



UTAH
EDUCATION
ASSOCIATION
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UEA RESOLUTIONS

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**UEA RESOLUTIONS
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RESOLUTIONS

GOAL A. SECURE AND PROTECT AN INDEPENDENT, UNITED EDUCATION PROFESSION

A-1. NEA Delegates Attending Convention

The Utah Education Association urges its local affiliates to have their full number of delegates at the NEA Representative Assembly to assure Utah a voice in the making of NEA policy. In addition, the Association urges its local affiliates to make their best effort to fulfill their minority representation goals. Delegates to the NEA Representative Assembly should be accountable to those they represent for full participation at the convention. (1975, 1995)

A-2. NEA and UEA Policies and Positions

The Utah Education Association supports the positions and policies of the National Education Association until such time as the UEA House of Delegates or Board of Directors meets and determines a different state position. (1979)

A-3. Leadership Training

The Utah Education Association believes that a responsive, representative, and effective professional organization requires knowledgeable, involved, and well-trained leadership. Adequate and effective training for elected leaders and potential leaders is essential to a strong organization. (1973)

A-4. Membership of Administrators

The Utah Education Association affirms the United Education Profession concept of an all-inclusive organization by encouraging administrators and supervisors to be members of the local associations and by encouraging local associations to promote such membership. (1977)

A-5. Education Employee Associations

The Utah Education Association believes that all education employee associations should be allowed to operate in the best interest of their members. The Association opposes any efforts to limit the ability of a recognized exclusive education employee association to represent its members. (2007)

GOAL B. PROMOTE PROFESSIONAL EXCELLENCE

B-1. Professional Judgment

The Utah Education Association affirms the importance of professional judgment and the voice of educators in all facets of decision-making related to student success. The Association believes that the professional judgment of educators is critical to the development of sound education policies and programs. (2008)

B-2. Improvement of Instruction

The Utah Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision-making in and out of the school.

The UEA and its affiliated associations encourage the involvement of members in the development, implementation and evaluation of programs for instructional improvement, student testing, curriculum development, and individualization of instruction. (1971, 2000)

B-3. Public Education Reform

The Utah Education Association believes that public education reform and change efforts should:

- a. Promote access to a quality public education for all students.
- b. Encourage parental and community involvement.
- c. Be based on solid educational research and proven solutions.
- d. Encourage innovation and creativity.
- e. Address the individual child's talents and abilities.
- f. Prepare students for academic and career success after high school.
- g. Use multiple lines of assessment.
- h. Promote a system of excellence.
- i. Be sustainable through stable funding sources. (2010)

B-4. Evaluation

The Utah Education Association supports the establishment of professional standards evaluation and processes for all educators, including administrators, in order to ensure instructional excellence in Utah public schools.

The Association further believes that all evaluation systems should be fair, consistent, valid, research-based and incorporate multiple measures. (1986, 2011)

B-5. Class Size/Teacher Work Load

The Utah Education Association advocates for the reduction of heavy teacher workloads throughout the state.

The Utah Education Association recognizes that class size and teacher workload are major problems. If all teachers are to provide optimum service to individual students and the community, the following issues must be addressed:

- a. The number of students assigned to each teacher should be equitable and appropriate.
- b. Provide adequate planning and preparation time for individual teachers.
- c. Ensure a safe school environment.
- d. Provide appropriate classroom space for students and teachers. (1972, 2011)

B-6. Teacher Preparation Programs

The Utah Education Association believes that its members should be involved in teacher education preparation and accreditation at all levels. The Association also believes that licensed educators with teaching experience should collaborate with the colleges/universities in the design, implementation, and improvement of teacher education programs.

(1972, 2011)

B-7. Teacher Exchange Program

The Utah Education Association believes that student education is enhanced by teacher participation in exchange programs in various cultural, educational and geographical environments.

The UEA supports the NEA in developing teacher-exchange programs on a national and international basis. (1974, 2011)

B-8. Positive Discipline

The Utah Education Association believes that an atmosphere of positive discipline is essential to promoting optimum learning in the school. (1976, 1986)

B-9. Professional Practices

The Utah Education Association believes that the state should grant the profession full participation in determining and setting standards of entrance into the profession.

(1974, 1986)

B-10. School Consolidation

The Utah Education Association believes in efficient, economical, and sound administrative practices, and supports school consolidation in all areas where better educational programs will result. (1969, 1986)

B-11. Licensed Professionals

The Utah Education Association believes that every professional position should be filled by an educator licensed by the state through a rigorous process that includes both content knowledge and pedagogy. (1986, 2003)

B-12. Unlicensed Personnel

The Utah Education Association is concerned about the inappropriate use of unlicensed personnel in classrooms and believes such personnel should have job descriptions which clearly distinguish their roles from those of licensed educators. (1990, 1999)

B-13. Multi-Cultural Curriculum Materials

The Utah Education Association believes that a major goal of today's schools is to help our youth become productive citizens. In the achievement of this goal, we recognize that our children come from varying economic, ethnic, cultural, and religious backgrounds.

The Association urges every school district to make use of a wide variety of curriculum materials that portray our cultural diversity and the contribution of minorities to our society, and encourages the integration of cultural diversity into the content areas. (1970, 1995)

B-14. Voter Education

The Utah Education Association recommends, to the Utah State Board of Education, the implementation of units or courses in Utah high schools, to adequately prepare students for informed participation in political and citizenship roles.

The Association believes each Utah educator has the responsibility and obligation to assist voters, wherever possible, in obtaining basic information and skills needed to properly fulfill their citizenship roles. (1971, 2011)

B-15. Racist/Extremist Groups

The Utah Education Association strongly believes that our state's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences, the rights of others, and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of racist/extremist groups and their efforts to recruit young people in our schools, and it urges all of its affiliates and members to actively oppose all such movements whose objectives are in opposition to the purposes of the Association. (1981, 1995)

B-16. Career and Technical Education

The Utah Education Association supports career and technical education as a major component of education. The UEA believes preparation of students for careers and productive jobs should be the responsibility of secondary schools, the Utah College of Applied Technology, and higher education.

A continuing comprehensive program for job training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The UEA encourages the involvement and cooperation of business and industry in the support of career and technology programs to meet the ever-changing market and equipment demands. (1989, 2011)

B-17. Retention of Paraeducators

The Utah Education Association believes paraeducators provide an important part of direct services to students. The UEA encourages districts to provide benefits such as contracts, sick leave and insurance to full-time support staff. (2008)

GOAL C. PROTECT THE RIGHTS OF EDUCATORS

C-1. Staffing Patterns

The Utah Education Association strongly supports the concept of self-determination of the profession by educators. Local associations should be prepared to study and act in full partnership with the administration and parents in the consideration, design, authorization, implementation, evaluation and continuation of any new and current staffing patterns.

The Association strongly opposes adoption of unilaterally imposed staffing patterns and will assist any local affiliate in its opposition to the same. (1971, 1986)

C-2. Professional Practices

The Utah Education Association supports the Professional Practices Commission created by legislative statute which grants legal status to the education profession in the state and grants responsibility to the profession for the enforcement of a code of ethics and maintenance of professional competence. (1974, 1993)

C-3. Association Involvement in Remediation Programs

The Utah Education Association recommends that its local affiliates be involved in the development of guidelines for the school district's remediation program. However, the local affiliate should not become involved in the remediation process or performance assistance to the degree that would compromise its advocacy for an association member. (1984, 2000)

C-4. Displacement of Educators

The Utah Education Association feels that quality education must be maintained; therefore, the UEA urges educational agencies, associations, and institutions to make every effort to:

- a. Maintain pupil personnel services at least at their present levels.
- b. Insure that each school has at least one certificated media coordinator or librarian on the staff.
- c. Retain every teacher currently employed in comparable teaching positions.
- d. Retain every counselor currently employed.
- e. Encourage districts to hire more nurses to serve students. (1973, 1995)

C-5. Equal Rights

The Utah Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and gender.

The Association urges boards of school districts and educational institutions and education associations to eliminate any discriminatory practices against women or men in employment, promotion, and compensation. Personnel policies must include family and professional leave, which encourages education employees to participate in professional growth experiences.

The Association further urges professional associations at all levels to adopt policies that ensure all persons equal access to elective, appointive, and staff positions.

The Association urges the establishment of educational committees in the state and local associations as a vehicle for implementation of equal opportunity for women and minorities.

The Association believes that sex-role and minority stereotyping and sex and minority discrimination must be eliminated from the curriculum. (1974, 2000)

C.6. Sexual Harassment

The Utah Education Association believes that sexual harassment is a form of sexual discrimination or abuse.

The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to:

- a. Establish strong policies defining and prohibiting sexual harassment.
- b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment. (1993)

C-7. Standardized Tests

The Utah Education Association believes that tests are one important device in education, but urges the public and elected officials to recognize that harm can result from making judgments about the quality of education, educator competency, or education compensation solely on the basis of standardized test results or schools assigned a single letter grade. (1972, 2011)

GOAL D. UNITE EDUCATORS FOR EFFECTIVE POLITICAL ACTION TO ACHIEVE LEGISLATIVE IMPACT

D-1. Utah Education Association Political Action Committee (UPAC)

The Utah Education Association urges Utah educators to give their full and active support to the UEA Political Action Committee (U-PAC), since it is their vehicle for political effectiveness. (1981)

D-2. NEA Fund for Children and Public Education

The Utah Education Association believes that educators must constitute a strong political force to secure legislation for the betterment of education and the election of candidates who view education's needs as a national priority.

The Association endorses NEA Fund for Children and Public Education, the NEA Political Action Committee, and strongly urges educators, individually and through their local associations, and friends of education to support it through individual involvement and contributions. (1974, 1999)

D-3. Tax Sources for Public Education

The Utah Education Association urges the state of Utah to devise additional sources of revenue that shall be used to support public education in Utah. (1986)

UEA supports only tax reform proposals that:

- a. Do not constrain current and future revenue and budget growth for public education.
- b. Provide adequate funding to ensure students are educated in a quality learning environment.
- c. Enhance the opportunity for teachers to enjoy meaningful and productive careers with sufficient compensation and benefits. (2006)

D-4. Federal Funding of Education

The Utah Education Association believes the federal government has a significant role to play in funding public education. Federal funds should go directly to the state and/or local boards of education and should not be used as a substitute for existing state and local funds. Federal mandates affecting public education programs must be fully funded. (1974, 2000)

D-5. School Trust Lands

School trust lands should be used productively for the maximum benefit of public school students. Such trust lands must be administered with the generation of funds for public education as a primary goal. State school trust funds should be fairly compensated by the federal government for school trust lands included in national parks, monuments, or wilderness areas.

Revenue generated from the Permanent School Fund should be used to enhance public education, not to supplant current funding, and should be locally administered. (1999)

D-6. Voucher Plans

The Utah Education Association believes that any voucher or tuition tax credit plan under which private education is subsidized with public tax dollars could lead to racial, economic, and social isolation of children and weaken or destroy the public school system. Therefore, the Utah Education Association opposes any such plans. (1971, 2007)

D-7. Financial Support for Schools

The Utah Education Association supports the following provisions for financial support of education in Utah:

- a. A state equalization aid program to provide equal educational opportunities to children and equity to the taxpayer.
- b. Equal dollars available to each school district per child for the basic school program plus additional financing for the following variables:
 - 1) An objective recognition of the extra cost incurred in operating necessary small schools.
 - 2) A provision for providing special education for students with disabilities and recognition of the extra cost involved.
 - 3) A provision for providing vocational education and a recognition of the extra cost incurred.
 - 4) A recognition of the extra cost incurred by school districts in hiring the best-trained and most experienced educators available.
 - 5) Recognition of the extra costs necessary to provide compensatory education for children affected by social and economic problems.
 - 6) A provision for providing programs for gifted and talented students.
- c. Local education associations, boards of education, and school district administrations should utilize more adequately the options and alternatives of voted leeways, board leeways, or other resources available to them to provide for adequate school supplies.
- d. Appropriations necessary to equalize educational opportunity for all students.

(1972, 1998)

D-8. Incentive Equalization of the Voted Leeway

The Utah Education Association supports a change in the State School Finance Law which will equalize the voted leeway in a manner to provide equal incentive for citizens of each school district to raise additional funds for public school support by a guarantee of an equal return per student, per mill of local tax which may be voted. (1976)

D-9. Incentive Equalization of the Capital Outlay

The Utah Education Association supports a change in the State School Finance Law which will equalize the capital outlay in a manner to provide equal incentive for citizens of each school district to raise additional funds for public school support by a guarantee of an equal return per student, per mill of local tax which may be voted. (1974)

D-10. Educational Retirees

The Utah Education Association favors legislative appropriations from the state of Utah to provide reasonable and adequate retirement allowances. The UEA supports the right of retired educators to return to paid public service immediately. (1976, 2011)

D-11. The Educator as a Citizen

The Utah Education Association affirms that every educator has the right and obligation to be an informed and politically active citizen including registering and voting, participating in

party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provision should be made to enable educators to serve in public office without curtailment or loss of annual increments, tenure, retirement, or seniority rights.

Because major decisions affecting schools are made by elected officials or their appointees, the Association affirms that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified candidates who support the established goals that will provide quality education. (1971)

D-12. Open Legislative Caucuses

The Utah Education Association recognizes the need for political decision-making which provides for a maximum amount of input from a variety of sources and which makes public the positions of its elected representatives. We therefore believe that caucuses of the state legislature should be open to the public. (1982)

D-13. Education Reform and Policy Makers

The Utah Education Association believes that the best way to understand the impact of education reform on student achievement is to have personal experiences with educational practices in the classroom. To that end, we believe all policy makers should spend a reasonable amount of time working with students, teachers, administrators and parents in public school classrooms. (2003)

D-14. Payroll Deduction

The Utah Education Association believes the right to direct voluntary payroll deduction for any lawful purpose should not be restricted. (2007)

GOAL E. GAIN ECONOMIC AND PROFESSIONAL SECURITY THROUGH COLLECTIVE BARGAINING

E-1. Professional Compensation

The Utah Education Association believes that educators should have a base salary comparable to other college-degreed professions and should be compensated for the knowledge, skills, and experience that impact student achievement. Any alternative compensation model(s) should be research-based, data-driven, collaboratively developed, and adopted through the bargaining process. (2008)

E-2. Professional Development

The Utah Education Association encourages all educators to participate in programs which promote the improvement of their professional practice, knowledge, and skills.

Accordingly, the Association encourages local affiliates to:

- a. Negotiate salary lane credit for college courses, diverse inservice courses, and a broad range of other professional improvement experiences as determined by local educators.
- b. Negotiate local agreements which assure active professional growth committees to be composed of teachers and administrators.

The UEA encourages legislative appropriations to fund professional development.

The UEA opposes any mandatory or arbitrary inservice programs or other experiences unilaterally imposed by school boards, district administrations, or others. (1979, 2011)

E-3. Professional Negotiations and Collective Bargaining

The Utah Education Association believes that the solutions to the many problems confronting educators in their employment can best be attained through the process of negotiations and in an atmosphere of amity and good faith with local school boards of education. It is the position of the Utah Education Association that all local affiliates should seek recognition on behalf of the teachers in their districts, establish a formal working relationship with school boards so that problems and concerns can be resolved through the negotiation process, and conclude negotiations with a written bilateral master agreement that covers wages, hours, terms and conditions of employment. Each such master agreement should include, as an integral part of the document, an impasse procedure that utilizes both mediation and fact finding as mechanisms for resolving negotiation disputes between the parties. (1978, 1995)

E-4. Increments

The Utah Education Association believes that teacher increments are automatic yearly increases in salary which are built into district-adopted salary schedules for satisfactory services performed. Increments are part of an implied contractual agreement between the individual and the Board of Education which promises automatic raises in salary up to an agreed sum regardless of future adjustments in state school support finance formulas. Because of the implied agreement, any action by public officials that leads the public to believe that salary increments are part of annual negotiable raises, is unethical and such actions must be considered misleading to the public (1970, 1986)

E-5. Use of UEA Resolutions in Bargaining

The Utah Education Association encourages its local affiliates to use the UEA Resolutions as an aid in setting bargaining goals. Where appropriate, UEA Resolution language could be negotiated directly for insertion into negotiated agreements. (1987)

GOAL F. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

F-1. Special Needs Students

The Utah Education Association recognizes that there must be increased development of educational programs to meet requirements of special needs students.

The Association urges increased support for the identification of these students, inservice training of educators, and provisions for development of programs at the local, state, and national levels. The Association further supports the efforts of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas. (1974, 1993)

F-2. Inclusion/Mainstreaming of Students with Disabilities

The Utah Education Association supports the concept of inclusion of students with disabilities if the following conditions exist:

- a. It provides a favorable learning experience for all students.
- b. General education and special education teachers are given training to prepare them for serving students with disabilities.
- c. General education teachers, special education teachers, and administrators share equally in the planning, implementation, and adaptation of curriculum materials.
- d. Appropriate instructional materials, supportive services and pupil personnel services are provided for the students with disabilities and their teachers.

- e. Modifications are made in class size, scheduling, and curriculum design with an appropriate weighting formula being applied to accommodate the shifting demands that inclusion creates.
 - f. There is systematic evaluation and reporting through the IEP process.
 - g. Adequate funding is provided and used for inclusion of students with disabilities.
- (1976, 1998)

F-3. Alternative Language Programs

The Utah Education Association supports Alternative Language Programs that facilitate the education of all students. These programs shall include materials and the training of teachers in Alternative Language Programs. (1974, 1998)

F-4. Continuing Education

The Utah Education Association believes that education is a lifelong process. Basic schooling should prepare students for the continuation of learning in adult life by imparting to them the necessary skills and motivation to keep their minds actively engaged in learning. The Association urges all school districts to provide appropriate learning opportunities for all age groups. (1986, 2000)

F-5. Diversity

The Utah Education Association believes that the diversity of our society enriches all individuals regardless of the nature of their differences.

The Association also believes that education should increase tolerance and foster an appreciation of the various qualities that pertain to people as individuals or members of a group. (1997, 1998)

GOAL G. PROMOTE PROGRAMS AND CAUSES THAT MAINTAIN AND SUSTAIN EDUCATION AT HOME, IN THE COMMUNITY, AND IN THE NATION

G-1. Parent & Family Involvement

The Utah Education association recognizes the value of the family as an essential, fundamental unit of society, and acknowledges that effective parenthood in the family unit provides the best environment for the development of emotional health and educational readiness in our youth.

The Utah Education Association believes that the basic needs of children must be met before we can achieve the goal of having every child arrive at school ready to learn. It affirms the critical need of having parents involved as active participants in the educational process of their children. (1977, 2000)

G-2. Drug and Alcohol Dependency

The Utah Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug and alcohol dependency by both children and adults. It recognizes the need for improved educational programs about drugs and alcohol. It urges its affiliates to support legislation leading to the standardization of drug and alcohol laws and improvement of drug and alcohol rehabilitation programs.

The Association discourages the use of all non-prescribed psychoactive drugs.

The UEA supports and actively encourages the development by local school boards of policies that would prohibit the possession or use of tobacco products on school premises. (1974, 1993)

G-3. Child Abuse

The Utah Education Association believes that all children should be protected from abuse by strengthening and improving the enforcement of child abuse laws.

The United Education Profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its local associations to support present statutes that:

- a. Provide educators reporting suspected child abuse immunity from legal action.
- b. Require educators to report to the appropriate authorities instances of suspected child abuse.
- c. Provide for protection of children from their peers. (1976, 2000)

G-4. Health of Children

The Utah Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its associations to support programs which would:

- a. Promote educational programs for parents to improve home atmosphere.
- b. Promote development of preventive services in the schools to detect impending difficulties early.
- c. Facilitate educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good physical and mental health.
- d. Encourage increased utilization of pupil personnel and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.
- e. Assist in coordination of comprehensive school and community health facilities and federal and state health plans to meet the needs of children. (1976, 2000)

G-5. HIV/AIDS/Human Sexuality Education

The Utah Education Association recognizes the responsibility of schools to respond to the mounting social and health problems associated with Human Immuno-Deficiency Syndrome and sexually-transmitted disease.

The UEA encourages the implementation of a comprehensive school plan, to provide an avenue through which schools can provide the information necessary for students to make rational decisions which will result in responsible behavior benefiting themselves and society. UEA believes that in the formation and implementation of the plan, community and parental involvement is essential.

The UEA encourages educators to become aware of district policies and state laws pertaining to HIV/AIDS and human sexuality education and to incorporate those policies in their instructions.

UEA supports Utah State Law requiring prior written parental consent before including aspects of contraception in the curriculum.

The UEA believes that educators responsible for implementation and presentation of materials relative to HIV, AIDS, and human sexuality should receive training and inservice in those materials. (1987, 1995)

G-6. Immunization of Children

The Utah Education Association recognizes that thousands of Utah students are inadequately protected against serious diseases such as measles, rubella, polio, diphtheria, whooping cough, tetanus, and mumps.

We encourage school administrators to collect appropriate immunization certificates as required by state law and to inform parents about immunization.

The Utah Education Association also asks that educators inform local health departments immediately in the event of suspected outbreaks of these diseases. (1978, 1995)

G-7. Bill of Rights for Children

The Utah Education Association supports the NEA Bill of Rights for Children:

We, the People of the United States, in order to achieve a more perfect union, fulfill our moral obligations, further our founding ideals, and preserve the blessings of liberty, do hereby proclaim this Bill of Rights for children.

- I. No child in our land of abundance shall want for plentiful and nutritional food.
- II. In a society as advanced as ours in medical science and medical ability, no child in need shall be denied medical attention.
- III. Whereas security is an essential requirement for a child's healthy development, every child shall be guaranteed the basic security of a place to live.
- IV. To ensure the fulfilled potential of the individual and the nation, every child shall have the right to a quality education.
- V. The government, whose role is to protect and defend at all levels, shall safeguard every child from abuse, violence, and discrimination. (1991, 2000)

G-8. Safe School Environment

The Utah Education Association believes that schools and the neighborhoods which surround them must be safe havens for children and school employees. Utah students have the right to learn in an environment free from acts or threats of violence. Utah educators have the right to work in an environment free from acts or threats of violence. (1993)

G-9. Protection from Potential Adverse Consequences Associated with Storage of Class B and C Radioactive Waste

The Utah Education Association does not seek to promote Utah being a storage site for Class B and C radioactive waste as a means to generate revenues to support public education. (2002)

G-10. School District Boundaries

The Utah Education Association believes that the quality and sustainability of student programs must be protected, economic viability of districts and communities must be maintained, and the rights, benefits, and salaries of all district employees cannot be put in jeopardy. The Association supports legislation that requires all those affected by School District Boundary changes have the opportunity to vote in an election considering potential redistricting. (2007)