

**Bridge Elementary
Board of Directors Meeting**

Date: May 29, 2026

Time: 4:00 PM

Location: <https://zoom.us/j/96195109707?pwd=NISN6sFwOA42AQbem7fqas78ZSHESl.1>



AGENDA

CALL TO ORDER

PUBLIC COMMENT

- Curriculum Adoption- Eureka Math Squared, Zaner Bloser Handwriting, Fish Tank ELA Grades K-2 (Second Public Comment Period)
 - Eureka Math Squared- Tier 1 and Tier 2 complete curriculum, manipulatives and extra kit.
 - Zaner Bloser Handwriting
 - Fish Tank
- Heggerty- (First Public Comment Period)

VOTING & DISCUSSION ITEMS

- Curriculum*
- Construction RFP*
- FY 27 SBMH Grant*
- Small Construction Project*
- School Land Trust Council Election Procedures*

CALENDARING

o Next Board Meeting June 16, 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 Curriculum Adoption Summary 2026-2027

Eureka Math² is a comprehensive K–12 mathematics curriculum developed by Great Minds that builds deep conceptual understanding, procedural fluency, and problem-solving skills. It is an updated version of the original Eureka Math program and is designed to align closely with state math standards and research-based instructional practices.

Key features of Eureka Math² include:

- **Conceptual Understanding First**
Students learn the “why” behind math concepts before focusing heavily on memorization or procedures.
- **Coherent Progression of Skills**
Lessons are intentionally sequenced, so concepts build logically from grade to grade.
- **Daily Structured Lessons**
Lessons typically include:
 - Fluency practice
 - Concept development
 - Student discussion and collaboration
 - Application/problem-solving work
- **Emphasis on Mathematical Thinking**
Students explain reasoning, model thinking, and engage in productive struggle rather than simply finding answers.
- **Embedded Support and Differentiation**
The curriculum includes intervention supports, scaffolds, and extension opportunities for varying student needs.
- **Teacher Support Materials**
Teachers receive detailed lesson guidance, questioning strategies, pacing support, and professional learning resources.
- **Updated Features in Eureka Math²**
Compared to the original Eureka Math, the “Squared” version includes:
 - More student discourse and engagement
 - Streamlined lessons
 - Improved visual design and usability
 - Enhanced digital resources
 - Additional support for intervention and acceleration

Schools often choose Eureka Math² because it is rigorous, standards-aligned, and focused on long-term mathematical understanding rather than isolated skill practice.

Where you can view Curriculum Materials:

- [Eureka Math² Family Engagement & Curriculum Overview](#) — Parent-friendly overview explaining how the curriculum works, what students will experience, and how families can support learning at home.
- [Eureka Math² Main Curriculum Page](#) — General overview of the program, instructional philosophy, and sample curriculum components.
- [Eureka Math² Program Components & Materials Preview](#) — Shows examples of student workbooks, teacher materials, digital tools, and curriculum structure.
- [Eureka Math² Resource Links & Review Materials](#) — Includes brochures, module maps, review kits, and additional curriculum information for families and educators.
- [Sample Eureka Math² Getting Started Guide \(PDF\)](#) — Example of what curriculum materials and lesson structure look like.



every child
is capable of
greatness

(includes premium assessment/ intervention)

Great Minds Quote

Date April 30, 2026
Expiration Date July 28, 2026
Prepared By Kelly Campbell
Email kelly.campbell@greatminds.org

Quote Number 00551271
Contact Name Britney Snow
Phone 801-499-5180
Email britney.snow@bridgecharter.org

Bill to Name Britney Snow
Bill To 4824 Midland Dr
Roy, UT 84067

Ship to Name Britney Snow
Ship To 4824 Midland Dr
Roy, UT 84067

End User Bridge Elementary Charter School

Make Payment to:

Great Minds PBC Tax ID: 84-3785772

Mail payment to:

Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854

Email: ordertracking@greatminds.org

Wire/ACH Silicon Valley Bank Beneficiary: Great Minds PBC

ABA #121140399 – Account #3303446795 Intl: SWIFT SVBKUS6S

Please email all remittance information to payments@greatminds.org.

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared, Premium Assessment, Grades 1-9: Service End Date (6/30 of School Year 2026 - 2027 unless noted otherwise)	GM-01835	540.00	\$12.36	0.00%	\$6,674.40

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn & Digital	978-1-64929-023-6	90.00	\$35.02	0.00%	\$3,151.80

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Bundle: Part-Part-Total Modules 1-6					
Eureka Math Squared Grade K Teacher Edition Set: Part-Part-Total Modules 1-6	978-1-64929-036-6	3.00	\$170.00	0.00%	\$510.00
Grade 1					
Eureka Math Squared Grade 1 Learn & Digital Bundle: Units of Ten Modules 1-6	978-1-64929-024-3	90.00	\$35.02	0.00%	\$3,151.80
Eureka Math Squared Grade 1 Teacher Edition Set: Units of Ten Modules 1-6	978-1-64929-037-3	3.00	\$170.00	0.00%	\$510.00
Grade 2					
Eureka Math Squared Grade 2 Learn & Digital Bundle: Ten Tens, Modules 1-6	978-1-64929-025-0	90.00	\$35.02	0.00%	\$3,151.80
Eureka Math Squared Grade 2 Teacher Edition Set: Ten Tens, Modules 1-6	978-1-64929-038-0	3.00	\$170.00	0.00%	\$510.00
Grade 3					
Eureka Math Squared Grade 3 Learn & Digital Bundle: Units of Any Number Modules 1-6	978-1-64929-026-7	90.00	\$35.02	0.00%	\$3,151.80
Eureka Math Squared Grade 3 Teacher Edition Set: Units of Any Number Modules 1-6	978-1-64929-039-7	3.00	\$170.00	0.00%	\$510.00
Grade 4					
Eureka Math Squared Grade 4 Learn & Digital Bundle: Fractional Units Modules 1-6	978-1-64929-027-4	90.00	\$35.02	0.00%	\$3,151.80
Eureka Math Squared Grade 4 Teacher Edition Set: Fractional Units Modules 1-6	978-1-64929-040-3	3.00	\$170.00	0.00%	\$510.00
Grade 5					
Eureka Math Squared Grade 5 Learn & Digital Bundle: Fractions are Numbers Modules 1-6	978-1-64929-028-1	90.00	\$35.02	0.00%	\$3,151.80
Eureka Math Squared Grade 5 Teacher Edition	978-1-64929-041-0	3.00	\$170.00	0.00%	\$510.00

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Set: Fractions are Numbers Modules 1-6					
Grade 6					
Eureka Math Squared Grade 6 Learn & Digital Bundle: Ratios and Rates Modules 1-6	978-1-64929-029-8	90.00	\$35.02	0.00%	\$3,151.80
Eureka Math Squared Grade 6 Teacher Edition Set: Ratios and Rates Modules 1-6	978-1-64929-042-7	3.00	\$170.00	0.00%	\$510.00

Eureka Math Kits - Manipulative	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared - Complete Manipulative Kit, Grade K	GM-602210	3.00	\$710.00	0.00%	\$2,130.00
Grade 1					
Eureka Math Squared - Complete Manipulative Kit, Grade 1	GM-602211	3.00	\$680.00	0.00%	\$2,040.00
Grade 2					
Eureka Math Squared - Complete Manipulative Kit, Grade 2	GM-602212	3.00	\$530.00	0.00%	\$1,590.00
Grade 3					
Eureka Math Squared - Complete Manipulative Kit, Grade 3	GM-602213	3.00	\$675.00	0.00%	\$2,025.00
Grade 4					
Eureka Math Squared - Complete Manipulative Kit, Grade 4	GM-602214	3.00	\$320.00	0.00%	\$960.00
Grade 5					
Eureka Math Squared - Complete Manipulative Kit, Grade 5	GM-602215	3.00	\$315.00	0.00%	\$945.00
Grade 6					
Eureka Math Squared - Complete Manipulative Kit, Grade 6	GM-602216	3.00	\$200.00	0.00%	\$600.00

Kit	\$25,632.60
Manipulative	\$10,290.00
Digital	\$6,674.40
Solution Subtotal	\$42,597.00
Discount	(\$0.00)
Shipping and Handling	\$3,412.65
*Pre-Tax Solution Total	\$46,009.65
Estimated Sales Tax	\$3,088.38
Estimated S&H Tax	\$0.00
Total Solution:	\$49,098.03

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

**The estimated tax amounts provided in this quote are based on the state and local tax rates applicable at the time of quotation. These rates are subject to change by relevant tax authorities. The final tax amount on the invoice will reflect the applicable rates at the time of invoicing. If Customer is tax-exempt, valid exemption documentation must be provided prior to invoicing in order for the exemption to be applied.*

+ \$ 3,430 (extra manip)

\$ 52,528

Zaner-Bloser Handwriting is a traditional K–6 handwriting curriculum designed to teach students clear, legible manuscript and cursive writing through explicit, systematic instruction. Developed by [Zaner-Bloser](#), the program has been widely used in U.S. schools for decades and focuses on building handwriting fluency, proper letter formation, and written communication skills.

Key features of the curriculum include:

- **Systematic Handwriting Instruction**
Students learn handwriting through direct modeling, guided practice, and independent application using a structured progression of skills.
- **Manuscript and Cursive Instruction**
The program begins with manuscript (print) handwriting in the early grades and transitions into cursive instruction beginning around Grade 2.
- **Focus on Legibility**
Instruction emphasizes the four “Keys to Legibility”:
 - Shape
 - Size
 - Spacing
 - Slant
- **Short Daily Lessons**
Lessons are designed to be completed in approximately 15 minutes per day, making handwriting practice consistent but manageable within the school day.
- **Multisensory and Developmentally Appropriate Practice**
Students practice through tracing, guided writing, sentence work, and authentic writing tasks designed to build fine motor skills and writing fluency.
- **Digital and Teacher Supports**
The curriculum includes teacher editions, student worktexts, digital practice tools, handwriting models, and QR-code video supports for students.
- **Connection to Literacy Development**
Zaner-Bloser emphasizes that handwriting instruction supports reading, language development, spelling, and overall writing fluency.

The Zaner-Bloser style itself uses simple, vertically printed manuscript letters and a flowing cursive style intended to support an easier transition between print and cursive writing.

Where you can view Curriculum Materials:

- [Zaner-Bloser Handwriting Overview](#) — Main curriculum page with an overview of manuscript and cursive instruction, instructional philosophy, and curriculum features.
- [Preview Student & Teacher Sample Pages](#) — Includes downloadable student edition and teacher edition samplers so parents can see actual handwriting lessons and practice pages.
- [Free Handwriting Resources for Families](#) — Free printable handwriting activities and practice resources that families can use at home.
- [Zaner-Bloser Materials & Components](#) — Shows the curriculum materials used at each grade level, including student worktexts and online resources.
- [Zaner-Bloser Main Website](#) — Parent and educator access to curriculum information across handwriting, literacy, vocabulary, and other elementary programs.



QUOTE SUMMARY FOR

Bridge Elementary School

Account Number: 1020017760

Roy, UT

Brittney Snow

(801) 499-5180

britney.snow@bridgecharter.org

Quote # 00076350

Issued on April 24, 2026

Expires on June 30, 2026

PREPARED BY

Karen Robison

Sales Consultant

karen.robison@zaner-bloser.com

THE MATERIALS ON THIS FORM HAVE NOT BEEN ORDERED

To place your order, complete the Order Information page and scan/email it with this quote to your Sales Consultant. If you need to reach our Customer Experience department, please reach out via CustomerExperience@zaner-bloser.com or 800.421.3018.

QUOTE SUMMARY

ZB Zaner-Bloser

Bridge Elementary School • Roy, UT

PROGRAM	GRADE	COST
<i>Zaner-Bloser Handwriting</i>	Kindergarten	\$2,113.50
<i>Zaner-Bloser Handwriting</i>	Grade 1	\$2,113.50
<i>Zaner-Bloser Handwriting</i>	Grade 2	\$2,113.50
<i>Zaner-Bloser Handwriting</i>	Grade 3	\$2,113.50
<i>Professional Development</i>	Multigrade	\$5,000.00

PRODUCT TOTAL \$8,454.00

PD TOTAL \$5,000.00

SUBTOTAL COST \$13,454.00

SHIPPING/PROCESSING (7%) \$591.78

AMOUNT TO BE INVOICED

\$14,045.78

Includes materials, shipping, and processing. May not include applicable local and state taxes.

ITEM LIST

ZB Zaner-Bloser

Zaner-Bloser Handwriting: Kindergarten

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453142417	Handwriting 2025 Grade K Student Edition	\$14.90	15	\$223.50
9781453146835	Handwriting 2025 Grade K Large Comprehensive Instructional Package Bundle <i>Contents contains: 25 student editions, 1 teacher edition, 1 practice master, 1 set activity cards, 1 set alphabet wall strips, 1 set alphabet cards, 1 set handwriting super poster pack, 1 set alphabet deskstrips - 30 pack, 25 handwriting journals.</i>	\$630.00	3	\$1,890.00

SUBTOTAL COST \$2,113.50

Zaner-Bloser Handwriting: Grade 1

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453142424	Handwriting 2025 Grade 1 Student Edition	\$14.90	15	\$223.50
9781453146842	Handwriting 2025 Grade 1 Large Comprehensive Instructional Package Bundle <i>Contents contains: 25 student editions, 1 teacher edition, 1 practice master, 1 set activity cards, 1 set alphabet wall strips, 1 set alphabet cards, 1 set handwriting super poster pack, 1 set alphabet deskstrips - 30 pack, 25 handwriting journals.</i>	\$630.00	3	\$1,890.00

SUBTOTAL COST \$2,113.50

Zaner-Bloser Handwriting: Grade 2

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453142431	Handwriting 2025 Grade 2M Student Edition	\$14.90	15	\$223.50
9781453146859	Handwriting 2025 Grade 2M Large Comprehensive Instructional Package Bundle <i>Contents contains: 25 student editions, 1 teacher edition, 1 practice master, 1 set activity cards, 1 set alphabet wall strips, 1 set alphabet cards, 1 set handwriting super poster pack, 1 set alphabet deskstrips - 30 pack, 25 handwriting journals.</i>	\$630.00	3	\$1,890.00

SUBTOTAL COST \$2,113.50

Zaner-Bloser Handwriting: Grade 3

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453142455	Handwriting 2025 Grade 3 Student Edition	\$14.90	15	\$223.50
9781453146873	Handwriting 2025 Grade 3 Large Comprehensive Instructional Package Bundle <i>Contents contains: 25 student editions, 1 teacher edition, 1 practice master, 1 set activity cards, 1 set alphabet wall strips, 1 set alphabet cards, 1 set handwriting super poster pack, 1 set alphabet deskstrips - 30 pack, 25 handwriting journals.</i>	\$630.00	3	\$1,890.00

SUBTOTAL COST \$2,113.50

ITEM LIST

ZB Zaner-Bloser

Professional Development: Multigrade

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
PD62	HW WHY AND HOW OF TEACHING HANDWRITING <i>Course description: During this interactive session, participants will learn how to provide explicit, developmentally appropriate instruction; use specific academic language; practice modeling techniques for manuscript and cursive letter formation; and employ instructional best practices to meet the needs of all students. Participants will also explore the handwriting-literacy connection, the stages of writing and developmental guidelines, and the importance of self-assessment in handwriting.</i>	\$3,800.00	1	\$3,800.00
PD77	Handwriting Implementation Training Webinar <i>This webinar prepares all teachers who are new to Zaner-Bloser Handwriting or new to a grade level. Teachers leave the session prepared to implement the program and use all its materials.</i>	\$1,200.00	1	\$1,200.00
SUBTOTAL COST				\$5,000.00

[Fishtank Learning](#) offers a comprehensive, knowledge-building English Language Arts curriculum for grades K–12 that is designed to develop strong readers, writers, thinkers, and communicators through rigorous, engaging, and culturally relevant texts.

Key features of [Fishtank ELA](#) include:

- **Knowledge-Building Approach**
Units are organized around meaningful topics and essential questions that help students build background knowledge about history, science, social issues, literature, and the world around them while improving literacy skills.
- **Diverse and Rigorous Texts**
Students engage with authentic literature, informational texts, poetry, and primary sources that reflect diverse voices, cultures, and perspectives.
- **Integrated Reading and Writing Instruction**
Writing is embedded directly into lessons and units rather than taught separately. Students regularly participate in narrative, informational, and opinion writing connected to the texts they study.
- **Discussion and Critical Thinking**
The curriculum places a strong emphasis on classroom discussion, evidence-based responses, and analytical thinking to help students articulate ideas and deepen comprehension.
- **Knowledge + Social-Emotional Learning**
Many units intentionally build empathy, identity development, and social-emotional understanding through literature and discussion topics.
- **Teacher Support and Flexibility**
Fishtank provides detailed lesson plans, assessments, pacing guides, discussion protocols, and instructional supports while still allowing teachers flexibility in delivery.
- **Standards-Aligned and Highly Rated**
The curriculum is aligned to college- and career-ready standards and has received strong reviews from organizations such as EdReports for rigor and knowledge-building practices.

In elementary grades, students often learn through thematic units such as immigration, habitats, friendship, folktales, social justice, and historical change-makers. In middle and high school, units become increasingly analytical and literature-focused while continuing to emphasize discussion, writing, and knowledge-building.

Where you can view Curriculum Materials:

- [Fishtank ELA Curriculum Overview](#) — Overview of the K–12 English Language Arts curriculum, instructional philosophy, and grade-level pathways.
- [Elementary ELA Units](#) — Parents can browse elementary-grade units, essential questions, books, and themes by grade level.
- [Middle School ELA Units](#) — Full middle school unit overviews, anchor texts, assessments, and lesson structures.
- [High School ELA Curriculum](#) — High school literature and writing units organized by course and grade.
- [Browse Full Curriculum by Grade](#) — Allows families to explore complete curriculum maps and unit sequences across all subjects and grades.



Quote #: QTE-2026-124

Created: May 28, 2026

Subscription

Period: 7/1/26-6/30/27

To: Bridge Elementary School

4824 Midland Dr

ROY, UT 84067

Year 1		
School	Details	Amount
Bridge Elementary School	Fishtank Plus ELA All-Access School Site License 1: 80 students × \$17, 2: 80 students × \$17, 3: 80 students × \$21, 4: 80 students × \$21, 5: 80 students × \$21, 6: 75 students × \$21, K: 60 students × \$17	\$10,355
Year Subtotal		\$10,355
Year 1 Total		\$10,355

Bridge to Reading

Heggerty Bridge to Reading Curriculum Overview

Introduction

Bridge Elementary utilizes Bridge to Reading, a research-based foundational literacy program developed by Heggerty, to support students in becoming confident, skilled readers. The curriculum is designed to provide systematic and explicit instruction in the essential building blocks of reading.

Bridge to Reading Combines

- Phonemic Awareness
- Phonics
- Decoding
- High-Frequency Word Instruction
- Fluency
- Reading Comprehension
- Writing and Language Development

What Students Experience

Students participate in engaging, structured literacy lessons that include direct instruction in letter-sound relationships, blending and segmenting sounds, decodable text reading practice, vocabulary development, comprehension instruction, and writing connected to phonics skills. Lessons are designed to build confidence and independence as readers.

Why Bridge Elementary Chose Bridge to Reading

At Bridge Elementary, we are committed to providing high-quality literacy instruction grounded in research and best practices. Bridge to Reading supports strong foundational reading skills, early intervention, systematic instruction, and increased student engagement for all learners.

Where you can view curriculum materials:

- [Heggerty Bridge to Reading Overview](#)
- [Heggerty Parent Newsletters and At-Home Resources](#)
- [Heggerty Literacy Resources](#)
- [Heggerty Home Page](#)

Bridge Elementary values strong school-home partnerships and encourages families to engage in regular reading practice and literacy conversations at home.

REQUEST FOR PROPOSALS (RFP)
Bridge Elementary – Classroom Conversion Project



1. Issuing Entity

Bridge Elementary School, Roy, Utah A Utah Public Charter School

2. Purpose of the RFP

Bridge Elementary is seeking proposals from qualified, licensed contractors to convert two existing kiva areas into classrooms, and run plumbing into two classrooms, in compliance with Utah law and applicable building codes.

3. Project Overview

The project will convert one kiva area into a fully functional classroom, install plumbing and sink into an existing classroom, and add a wall and door to the special education room. Completion deadline: August 7, 2026.

4. Scope of Work

The selected contractor will provide turnkey services including design, engineering, permitting, construction, and project closeout.

5. Timeline

RFP Issued	May 20 th , 2026
Questions or Scheduled Walk Through	May 22 nd 2026
Proposal Deadline	May 28 th 2026 by 12:00pm
Selection Notification	No later than June 5 th
Project Start	Upon contract execution
Project Completion	August 7, 2026

6. Proposal Requirements

Include company information, project approach, cost proposal, references, and compliance statement.

Cost Proposal (Separate Submission Requirement):

The cost proposal must be submitted as a **separate document** from the technical proposal (scope of services). The cost proposal shall include a complete and itemized breakdown of all anticipated costs associated with the project.

Failure to submit the cost proposal separately may result in disqualification.

7. Evaluation Criteria

Experience, timeline, cost effectiveness, proposal quality, and references.

Separate Evaluation Process:

Proposals will be evaluated using a two-phase evaluation process to ensure fairness and compliance with public procurement best practices:

1. **Technical Evaluation:**

The School will first evaluate the technical proposals (scope of work, qualifications, timeline, and approach) without access to cost information.

2. **Cost Evaluation:**

Cost proposals will remain sealed or otherwise separated and will only be opened and evaluated after technical scoring has been completed and finalized.

3. **Final Determination:**

Final award determination will be based on a combination of technical qualifications and cost, representing the best value to the School.

8. Submission Instructions

Proposals must be submitted no later than May 27, 2026, at 5:00 PM (MT).

Submission Method:

All proposals shall be submitted electronically to:

Susan Lindsey susan@bridgecharter.org

Submission Requirements:

- Proposers must submit **two separate documents**:
 1. **Technical Proposal** (scope of services, qualifications, timeline, etc.)
 2. **Cost Proposal** (complete and itemized pricing)
- The **technical proposal and cost proposal must be submitted separately** (as separate attachments or files).
- Cost information must **not** be included within the technical proposal.

Failure to follow these submission requirements may result in disqualification.

9. Questions & Contact

All questions must be submitted in writing to the designated contact person.

10. Contract Requirements

Contractor must comply with Utah law, provide insurance, and follow school safety protocols.

11. Legal Notice

This RFP follows Utah Procurement Code principles and ensures a fair process. The School reserves the right to reject any proposal in which cost information is included within the technical proposal, as this may compromise the integrity of the evaluation process.

12. Non-Discrimination Statement

Bridge Elementary does not discriminate and expects compliance with applicable laws.

IRON CREEK CONSTRUCTION

Technical Proposal

Bridge Elementary – Classroom Conversion Project

Submitted To

Bridge Elementary School
Roy, Utah

Submitted By

Iron Creek Construction
2381 N. 2100 W.
Utah

Phone: 801-503-7755

Email: ironcreekconstructionut@gmail.com

Website: <https://builtbyicc.com>

Utah Contractor License #: 12175327-5501

Cover Letter

Bridge Elementary Evaluation Committee,

Iron Creek Construction is pleased to submit this proposal in response to the Request for Proposals for the Bridge Elementary Classroom Conversion Project.

Iron Creek Construction has extensive experience completing projects within educational environments, including work for multiple Utah charter schools and campuses. We understand the unique scheduling, safety, communication, and operational needs required when working within school facilities and around critical academic timelines.

Our company has successfully completed projects for Wallace Stegner Academy (multiple campuses), Voyage Academy, Ascent Academy (multiple campuses), Syracuse Arts Academy (multiple campuses), and Quest Academy. Through these experiences, our team has developed a strong understanding of the importance of completing projects efficiently, safely, professionally, and on schedule before students and staff return to campus.

Iron Creek Construction has maintained a 100% on-time completion rate and prides itself on communication, organization, quality workmanship, and responsiveness throughout every phase of a project.

We understand the importance of the August 7, 2026 completion deadline and are confident in our ability to meet the required timeline, barring catastrophic events, unforeseen acts of

God, or significant supply chain disruptions outside of the contractor's control.

Thank you for your consideration of our proposal. We appreciate the opportunity to partner with Bridge Elementary and look forward to the possibility of supporting your school community.

Sincerely,

Alex Groneman
Project Manager
Iron Creek Construction

Company Information

Company Name: Iron Creek Construction

Address:
2381 N. 2100 W.
Clinton, Utah 84015

Phone: 801-503-7755
Email: ironcreekconstructionut@gmail.com
Website: <https://builtbyicc.com>

Utah Contractor License #: 12175327-5501

Years in Business: 6 Years

Company Size: 5 Employees

Project Team

Alex Groneman – Project Manager

Alex Groneman will oversee project coordination, communication, scheduling, budgeting, subcontractor coordination, and quality control.

Corey Phillips – Site Supervisor

Corey Phillips will oversee daily onsite construction operations, scheduling coordination, contractor management, and project progress monitoring.

Relevant Experience

Iron Creek Construction has more than five years of experience supporting educational facilities and charter schools throughout Utah.

Relevant school experience includes:

- Wallace Stegner Academy (multiple campuses)

- Voyage Academy
- Ascent Academy (multiple campuses)
- Syracuse Arts Academy (multiple campuses)
- Quest Academy

Iron Creek Construction understands the importance of minimizing disruption to school operations and coordinating construction schedules around student, staff, and academic calendars.

The company has maintained a 100% on-time project completion rate.

References available upon request.

Project Understanding

Iron Creek Construction understands that Bridge Elementary is seeking a qualified contractor to:

- Convert an existing kiva area into a functional classroom
- Install plumbing and sinks into classrooms
- Add a wall and door to the special education room
- Complete all work in compliance with Utah law, permitting requirements, and applicable building codes
- Complete the project by August 7, 2026

Our team understands the importance of maintaining a clean, safe, organized, and efficient construction environment within an educational setting.

Project Approach

Iron Creek Construction will provide turnkey project services including:

- Project coordination
- Construction management
- Scheduling
- Subcontractor coordination
- Permitting coordination
- Construction execution
- Project closeout

The company places significant emphasis on:

- Maintaining clear communication with school leadership
- Completing projects on schedule
- Minimizing disruptions to school operations
- Maintaining safe and organized job sites
- Delivering quality workmanship
- Staying responsive throughout the project lifecycle
- Maintaining budget awareness and transparency

Because school construction projects often occur within limited summer construction windows, Iron Creek Construction prioritizes scheduling efficiency, proactive coordination, and consistent progress monitoring.

Timeline Commitment

Iron Creek Construction confirms its ability to meet the August 7, 2026 completion deadline.

The company understands the critical importance of completing projects prior to the return of students and staff for the new school year.

Completion timelines remain contingent upon circumstances outside contractor control including catastrophic events, unforeseen acts of God, major supply chain disruptions, and significant permitting delays outside contractor control.

Insurance & Compliance

Iron Creek Construction maintains:

- General Liability Insurance
- Workers Compensation Insurance
- Bonding Capacity

Iron Creek Construction will comply with all applicable Utah laws, permitting requirements, building codes, and school safety protocols.

Proposal Compliance Statement

Iron Creek Construction acknowledges and understands the submission requirements identified within the RFP, including the requirement for separate submission of technical and cost proposals.

Iron Creek Construction respectfully submits this technical proposal for consideration by Bridge Elementary.

IRON CREEK CONSTRUCTION

Cost Proposal

Bridge Elementary – Classroom Conversion Project

Submitted To

Bridge Elementary School
Roy, Utah

Submitted By

Iron Creek Construction
2381 N. 2100 W.
Clinton, Utah 84015

Phone: 801-503-7755

Email: ironcreekconstructionut@gmail.com

Website: <https://builtbyicc.com>

Utah Contractor License #: 12175327-5501

Project Cost Proposal

Iron Creek Construction respectfully submits the following cost proposal for the Bridge Elementary Classroom Conversion Project.

This proposal is submitted separately from the Technical Proposal in accordance with the RFP requirements.

Cost Breakdown

1. Demolition & Site Preparation

\$9,000.00

2. Framing & Carpentry

\$8,300.00

3. Drywall & Finishes

\$3,500.00

4. Plumbing Installation

\$6,000.00

5. Electrical Work

\$4,000.00

6. Doors, Hardware & Fixtures
\$5,500.00

7. Paint & Finish Work
\$15,950.00

8. Permits & Inspections
\$30,000.00

9. Cleanup & Project Closeout
\$600.00

10. General Conditions / Project Management
\$10,210.00

11. Contingency / Miscellaneous
\$1700.00

TOTAL PROJECT COST
\$94,760.00

Timeline Confirmation

Iron Creek Construction confirms its ability to complete the project by August 7, 2026, barring catastrophic events, unforeseen acts of God, major supply chain disruptions, or significant permitting delays outside contractor control.

Proposal Validity

This proposal shall remain valid for a period of 60 days from the submission date unless otherwise agreed upon in writing.

Authorized Signature

Authorized Representative: Corey Phillips

Title: Superintendent

Signature: 

Date: May 26, 2026

Final RFP Evaluation Summary Sheet

Project Name: Classroom Conversion Project Date: 5/28/26
Company Responding to RFP: Iron Creek

Final Evaluation Committee Members:

Committee Member 1: Rena Oliver
Committee Member 2: Britney Snow
Committee Member 3: Susan Lindsey
Committee Member 4:
Committee Member 5:

Instructions:

Enter finalized technical and cost committee scores after all evaluations are complete.

Evaluation Component	Points Possible	Points Awarded	Notes / Comments
Technical Evaluation Committee Score	150	147	
Cost Evaluation Committee Score	120	119	
	270	266	

Final Combined Score: 266

Final Recommendation / Committee Notes:

We agree to use Iron Creek with the following questions being answered -

Cost eval - #1 will it be adjusted for KIVA steps already being removed #5 How many outlets being put on each wall #6 Does it reflect re-use of door and that the school will supply the lockset and what flooring will be used?

Technical Evaluation Committee Scoring Sheet

Project Name: Classroom Conversion Project Date: 5/28/26
Committee Member Name: Susan Lindsey
Company Responding to RFP: Iron Creek

Instructions:

Evaluate only the technical proposal.

Cost proposals must remain unopened until technical scoring is finalized.

Criteria	Description	Points Total	Points Awarded	Comments
Experience	Relevant experience with school/public construction project	15	15	Multiple School projects clear and concise! Grateful for this. School experience included
Project Approach	Clarity and completeness of proposed scope and methodology	10	10	
Timeline	Ability to meet August 5, 2026 completion deadline	15	15	
References	Quality of references and prior project performance	5	5	
Compliance	Licensing, insurance, permits, and Utah compliance requirements	5	5	
		50	50	

Overall Committee Notes / Comments:

This company is thorough and complete in proposal and knowledge of project.

Cost Evaluation Committee Scoring Sheet

Project Name: Classroom Conversion Project
Committee Member Name: Susan Lindsey
Company Responding to RFP: Iron Creek

Date: 5/28/26

Instructions:

Open and evaluate cost proposals only after all technical evaluations are completed and finalized.

Criteria	Description	Total Points	Point Earned	Comments
Cost Proposal	Overall cost competitiveness and transparency	15	15	thorough and comprehensive
Cost Detail	Clarity and completeness of itemized pricing	15	15	
Value	Overall value provided to the School	10	10	

40/50

Overall Committee Notes / Comments:

Cost breakdown is clear and understandable.
All necessary items are included in the cost proposal.

Technical Evaluation Committee Scoring Sheet

Date:

Project Name: Classroom Conversion Project
Committee Member Name: Rena Oliver
Company Responding to RFP: Iron Creek Construction

Instructions:

Evaluate only the technical proposal.
Cost proposals must remain unopened until technical scoring is finalized.

Criteria	Description	Points Total	Points Awarded	Comments
Experience	Relevant experience with school/public construction project	15	215	electrical?
Project Approach	Clarity and completeness of proposed scope and methodology	10	8	
Timeline	Ability to meet August 5, 2026 completion deadline	15	15	
References	Quality of references and prior project performance	5	5	
Compliance	Licensing, insurance, permits, and Utah compliance requirements	5	5	
		50	48	

Overall Committee Notes / Comments:

Copy of Declarations page showing Limits of Liability. State requirements are fairly low.

- I don't see if electrical work is being done

Cost Evaluation Committee Scoring Sheet

Project Name: Classroom Conversion Project Date: 5/28/26

Committee Member Name: Rena Oliver

Company Responding to RFP: Iron Creek

Construction

Instructions:

Open and evaluate cost proposals only after all technical evaluations are completed and finalized.

Criteria	Description	Total Points	Point Earned	Comments
Cost Proposal	Overall cost competitiveness and transparency	15	15	
Cost Detail	Clarity and completeness of itemized pricing	15	15	
Value	Overall value provided to the School	10	10	

Shows completion Aug 7, 2026

40 39 40

Overall Committee Notes / Comments:

#1 Will demo costs be adjusted for Kiva Steps removal?

#5 How many outlets will be on each wall?

#6 Does this reflect the re-use of 1 Door?

Does this reflect that the School will supply locksets?

#7 What flooring is being used?

Technical Evaluation Committee Scoring Sheet

Project Name: Classroom Conversion Project
Committee Member Name: Britney Snow
Company Responding to RFP: Iron Creek Construction

Date: May 27, 2026

Instructions:

Evaluate only the technical proposal.
Cost proposals must remain unopened until technical scoring is finalized.

Criteria	Description	Points Total	Points Awarded	Comments
Experience	Relevant experience with school/public construction projects	15	15	
Project Approach	Clarity and completeness of proposed scope and methodology	10	9	
Timeline	Ability to meet August 5, 2026 completion deadline	15	15	
References	Quality of references and prior project performance	5	5	
Compliance	Licensing, insurance, permits, and Utah compliance requirements	5	5	
		50	49	

Overall Committee Notes / Comments:

Iron Creek has great experience within schools and would be beneficial to Bridge's planned expansion projects. I appreciate their dedication to completing the projects on time.

Cost Evaluation Committee Scoring Sheet

Project Name: Classroom Conversion Project

Date: May 27, 2024

Committee Member Name: Britney Shaw

Company Responding to RFP: Iron Creek Construction

Instructions:

Open and evaluate cost proposals only after all technical evaluations are completed and finalized.

Criteria	Description	Total Points	Point Earned	Comments
Cost Proposal	Overall cost competitiveness and transparency	15	15	
Cost Detail	Clarity and completeness of itemized pricing	15	14	
Value	Overall value provided to the School	10	10	
		40 50	39	

Overall Committee Notes / Comments:

I believe Iron Creek is providing transparent pricing information; I would be curious as to a more detailed itemized pricing sheet. Overall I think they will provide a great service for the cost.



School-based Mental Health Qualifying Grant Program (New Applicant)

Applicant Organization
Bridge Elementary

Form Completed
Yes

Overview

Overview

The state board shall distribute money appropriated under this section to local education agencies (LEAs) to provide, in a school, targeted school-based mental health support, including clinical services and trauma-informed care, through employing or entering into contracts for services provided by qualifying personnel or employing behavioral health support personnel.
Please direct all questions to SBMHQualifyingGrant@schools.utah.gov

Supporting Documents

Frequently Asked Questions (FAQ) Document
Utah Code 53F-2-415
USBE Rule R277-622
School-based Mental Health Qualifying Grant Program Website
School-based Mental Health Qualifying Grant Program Resources Folder

Key Definitions

- 1. Additional Allocation** (outlined in USBE Rule R277-622-5(8)(9)):
An allocation available to LEAs if there is an excess of funding available after the applications and annual plan updates are approved. It should be considered one-time funding.
- 2. Behavioral Health Support Personnel** (defined in 53F-2-415(1)(a)):
An individual who:
 - (i) works under the direct supervision of qualifying personnel to:
 - (A) Support and track a student's progress and access to and completion of school curriculum; and
 - (B) Support students by prompting, redirecting, encouraging, and reinforcing positive behaviors;
 - (ii) is not certified or licensed in mental health; and
 - (iii) meets the professional qualifications as defined by state board rule.
- 3. Qualifying Personnel** (defined in Subsection 53F-2-415(1)):
A school counselor or other counselor, school psychologist or other psychologist, school social worker or other social worker, or school nurse who:
 - (a) is licensed; and
 - (b) collaborates with educators and a student's parent on:
 - (i) early identification and intervention of the student's academic and mental health needs; and
 - (ii) removing barriers to learning and developing skills and behaviors critical for the student's academic achievement.
- 4. Related Services:**
Mental-health or school nursing services provided by:
 - (a) Qualifying personnel within the scope of their practice; or
 - (b) The local mental health authority; or
 - (c) A private provider through a contract; or
 - (d) Training is funded only through carry forward funds that are provided by qualifying personnel for school personnel.
- 5. Telehealth Services** (defined in Subsection 26B-4-704(1)(h)):
The transmission of health-related services or information through the use of electronic communication or information technology.

LEA Overview





Application Lead Contact Name
Janey Stoddard

Application Lead Contact Position
Executive Director

Application Lead Contact Telephone no.
(435) 232-9317

Application Lead Contact Email Address
janey@bridgecharter.org

Second Point of Contact Name
Susan

Second Point of Contact Position
Lindsay

Second Point of Contact Telephone no.
(801) 499-5180

Second Point of Contact Email Address
susan@bridgecharter.org

Business Administrator Name
Ron Hubbard

Business Administrator Position
Business Administrator

Business Administrator Telephone no.
(801) 645-1890

Business Administrator Email Address
ron@redapplefinance.com

Three-Year Plan Requirements

1. Measurable Goals, Metrics, and Outcomes

Provide a three-year plan for your LEA's measurable goals, metrics, and outcomes approved by your LEA's governing board on improving student engagement, school culture, student safety, and/or academic achievement. (2 goals required)

See the *Goal Writing Guidance Document* for tips on writing a S.M.A.R.T. (specific, measurable, attainable, realistic, and timebound) goal.

Your goal must include these three elements:

- 1: Who is being served (what student population).
- 2: What is being achieved, which must be measurable.
- 3: By what time will the goal be achieved.

Example: ABC School district will increase the attendance rates of chronically absent students by 5% by the end of the 2026-2027 school year.

(See Sample Here)

Mental Health Support Goal #1 (category):



Student engagement

Goal #1 (spanning three-year grant cycle):

Bridge Elementary will decrease the percentage of students identified as chronically absent or tardy, defined as missing more than 18 school days annually or being late more than 18 days annually by 2% each year over the next three years by the end of the 2028-2029 school year.

Baseline data (data collected prior year(s)):

92/506 students 18%

Projected Target Data for year 1:

16%

Projected Target Data for year 2:

14%

Projected Target Data for year 3:

12%

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal. Select all that apply.

School Counselor

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:

The school counselor will provide targeted attendance interventions designed to improve student engagement and school attendance. Services will include meeting individually with students and parents regarding the importance of consistent school attendance, identifying barriers to attendance, and connecting families with appropriate school and community resources when needed. The counselor will also participate in school and community evening events to strengthen family engagement and communication between home and school.

Additionally, the counselor will provide classroom lessons and preventative supports related to school connectedness, emotional well-being, and positive school habits. These services are intended to increase student engagement, improve family awareness regarding attendance expectations, and reduce chronic absenteeism and tardiness over the three-year grant cycle.

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal (if not applicable, write N/A).

N/A

Mental Health Support Goal #2 (category):

Academic achievement

Goal #2 (spanning three-year grant cycle):

Bridge Elementary will decrease office discipline referrals by 5% each year over the next three years by the end of the 2028-2029 school year.

Baseline data (data collected prior year(s)):

312 referrals

Projected Target Data for year 1:

297 referrals

Projected Target Data for year 2:

282 referrals

Projected Target Data for year 3:

268 referrals

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal. Select all that apply.

School Counselor

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:





The school counselor will provide direct student supports focused on improving emotional regulation, social skills, conflict resolution, coping strategies, and positive peer interactions. Services will include small group interventions, individual student support, preventative classroom lessons, and collaboration with teachers and families to address behavioral concerns before they escalate to office referrals. The counselor will work proactively with students identified as needing additional behavioral or emotional support and will assist students in developing self-regulation skills that improve classroom behavior and overall school climate. These interventions are intended to reduce disruptive behaviors, increase positive student interactions, and decrease office discipline referrals over the three-year grant cycle.

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal (if not applicable, write N/A).

N/A

Mental Health Support Goal #3 (category):

Goal #3 (spanning three-year grant cycle):

Baseline data (data collected prior year(s)):

Projected Target Data for year 1:

Projected Target Data for year 2:

Projected Target Data for year 3:

Identify the type(s) of qualifying personnel and/or contracted services funded through this grant that will support this goal. Select all that apply.

Describe how the qualifying personnel and/or contracted services funded through this grant will support this goal:

If applicable, describe how the behavioral health support personnel, under the direct supervision of a qualifying personnel, funded through this grant will support this goal (if not applicable, write N/A).

2. Implementation Plan

Part A: Write a brief narrative of how the qualifying personnel being hired and/or contracted with will increase students' access to mental health services, including how access is improved for students who are underserved or at risk.

(Limit your response to 300 words.)

Bridge Elementary will utilize grant funding to partially fund the salary and benefits of a licensed school counselor in order to increase student access to school-based mental health and behavioral support services. The counselor will provide direct support to students experiencing challenges related to attendance, emotional regulation, peer relationships, school engagement, and behavioral concerns.

The counselor will increase access to services by providing individual student support, small group interventions, classroom lessons, and parent outreach. These services will help students develop coping skills, improve social skills competencies, and strengthen school connectedness. The counselor will also collaborate with families and school staff to identify barriers impacting student success and connect families with additional resources when appropriate.

Special attention will be given to students considered at-risk due to chronic absenteeism, behavioral concerns, social-emotional needs, or other factors impacting academic success. By embedding these supports within the school setting, Bridge Elementary will improve accessibility to mental health-related services for students and families who may otherwise face barriers to receiving support.

Part B: Write a brief narrative to demonstrate a process for utilization of qualifying personnel in your LEA's multi-disciplinary team as outlined in R277-400-8(3) and (4).

Include the following:

- which category of personnel are part of the multi-disciplinary team for identifying students in need of mental health interventions.
- how you are using data to determine:
 - mental health interventions.
 - progress toward student goals, and
 - outcomes of mental health interventions.

(Limit your response to 300 words.)

Bridge Elementary utilizes a multi-disciplinary team approach to identify and support students with academic, behavioral, attendance, and social-emotional needs in alignment with R277-400-8(3) and (4). The team is called the Child Study Team. The school counselor collaborates with administrators, teachers, special education staff, and other relevant personnel to review student data, identify concerns, and develop appropriate interventions and supports.

The team reviews multiple data sources including attendance records, office discipline referrals, academic performance, teacher observations, and other relevant indicators to identify students who may benefit from additional mental health or behavioral supports. Progress monitoring occurs regularly to evaluate the effectiveness of interventions and determine if adjustments are needed.

The counselor will serve as a key member of the Child Study team by providing direct interventions, consultation, and coordination of services. The counselor will also assist with family communication and support efforts to improve student outcomes related to attendance, behavior, school engagement, and overall well-being.





UTAH grants

Part C: Does your LEA intend to collaborate on school-based mental health support with the local mental health authority (LMHA) of the county in which the LEA is located (Location Map)?

No

Does your collaboration include establishing a contract with the LMHA of the county in which the LEA is located?

No

If you answered "Yes" to either of the first 2 questions of Part C, please provide the information below.

Name of the local mental health authority:

Name for primary point of contact at the local mental health authority:

Email for primary point of contact at the local mental health authority:

List of intended school-based mental health services:

If "Yes" to either of the above, attach a letter of support, in the Attachments section of the Utah Grants Management System, from the local mental health authority of the county in which the LEA is located.

Parent and School Personnel Education & Finances

Parent and School Personnel Education

1. Parent Education - Mental Health, Bullying, and Safety

In accordance with 53G-9-703, describe how your LEA is meeting the requirements related to parent education.

If your LEA opted out of parent education for mental health, bullying, and safety, please explain why.
(Limit your response to 300 words.)

Bridge Elementary provides parent education opportunities related to student mental health, school safety, bullying prevention, attendance, and social-emotional well-being at back to school night and throughout the school year. Information is shared with families through parent nights, school events, newsletters, school communication platforms, and individual meetings with families as needed. The school counselor participates in family engagement activities and provides education to parents regarding the importance of school attendance, positive behavior supports, emotional well-being, and strategies families can use to support student success both academically and socially. Parents are also informed of available school and community resources that may support student mental health and wellness. These efforts help strengthen the partnership between home and school while increasing family awareness and involvement in supporting student safety, emotional health, and academic success.

2. School Personnel Education - Impact of Childhood Trauma on Student Learning

Provide a description of the timeline and process for training ALL school personnel on the impact of childhood trauma on student learning (R277-622(3)(2)(e)).

(Limit your response to 300 words.)

Bridge Elementary will provide annual training to all school personnel regarding the impact of childhood trauma on student learning in alignment with state requirements. Training will occur during professional development opportunities prior to and throughout the school year. Topics may include trauma-informed practices, student behavior de-escalation strategies, social-emotional learning, recognizing signs of emotional distress, positive behavior supports, and strategies for supporting students impacted by adverse childhood experiences. The school counselor and administration will collaborate to ensure staff receive ongoing support and resources to effectively meet student social-emotional and behavioral needs. The school will also reinforce the importance of maintaining appropriate professional boundaries and ensuring that school personnel do not provide medical diagnoses or treatment. Training participation and completion will be documented through school professional development records.

Finances

1. Funding Request

Granted funds can only be used for targeted school-based mental health support, including clinical services and trauma-informed care, through employing (salary and benefits) and/or entering into contracts for services provided by qualifying personnel and/or employing behavioral health support personnel. Grant funds cannot replace previously allocated monies to employ or contract qualifying personnel or behavioral health support personnel. Grant recipients will be awarded an allocation for up to three years of the qualifying grant.





NOTE: The distribution of these funds are awarded in the Utah Grants Management System through reimbursement with the unrestricted indirect cost rate applied.

*Funding for this grant is provided for 3 years. Budgets will change each year based on the fiscal projections for each year.

Part A: Requested Award (Request up to the full amount designated in the Fiscal Projection document. See application overview for projection amount.)

Year 1	\$38,990.95
Year 2*	No entry needed. (Based on fiscal projections)
Year 3*	No entry needed. (Based on fiscal projections)

Part B: Additional Funding

If you are planning to collaborate with the local mental health authority (LMHA) in which your LEA is located, would you be interested in receiving an additional allocation (funds) for the next school year? This is ONLY available for LEAs who collaborate with the LMHA as indicated in Part C of your Implementation plan.

No

*Notification of an available allocation will be sent following the close of the application cycle. This additional allocation will be available by October 1st and is considered one-time funds.

Assurances

Assurances

1. Each year the LEA will submit the Qualifying Personnel & Contracts Survey, including the required information for all qualifying personnel, contracted services, and behavioral health support personnel for which the LEA is utilizing this grant funding.
2. The LEA will submit the Accountability and Data Report by July 19th.
3. The LEA will comply with 53G-9-203, for training all school personnel on advising educators against practicing medicine, giving a diagnosis, or providing treatment.
4. The LEA will comply with 53E-9-203, to obtain parental consent for all services provided.
5. The LEA will comply with 53F-2-415 and R277-622 to ensure behavioral health support personnel funded with this grant are supervised by a qualifying personnel and receive the required training.

By submitting this application through the Utah Grants Management System, I do hereby certify that all assurances listed above, and all committed resources to this program, will be provided for the implementation of systemic school-based mental health programs for at least three (3) years. Submission of this document signifies that all relevant parties have reviewed and approved this proposal.

Quality Home Remodeling and Repair LLC
Bridge Elementary - Office Space and Small Group

Submitted to:

Bridge Elementary School
4824 Midland Dr
Roy, UT 84067

Submitted By:

Quality Home Remodeling and Repair, LLC
5945 S 3750 W
Roy, UT 84067

Phone: 801-317-5302

Email: shonghr@gmail.com

Utah Contractor License# 10760001-5501

Project Cost Proposal

Quality Home Remodeling and Repair LLC is submitting the following proposal for Bridge Elementary Office and Small Group Project.

Cost Breakdown:

1. Demolition and Preparation
\$3,000
2. Framing and Carpentry
\$6,000
3. Drywall and Finishing
\$3,500
4. Electrical
\$2,000
5. Doors, windows and hardware
\$8,200
6. Paint and Finish work
\$2,000

TOTAL PROJECT COST: \$24,700

Quality Home Remodeling and Repair LLC confirms project to be completed by August 7, 2026

The proposal remains valid for 60 days from today's date, which is MAY 28, 2026

Representative: Rena Oliver

Title: Owner/Operator

Signature: _____

Date: May 28, 2026

School LAND Trust Council- Bridge Elementary

Bridge Elementary

Membership & Election Procedures

Bridge Elementary has established a Charter School LAND Trust Council ("Council") in accordance with Utah Code §53G-7-1205 and Rule R277-477. The Council is responsible for developing and overseeing the School LAND Trust Plan and the appropriate use of School LAND Trust Program funds.

Council Membership Composition

The School LAND Trust Council shall consist of four members.

- The number of parent or grandparent members of students currently enrolled at Bridge Elementary shall exceed the number of all other Council members combined by at least two (2).
- Other members may include:
 - The school director
 - School employees who are not parents or grandparents of enrolled students
 - Governing board members, if applicable

The Council shall determine the exact number of members by majority vote, provided all composition requirements remain in compliance with state law.

Terms of Office

Council members shall serve one-year terms and may seek re-election or reappointment annually. Terms begin following the completion of the election or appointment process for that school year.

Election Timeline

Parent and grandparent elections for School LAND Trust Council membership shall be conducted annually in the fall, prior to the first Council meeting of the school year.

Notice of Election and Voting Process

- Bridge Elementary will notify parents and guardians of available Council positions and the opportunity to serve through school communication channels.
- If the number of interested parent or grandparent candidates exceeds the number of available positions, an election will be held.
- Notice of the election process will be provided at least ten (10) calendar days prior to voting.
- The school director will oversee the election process to ensure fairness and compliance.

If the number of interested candidates is equal to or fewer than the number of available positions, an election is not required, and those individuals will be seated.

Filling Vacancies

If a Council position becomes vacant due to resignation or an unfilled seat following an election, the Council may appoint an eligible parent, grandparent, or qualifying member to fill the vacancy. Appointed members shall serve the remainder of the unexpired term.

Additional Procedures

- The Council shall operate in accordance with its adopted rules of order and procedure.
 - Meeting agendas and minutes shall be publicly posted on the school website.
 - All Council actions shall comply with applicable state law and administrative rules governing the School LAND Trust Program.
-