



**UTAH**  
**EDUCATION**  
**ASSOCIATION**  
**myUEA.org**

# **UEA RESOLUTIONS**

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**UEA RESOLUTIONS  
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# UEA 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 with their full participation at the convention.

(1975, 2013)

### **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 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 Student Members**

The Utah Education Association believes eligible students should have the opportunity to join the Association and should be encouraged to participate at the local, state and national levels. Preprofessional and leadership training should be priorities.

The Association further believes its members should promote membership in the NEA Student Program to all eligible students, including student teachers in members' classrooms, and provide opportunities for community outreach, professional development and political action.

The Association urges its local affiliates to collaborate with student programs in order to facilitate the transition from student member to involvement in the activities and leadership pathways of the professional Association. (2014)

### **A-5. 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-6. Education Employee Associations**

The Utah Education Association believes 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)

### **A-7. Association Leave**

The Utah Education Association believes every member has the right and obligation to participate fully in the Association. The opportunity to participate in the Association must be afforded to every member without fear, intimidation, or retribution. The Association also believes school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (2012)

## **GOAL B. PROMOTE PROFESSIONAL EXCELLENCE**

### **B-1. Professional Judgment**

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

### **B-2. Improvement of Instruction**

The Utah Education Association believes 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 Association and its affiliated associations encourage the involvement of members in the development, implementation and/or evaluation of programs including instructional improvement, student testing, curriculum development and/or individualization of instruction. (1971, 2016)

### **B-3. Public Education Improvement**

The Utah Education Association believes public education improvement 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, 2015)

### **B-4. Evaluation**

The Utah Education Association supports the establishment of professional teacher and administrator standards as the basis for evaluation for all educators in order to ensure instructional excellence in Utah public schools.

The Association believes:

- a. All evaluation systems should be fair, consistent, valid, reliable, research-based and incorporate multiple measures.
- b. Individual educator evaluation data should be private and confidential and should not be publically disseminated. (1986, 2013)

### **B-5. Class Size/Teacher Work Load**

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

The 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 and adequate collaboration time for teams of teachers.
- c. Ensure a safe school environment.
- d. Provide appropriate classroom space for students and teachers. (1972, 2015)

**B-6. Teacher Preparation Programs**

The Utah Education Association believes 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. Diverse Teaching Staffs**

The Utah Education Association believes that diverse teaching staffs are essential to the operation of schools.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to achieve and maintain diversity in all categories of educational employment, such as, but not limited to, minorities and persons with disabilities. (2015)

**B-8. Teacher Exchange Program**

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

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

**B-9. Positive Discipline**

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

**B-10. Professional Practices**

The Utah Education Association believes the state should grant the profession full participation in determining and setting standards of entrance into the profession. (1974, 1986)

**B-11. Licensed Professionals**

The Utah Education Association believes 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 that clearly distinguish their roles from those of licensed educators. (1990, 1999)

**B-13. 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-14. Retention of Paraeducators**

The Utah Education Association believes paraeducators provide an important part of direct services to students. The Association 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 believes that licensed educators are responsible for maintaining and promoting standards of professional conduct and ethics for the profession. The Association supports the Utah Professional Practices Advisory Commission (UPPAC) 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. The UPPAC should be comprised of licensed educators. (1974, 2016)

### **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 evaluation/remediation program. The local affiliate should also become involved in the evaluation/remediation process or performance assistance to the degree that it would improve instruction and advocacy for an Association member. (1984, 2012)

### **C-4. Displacement of Educators**

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

- a. Maintain pupil personnel services at least at their present levels.
- b. Ensure that each school has at least one licensed media coordinator/librarian on the staff.
- c. Retain every teacher currently employed in comparable teaching positions.
- d. Retain every counselor/mental health professional currently employed.
- e. Encourage districts to hire more nurses to serve students. (1973, 2016)

### **C-5. Equal Rights**

The Utah Education Association believes all persons deserve equal rights and equal opportunity. With regard to discrimination, the Association recognizes the following as protected classes: race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability, and protected veteran's status.

The Association urges the boards of school districts and educational institutions to eliminate any discriminatory practices against all protected classes as recognized by the Association, or at least the protected classes recognized under the law, in recruitment, retention, employment, promotion, discipline, termination and compensation.

The Association also urges its affiliates to adopt policies that ensure all persons' equal access to elective, appointive and staff positions.

The Association further urges its affiliates to establish committees to implement equal opportunity policies and practices for all members.

The Association also believes that all discriminatory practices must be eliminated from the curriculum. (1974, 2012)

### **C-6. Professional Leave**

The Utah Education Association believes all school districts should have professional leave policies that encourage education employees to participate in professional growth experiences. (2012)

### **C-7. Family Leave**

The Utah Education Association believes districts should have family and parental leave policies consistent with the Family Medical Leave Act in place which allows employees to take care of family members without affecting their employment status. (2012, 2013)

### **C-8. Sexual Harassment**

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

The Association further believes 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-9. Standardized Tests**

The Utah Education Association believes valid and reliable tests are one important device in education, but urges the public and elected officials to recognize that harm can result from over testing and making judgments about the quality of education, educator competency, or educator compensation solely on the basis of standardized test results or schools assigned a single letter grade. (1972, 2014)

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

### **D-1. Utah Education Association Political Action Committee (U-PAC)**

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 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 the NEA Fund for Children and Public Education and strongly urges educators—individually and through their local associations—and friends of education to support it through individual involvement and contributions. (1974, 2014)

### **D-3. Tax Sources for Public Education**

The Utah Education Association urges the state of Utah to adopt a plan for long-term education funding and to devise additional sources of revenue that shall be used to support K-12 public education in Utah.

The Association 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. (1986, 2016)



#### **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 any voucher or tuition tax credit/tax\_scholarship 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 Association opposes any such plans. (1971, 2012)

#### **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 minimum school program plus additional financing for the following variables:
  - 1) An objective recognition of the extra cost incurred in operating necessarily existent 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, 2015)

#### **D-8. Incentive Equalization of the Voted Leeway**

The Utah Education Association continues to support changes in the State School Finance Law that 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 that may be voted. (1976, 2015)

#### **D-9. Incentive Equalization of the Capital Outlay**

The Utah Education Association continues to support changes in the State School Finance Law that 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, 2015)

#### **D-10. Educational Retirees**

The Utah Education Association favors legislative appropriations from the state of Utah to provide reasonable and adequate retirement allowances. The Association 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 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, career status, 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 re-election of qualified candidates who support the established goals that will provide quality education. (1971, 2015)

#### **D-12. Open Legislative Caucuses**

The Utah Education Association recognizes the need for political decision-making that 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 caucuses of the state legislature should be open to the public. (1982)

#### **D-13. Education Improvement and Policy Makers**

The Utah Education Association believes the best way to understand the impact of education improvement 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, 2015)

#### **D-14. Charter Schools**

The Utah Education Association supports innovation in public education. The Association believes acceptable charter schools and other nontraditional public school options, which comply with Association criteria, including, but not limited to, collective bargaining efforts and the full participation of the Association, can provide education alternatives for students. The Association also believes that, when concepts such as charter schools and other nontraditional school options are proposed, affected public education employees should be directly involved in the design, implementation, and governance of these programs. The Association further believes these alternative educational programs should not negatively impact the regular public school program. These programs must be adequately funded, must comply with all standards for academic assessment applicable to regular public schools, must include start-up resources, must not divert current funds from the regular public school programs, and must contain appropriate procedures for regular periodic assessment and evaluation, as well as adequate attendance and record-keeping procedures. (2012)

## **GOAL E. GAIN ECONOMIC AND PROFESSIONAL SECURITY THROUGH COLLECTIVE BARGAINING**

### **E-1. Professional Compensation**

The Utah Education Association believes educators should have a base salary comparable to other college-degreed professions and should be compensated for the knowledge, skills, and experiences 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 that 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 Association encourages legislative appropriations to fund professional development.

The Association 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 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 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 teacher increments are automatic yearly increases in salary that 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)

### **E-6. Payroll Deduction**

The Utah Education Association believes the right to direct voluntary payroll deduction for any lawful purpose should not be restricted. (2007, 2013)

## **GOAL F. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS**

### **F-1. Students with Special Needs**

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

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. Multi-Cultural Curriculum Materials**

The Utah Education Association believes 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)

### **F-4. English Language Learner Programs**

The Utah Education Association supports English Language Learner Programs that facilitate the education of all students. These programs shall include materials and the training of teachers in English Language Learner Programs. (1974, 2013)

### **F-5. Dual Immersion**

The Utah Education Association recognizes the potential value of language immersion programs to schools, students and the communities in which these programs are located. In establishing and maintaining dual immersion programs, we believe:

- a. Dual Immersion teachers should have the same rights as all teachers including the right to organize and affiliate with professional teacher associations.
- b. Districts should employ Dual Immersion teachers highly qualified in the subjects and/or grades in which they will be teaching.
- c. Dual Immersion teachers should be subject to the same evaluation standards in place in the rest of the district.

- d. Dual Immersion teachers should have the same working conditions and be subject to the same contracts, policies and procedures as all the teachers in the district.
- e. Any displacement within a school will follow district policies in regards to transfers and seniorities and be implemented with the least amount of disruption of program displacement as possible. (2015)

#### **F-6. Career and Technical Education**

The Utah Education Association supports career and technical education as a major component of education. The Association 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 Association 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)

#### **F-7. Continuing Education**

The Utah Education Association believes 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-8. Diversity**

The Utah Education Association believes the diversity of our society enriches all individuals. Similarities and differences among race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, status as a person with a disability, and protected veterans' rights form the fabric of a society. Education should foster a vibrant, pluralistic society that authentically reflects diverse populations.

The Association further believes in the importance of observances, programs and curricula that accurately portray and recognize the roles, contributions, cultures and history of diverse groups and individuals.

The Association encourages UniServs, locals and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months. (1997, 2016)

#### **F-9. Racist/Extremist Groups**

The Utah Education Association strongly believes 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 differences to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of racial and/or extremist groups and their efforts to recruit young people in our schools and in our community and urges active opposition to all such movements whose objectives are in opposition to the ideals of the Association. (1981, 2016)

#### **F-10. Institutional Racism**

The Utah Education Association acknowledges that "Institutional Racism"—the societal patterns and practices that have the net effect of imposing oppressive conditions and denying rights, opportunities and equality based upon race—exists in our Utah school system. "Institutional Racism," as with all forms of institutional discrimination, affects students and staff. (2016)

### **F-11. Bullying**

The Utah Education Association believes the school environment/worksites must be free from all forms of bullying including, but not limited to, physical and psychological bullying, and cyber-bullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. The Association recognizes bullying can affect the entire school community and worksites. The Association also believes it is the responsibility of all stakeholders in the education community to develop programs to address all forms of bullying. (2012)

### **F-12. Homeless Students**

The Utah Education Association supports elimination of barriers to enrollment of students experiencing homelessness. The Association further believes that these students should have equal access to all educational programs and opportunities. (2015)

## **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 a family as an essential, fundamental unit of society and believes that it is in the best interest of all children to live in a secure and stable family environment.

The Association 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 Association also believes 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, 2016)

### **G-2. Drug and Alcohol Dependency**

The Utah Education Association is concerned about the individual and societal problems that 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 Association supports and actively encourages the development by local school boards of policies that would prohibit the possession or use of tobacco products or e-cigarettes on school premises. (1974, 2016)

### **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 Association 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 immunity from legal action for educators reporting suspected child abuse.
- b. Require educators to report to the appropriate authorities, instances of suspected child abuse.
- c. Provide for protection of children from their peers. (1976, 2014)

#### **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 a wholesome environment is essential for the proper education and growth of children. It urges its associations to support programs that 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 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, 2016)

#### **G-5. Human Sexuality Education**

The Utah Education Association encourages the development and implementation of a comprehensive human sexuality curriculum, to provide the information necessary for students to make informed decisions.

The Association encourages educators to become aware of district policies and state laws pertaining to human sexuality education and to incorporate those policies in their instruction. The Association supports Utah State Law requiring prior written parental consent before including aspects of contraception in the curriculum.

The Association believes educators responsible for implementation and presentation of materials relative to sexually-transmitted diseases and human sexuality should receive training and inservice in those materials. (1987, 2012)

#### **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 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 schools and the neighborhoods that 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. District Consolidation or Deconsolidation**

The Utah Education Association believes 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 diminished. Employees of these public school districts should remain bargaining unit members of local, state and national affiliates. The Association believes all persons affected by District consolidation or deconsolidation should have the opportunity to vote on such action. (2007, 2015)

**G-10. School Community Councils**

The Utah Education Association supports School Community Councils; whose purpose is to:

- a. Develop, approve and assist in implementing school improvement plans and advise school administrators and school district administrators.
- b. Provide a framework and support for improved academic achievement of students that is locally driven from within individual schools, through critical review of testing results and other indicators of student success, by establishing meaningful, measurable goals and implementing research-based programs and processes to reach the goals.
- c. Encourage increased participation of the parents, school employees and others that support the purposes of the School Community Councils. (2012)

*Adopted by the UEA House of Delegates May 14, 2016*