacher Salaries	\$ -	\$ 580,518	\$ 1,631,657	\$ (406,970)	\$ 1,224,687	47.4%	
131 Specialty Teachers	\$ -	\$ 140,055	\$ -	\$ 301,394	\$ 301,394	46.5%	Keri Toppance - being replaced?
131 Special Education Teachers	\$ -	\$ 136,868	\$ 68,472	\$ 199,327	\$ 267,799	51.1%	
131 Stipends / Bonuses	\$ -	\$ 48,346	\$ -	\$ 166,000	\$ 166,000	29.1%	
132 Substitutes	\$ -	\$ 1,892	\$ 15,000	\$ -	\$ 15,000	12.6%	Chelsea Silverwo position being re
141 Attendance & Social Work Personnel	\$ -	\$ 8,401	\$ 32,000	\$ (23,599)	\$ 8,401	100.0%	
144 Counselor / Behavior Specialist	\$ -	\$ 31,900	\$ 12,000	\$ 101,000	\$ 113,000	28.2%	Rachel Pickard Allison Allred - ac November
143 Health Service Personnel (Nurse)	\$ -	\$ 9,436	\$ 14,666	\$ 7,334	\$ 22,000	42.9%	
152 Secretarial and Office	\$ -	\$ 62,883	\$ 80,000	\$ 47,000	\$ 127,000	49.5%	
161 Classroom Aides	\$ -	\$ 496,051	\$ 922,032	\$ (92,737)	\$ 829,295	59.8%	
161 SpEd Aides	\$ -	\$ 100,595	\$ 154,524	\$ 121,137	\$ 275,661	36.5%	
161 Land Trust / Literacy Aides	\$ -	\$ -	\$ 53,083	\$ (53,083)	\$ -	#DIV/0!	
161 Early Interventions Aides	\$ -	\$ -	\$ 26,850	\$ (26,850)	\$ -	#DIV/0!	
161 Title I Aides	\$ -	\$ -	\$ 71,209	\$ (71,209)	\$ -	#DIV/0!	
162 Media Personnel	\$ -	\$ -	\$ 53,810	\$ (53,810)	\$ -	#DIV/0!	
182 Custodial & Maintenance	\$ -	\$ 74,929	\$ 114,000	\$ 38,625	\$ 152,625	49.1%	
Total 100:	\$ -	\$ 1,847,412	\$ 3,499,303	\$ 324,059	\$ 3,823,362	48.3%	
200 Benefits							
220 FICA (Social Security & Medicare)	\$ -	\$ 123,797	\$ 266,356	\$ 24,220	\$ 290,576	42.6%	
230 Retirement	\$ -	\$ 12,023	\$ 66,000	\$ -	\$ 66,000	18.2%	
241 Health / Life/ FSA	\$ -	\$ 47,833	\$ 60,000	\$ 60,000	\$ 120,000	39.9%	46k last yr GL .013 to start
270 Worker's Compensation Fund	\$ -	\$ 5,663	\$ 7,000	\$ -	\$ 7,000	80.9%	Last Yr Ready2Teach \$1
280 Unemployment Insurance	\$ -	\$ 8,238	\$ 74,000	\$ 2,644	\$ 76,644	10.7%	
Total 200:	\$ -	\$ 197,554	\$ 473,356	\$ 86,864	\$ 560,220	35.3%	TNTP 5670 Learn Competency (nc this yr) \$22,526 Bal. \$1,435
300 Prof & Technical Services							
320 Professional Educational Services	\$ -	\$ 41,505	\$ 68,221	\$ -	\$ 68,221	60.8%	
320 Special Education Services	\$ -	\$ 49,065	\$ 181,779	\$ (56,779)	\$ 125,000	39.3%	
330 Employee Training	\$ -	\$ 2,045	\$ 16,000	\$ -	\$ 16,000	12.8%	AW July & 5k audi RA \$6,700/mth \$8k transition one 15k Eide Bailly
340 Other Professional Services / Audit	\$ -	\$ 16,840	\$ 26,000	\$ -	\$ 26,000	64.8%	
345 Business Services	\$ -	\$ 48,200	\$ 252,407	\$ (164,007)	\$ 88,400	54.5%	
349 Legal Services	\$ -	\$ 200	\$ -	\$ 3,200	\$ 3,200	6.3%	Les Olsen \$4.1k ETS \$79,045
350 Technology Services	\$ -	\$ 71,856	\$ 120,000	\$ (9,406)	\$ 110,594	65.0%	Frogummy \$360 Lexia \$360 Zarahemla Group
Total 300:	\$ -	\$ 229,711	\$ 664,407	\$ (226,992)	\$ 437,415	52.5%	Locksmith \$12.7k Iron Creek Contra HVAC \$5k K D Lawn Care
400 Purchased Property Services							
411 Water / Sewage / Garbage	\$ -	\$ 6,820	\$ 7,000	\$ 4,100	\$ 11,100	61.4%	
420 Custodial Services	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
430 Repairs & Maintenance	\$ -	\$ 41,477	\$ 25,000	\$ 36,648	\$ 61,648	67.3%	
434 Snow Removal	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	
441 Rental of Land & Buildings	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000	0.0%	
443 Lease of Copy Machines	\$ -	\$ 5,685	\$ -	\$ 12,000	\$ 12,000	47.4%	\$12,146 last yr Garbage
490 Other Purchased Property Services	\$ -	\$ -	\$ 20,000	\$ (20,000)	\$ -	#DIV/0!	Pest Control Enable Utah Certified Fire & Se Roylance Fence \$
Total 400:	\$ -	\$ 53,982	\$ 59,000	\$ 32,748	\$ 91,748	58.8%	

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast	
500 Other Purchase Services							Roylance Fence \$
518 Field Trips-Admission	\$ -	\$ 54	\$ 1,000	\$ 2,000	\$ 3,000	1.8%	
521 Insurance	\$ -	\$ -	\$ 1,262	\$ -	\$ 1,262	0.0%	
522 Liability & Property Insurance	\$ -	\$ 45,806	\$ 32,078	\$ 13,728	\$ 45,806	100.0%	
530 Communication (telephone & other)	\$ -	\$ 1,896	\$ 6,500	\$ 1,000	\$ 7,500	25.3%	
540 Marketing	\$ -	\$ 14	\$ 1,000	\$ -	\$ 1,000	1.4%	Unpaid lunch bala
570 Food Service Management	\$ -	\$ 241,109	\$ 475,000	\$ -	\$ 475,000	50.8%	write off, amount
580 Travel / Per Diem	\$ -	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	
Total 500:	\$ -	\$ 288,879	\$ 517,840	\$ 16,728	\$ 534,568	54.0%	
600 Supplies and Materials							
610 Classroom	\$ -	\$ 21,974	\$ 71,400	\$ 15,000	\$ 86,400	25.4%	
610 Teacher Budget Supplies	\$ -	\$ 48	\$ 3,850	\$ -	\$ 3,850	1.2%	
610 Spirit Shirts	\$ -	\$ 986	\$ -	\$ 986	\$ 986	100.0%	
610 Student Motivation	\$ -	\$ 1,882	\$ -	\$ 1,882	\$ 1,882	100.0%	
610 Special Education Supplies	\$ -	\$ 697	\$ 3,753	\$ -	\$ 3,753	18.6%	
610 Staff Appreciation	\$ -	\$ 4,224	\$ -	\$ 4,224	\$ 4,224	100.0%	
610 Professional Development Supplies	\$ -	\$ 4,639	\$ 12,420	\$ -	\$ 12,420	37.4%	
610 Board Supplies	\$ -	\$ 78	\$ -	\$ 78	\$ 78	100.0%	
610 Office / Admin Supplies	\$ -	\$ 8,620	\$ 8,747	\$ 1,667	\$ 10,414	82.8%	
610 Safety	\$ -	\$ 69	\$ -	\$ 69	\$ 69	100.0%	
610 Non-Food Kitchen Supplies	\$ -	\$ 86	\$ -	\$ 86	\$ 86	100.0%	
614 Educator Professional Time...	\$ -	\$ -	\$ 41,778	\$ (41,778)	\$ -	#DIV/0!	
621 Natural Gas	\$ -	\$ 523	\$ 15,000	\$ (6,000)	\$ 9,000	5.8%	
622 Electricity	\$ -	\$ 18,593	\$ 35,000	\$ (3,000)	\$ 32,000	58.1%	
641 Textbooks & Curriculum	\$ -	\$ 50,936	\$ 21,000	\$ 34,000	\$ 55,000	92.6%	Heggerty \$15k The Reading War
644 Library Books & Materials	\$ -	\$ 7	\$ 3,597	\$ -	\$ 3,597	0.2%	
650 Technology Related Supplies	\$ -	\$ 2,775	\$ 28,000	\$ (23,000)	\$ 5,000	55.5%	
650 Technology Related Land Trust	\$ -	\$ -	\$ 12,500	\$ (12,500)	\$ -	#DIV/0!	
670 Educational Software	\$ -	\$ 41,412	\$ 45,000	\$ -	\$ 45,000	92.0%	i-Ready \$33k
670 Business Software	\$ -	\$ 3,751	\$ -	\$ 3,751	\$ 3,751	100.0%	
680 Maintenance & Janitorial	\$ -	\$ 8,100	\$ 27,500	\$ (7,500)	\$ 20,000	40.5%	
Total 600:	\$ -	\$ 169,400	\$ 329,545	\$ (32,035)	\$ 297,510	56.9%	
700 Property, Equipment							
710 Land and Site Improvements	\$ -	\$ -	\$ 49,422	\$ (24,422)	\$ 25,000	0.0%	Privacy slats fence 11k
733 Furniture and Fixtures	\$ -	\$ 4,357	\$ 20,000	\$ -	\$ 20,000	21.8%	
734 Technology Related Hardware	\$ -	\$ 56,213	\$ 20,000	\$ 36,213	\$ 56,213	100.0%	Fix Freezer Janey checking
739 NSLP Equipment & Furniture	\$ -	\$ -	\$ 60,000	\$ (25,000)	\$ 35,000	0.0%	
740 Cap Ex (Savings)	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
Total 700:	\$ -	\$ 60,570	\$ 149,422	\$ 11,791	\$ 136,213	44.5%	
800 Debt Service and Misc							
810 Dues and Fees	\$ -	\$ 15,636	\$ 10,000	\$ 7,000	\$ 17,000	92.0%	UAPCS 4.4k Utah Charter Net
830 Principal & Interest (Bldg payment)	\$ -	\$ 417,863	\$ 878,801	\$ (43,076)	\$ 835,725	50.0%	Began 1/5/22 Ends 6/5/2051 FY26 - \$835,725 FY27 - \$833,925
850 Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
Total 800:	\$ -	\$ 433,499	\$ 888,801	\$ (36,076)	\$ 852,725	50.8%	
Total Expenses:	\$ -	\$ 3,281,007	\$ 6,581,674	\$ 177,087	\$ 6,733,761	48.7%	
Net Income:	\$ 6,395,187	\$ 286,318	\$ 134,695	\$ 288,861	\$ 448,618	63.8%	
				3% Goal	\$ 215,471		

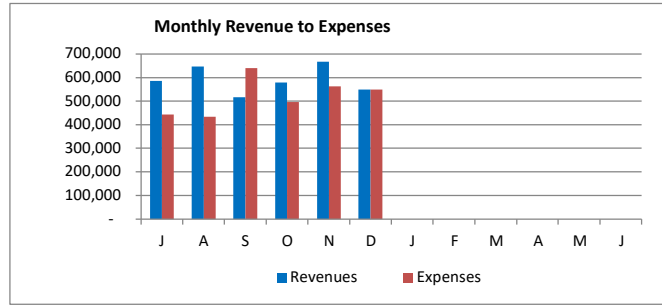
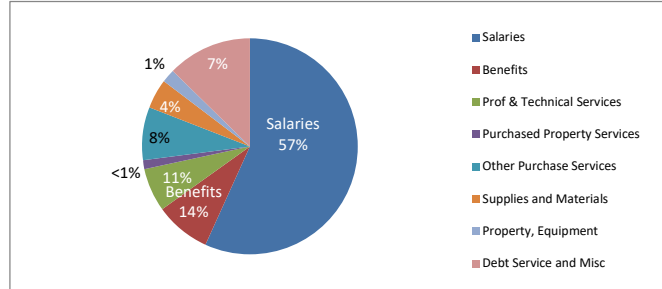
50.0% through the Year

BUDGET REPORT

EXPENSES

RATIOS

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	544	544	544	
Revenue				
1000 Local	\$ 95,003	\$ 195,500	\$ 228,061	41.7%
3000 State	\$ 3,352,446	\$ 6,024,856	\$ 6,440,787	52.1%
4000 Federal	\$ 119,876	\$ 496,013	\$ 513,531	23.3%
Total Revenue	\$ 3,567,325	\$ 6,716,369	\$ 7,182,379	49.7%
Expenses				
100 Salaries	\$ 1,847,412	\$ 3,499,303	\$ 3,823,362	48.3%
200 Benefits	\$ 197,554	\$ 473,356	\$ 560,220	35.3%
300 Prof & Technical Services	\$ 229,711	\$ 664,407	\$ 437,415	52.5%
400 Purchased Property Services	\$ 53,982	\$ 59,000	\$ 91,748	58.8%
500 Other Purchase Services	\$ 288,879	\$ 517,840	\$ 534,568	54.0%
600 Supplies and Materials	\$ 169,400	\$ 329,545	\$ 297,510	56.9%
700 Property, Equipment	\$ 60,570	\$ 149,422	\$ 136,213	44.5%
800 Debt Service and Misc	\$ 433,499	\$ 888,801	\$ 852,725	50.8%
Total Expenses	\$ 3,281,007	\$ 6,581,674	\$ 6,733,761	48.7%
Net Income from Operations	\$ 286,318	\$ 134,695	\$ 448,618	64%
Operating Margin	8.0%	2.0%	6.2%	



	Forecast	Goal
Operating Margin	6.2%	3%
Debt Service Coverage	1.54	1.25
Days Cash on Hand	96	90
Building Payment %	11.6%	20%

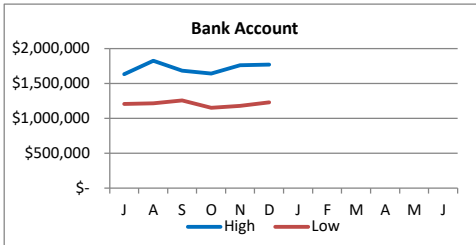
Cash Reserve	Operating Margin
\$0-\$300,000	5%
\$300,000-\$500,000	4%
\$500,000-and above	3%

CASH

RESERVES

ENROLLMENT

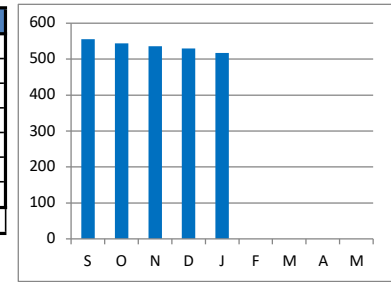
Ending Cash Balance	\$ 1,771,633
Days Cash on Hand	96



	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 1,200,000	\$ 1,200,000
Reserves Added this Year	\$ 286,318	\$ 448,618
Expenses from Reserves	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ 1,486,318	\$ 1,648,618

	S	O	N	D	J	F	M	A	M
K	79	76	74	73	71				
1	83	80	79	78	80				
2	84	84	84	84	80				
3	90	88	88	89	84				
4	83	82	79	78	76				
5	81	83	81	78	78				
6	56	51	51	50	48				
Total	556	544	536	530	517	0	0	0	0

7 kids coming



Policy Change Summary: Specific Learning Disability (SLD) Identification Method

Proposed Change:

Update the Special Education policy related to the identification of Specific Learning Disabilities (SLD) to replace the current Alternate Method language with the Combination Method, which incorporates both Severe Discrepancy and Response to Intervention (RTI) data.

Rationale:

The proposed change allows the school to use a more comprehensive and flexible approach when determining SLD eligibility. By incorporating both discrepancy and RTI data, the school can better reflect a student's instructional history, intervention response, and overall learning profile. This approach supports more accurate identification and ensures decisions are based on multiple sources of data rather than a single methodology.

Impact:

- Aligns policy with current evaluation practices and guidance
- Provides teams with greater flexibility to meet individual student needs
- Strengthens defensibility and clarity of eligibility determinations
- Does not change eligibility criteria, timelines, or procedural safeguards

Recommendation:

Administration recommends approval of the policy update to adopt the Combination Method (Discrepancy and RTI) for SLD identification, effective upon board approval.

NEW POLICY LANGUAGE

1. Specific Learning Disabilities (Rules II.J.10.).

a. Definition (34 CFR § 300.8(C)(10); Rules II.J.10.a.).

Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

b. Procedures for Identifying Students with Specific Learning Disabilities

(34 CFR §

300.307; Rules II.J.10.b.)

(1) Bridge Elementary Charter School has adopted the following method for determining a student's

eligibility under the specific learning disability category:

(a) A Combination method of:

(1) A process based on the student's response to scientific, research based intervention called the Response to Intervention (RtI) method which shows the student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in Rule II.J.10.b.(3)(a); and

(ii) A discrepancy analysis which identifies that the student's scores demonstrate that a severe discrepancy exists between the student's intellectual ability and academic achievement in one or more of the areas identified in Rules II.J.10.b.(3)(a) which indicates the student exhibits a disability using a combination of both the RtI and a discrepancy analysis (the team must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

(2) Additional team members (34 CFR § 300.308; Rules II.J.10.b.2.)

The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by the student's parent(s) or adult student and a team of qualified professionals, which must include:

(a) The student's regular teacher; or (b) If the student does not have a regular teacher, a regular classroom

teacher qualified to teach a student of his/her age; or (c) For a student of less than school age; an individual qualified by the USBE to teach a student of his/her age; and (d) At least one person qualified to conduct individual diagnostic examinations of students and interpret the results of those assessments (as per the

publisher's assessment administration criteria), such as a school psychologist, speech-language pathologist, reading teacher or reading specialist, or special education teacher .

(3) Determining the existence of a specific learning disability (34 CFR 300.309; Rules II.J.10.b.3.)

The team described may determine that a student has a specific learning disability if:

(a) The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:

(i) Oral expression;

(ii) Listening comprehension;

- (iii) Written expression;
- (iv) Basic reading skills;
- (v) Reading fluency skills;
- (vi) Reading comprehension;
- (vii) Mathematics calculation;
- (viii) Mathematics problem solving.

20(b) The group determines that its findings are not primarily the result of:

- (i) A visual, hearing, or motor disability;
- (ii) Intellectual disability;
- (iii) Emotional disturbance;
- (iv) Cultural factors;
- (v) Environmental or economic disadvantage; or
- (vi) Limited English proficiency.

(4) The specific learning disability must adversely affect the student's educational performance.

(5) The student with the specific learning disability must need special education and related services (34 CFR § 300.8(a); Rules II.J.10.b.5.)

(6) The team must determine that the specific learning disability is the student's primary disability.

c. Evaluation (34 CFR § 300.309(b)–(c); Rules II.J.10.c.)

(1) An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.

(2) To ensure underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

(a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parent(s) or the adult student.

(3) Bridge Elementary must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) or adult student and a group of qualified professionals:

21(a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by Bridge Elementary when provided appropriate instruction, and

(b) Whenever a student is referred for an evaluation.

(4) Observation (34 CFR § 300.310(a)–(c); Rules II.J.10.b.4.)

Bridge Elementary Charter School must ensure the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of concern.

(a) The team must decide to:

(i) Use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or

(ii) Have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent or consent of the adult student is obtained.

(b) If the student is a home-schooled student, Bridge Elementary Charter School may determine how to conduct the observation and who will conduct it.

- (c) In the case of a student of less than school age or who is out of school, a group member must observe the student in an environment appropriate for a student of that age.
- (5) Specific documentation for the eligibility determination (34 CFR § 300.311; Rules II.J.10.b.5.) The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of:
- (a) Whether the student has a specific learning disability;
 - (b) The basis for making the determination;
 - (c) The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;
 - (d) The educationally relevant medical findings, if any; and
 - (e) Whether the student meets the criteria below.
 - (f) Combination (Rtl and discrepancy analysis). Does not make sufficient progress to meet State-approved age- or grade-level standards when using a process based on the student's response to scientific evidence-based interventions and obtains scores that demonstrate that a severe discrepancy exists between the student's academic achievement and intellectual ability in one or more of the areas of specific learning disability.
 - (i) Bridge Elementary Charter School has a process that assesses a student's response to scientific, research-based intervention as part of determining if the student has a specific learning disability. This process must include:
 - (ii) High quality research-based instruction delivered by qualified staff in the general education setting; and
 - (iii) Assessment of student performance that specifically includes universal screening and progress-monitoring; and
 - (iv) Multiple tiers of evidence-based interventions to address individual student difficulties; and
 - (v) Documentation of systematic and regular parent, adult student, and/ or family involvement and communication as well as notification about:
 - (A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided (the team must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method);
 - (B) Strategies for increasing the student's rate of learning; and
 - (C) The parent's(s') or the adult student's right to request an evaluation;and
 - (vi) System supports (e.g., leadership, problem-solving, data management systems, coaching and collaboration, professional learning, and measures of fidelity) in place to ensure effective implementation; or
 - (vii) The instructional strategies used and the student-centered data collected.
 - (viii) The team must document that the student's performance on a standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability, and
 - (ix) That the student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual ability and
 - (A) The comparison of the standard scores on the tests of achievement and intellectual ability using an LEA board-approved and USBE-reviewed discrepancy analysis. The team must document consideration of the discrepancy analysis and the team's determination of whether or not it represents a severe discrepancy.
- 23(6) The determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level;
- (7) The requirements of Rules II.D.–H. must be met.
- (8) Each team member must certify in writing whether the report reflects the member's conclusion (34 CFR § 300.311(b)). If it does not reflect the member's conclusion, the team member must submit a separate statement presenting the member's conclusions.

CURRENT POLICY LANGUAGE

II.J. CATEGORICAL DEFINITIONS, CRITERIA, AND ASSESSMENTS (34 CFR § 300.8; 34 CFR § 300.304 34 CFR § 300.306; RULES II.J.)

1. Bridge Elementary has adopted the criteria and evaluation procedures, by category, for determining eligibility for a student with disabilities under Part B of the IDEA and the Rules II.J.1-13. Including: Specific Learning Disabilities (Rules II.J.11.).

a. Definition (34 CFR § 300.8(C)(10)); Rules II.J.11.a.

(1) Specific learning disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance.

(2) Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional behavioral disability; or of environmental, cultural, or economic disadvantage.

b. Procedures for Identifying Students with Specific Learning Disabilities (34 CFR § 300.307; Rules II.J.11.b).

(1) Bridge Elementary has adopted the following method for determining a student's eligibility under the specific learning disability category. An LEA may use one of the following methods for determining a student's eligibility under the specific learning disability category:

(a) Alternative method:

(2) An other alternative research-based procedure (Patterns of Strengths and Weaknesses (PSW) approved by Bridge Elementary's school board and submitted to the USBE called the Alternative method that demonstrates that the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in the Rules II.J.11.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).Additional group members (34 CFR § 300.308; Rules II.J.11.b.(2)).

(a) The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by the student's parent(s) or student who is an adult and a group of qualified professionals, which must include:

(b) The student's regular teacher; or

(c) If the student does not have a regular teacher, a regular

classroom teacher qualified to teach a student of the student's age; or

(d) For a student of less than school age; an individual qualified by the USBE to teach a student of the student's age; and
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(e) At least one person qualified to conduct individual diagnostic examinations of students and interpret the results of those assessments (as per the publisher's assessment administration criteria), such as a school psychologist, speech language pathologist, reading teacher or reading specialist, or special education teacher.

(3) Determining the existence of a specific learning disability (34 CFR § 300.309; Rules II.J.11.b.(3)).

(a) The group described may determine that a student has a specific learning disability if:

(b) The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:

(i) Oral expression;

(ii) Listening comprehension;

(iii) Written expression;

(iv) Basic reading skills;

(v) Reading fluency skills;

(vi) Reading comprehension;

(vii) Mathematics calculation;

(viii) Mathematics problem solving.

(c) The group determines that its findings are not primarily the result of:

(i) A visual, hearing, or motor disability;

(ii) Intellectual disability;

(iii) Emotional-behavioral disability;

(iv) Cultural factors;

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(v) Environmental or economic disadvantage; or

(vi) Limited English proficiency.

(4) The specific learning disability must adversely affect the student's educational performance.

(5) The student with the specific learning disability must need special education and related services (34 CFR § 300.8(a); Rules II.J.11.b.(5)).

(6) The group must determine that the specific learning disability is the

student's primary disability.

c. Evaluation (34 CFR § 300.309(b)–(c); Rules II.J.11.c).

(1) An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.

(2) To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

(a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parent(s) or the student who is an adult.

(3) Bridge Elementary must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) or student who is an adult and a group of qualified professionals:

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(a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by Bridge Elementary when provided appropriate instruction, and

(b) Whenever a student is referred for an evaluation.

(4) Observation (34 CFR § 300.310(a)–(c); Rules II.J.11.b.(4)).

(a) Bridge Elementary must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of concern.

(b) The group must decide to:

(i) Use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or

(ii) Have at least one member of the group conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent or consent of the student who is an adult is obtained.

(c) If the student is a home-schooled student, Bridge Elementary

may determine how to conduct the observation and who will conduct it.

(d) In the case of a student of less than school age or who is out of school, a group member must observe the student in an environment appropriate for a student of that age.

(5) Specific documentation for the eligibility determination (34 CFR § 300.311; Rules II.J.11.b.(5)). The group's documentation of the determination of eligibility with a specific learning disability must contain a statement of:

(a) Whether the student has a specific learning disability;

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(b) The basis for making the determination, including an assurance that the determination has been made in accordance with Rules II.I.;

(c) The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;

(d) The educationally relevant medical findings, if any; and

(e) Whether the student meets the criteria below.

(A) Alternative. The use of other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses (PSW) approved by Bridge Elementary's board and submitted to the USBE.

(B) Bridge Elementary uses a method that demonstrates the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in the Rules II.J.11.b.(3)(a) when using Bridge Elementary's local board approved research-based process (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

(C) The group must:

(D) Review data from multiple sources that examines the student's progress over time in the area(s) of concern when evidence-based instruction has been provided;

(E) Identify the student's strengths and weaknesses that are evident in both the classroom and standardized assessment results;

(F) Using standardized testing, determine a relationship between the student's cognitive processing delays and academic deficits exists;

(G) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an

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intraindividual weakness that is consistent with academic/classroom performance data;

(H) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual strength that is consistent with academic/classroom performance data; and

(6) Identify that a relationship between the student's cognitive weakness and academic/classroom performance is evident over time. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional- behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level;

(7) The requirements of Rules II.D.–H. must be met.

(8) Each group member must certify in writing whether the report reflects the member's conclusion (§ 300.311(b)). If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Bridge Elementary Special Education Policies and Procedure

DRAFT SCHOOL CALENDAR - ACADEMIC YEAR 2026-2027

Total School Days : 176	Total Teacher Days: 185
SEMESTER ONE	August 17 to January 15
SEMESTER TWO	January 15 to May 28

Address: 4824 Midland Dr.
Phone: 801-499-5180
Email: info@bridgecharter.org
Website: bridgecharter.org
Office Hours: Mon. - Thurs. 7:30 am to 4:00, Fridays 7:30 am to 2:00 pm



Date	School Holidays (Academic Breaks)
Mon. thru Fri. Oct. 12 to 16	Fall Break
Mon. thru Fri. Nov. 23 to 27	Thanksgiving Break
Mon. thru Fri. Dec. 21 to Jan. 1	Winter Break
Mon. thru Fri. Mar. 29 to Apr. 2	Spring Break
US National Holidays	
Mon. Sept. 7	Labor Day
Mon. Jan. 18	Martin Luther King Jr. Dy
Mon. Feb. 15	President's Day

Back to School Night	Back to School Night
Thursday, Aug. 13	4:00 to 6:00 pm

Date	Staff Orientation & Professional Development Days
Nov. 6	Teacher comp day from PTC. No School
March 26	Teacher comp day from PTC. No School
August 10 to 14	Professional Development Days no school
June 2nd	Professional Development Day no school

Date	Parent Conferences
Nov. 4 and 5	short days
Mar. 24 and 25	short days

AUGUST		2026				
S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER		2026				
S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

OCTOBER		2026				
S	M	T	W	T	F	S
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER		2026				
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER		2026				
S	M	T	W	T	F	S
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY		2027				
S	M	T	W	T	F	S
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY		2027				
S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH		2027				
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY		2027				
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE		2027				
S	M	T	W	T	F	S
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY		2027				
S	M	T	W	T	F	S
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

August 17 first day of school. May 28th last day of school

Fridays will be early out days at 1:30