

**Bridge Elementary
Board of Directors Meeting**

Date: June 16, 2026

Time: 5:00 PM

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



AGENDA

CALL TO ORDER

CONSENT ITEMS

- May 19, 2026, and May 29, 2026, Board Meeting Minutes

PUBLIC COMMENT

- Heggerty- (Second Public Comment Period)

DIRECTOR'S REPORT

FINANCIAL REPORT

VOTING & DISCUSSION ITEMS

- Title IX Report- Bridge is not required to report on this because we do not have sports teams.
- Board Training- Local Health Department Data for Sex Education Assurances
- Sexual Education Committee Members- Crislen Osborn (employee/parent) Judd Maliepaard (parent), Elizabeth Maliepaard (parent), Vicki Ross (School Nurse), and Janey Stoddard (Executive Director)
- Sex Education Instruction Policy*
- Parent and Family Engagement Policy Review*
- State Hotline Complaint Policy*
- Heggerty*
- Small Construction Project*
- Annual Commitment to Ethical Behavior- Board statement read out loud, vote and signatures required*

CLOSED SESSION

- 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).

CALENDARING

o Next Board Meeting August 18, 2025, at 5:00pm

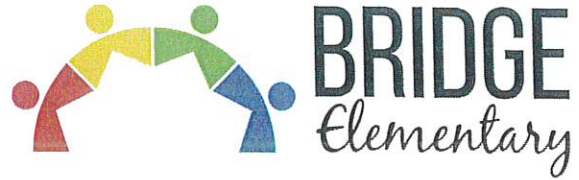
ADJOURN

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

Bridge Elementary

Board Of Directors Meeting

Date: May 19, 2026



Location: <https://zoom.us/j/99737499735?pwd=1I1Sl9m6TSDQ6R3gxXeirCdHb82ysw.1>

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

Others Present: Janey Stoddard, Lalani Williams, Susan Lindsay, Steve Finlay, and Ron Hubbard

MINUTES:

CALL TO ORDER:

At 5:01 Marianne Henderson called the meeting to order.

CONSENT ITEMS:

Linda Nilson made a motion to approve the meeting notes for the April 21, 2026, and April 27, 2026, board meetings. Casey Arrington seconded. Motion passed unanimously.

DISCUSSION ITEMS:

There was no one present to comment on the curriculum adoption for the 2026-27 school year. This is the first public comment period.

Bridge is looking to adopt Eureka Math Squared, Zaner Bloser Handwriting, Fishtank k-2.

Bridge has created a 2026 Building Maintenance Report and preventive maintenance plan. This will enable the school to plan and budget for upcoming expenses. Administration plans to look at the urgent needs, such as carpet replacement. The Bridge budget has a category to assist with budgeting needs.

<Trent Ady has joined the meeting>

Acadience testing: The goal for Bridge is to be at 75% proficiency or above. Currently Bridge shows a high amount of growth. The younger the grade the easier it is to increase the

growth. Behavior was a critical area with our first-grade data. First grade will also be adopting new curriculum this fall to increase scores. Second grade started the year rough, but the teachers were able to rally together to make this a momentous year. Third grade is above 70%, they had a wonderful year. Fourth grade changed their mid-year strategy which increased their scores- they are at 62%. Fifth grade has received a lot of help from administration; with this assistance the year has had a great increase of 72%. Sixth grade is currently at 84% proficiency. This is significant improvement. A few students made over 200% growth increase. Charie, Naomi and Averie have gone beyond to encourage learning. Overall, the school is 68% proficient. In the last few years Bridge has struggled with proficiency, however this year scores have improved. Data typically shows the State at 55% proficiency.

I-Ready: helps assess scores that pertain to RISE testing. There is about 50% proficiency. This is more of an in-depth testing system. The goal is to be at least 75-80% proficient. Fifth grade is the lowest reporting proficiency. Sixth grade increased from 11% to 80% proficiency. Overall data shows 61% proficiency. Data typically shows the State at 55% proficiency.

End of Year Events Slideshow includes Staff Appreciation Week, Kindergarten Graduation, sixth grade Graduation and Dance, fourth grade awards, Hero Day in second grade and our 1st Dress like Frog Day. Susan Lindsay expressed that morale has increased, teachers are happy and excited to be at Bridge, which increases the teaching and learning. The administration plans to continue to build a sense of belonging with the community.

Financial Summary- 83.3% of the year is complete. Revenue is currently right where it should be. End of Year numbers look extraordinarily strong.

UDOT- eminent domain for the widening the road. There will need to be discussion with the fire Marshall as this area is a fire lane. We may need to remove and reinstall the fence. There will be significant cost to move the fence and to rebuild the cement area for the dumpsters. There may be negotiations. The fence may need to move depending on how construction takes place. The main concern is to make sure that students stay safe.

Fraud Risk Assessment – The State Auditor's office encourages the assessment. Bridge risk assessment level is low. All policies have been covered.

Marianne Henderson nominated Casey Arrington as the Board Financial Officer. Trent Ady seconded the motion. Passed unanimously.

Final Budget FY26 and FY27- Steve Finlay. A final budget is not required but recommended. Money has been set aside for the curriculum and the possible construction.

Casey Arrington made a motion to approve the end of year budget. Linda Nilson seconded the motion. The motion passed unanimously.

State revenue has decreased by a small percentage due to decrease in enrollment. Staffing numbers look great. The budget has room to adjust according to funding. The budget is cautious and conservative. Red Apple does not assist in student recruitment; however, administration will be moving forward in marketing. Sunset, Roy, and Riverdale have seen a decrease in student recruitment. Schools in the west have seen an increase in student recruitment. Administration plans to continue with traditions that draw students and families. Weighted pupil unit or Enrollment is down throughout the State.

Trent Ady made a motion to approve the budget for the 2027 budget. Casey Arrington seconded the motion. The motion passed unanimously.

Emergency Recovery Plan- aligns with Utah Code. The areas are education/academics, business services, facilities, health, wellbeing, and behavioral supports. On the Core Team the Director, Assistant Director, School Safety and security specialist, Academic Lead, Business Manager, Facilities Lead, Mental Health, and Communications Lead. This will be added to our school safety plan. Information from this plan will be shared with the Roy City Police and Weber Sheriff Department. All public agencies are available and willing to assist.

Teacher and Student Success Plan- this program took the place of "No student left behind." These goals align very closely with our Land Trust goals. Sixty percent of TSSA will be for staff salaries and 40% used for Professional Development, intervention, and instructional resources.

Summer Construction Project Bids- tabled due to the RFP that will need to take place due to the dollar amount. Due to the timeline, we will need to have a quick phone call on May 28th or 29th to start the process due to time restrictions with fall start date with students. RFP threshold is over \$100,000. Bids have come in higher since plumbing is required.

Proposed Board Meeting starting in July- Board Meetings to continue the third Tuesday of each month.

Casey Arrington made a motion to approve the Bridge Emergency Recovery Plan, the 26-27 TSSA plan, and the proposed Tuesday Board Meeting calendar excluding July and

December board meetings unless needed. Marianne Henderson seconded the motion. The motion passed unanimously.

CLOSED SESSION- 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).

At 6:42 Linda Nilson made a motion for a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a). Trent Ady seconded. Roll Call- Trent Ady- aye. Linda Nilson- aye. Marianne Henderson, aye. Casey Arrington, aye.

At 6:53 Casey Arrington motioned to come out of closed session. Linda Nilson seconded. Passed unanimously.

Marianne Henderson made a motion to adjourn the meeting. Casey Arrington seconded. Passed unanimously.

Bridge Elementary

Board Of Directors Meeting

Date: May 29, 2026



Location: <https://zoom.us/j/96195109707?pwd=NlSN6sFwOA42AQbem7fqas78ZSHESl.1>

Board Member Present: Casey Arrington, Marianne Henderson, Linda Nilson, Trent Ady excused.

Others Present: Janey Stoddard, Lalani Williams, Susan Lindsay, Ron Hubbard

CALL TO ORDER At 4:02, Marianne Henderson called the meeting to order.

PUBLIC COMMENT Curriculum Adoption- Eureka Math Squared, Zaner Bloser Handwriting, Fish Tank ELA Grades K-2 (**Second Public Comment Period**)

Heggerty- (**First Public Comment Period**)

There were zero members of the public to comment.

VOTING & DISCUSSION ITEMS

- Curriculum*
Marianne Henderson made a motion to approve Eureka Squared curriculum up to \$55,000, Fishtank up to \$13,000 and Zaner Bloser Handwriting up to \$17,000. Casey Arrington seconded. Roll call- Casey Arrington aye, Marianne Henderson, aye, Linda Nilson, aye.
- Construction RFP*
Casey Arrington made a motion to accept the bid from Iron Creek Construction. Linda Nilson seconded the motion. Roll call- Casey Arrington aye, Marianne Henderson, aye, Linda Nilson, aye.
- FY 27 SBMH Grant*
Linda Nilson made a motion to approve the School Based Mental Health Qualifying Grant Program. Casey Arrington seconded. Roll call- Casey Arrington aye, Marianne Henderson, aye, Linda Nilson, aye.

- Small Construction Project*- Two bids were received for the construction project. One bid was subsequently rescinded by the contractor. To ensure compliance, this item has been tabled.
- School Land Trust Council Election Procedures*
Linda Nilson made a motion to approve the change to our School Land Trust Committee from a range of four to eight members to four members. Marianna Henderson seconded. Roll call- Casey Arrington aye, Marianne Henderson, aye, Linda Nilson, aye.

CALENDARING

o Next Board Meeting June 16, 2025, at 5:00pm

At 4:30 pm Marianne Henderson made a motion to adjourn. Casey Arrington seconded. Passed unanimously.

ADJOURN

Director's Report - June 2026

1. Student Achievement & Growth

- Bridge students demonstrated significant academic growth throughout the 2025–2026 school year in both reading and mathematics.
- Acadience Reading benchmark performance increased from 42% at Beginning of Year to 50% at End of Year, while students in the intensive category decreased from 31% to 22%.
- Acadience Math benchmark performance increased from 23% at Beginning of Year to 47% at End of Year, more than doubling the percentage of students meeting benchmark expectations.
- i-Ready Reading results showed students performing at or above grade level increased from 17% to 38%.
- i-Ready Math results showed students performing at or above grade level increased from 8% to 37%.
- Notable gains included 6th Grade Math (11% to 72%), 4th Grade Math (9% to 38%), 3rd Grade Reading (32% to 48%), and 4th Grade Reading (36% to 53%).

2. Personalized Learning & Student Ownership

- Personalized Learning Plans (PLPs) continued to guide goal setting and instructional decision-making throughout the school year.
- Students regularly monitored progress toward academic goals and reflected on their learning growth.
- Teachers completed end-of-year reviews to support informed student placement and instructional planning for the 2026–2027 school year.
- Curriculum implementation planning was completed for Eureka Math², Fishtank ELA, and Zaner-Bloser Handwriting.

3. School Culture, Safety & Community

- Significant progress was made in strengthening schoolwide behavior systems through the Positive Behavior Team and student support staff.
- The development of a dedicated Behavior, Counseling, and Student Support Center expanded resources available to students and staff. Structures and processes developed for best supports.
- Family engagement remained strong through regular communication, school events, volunteer support, and community partnerships. We saw a huge increase in involvement as we added family welcomed events.
- Field Day and end-of-year celebrations provided opportunities to recognize student achievement and strengthen community connections.

4. Organizational Excellence & Sustainability

- Successfully completed staffing and leadership planning for the 2026–2027 school year.
- Continued leadership support from Ms. Lindsey, Assistant Director, and welcomed Allison Allred as Dean of Students. Development of a School Leadership Team and Schoolwide Behavior Team representing all staff.
- Employment offer letters have been distributed, and staffing plans are largely finalized for the upcoming school year.
- Continued strengthening financial oversight and budgeting processes in partnership with Red Apple Financial. Significant savings this year.
- Bridge remains strategically positioned for a strong start to the 2026–2027 school year.

Closing

As we conclude the 2025–2026 school year, we express gratitude to our Board, staff, students, families, and community partners. This year's growth reflects our commitment to Bridge's mission of empowering students through personalized learning and fostering ownership of academic success.



Financial Summary as of May 31, 2026

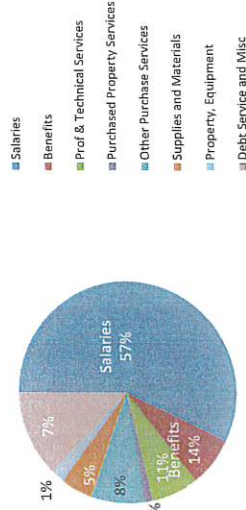
91.7% through the Year

BUDGET REPORT

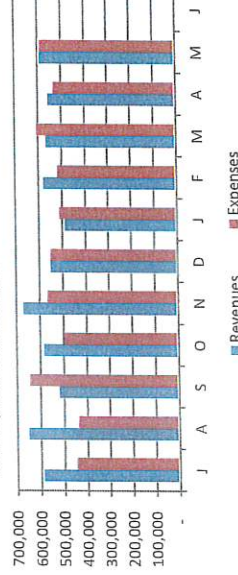
	Year-to-Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	544	544	544	
Revenue				
1000 Local	\$ 173,089	\$ 195,500	\$ 184,386	93.9%
3000 State	\$ 5,929,103	\$ 6,023,988	\$ 6,492,525	91.3%
4000 Federal	\$ 281,264	\$ 496,013	\$ 520,735	54.0%
Total Revenue	\$ 6,383,456	\$ 6,715,501	\$ 7,197,646	88.7%
Expenses				
100 Salaries	\$ 3,556,216	\$ 3,499,303	\$ 3,925,315	90.6%
200 Benefits	\$ 438,116	\$ 473,356	\$ 498,493	87.9%
300 Prof & Technical Services	\$ 431,187	\$ 664,407	\$ 478,334	90.1%
400 Purchased Property Services	\$ 71,700	\$ 59,000	\$ 74,272	96.5%
500 Other Purchase Services	\$ 544,339	\$ 517,840	\$ 555,553	98.0%
600 Supplies and Materials	\$ 244,762	\$ 329,545	\$ 327,204	74.8%
700 Property, Equipment	\$ 92,505	\$ 149,422	\$ 141,055	65.6%
800 Debt Service and Misc	\$ 799,986	\$ 888,801	\$ 867,726	92.2%
Total Expenses	\$ 6,178,711	\$ 6,581,674	\$ 6,867,952	90.0%
Net Income from Operations	\$ 204,745	\$ 133,827	\$ 329,694	62%

Operating Margin 3.2% 2.0% 4.6%

EXPENSES



Monthly Revenue to Expenses



RATIOS

	Forecast	Goal
Operating Margin	4.6%	3%
Debt Service Coverage	1.39	1.25
Days Cash on Hand	90	90
Building Payment %	11.6%	20%

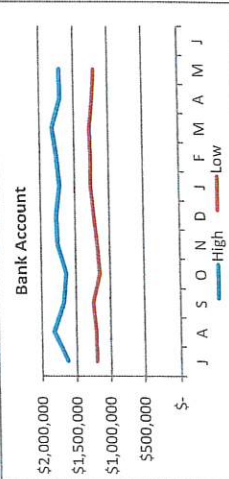
Cash Reserve
\$0-\$300,000 5%
\$300,000-\$500,000 4%
\$500,000-and above 3%

Operating Margin

5%
4%
3%

CASH

Ending Cash Balance	\$ 1,702,039
Days Cash on Hand	90



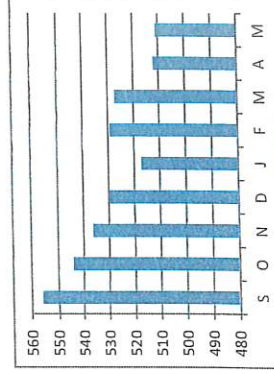
RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 2,377,151	\$ 2,337,151
Reserves Added this Year	\$ 204,745	\$ 329,694
Expenses from Reserves	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ 2,581,896	\$ 2,666,845

Enrollment on 5/18, 506

ENROLLMENT

	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	529	527	512	511



Actuals as of: **May 31, 2026** Percentage of Year: **91.7**

Budget Detail Report



	(558 Students) Previous Yr's Actuals	(544 Students) Current Yr's Actuals	(544 Students) Approved FY26 Budget		(544 Students) FY26 Forecast	% of Forecast	
Revenue							
1000 Local							
1510 Interest on Investments	\$ -	\$ 59,945	\$ 70,000	\$ (5,000)	\$ 65,000	92.2%	
1610 Sales to Students	\$ -	\$ 89,758	\$ 85,000	\$ 11,000	\$ 96,000	93.5%	
1620 Sales to Adults	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	Acct for unpaid lunches - write off
1720 Bookstore Sales	\$ -	\$ 887	\$ -	\$ -	\$ 887	100.0%	
1910 Rentals	\$ -	\$ 12,575	\$ 22,000	\$ (9,425)	\$ 12,575	100.0%	
1920 Donations	\$ -	\$ 9,924	\$ 14,000	\$ (4,076)	\$ 9,924	100.0%	
1990 Miscellaneous	\$ -	\$ -	\$ 4,500	\$ (4,500)	\$ -	#DIV/0!	
Total 1000:	\$ -	\$ 173,089	\$ 195,500	\$ (12,001)	\$ 184,386	93.9%	
3000 State							
3010 Regular School Prgm K-12	\$ 2,194,174	\$ 2,105,806	\$ 2,194,174	\$ 57,879	\$ 2,252,053	93.5%	
3020 Professional Staff	\$ 138,421	\$ -	\$ 138,421	\$ (138,421)	\$ -	#DIV/0!	
3105 Special Education -- Add-On	\$ 504,444	\$ 533,298	\$ 504,444	\$ 77,348	\$ 581,792	91.7%	
3110 Special Education -- Self-Contained	\$ 28,986	\$ 30,991	\$ 28,986	\$ 4,823	\$ 33,809	91.7%	
3120 Special Education -- Extended Year	\$ 4,288	\$ 2,071	\$ 4,288	\$ (2,029)	\$ 2,259	91.7%	
3125 Special Education -- State Program	\$ 10,188	\$ 10,680	\$ 10,188	\$ 1,463	\$ 11,651	91.7%	
3178 Special Education -- Extended Year Stipend	\$ 1,200	\$ 720	\$ -	\$ 720	\$ 720	100.0%	
3101 Class Size Reduction - K-8	\$ 229,558	\$ 220,612	\$ 229,558	\$ 11,110	\$ 240,668	91.7%	
3144 Enhancement for At-Risk Students	\$ 137,056	\$ 142,042	\$ 137,056	\$ 17,899	\$ 154,955	91.7%	
3200 CS Funding Base Program	\$ 83,207	\$ 67,847	\$ 83,207	\$ (9,192)	\$ 74,015	91.7%	
3310 Flexible Allocation	\$ 1,413	\$ 194,096	\$ 1,350	\$ 210,414	\$ 211,764	91.7%	\$3,628 per student Oct 1st student
3219 Charter School Local Replacement	\$ 1,850,886	\$ 1,811,128	\$ 1,850,886	\$ 122,746	\$ 1,973,632	91.8%	
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	\$ 20,947	\$ -	\$ 22,851	\$ 22,851	91.7%	
3468 Teacher Materials and Supplies	\$ 11,195	\$ 8,829	\$ 11,195	\$ -	\$ 11,195	78.9%	\$10,350 Gross portion per tchr
3476 Educator Salary Adjustment	\$ 310,774	\$ 276,150	\$ 310,774	\$ (12,172)	\$ 298,602	92.5%	\$13,450 per CACI FTE (for FICA/401)
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%	
3679 Student Health & Counseling	\$ -	\$ -	\$ 41,191	\$ (972)	\$ 40,219	0.0%	FY25 Grant, not received yet
3459 Schl-Based Ed Support Prof Stipends	\$ -	\$ 41,903	\$ 21,045	\$ 20,858	\$ 41,903	100.0%	
3821 Financial Systems	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	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	\$ 159,856	\$ 147,168	\$ 27,221	\$ 174,389	91.7%	
3914 School Safety Support & Other	\$ 3,000	\$ -	\$ 45,578	\$ (20,578)	\$ 25,000	0.0%	Door Locks - 25k
3873 State Liquor Tax (NSLP)	\$ 66,661	\$ 40,439	\$ -	\$ 40,439	\$ 40,439	100.0%	
3818 K3 Reading Software Licenses	\$ 21,045	\$ 17,390	\$ -	\$ 17,390	\$ 17,390	100.0%	
3875 Food Security Amendments	\$ -	\$ 2,232	\$ -	\$ 2,232	\$ 2,232	100.0%	
3814 School Safety Support	\$ 95,000	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
Total 3000:	\$ 5,981,106	\$ 5,929,103	\$ 6,023,988	\$ 468,537	\$ 6,492,525	91.3%	
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	\$ 262,907	\$ 315,213	\$ (12,316)	\$ 302,897	86.8%	
4801 Title IA	\$ 57,402	\$ 11,153	\$ 79,119	\$ 353	\$ 79,472	14.0%	
4860 Title IIA	\$ 11,631	\$ -	\$ 6,985	\$ 4,646	\$ 11,631	0.0%	Shift to Title I
4805 Title IV	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ 10,000	0.0%	
4875 Day Care	\$ -	\$ 7,204	\$ -	\$ 7,204	\$ 7,204	100.0%	
Total 4000:	\$ 414,081	\$ 281,264	\$ 496,013	\$ 24,722	\$ 520,735	54.0%	
Total Revenue:	\$ 6,395,187	\$ 6,383,456	\$ 6,715,501	\$ 481,258	\$ 7,197,646	88.7%	

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast
Expenses						
100 Salaries						
121 Principals & Assistants	\$ -	\$ 320,872	\$ 250,000	\$ 70,872	\$ 320,872	100.0%
131 Teacher Salaries	\$ -	\$ 1,119,523	\$ 1,631,657	\$ (406,970)	\$ 1,224,687	91.4%
131 Specialty Teachers	\$ -	\$ 200,405	\$ -	\$ 301,394	\$ 301,394	66.5%
131 Special Education Teachers	\$ -	\$ 239,970	\$ 68,472	\$ 199,327	\$ 267,799	89.6%
131 Stipends / Bonuses	\$ -	\$ 113,002	\$ -	\$ 166,000	\$ 166,000	68.1%
132 Substitutes	\$ -	\$ 22,595	\$ 15,000	\$ 8,000	\$ 23,000	98.2%
141 Attendance & Social Work Personnel	\$ -	\$ 9,995	\$ 32,000	\$ (22,005)	\$ 9,995	100.0%
144 Counselor / Behavior Specialist	\$ -	\$ 93,150	\$ 12,000	\$ 101,000	\$ 113,000	82.4%
143 Health Service Personnel (Nurse)	\$ -	\$ 17,525	\$ 14,666	\$ 7,334	\$ 22,000	79.7%
152 Secretarial and Office	\$ -	\$ 138,282	\$ 80,000	\$ 58,282	\$ 138,282	100.0%
161 Classroom Aides	\$ -	\$ 887,326	\$ 922,032	\$ (12,032)	\$ 910,000	97.5%
161 SpEd Aides	\$ -	\$ 252,095	\$ 154,524	\$ 121,137	\$ 275,661	91.5%
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	\$ -	\$ 141,475	\$ 114,000	\$ 38,625	\$ 152,625	92.7%
Total 100:	\$ -	\$ 3,556,216	\$ 3,499,303	\$ 426,012	\$ 3,925,315	90.6%
200 Benefits						
220 FICA (Social Security & Medicare)	\$ -	\$ 251,747	\$ 266,356	\$ 13,644	\$ 280,000	89.9%
230 Retirement	\$ -	\$ 31,318	\$ 66,000	\$ (22,000)	\$ 44,000	71.2%
241 Health / Life/ FSA	\$ -	\$ 115,166	\$ 60,000	\$ 60,000	\$ 120,000	96.0%
270 Worker's Compensation Fund	\$ -	\$ 7,078	\$ 7,000	\$ 1,493	\$ 8,493	83.3%
280 Unemployment Insurance	\$ -	\$ 32,807	\$ 74,000	\$ (28,000)	\$ 46,000	71.3%
Total 200:	\$ -	\$ 438,116	\$ 473,356	\$ 25,137	\$ 498,493	87.9%
300 Prof & Technical Services						
320 Professional Educational Services	\$ -	\$ 89,755	\$ 68,221	\$ 31,779	\$ 100,000	89.8%
320 Special Education Services	\$ -	\$ 130,734	\$ 181,779	\$ (41,779)	\$ 140,000	93.4%
330 Employee Training	\$ -	\$ 12,203	\$ 16,000	\$ 2,000	\$ 18,000	67.8%
340 Other Professional Services / Audit	\$ -	\$ 20,340	\$ 26,000	\$ (5,660)	\$ 20,340	100.0%
345 Business Services	\$ -	\$ 81,700	\$ 252,407	\$ (164,007)	\$ 88,400	92.4%
349 Legal Services	\$ -	\$ 660	\$ -	\$ 1,000	\$ 1,000	66.0%
350 Technology Services	\$ -	\$ 95,795	\$ 120,000	\$ (9,406)	\$ 110,594	86.6%
Total 300:	\$ -	\$ 431,187	\$ 664,407	\$ (186,073)	\$ 478,334	90.1%
400 Purchased Property Services						
411 Water / Sewage / Garbage	\$ -	\$ 12,340	\$ 7,000	\$ 6,500	\$ 13,500	91.4%
420 Custodial Services	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
430 Repairs & Maintenance	\$ -	\$ 50,772	\$ 25,000	\$ 25,772	\$ 50,772	100.0%
434 Snow Removal	\$ -	\$ -	\$ 5,000	\$ (5,000)	\$ -	#DIV/0!
441 Rental of Land & Buildings	\$ -	\$ -	\$ 2,000	\$ (2,000)	\$ -	#DIV/0!
443 Lease of Copy Machines	\$ -	\$ 8,588	\$ -	\$ 10,000	\$ 10,000	85.9%
490 Other Purchased Property Services	\$ -	\$ -	\$ 20,000	\$ (20,000)	\$ -	#DIV/0!
Total 400:	\$ -	\$ 71,700	\$ 59,000	\$ 15,272	\$ 74,272	96.5%

Last Yr:
Blind Mule \$15.3k
Charter Schl Ther
Connected 2 Ther
Embrace Ed \$4,21
Individually basec
ORO Interpreting
Richard Hagen TI

46k last yr GL
.013 to start

Last Yr
Ready2Teach \$111
TNTF 5670 Learn
Competency (no
budget this yr) \$2
Bal \$1,435

AWW Trub & Sk audio
Froggummy \$15
Charity Window
DJ Midnight Beat
Catherine Summ
Les Olsen \$4.1k
ETS \$79,045
Froggummy \$360
Lexia \$360
Zarahemla Group
Locksmith \$12.7k
Iron Creek Contr
HVAC \$5k
K D Lawn Care
\$12,146 last yr
Garbage
Pest Control
Enable Utah
Certified Fire & Se
Roylance Fence \$5

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast	
500 Other Purchase Services							Roylance Fence \$5
518 Field Trips-Admission	\$ -	\$ 2,731	\$ 1,000	\$ 2,000	\$ 3,000	91.0%	
521 Insurance	\$ -	\$ -	\$ 1,262	\$ -	\$ 1,262	0.0%	
522 Liability & Property Insurance	\$ -	\$ 63,755	\$ 32,078	\$ 31,677	\$ 63,755	100.0%	
530 Communication (telephone & other)	\$ -	\$ 6,228	\$ 6,500	\$ 1,000	\$ 7,500	83.0%	
540 Marketing	\$ -	\$ 3,153	\$ 1,000	\$ 2,153	\$ 3,153	100.0%	
570 Food Service Management	\$ -	\$ 466,649	\$ 475,000	\$ -	\$ 475,000	98.2%	Unpaid lunch balc write off, amount
580 Travel / Per Diem	\$ -	\$ 1,823	\$ 1,000	\$ 883	\$ 1,883	96.8%	
Total 500:	\$ -	\$ 544,339	\$ 517,840	\$ 37,713	\$ 555,553	98.0%	
600 Supplies and Materials							
610 Classroom	\$ -	\$ 34,725	\$ 71,400	\$ (25,000)	\$ 46,400	74.8%	
610 Teacher Budget Supplies	\$ -	\$ 48	\$ 3,850	\$ -	\$ 3,850	1.2%	
610 Spirit Shirts	\$ -	\$ 986	\$ -	\$ 986	\$ 986	100.0%	Field day - \$1950
610 Student Motivation	\$ -	\$ 9,975	\$ -	\$ 9,975	\$ 9,975	100.0%	
610 Special Education Supplies	\$ -	\$ 4,663	\$ 3,753	\$ 910	\$ 4,663	100.0%	
610 Staff Appreciation	\$ -	\$ 11,858	\$ -	\$ 12,000	\$ 12,000	98.8%	
610 Professional Development Supplies	\$ -	\$ 2,534	\$ 12,420	\$ -	\$ 12,420	20.4%	
610 Book Fair	\$ -	\$ 1,573	\$ -	\$ 1,573	\$ 1,573	100.0%	
610 Board Supplies	\$ -	\$ 112	\$ -	\$ 112	\$ 112	100.0%	
610 Office / Admin Supplies	\$ -	\$ 13,430	\$ 8,747	\$ 5,253	\$ 14,000	95.9%	
610 Safety	\$ -	\$ 791	\$ -	\$ 791	\$ 791	100.0%	
610 Non-Food Kitchen Supplies	\$ -	\$ 173	\$ -	\$ 173	\$ 173	100.0%	
614 Educator Professional Time...	\$ -	\$ -	\$ 41,778	\$ (41,778)	\$ -	#DIV/0!	
621 Natural Gas	\$ -	\$ 5,307	\$ 15,000	\$ (6,000)	\$ 9,000	59.0%	
622 Electricity	\$ -	\$ 28,605	\$ 35,000	\$ -	\$ 35,000	81.7%	
641 Textbooks & Curriculum	\$ -	\$ 54,337	\$ 21,000	\$ 74,000	\$ 95,000	57.2%	Heggerty \$15k The Reading War
644 Library Books & Materials	\$ -	\$ 7	\$ 3,597	\$ (3,587)	\$ 10	70.0%	
650 Technology Related Supplies	\$ -	\$ 3,017	\$ 28,000	\$ (23,000)	\$ 5,000	60.3%	
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	\$ -	\$ 27,458	\$ 27,500	\$ -	\$ 27,500	99.8%	
Total 600:	\$ -	\$ 244,762	\$ 329,545	\$ (2,341)	\$ 327,204	74.8%	
700 Property, Equipment							
710 Land and Site Improvements	\$ -	\$ 11,450	\$ 49,422	\$ (24,422)	\$ 25,000	45.8%	Privacy slats fence 11k
733 Furniture and Fixtures	\$ -	\$ 24,594	\$ 20,000	\$ 4,594	\$ 24,594	100.0%	
734 Technology Related Hardware	\$ -	\$ 56,461	\$ 20,000	\$ 36,461	\$ 56,461	100.0%	
739 NSLP Equipment & Furniture	\$ -	\$ -	\$ 60,000	\$ (25,000)	\$ 35,000	0.0%	Fix Freezer Janey checking
740 Cap Ex (Savings)	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
Total 700:	\$ -	\$ 92,505	\$ 149,422	\$ 16,633	\$ 141,055	65.6%	
800 Debt Service and Misc							
810 Dues and Fees	\$ -	\$ 24,003	\$ 10,000	\$ 15,000	\$ 25,000	96.0%	UAPCS 4.4k Utah Charter Net
830 Principal & Interest (Bldg payment)	\$ -	\$ 768,882	\$ 878,801	\$ (43,076)	\$ 835,725	92.0%	Began 1/5/22 Ends 6/5/2051
850 Miscellaneous	\$ -	\$ 7,001	\$ -	\$ 7,001	\$ 7,001	100.0%	FY26 - \$835,725 FY27 - \$833,925
Total 800:	\$ -	\$ 799,886	\$ 888,801	\$ (21,075)	\$ 867,726	92.2%	
Total Expenses:	\$ -	\$ 6,178,711	\$ 6,581,674	\$ 311,278	\$ 6,867,952	90.0%	
Net Income:	\$ 6,395,187	\$ 204,745	\$ 133,827	\$ 169,980	\$ 329,694	62.1%	
				3% Goal	\$ 215,929		

UTAH ADOLESCENT BIRTH DATA 2024

Table 1: Utah Adolescent Birth Rates, Age 15-19 by Local Health District, 2024

Location	Rate per 1,000 females
TriCounty	19.3
Southeast	13.6
U.S. AVERAGE	12.7
Central	12.3
Weber-Morgan	10.2
Salt Lake County	9.6
Tooele	8.2
Southwest	7.9
STATE OF UTAH AVERAGE	7.6
Bear River	5.4
Davis County	5.0
Utah County	4.8
Summit	*
Wasatch	*
San Juan	*

*Data has been suppressed because 1) the relative standard error is greater than 50% or the relative standard error can't be determined, 2) the observed number of events is very small and not appropriate for publication.

Table 2: Utah Adolescent Birth Rates, Age 15-19 by Race, 2024

Race	Rate per 1,000 females
Native Hawaiian, Pacific Islander	7.8
American Indian/Alaskan Native	10.5
Black, African American	7.8
White	6.5
Asian	*

*Data has been suppressed because 1) the relative standard error is greater than 50% or the relative standard error can't be determined, 2) the observed number of events is very small and not appropriate for publication

Table 3: Utah Adolescent Birth Rates, Age 15-19 by Ethnicity, 2024

Ethnicity	Rate per 1,000 females
Hispanic	18.3
Non-Hispanic	5.3

Table 4: Utah Adolescent Birth Rates, Age 15-19 by Small Area, 2022-2024

Location	Rate per 1,000 females	Location	Rate per 1,000 females
West Valley (East) V2	32.1	STATE OF UTAH	7.6
Taylorsville (E)/Murray (W)	24.9	Sandy (Center) V2	7.3
SLC (Glendale) V2	24.9	Holladay V2	7.0
Carbon County	22.5	Springville	6.9
Kearns V2	22.5	Layton/South Weber	6.7
Daggett and Uintah County	22.2	Logan V2	6.4
South Salt Lake	21.1	Eagle Mountain/Cedar Valley	6.4
Magna	20.9	Washington City	6.3
West Valley (Center)	20.9	North Logan	6.1
Emery County	19.9	Orem (West)	6.0
West Valley (West) V2	19.6	Park City	5.8
Nephi/Mona	18.8	South Jordan V2	5.7
Delta/Fillmore	18.6	Orem (East)	5.7
Richfield/Monroe/Salina	18.3	Smithfield	5.5
West Jordan (Northeast) V2	17.3	SLC (Downtown) V2	5.4
SLC (Rose Park)	17.1	Riverton/Bluffdale	5.3
Duchesne County	16.1	Pleasant Grove/Lindon	5.0
Midvale	16.0	Weber County (East)	5.0
Ben Lomond	15.4	American Fork	5.0
Ogden (Downtown)	13.9	SLC (Sugar House)	4.9
Taylorsville (West)	13.9	Saratoga Springs	4.8
West Jordan (Southeast)	13.7	Cache (Other)/Rich (All) V2	4.7
Provo (West City Center)	13.4	Wasatch County	4.6
Central (Other)	13.4	Syracuse	4.6
Southwest LHD (Other)	13.2	Lehi	4.5
Murray	12.8	Daybreak	4.4
U.S.	12.7	Provo (East City Center)	3.8
San Juan County (Other)	12.4	Bountiful	3.4

Tremonton	12.0	Draper	2.6
Hurricane/La Verkin	11.7	Kaysville/Fruit Heights	2.6
Riverdale	11.4	Provo/BYU	1.3
St. George	11.2	Morgan County	**
Tooele County (Other)	10.7	Centerville	**
Washington Co (Other) V2	10.7	Farmington	**
Clearfield Area/Hooper	10.6	SLC (Avenues)	**
Orem (North)	10.5	SLC (Foothill/East Bench)	**
Payson	10.1	SLC (Southeast Liberty)	**
Roy/Hooper	10.1	Millcreek (South)	**
Cedar City	9.8	Millcreek (East)	**
South Ogden	9.3	Cottonwood	**
Sanpete Valley	8.9	Sandy (Northeast)	**
Hyrum	8.9	Sandy (Southeast)	**
Spanish Fork	8.9	Alpine	**
North Salt Lake	8.8	Salem City	**
Utah County (South) V2	8.8	Mapleton	**
Woods Cross/West Bountiful	8.6	Summit County (East)	**
Brigham City	8.1	Grand County	**
Box Elder Co (Other) V2	8.0	Blanding/Monticello	**
Tooele Valley	8.0	Ivins/Santa Clara	**
Sandy (West)	7.9		
Herriman	7.8		
West Jordan (W)/Copperton	7.7		

*Use caution in interpreting; the estimate has a coefficient of variation >30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards.

**The estimate has been suppressed because 1) the relative standard error is greater than 50% or, 2) the observed number of events is very small and not appropriate for publication

More detailed data can be found on Utah's Public Health Indicator Based Information System (IBIS) (<https://ibis.health.utah.gov/ibispv-view/>) You may also contact the Adolescent Health Program Manager, Elizabeth Gerke (egerke@utah.gov or 801-273-2870), for data specific to your area or population.

Sex Education Instruction Policy

Adopted: October 23, 2019

Revised: June 16, 2020

Reviewed: June 28, 2022

Policy

The purpose of this policy is to ensure that any sex education instruction or instructional programs taught at Bridge Elementary (the "School") is compliant with state law. The School shall comply with applicable state law regarding the review, approval, and presentation of sex education instruction or instructional programs if the School elects to provide sex education instruction or instructional programs, including maturation education, at the School.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

The Director shall establish administrative procedures to help the School comply with the requirements related to sex education instruction or instructional programs under Utah law.

Every two years the Board of Directors shall (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

Parent and Family Engagement Policy

Adopted: November 19, 2019

Purpose

In support of strengthening student academic achievement, Bridge Elementary (the "School") receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the "ESSA"). This policy establishes the School's expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School's plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students' academic achievement.

Policy

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;*
- That parents are encouraged to be actively involved in their child's education at school;*
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - Hold other parent and family meetings at flexible times during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - The School and state websites will provide parents with information related to expected student proficiency levels.
 - The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment

and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means. The annual review and evaluation of this policy will also include identifying such things as barriers to parent engagement (especially engagement of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); needs of parents and family members to enable them to assist with the learning of their children; and strategies to support successful school and family interactions.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - Encouraging parents to review the school-parent compact with their children on a regular basis.
 - Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities

with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
 - Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
 - Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - The challenging state's academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The

School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Parents and Family Members of Children Learning English

Any time this policy references “parents,” “family,” or “family members,” it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.

Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

Bridge Elementary Hotline Complaint Policy

Purpose

The purpose of this policy is to establish procedures for Bridge Elementary to respond to and resolve public education hotline complaints referred by the Utah State Board of Education ("USBE") Internal Audit Department in accordance with Utah Administrative Code R277-123-7.

Policy

Upon receiving a hotline complaint referral from the USBE Internal Audit Department, Bridge Elementary shall promptly review and investigate the complaint in accordance with applicable state law, administrative rule, and Board policy.

If contact information for the complainant is provided, designated school personnel shall make reasonable efforts to contact the complainant to discuss the concern and seek resolution. The school shall document:

- The name and title of the school representative making contact;
- The method of contact attempted or completed (phone, email, in-person, etc.);
- The date of each contact attempt;
- A summary of the concern raised; and
- Any resolution, findings, or action steps taken by the school.

Bridge Elementary shall make at least two good-faith attempts to contact the complainant when contact information is available.

The school shall investigate and respond to hotline complaints in a timely and professional manner consistent with the requirements of Utah Administrative Code R277-123-7.

If the school determines that a complaint is more appropriately addressed through an existing school grievance, discrimination, employee, or student discipline procedure, the school may notify the USBE Internal Audit Department and direct the complainant to the applicable policy or process.

Nothing in this policy shall prevent an individual from reporting concerns through the USBE hotline process as authorized by law.

Public Posting Requirement

In accordance with Utah Administrative Code R277-123-7, Bridge Elementary shall prominently post on its website and make available upon request:

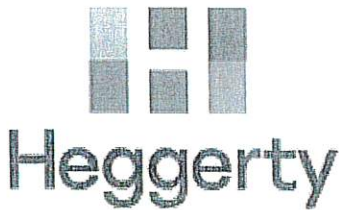
- Information regarding the USBE Public Education Hotline;
- Procedures for submitting complaints; and
- Contact information for the school's designated complaint administrator.

Records Retention

Records related to hotline complaints, investigations, communications, and resolutions shall be maintained in accordance with applicable Utah records retention requirements and school policy.

Designated Administrator

The Executive Director or designee shall serve as the school's designated administrator responsible for coordinating responses to hotline complaints and ensuring compliance with applicable state law and administrative rule.



Literacy Resources, LLC (dba Heggerty)
Chicago, IL
Phone: (708) 366-5947

QUOTE for Bridge Elementary School
Quote: SQ-260428-0060928
Valid Through: 8/31/2026
Proposed by: Sierra Hocklander

Quote

Address Information

Bill To:
Bridge Elementary
4824 MIDLAND DR
ROY, UT 84067-8668
US

Ship To:
Bridge Elementary
4824 MIDLAND DR
ROY, UT 84067-8668
US

Account Name: Bridge Elementary School
Contact Buying: Britney Snow

Contact Shipping: Britney Snow

Terms and Conditions

Payment Method: Invoice
Payment Terms: Net 30 Days

Delivery Terms: FOB Origin
Billing Method: Email

Product & Service Lines

Product/Service	Product Code	Date(s)	Quantity	Term	Sales Price	Amount
2027 Bridge to Reading: Foundational Skills for Kindergarten, Classroom Kit	Phonics	4/28/2026	3		\$2,499.00	\$7,497.00
> BTR 2nd Ed: Kindergarten MyHeggerty Digital Subscription		7/1/2026 - 6/30/2027	3	1 Yr	Included	Included
2027 Bridge to Reading: Foundational Skills for Kindergarten - Student Materials 5-Pack	Phonics	4/28/2026	3		\$270.00	\$810.00
2027 Bridge to Reading: Foundational Skills for First Grade, Classroom Kit	Phonics	4/28/2026	3		\$2,499.00	\$7,497.00
> BTR 2nd Ed: 1st Grade MyHeggerty Digital Subscription		7/1/2026 - 6/30/2027	3	1 Yr	Included	Included
2027 Bridge to Reading: Foundational Skills for First Grade - Student Materials 5-Pack	Phonics	4/28/2026	3		\$270.00	\$810.00
2027 Bridge to Reading: Foundational Skills for Second Grade, Classroom Kit	Phonics	4/28/2026	3		\$2,499.00	\$7,497.00
> BTR 2nd Ed: 2nd Grade MyHeggerty Digital Subscription		7/1/2026 - 6/30/2027	3	1 Yr	Included	Included
2027 Bridge to Reading: Foundational Skills for Second Grade - Student Materials 5-Pack	Phonics	4/28/2026	3		\$270.00	\$810.00

Additional Charges/Credits

Additional Charge/Credit	Date	Quantity	Unit Price	Amount
Tax	4/28/2026	1	\$0.00	\$0.00
Shipping	4/28/2026	1	\$1,790.40	\$1,790.40

Products and Services Total: \$24,921.00
Additional Charges/Credits Total: \$1,790.40

Net Amount: \$26,711.40

+ The unit price shown above has been rounded to two decimal places for display purposes.

<https://heggerty.org/terms-of-service/> (If clicking the link doesn't work, please copy and paste it into your browser.)

All rights reserved. Copyright Literacy Resources, LLC (dba Heggerty)

Puls LLC

4794 S. 4075 W.
Roy, Utah 84067



June 1, 2026

Bridge Elementary School

4824 Midland Drive
Roy, Utah 84067
Phone: (801) 499-5180

RE: Bid Proposal – Kiva Wall Partitioning

Dear Selection Committee,

Puls LLC is pleased to submit our proposal for the Kiva Wall Partitioning project at Bridge Elementary School.

This proposal provides for the complete conversion of the existing Kiva space into three functional instructional rooms, consisting of two (2) approximately 8' x 8' rooms and one (1) approximately 13' x 14' room. The scope of work includes all labor, materials, equipment, and coordination necessary to deliver a fully completed project, including but not limited to structural framing, drywall, painting, electrical, HVAC modifications, lighting, security systems, audio/visual integration, and all associated finish work.

As a locally owned and operated contractor based in Roy, Utah, Puls LLC is committed to providing quality craftsmanship, dependable service, and a safe, efficient construction process with minimal disruption to school operations. We understand the importance of maintaining a secure and functional educational environment and will work closely with school representatives throughout the duration of the project.

Puls LLC respectfully submits this proposal in the amount of:

**Twenty-Four Thousand Nine Hundred Eighty-Three Dollars and Thirty-One Cents
(\$24,983.31) USD**

We appreciate the opportunity to be considered for this project and look forward to the possibility of working with Bridge Elementary School. Should you have any questions regarding this proposal or require additional information, please do not hesitate to contact us.

Thank you for your time and consideration.

Sincerely,

Steven Pulsipher

Puls LLC

4794 S. 4075 W.

Roy, Utah 84067

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

TOTAL PROJECT COST: \$21,700

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

Ethics Policy

Adopted: May 28, 2019

Revised:

Policy

Bridge Elementary (the "School") adopts this policy to ensure that individuals associated with the School, including Board members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School's Board of Directors in accordance with the School's Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board shall ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board member or School employee may violate Utah Code § 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board member or School employee may violate the Utah Public Officers' and Employees' Ethics Act (Utah Code § 67-16-1 *et seq.*), which, among other requirements, precludes Board members and School employees from:

- (a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;
- (b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;
- (c) using or attempting to use his/her official position to:
 - (i) further substantially his/her personal economic interest; or
 - (ii) secure special privileges or exemptions for himself/herself or others;
- (d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;
- (e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or

(f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

(i) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;

(ii) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or

(iii) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code § 67-16-6.

Licensed educators of the School shall comply with Utah Educator Professional Standards contained in Utah Administrative Code Rule R277-515 pertaining to the ethical conduct required of all licensed educators in the state of Utah.



BOARD MEMBER STATEMENT OF ETHICAL BEHAVIOR

I commit to upholding the highest standards of ethical behavior and professional conduct. I will obey all applicable laws, as well as state and local policies. I will act with honesty, fairness, and integrity in all professional interactions, treating all individuals with respect and dignity. I will use school resources wisely and responsibly, ensuring the efficient and effective use of taxpayers' dollars.

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____