



# UEA RESOLUTIONS

# UEA RESOLUTIONS INDEX

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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 ([NEA Bylaw 3-1\(g\)](#)). 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 Aspiring Educator Members

The Utah Education Association believes aspiring educators should have the opportunity to join the Association and should be encouraged to participate at the local, state and national levels. Preservice and leadership training should be priorities for aspiring educators. (2023)

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

The Association urges its local affiliates to collaborate with aspiring educator\_programs in order to facilitate the transition from aspiring educator member to full\_involvement in the activities and leadership pathways of the professional Association. (2014, 2018)

#### A-5. Membership of Administrators

The Utah Education Association affirms the United Education Profession concept of an all-inclusive organization by encouraging district and school\_administrators and supervisors to be members of the local associations and by encouraging local associations to promote such membership. (1977, 2018)

#### A-6. Membership of School Nurses

The Utah Education Association urges its affiliates to enroll school nurses in active membership and to seek inclusion in collective bargaining agreements and achievement of an appropriate school nurse-to-student ratio. Each site should have at least one school nurse to every 750 students and either a full-time registered school nurse per school; or several full-time registered school nurses per school (for schools with lower health acuity/social determinants of health/disparity needs).

1 The Association believes that professional development programs, such as the National  
2 Board for the Certification of School Nurses (NBCSN) should be encouraged for all  
3 licensed/certified school nurses to augment their skills in delivering health care services and  
4 in dealing with students with disabilities.

5  
6 The Association supports the concept of negotiation salary differentials for school nurses  
7 who attain advanced levels of education or additional certifications in their field of practice,  
8 including school nurses who become NBCSN certified. (2018)

9  
10 **A-7. Education Employee Associations**

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

15  
16 **A-8. Association Leave**

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

23  
24 **GOAL B. PROMOTE PROFESSIONAL EXCELLENCE**

25  
26 **B-1. Professional Judgment**

27 The Utah Education Association believes the professional judgment of educators is critical to  
28 the development of sound education policies and programs and the strengthening of the  
29 teaching profession. The Association affirms the importance of professional judgment and  
30 the voice of educators in all facets of decision-making related to student success. (2008,  
31 2023)

32  
33 **B-2. Improvement of Instruction**

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

38  
39 The Association and its affiliated associations encourage the involvement of members in the  
40 development, implementation and/or evaluation of programs including instructional  
41 improvement, student testing, curriculum development and/or individualization of  
42 instruction. (1971, 2016, 2022)

43  
44 **B-3. Public Education Improvement**

45 The Utah Education Association believes public education improvement and change efforts  
46 should:

- 47 a. Promote access to a quality public education for all students.
- 48 b. Encourage parental and community involvement.
- 49 c. Be based on solid educational research and proven solutions.
- 50 d. Encourage innovation and creativity.
- 51 e. Address the individual child's talents and abilities.
- 52 f. Prepare students for academic and career success after high school.
- 53 g. Use multiple lines of assessment.

- 1 h. Promote a system of excellence.
- 2 i. Be sustainable through stable funding sources. (2010, 2015)

3  
4 **B-4. Evaluation**

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

8  
9 The Association believes:

- 10 a. Evaluations should be focused on observations and feedback, with an emphasis on  
11 collaboration and the continuing improvement of educator skills and abilities.
- 12 b. All evaluation systems should be fair, consistent, valid, reliable, and research-based,  
13 and should incorporate multiple measures.
- 14 c. Individual educator evaluation data should be private and confidential and should not  
15 be publicly disseminated. (1986, 2013, 2017, 2022)

16  
17 **B-5. Class Size/Educator Workload**

18 The Utah Education Association advocates for the reduction of heavy educator workloads  
19 throughout the state.

20  
21 The Association recognizes that class size and educator workload are major problems. If all  
22 educators are to provide optimum service to individual students and the community, the  
23 following issues must be addressed:

- 24 a. The number of students assigned to each educator must be equitable and appropriate  
25 with due consideration given to educators in classes where the format is  
26 nontraditional (e.g., blended learning, online, dual immersion, etc.).
- 27 b. Adequately funded planning and preparation time must be provided for individual  
28 educators and adequate collaboration time for teams of educators.
- 29 c. A safe and equitable school environment must be ensured.
- 30 d. Appropriate classroom space and physical environments must be provided for  
31 students and educators. (1972, 2015, 2017, 2019, 2022, 2023)

32  
33 **B-6. Educator Preparation Programs**

34 The Utah Education Association believes its members should be involved in educator  
35 preparation programs and accreditation at all levels. The Association also believes that  
36 licensed educators with teaching experience should collaborate with the colleges/universities  
37 in the design, implementation, and improvement of educator preparation programs. (1972,  
38 2011, 2022)

39  
40 **B-7. Administrator Preparation**

41 The Utah Education Association believes that administrators are integral to a safe, equitable,  
42 supportive, and instructionally excellent learning community. Administrator preparation  
43 programs should recruit individuals meeting the highest standards with at least five years of  
44 full-time educational experience and a student-centered educational philosophy. Programs  
45 should include educationally significant clinical experience and should prepare leaders to  
46 foster a collaborative school culture, build community partnerships, and use data to  
47 effectively promote sustainable school improvement. (2022, 2023)

1 **B-8. Diverse Education Staffs**

2 The Utah Education Association believes nondiscriminatory hiring policies and practices that  
3 actively recruit a highly qualified, diverse education staff provide the highest quality of  
4 education for students. The staff should authentically reflect the diverse population including  
5 Indigenous People and People of Color (Asian, Black, Latin (O/A/X), Middle Eastern, North  
6 African, Multi-Racial, and Pacific Islander).

7  
8 The Association urges local and state affiliates and appropriate governing bodies and  
9 agencies to work to achieve and maintain diversity in all categories of educational  
10 employment, such as, but not limited to race, ethnicity, color, religion, national origin, sex,  
11 sexual orientation, gender identity/expression, age, disability, pregnancy, childbirth,  
12 pregnancy related conditions, marital status, and protected veteran’s status. (2015, 2018,  
13 2022)

14  
15 **B-9. Educator Exchange Program**

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

19  
20 The Association supports the NEA in developing educator exchange programs on a national  
21 and international basis. (1974, 2011, 2022)

22  
23 **B-10. Positive Classroom Environment**

24 The Utah Education Association believes an atmosphere of a positive classroom environment  
25 is essential to promoting optimum learning in the school. (1976, 1986, 2018)

26  
27 **B-11. Professional Practices**

28 The Utah Education Association believes the state should guarantee the profession full  
29 participation in determining and setting standards of entrance into the profession. (1974,  
30 1986, 2017)

31  
32 **B-12. Professional Educator**

33 The Utah Education Association believes that every educator should be fully licensed and  
34 prepared to teach before entering the classroom as the teacher of record. Preparation includes  
35 completing sufficient coursework and a rigorous practicum to demonstrate competency in  
36 content knowledge and academic core standards, pedagogy, including classroom  
37 management, instructional design, social and emotional learning, and the Utah teaching  
38 standards. Selection criteria for all educator positions must be based on the needs of the  
39 student and faculty, the goals of the school district, and the philosophy of the school.

40  
41 The Association further believes that educators must have an active role in the development  
42 of selection criteria, job descriptions, and interview instruments, and must participate in the  
43 interview and selection process for all personnel hired for professional positions.

44 The Utah Education Association is concerned about the inappropriate use of underprepared  
45 personnel in classrooms and believes such personnel should have job descriptions that clearly  
46 distinguish their roles from those of licensed educators. Underqualified educators should be  
47 enrolled in approved programs to become fully licensed educators. (2018, 2022, 2023)

1 **B-13. Voter Education**

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

5  
6 The Association believes each Utah educator has the responsibility and obligation to assist  
7 voters, wherever possible, in obtaining basic information and skills needed to properly fulfill  
8 their citizenship roles. (1971, 2011)

9  
10 **B-14. Retention of Paraeducators**

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

14  
15 **B-15. Promote the Retention of Experienced Education Professionals**

16 The Utah Education Association believes experienced education professionals are valuable  
17 resources in the promotion of educational excellence. Experienced education professionals  
18 should be encouraged to remain in or return to the education profession through strategies  
19 consistent with Association policies, such as but not limited to enhanced salaries, benefits,  
20 professional compensation for additional duties beyond the established school day/year, a  
21 supportive and respectful work environment, a reasonable workload, a secure pension, and  
22 retirement packages that reward extended years of service. (2019)

23  
24 **GOAL C. PROTECT THE RIGHTS OF EDUCATORS**

25  
26 **C-1. Staffing Patterns**

27 The Utah Education Association strongly supports the concept of self-determination of the  
28 profession by educators. Local associations should be prepared to study and act in full  
29 partnership with the administration and parents in the consideration, design, authorization,  
30 implementation, evaluation and continuation of any new and current staffing patterns (i.e.,  
31 teacher-to-student ratio and/or caseload). (2018)

32  
33 The Association strongly opposes adoption of unilaterally imposed staffing patterns and will  
34 assist any local affiliate in its opposition to the same. (1971, 1986)

35  
36 **C-2. Professional Practices**

37 The Utah Education Association believes that licensed educators are responsible for  
38 maintaining and promoting standards of professional conduct and ethics for the profession.

39  
40 The Association supports the Utah Professional Practices Advisory Commission (UPPAC)  
41 created by legislative statute, which grants legal status to the education profession in the state  
42 and grants responsibility to the profession for the enforcement of a code of ethics and  
43 maintenance of professional competence. The UPPAC should be comprised of licensed  
44 educators. (1974, 2016)

45  
46 **C-3. Association Involvement in Remediation Programs**

47 The Utah Education Association recommends that its local affiliates be involved in the  
48 development of guidelines for the school district's evaluation/remediation program. The local  
49 affiliate should also become involved in the evaluation/remediation process or performance  
50 assistance to the degree that it would improve instruction and advocacy for an Association  
51 member. (1984, 2012)



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

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

- 5 a. Maintain pupil personnel services at least at their present levels.
- 6 b. Ensure that each school has at least one licensed media coordinator/librarian on the  
7 staff.
- 8 c. Retain every educator currently employed in comparable education positions.
- 9 d. Retain every counselor/mental health professional currently employed.
- 10 e. Encourage districts to hire more nurses to serve students. (1973, 2016, 2022)

11  
12 **C-5. Equal Rights**

13 The Utah Education Association believes all persons deserve equal rights and equal  
14 opportunity. With regard to discrimination, the Association recognizes the following as  
15 protected classes: race, ethnicity, color, religion, national origin, sex, sexual orientation,  
16 gender identity/expression, age, disability, pregnancy, childbirth, pregnancy related  
17 conditions, marital status, and protected veteran’s status.

18  
19 The Association urges the boards of school districts and educational institutions to eliminate  
20 any discriminatory practices against all protected classes as recognized by the Association, or  
21 at least the protected classes recognized under the law, in recruitment, retention, employment,  
22 promotion, discipline, termination and compensation.

23  
24 The Association also urges its affiliates to adopt policies that ensure all persons’ equal access  
25 to elective, appointive and staff positions.

26  
27 The Association further urges its affiliates to establish committees to implement equal  
28 opportunity policies and practices for all members.

29  
30 The Association also believes that all discriminatory practices must be eliminated from the  
31 curriculum. (1974, 2012, 2022)

32  
33 **C-6. Professional Leave**

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

37  
38 **C-7. Family Leave**

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

42  
43 **C-8. Sexual Harassment**

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

46  
47 The Association further believes classroom teachers, faculty, staff, and students should be  
48 protected from sexual harassment. The Association encourages its affiliates to work with  
49 local school districts and institutions of higher education to:

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

1 **C-9. Standardized Tests**

2 The Utah Education Association believes valid and reliable tests are one important device in  
3 education, but urges the public and elected officials to recognize that harm can result from  
4 over testing and making judgments about the quality of education, educator competency, or  
5 educator compensation solely on the basis of standardized test results or school evaluations  
6 or assessments. The Utah Education Association believes standardized tests should not be  
7 used as the sole measurement of educator competency and compensation, or educational  
8 equity. (1972, 2014, 2019)

9  
10 **C-10. Immunization**

11 The UEA believes that if immunization is a requirement of employment and the employee  
12 provides proof of immunization or exercises a legal exemption to immunization, no loss in  
13 salary or benefit will occur if illness ensues. If an employee declines to be immunized or fails  
14 to show proof of a legal exemption or proof of immunization, their due process rights will be  
15 upheld, but some loss of benefit may occur. (2017, 2022)

16  
17 **C-11. Mental Health of Educators**

18 The Utah Education Association believes that adverse and stressful classroom and school  
19 conditions have led to increased mental health-related disabilities among education  
20 employees. The Association supports stress management and wellness programs that  
21 facilitate the recognition, prevention, and treatment of mental health issues that arise,  
22 including risk of suicide. Such programs should be evidence-based and ensure confidentiality  
23 and treatment without personal jeopardy. The Association also supports employee assistance  
24 programs (EAPs) as a voluntary resource that would assist education employees who are  
25 experiencing significant professional or personal problems by providing confidential,  
26 professional counseling leading to improved health and job effectiveness. The Association  
27 further supports health insurance programs that include payment for mental health services.  
28 (2022)

29  
30 **GOAL D. UNITE EDUCATORS FOR EFFECTIVE POLITICAL ACTION TO**  
31 **ACHIEVE LEGISLATIVE IMPACT**

32  
33 **D-1. Utah Education Association Political Action Committee (U-PAC)**

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

37  
38 **D-2. NEA Fund for Children and Public Education**

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

42  
43 The Association endorses the NEA Fund for Children and Public Education and strongly  
44 urges educators—individually and through their local associations—and friends of education  
45 to support it through individual involvement and contributions. (1974, 2014)

46  
47 **D-3. Tax Sources for Public Education**

48 The Utah Education Association urges the state of Utah to adopt a plan for long-term  
49 education funding and to devise additional sources of revenue that shall be used to support K-  
50 12 public education in Utah.

1 The Association supports only tax reform proposals that:

- 2 a. Do not constrain current and future revenue and budget growth for public education.
- 3 b. Provide adequate funding to ensure students are educated in a quality learning
- 4 environment.
- 5 c. Enhance the opportunity for educators to enjoy meaningful and productive careers
- 6 with sufficient compensation and benefits. (1986, 2016, 2022)

7  
8 **D-4. Federal Funding of Education**

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

13  
14 **D-5. School Trust Lands**

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

20  
21 Revenue generated from the Permanent School Fund should be used to enhance public  
22 education, not to supplant current funding, and should be locally administered. (1999)

23  
24 **D-6. Voucher Plans**

25 The Utah Education Association believes any voucher or tuition tax credit/tax scholarship  
26 plan under which private education is subsidized with public tax dollars could lead to racial,  
27 economic, and social isolation of children and weaken or destroy the public school system.  
28 Therefore, the Association opposes any such plans. (1971, 2012)

29  
30 **D 7. Financial Support for Schools**

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

- 33 a. A state equalization aid program to provide equal educational opportunities to
- 34 children and equity to the taxpayer.
- 35 b. Equal dollars available to each school district per child for the basic minimum school
- 36 program plus additional financing for the following variables:
  - 37 1) An objective recognition of the extra cost incurred in operating necessarily
  - 38 existent small schools.
  - 39 2) A provision for providing special education for students with disabilities and
  - 40 recognition of the extra cost involved.
  - 41 3) A provision for providing vocational education and a recognition of the extra cost
  - 42 incurred.
  - 43 4) A recognition of the extra cost incurred by school districts in hiring the best
  - 44 trained and most experienced educators available.
  - 45 5) Recognition of the extra costs necessary to provide compensatory education for
  - 46 children affected by social and economic problems.
  - 47 6) A provision for providing programs for gifted and talented students.
- 48 c. Local education associations, boards of education, and school district administrations
- 49 utilizing more adequately the options and alternatives of voted leeways, board
- 50 leeways, or other resources available to them to provide for adequate school supplies.
- 51 d. Appropriations necessary to equalize educational opportunity for all students. (1972,
- 52 2015)

- 1     **D-8. Incentive Equalization of the Voted Leeway**  
2     The Utah Education Association continues to support changes in the State School Finance  
3     Law that equalize the voted leeway in a manner to provide equal incentive for citizens of  
4     each school district to raise additional funds for public school support by a guarantee of an  
5     equal return per student, per mill of local tax that may be voted. (1976, 2015)  
6
- 7     **D-9. Incentive Equalization of the Capital Outlay**  
8     The Utah Education Association continues to support changes in the State School Finance  
9     Law that equalize the capital outlay in a manner to provide equal incentive for citizens of  
10    each school district to raise additional funds for public school support by a guarantee of an  
11    equal return per student, per mill of local tax which may be voted. (1974, 2015)  
12
- 13    **D-10. Educational Retirees**  
14    The Utah Education Association favors legislative appropriations from the state of Utah to  
15    provide reasonable and adequate retirement allowances. The Association supports the right of  
16    retired educators to return to paid public service immediately. (1976, 2011)  
17
- 18    **D-11. The Educator as a Citizen**  
19    The Utah Education Association affirms every educator has the right and obligation to be an  
20    informed and politically active citizen including registering and voting, participating in party  
21    organizations, performing jury duty, discussing political issues publicly, campaigning for  
22    candidates, contributing to campaigns of candidates, lobbying, organizing political action  
23    groups, and running for and serving in public office. Provision should be made to enable  
24    educators to serve in public office without curtailment or loss of annual increments, career  
25    status, retirement, or seniority rights.  
26
- 27    Because major decisions affecting schools are made by elected officials or their appointees,  
28    the Association affirms that it is the duty and responsibility of educators to involve  
29    themselves in the selection, election, and re-election of qualified candidates who support the  
30    established goals that will provide quality education. (1971, 2015)  
31
- 32    **D-12. Open Legislative Caucuses**  
33    The Utah Education Association recognizes the need for political decision making that  
34    provides for a maximum amount of input from a variety of sources and which makes public  
35    the positions of its elected representatives. We therefore believe caucuses of the state  
36    legislature should be open to the public. (1982)  
37
- 38    **D-13. Education Improvement and Policy Makers**  
39    The Utah Education Association believes the best way to understand the impact of education  
40    improvement on student achievement is to have personal experiences with educational  
41    practices in the classroom. To that end, we believe all policy makers should spend a  
42    reasonable amount of time working with students, educators, administrators and parents in  
43    public school classrooms. (2003, 2015, 2022)  
44
- 45    **D-14. Charter Schools**  
46    The Utah Education Association supports innovation in public education. The Association  
47    believes acceptable charter schools which comply with Association criteria can provide  
48    education alternatives for students. These schools should not negatively impact the regular  
49    public school program or its funding.

1 The relationship between educators in a charter school and those in other public schools  
2 should be one of respect. We advocate for all public school educators and students.

3  
4 We believe that all charter schools should meet these conditions:

- 5 a. Charter schools should be held to the same academic and financial standards and  
6 accountability as all public institutions and should be held to the same standards of  
7 transparency as all other public institutions.
- 8 b. All funds should be completely traceable and accounted for and must never be  
9 directed into the hands of any management company not accountable to the  
10 taxpayers.
- 11 c. Charter schools should be accountable to a publicly elected board such as a local  
12 school board.
- 13 d. Charter schools should function in a way that guarantees all students equal access to  
14 enrollment regardless of financial, ethnic, or any other criteria such as parental  
15 involvement.
- 16 e. All charter school educators should be fully prepared and should meet the same  
17 requirements as other public school educators.
- 18 f. All charter school employees should have the right to full membership in the  
19 Association.
- 20 g. All charter schools should include within their chartering documents statements that  
21 bind them in respecting the rights of educators and staff, including the right to  
22 bargain collectively for contracts and working conditions, the right to expect  
23 employment after a probationary period, and the right to due process granted to all  
24 non-probationary educators so that all terminations are conducted in a fair and  
25 impartial manner.
- 26 h. Charter schools should provide a contract that outlines employment expectations and  
27 a defined contract time period. (2018, 2022)

#### 28 29 **D-15. Rural Education**

30 The Utah Education Association supports a strong rural educational system and the  
31 preservation of the community infrastructure in rural America, as schools are often the  
32 backbone of a rural community. The Association believes that rural areas contain a range of  
33 conditions that make them unique and supports the development of programs that recognize  
34 and deal with rural needs. The Association also believes in equal educational programs and  
35 the equitable funding of such programs, including the continuation of funding the Necessarily  
36 Existent Small Schools (NESS) program, and any additional funding that can be found to  
37 assist rural schools. Funding of rural schools should never be dependent on geographical  
38 location, density of population, or consolidation of rural schools. (2022)

### 39 40 **GOAL E. GAIN ECONOMIC AND PROFESSIONAL SECURITY THROUGH** 41 **COLLECTIVE BARGAINING**

#### 42 43 **E-1. Professional Compensation**

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

#### 49 50 **E-2. Professional Development**

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

1 The Utah Education Association believes creating and providing learning and development  
2 opportunities for members will increase the value of membership.

3  
4 Educators should receive viable options or choices to ensure they can choose the best  
5 development program for their unique needs in the classroom.

6  
7 Accordingly, the Association encourages local affiliates to:

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

13 The Association encourages legislative appropriations to fund professional development.

14  
15 The Association opposes any mandatory or arbitrary inservice programs or other experiences  
16 unilaterally imposed by school boards, district administrations, or others. (1979, 2011, 2022,  
17 2023)

18  
19 **E-3. Professional Negotiations and Collective Bargaining**

20 The Utah Education Association believes the solutions to the many problems confronting  
21 educators can best be attained through the process of negotiations and in an atmosphere of  
22 amity and good faith with local school boards of education. It is the position of the  
23 Association that all local affiliates should seek recognition on behalf of the educators in their  
24 districts, establish a formal working relationship with school boards so that problems and  
25 concerns can be resolved through the negotiation process, and conclude negotiations with  
26 ratification of a written bilateral master agreement that covers wages, hours, terms and  
27 conditions of employment. Each such master agreement should include, as an integral part of  
28 the document, an impasse procedure that utilizes both mediation and fact finding as  
29 mechanisms for resolving negotiation disputes between the parties. (1978, 1995, 2021, 2022)

30  
31 **E-4. Increments**

32 The Utah Education Association believes educators increments are yearly increases in salary  
33 that are built into district-adopted salary schedules for satisfactory services performed.  
34 Increments are part of an implied contractual agreement between the individual and the  
35 Board of Education, which promises automatic raises in salary up to an agreed sum  
36 regardless of future adjustments in state school support finance formulas. Because of the  
37 implied agreement, any action by public officials that leads the public to believe that salary  
38 increments are part of annual negotiable raises is disingenuous and misleading. (1970, 1986,  
39 2018, 2022)

40  
41 **E-5. Use of UEA Resolutions in Bargaining**

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

45  
46 **E-6. Payroll Deduction**

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

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

2  
3 **F-1. Individual Student Needs**

4 The Utah Education Association recognizes there must be sufficient funding for and  
5 development of educational programs to meet the needs of all students.  
6

7 The Association urges increased support for the identification of these students, inservice  
8 training of educators, and provisions for development of programs at the local, state, and  
9 national levels. The Association further supports the efforts of its affiliates to negotiate and  
10 legislate for the training and hiring of an increased number of educators with education in  
11 special areas. (1974, 1993, 2017, 2022)  
12

13 **F-2. Inclusion/Mainstreaming of Students with Disabilities/Special Needs**

14 The Utah Education Association supports the concept of inclusion of students with  
15 disabilities. The following conditions are necessary for inclusion:

- 16 a. It provides a favorable learning experience for all students.
- 17 b. All educators are given training to prepare them for serving students with  
18 disabilities/special needs.
- 19 c. All educators and administrators share equally in the planning, implementation, and  
20 adaptation of curriculum materials.
- 21 d. Appropriate instructional materials, supportive services and pupil personnel services  
22 are provided for students and educators.
- 23 e. Modifications are made in class size, scheduling, and curriculum design with an  
24 appropriate weighting formula being applied to accommodate the shifting demands  
25 that inclusion creates.
- 26 f. There is systematic evaluation and reporting through the IEP process.
- 27 g. Adequate funding is provided and used. (1976, 1998, 2017, 2022)  
28

29 **F-3. Culturally Responsive Education**

30 The Utah Education Association believes that culturally responsive education values  
31 differences and incorporates the values identified into behavior for the goal of achieving the  
32 common good. The Association also believes that culturally responsive education is a way of  
33 helping students perceive the cultural diversity of the United States so that they may develop  
34 pride in their own cultural legacy and awaken to the ideals embodied in the cultures of their  
35 neighbors.  
36

37 Culturally responsive education should promote the recognition of individual and group  
38 differences and similarities in order to eradicate racism, homophobia, ethnic and all other  
39 forms of prejudice and discrimination. It should develop self-esteem and respect for others.  
40

41 Culturally responsive education assumes all students can learn. It seeks to develop a just  
42 school environment (e.g., curriculum, instructional materials, learning and testing, respect for  
43 cultural differences, etc.) that is inclusive of cultural considerations and supports equitable  
44 opportunities and outcomes. The development of a culturally responsive school environment  
45 is ever evolving and ongoing. (2022)  
46

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

48 The Utah Education Association supports English Language Learner Programs that facilitate  
49 the education of all students. These programs shall include materials and the training of  
50 educators in English Language Learner Programs. (1974, 2013, 2022)  
51

1 **F-5. Dual Immersion**

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

- 5 a. Dual Immersion teachers should have the same rights as all educators including the  
6 right to organize and affiliate with professional education associations.
- 7 b. Districts should employ Dual Immersion teachers highly qualified in the subjects  
8 and/or grades in which they will be teaching.
- 9 c. Dual Immersion teachers should be subject to the same evaluation standards in place  
10 in the rest of the district.
- 11 d. Dual Immersion teachers should have the same working conditions and be subject to  
12 the same contracts, policies and procedures as all the educators in the district.
- 13 e. Any displacement within a school will follow district policies in regards to transfers  
14 and seniorities and be implemented with the least amount of disruption of program  
15 displacement as possible. (2015, 2022)

16  
17 **F-6. Career and Technical Education**

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

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

25  
26 The Association encourages the involvement and cooperation of business and industry in the  
27 support of career and technology programs to meet the ever-changing market and equipment  
28 demands. (1989, 2011)

29  
30 **F-7. School Library Media Programs/Media Specialists**

31 The Utah Education Association believes that all students must have a comprehensive school  
32 library media program within their educational settings. This program should include a full-  
33 time certified/licensed school library media specialist and qualified education support  
34 professionals in every school; a variety of print, nonprint, and electronic resources to  
35 supplement and complement curricular, personal, and leisure needs; relevant technology; and  
36 instruction in library research and information skills. The Association believes that school  
37 library media programs are negatively impacted if media specialists do not have substitutes  
38 during their absence. The Association encourages increased funding for school library media  
39 programs from federal, state, and local governments as well as other sources such as public  
40 and/or private partnerships. (2022)

41  
42 **F-8. Lifelong Learning**

43 The Utah Education Association believes education is a lifelong process. The Association  
44 supports the following: early childhood education programs in the public schools; programs  
45 for the academic, personal, and special needs of the early adolescent or middle school  
46 learner; graduation and promotion options for all students, partnerships with colleges,  
47 alternative schools, and vocational, career and technical programs; adult education programs  
48 that provide lifelong educational and career opportunities; and higher education from fully  
49 accredited institutions as an essential part of the education process. The Association further  
50 believes that all students should have equitable access to these programs and should not be  
51 denied access based on race, ethnicity, color, religion, national origin, sex, sexual orientation,  
52 gender identity/expression, age, disability, pregnancy, childbirth, pregnancy related  
53 conditions, marital status, and protected veteran's status. (1986, 2000, 2017, 2023)



1 **F-9. Diversity**

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

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

10  
11 The Association encourages UniServs, locals and members to become part of programs and  
12 observances that may include cultural and heritage celebrations and/or history months.  
13 (1997, 2016)

14  
15 **F-10. Ethnic Studies**

16 The Utah Education Association believes a well-designed program of Ethnic Studies,  
17 whether infused into existing courses or as independent courses, is essential to developing  
18 students who are aware of and appreciate and respect the history, diversity, and lifestyle  
19 differences of groups of all people. The UEA also believes that curricula should be inclusive  
20 of different backgrounds to ensure that students see themselves represented and celebrated in  
21 the curricula. The UEA believes that students deserve a truthful and honest education through  
22 curriculum, programs, and experiential opportunities that are inclusive of the diversity of all  
23 people, historically accurate, and values dignity for all. The Association further believes  
24 ethnic studies lead to a greater appreciation of the democratic ideals of equity and justice that  
25 the United States was founded upon. (2022)

26  
27 **F-11. Racist/Extremist Groups**

28 The Utah Education Association strongly believes our state's children must be educated to  
29 understand and respect cultural, ethnic, religious, gender identity, gender expression, sexual  
30 orientation and other individual identities, and the importance of these identities to a healthy  
31 pluralistic democracy.

32  
33 The Association condemns the philosophy and practices of racial and/or extremist groups and  
34 their efforts to recruit young people in our schools and in our community and urges active  
35 opposition to all such movements whose objectives are in opposition to the ideals of the  
36 Association. (1981, 2016)

37  
38 **F-12. Institutional Racism**

39 The Utah Education Association recognizes that “Institutional Racism”—the systems,  
40 societal patterns and practices that have the net effect of imposing oppressive conditions as  
41 well as denying rights, opportunities, and equality based upon race—exists in our Utah  
42 school system. “Institutional Racism,” as with all forms of institutional discrimination,  
43 affects students and staff.

44  
45 The Association believes that honest and open conversations about the sources and examples  
46 of institutional racism that continue to threaten equity, fairness, and justice in our school  
47 system are necessary to produce the critical changes needed to achieve racial healing and  
48 justice.

49  
50 The Association encourages UniServs, locals and members to work with families and  
51 stakeholders to develop, initiate, and promote programs that will lead us to repair, heal,  
52 organize, and advocate to achieve racial justice so every student and educator may fulfill  
53 their full potential. (2016, 2023)

1 **F-13. Use of Prejudicial Terms and Symbols**

2 The Utah Education Association believes prejudice is deplorable and the use of names,  
3 symbols, caricatures, emblems, logos, and mascots that promote prejudice should be  
4 discontinued, unless the affected group has been consulted and views the use of the above as  
5 friendly. (2021)  
6

7 **F-14. Elimination of Discrimination**

8 The Utah Education Association is committed to the elimination of all forms of  
9 discrimination based on race, gender, ethnicity, economic status, religion, disability, sexual  
10 orientation, gender identity, gender expression, age, and any intersectionality of those groups.  
11 Honest and open conversation is a precursor to change. The Association encourages its  
12 members and all other members of the educational community to engage in necessary  
13 conversations in order to examine assumptions, prejudices, discriminatory practices, and their  
14 effects. The Association believes that any code or system of discrimination and exploitation  
15 must be eliminated. The Association also believes that efforts or possible sanctions to  
16 eliminate discrimination are necessary and advocated with regards to governments,  
17 organizations, businesses, and/or groups that utilize or support discriminatory practices. The  
18 Association further believes that it is important to eliminate discrimination in the workplace  
19 or schools against individuals wearing natural hairstyles such as braids, twists, cornrows, and  
20 locks. The Association believes that wearing natural hairstyles is a human right. (2021)  
21

22 **F-15. Bullying**

23 The Utah Education Association believes the school community/worksites must be free from  
24 all forms of bullying including, but not limited to, physical, psychological, and cyber-  
25 bullying. Bullying is the systematic and chronic infliction of physical hurt and/or  
26 psychological distress on one or more individuals. The Association recognizes bullying can  
27 negatively affect the entire school community and worksites. The Association also believes it  
28 is the responsibility of all stakeholders in the education community to develop programs to  
29 address all forms of bullying. (2012, 2022)  
30

31 **F-16. Students Experiencing Homelessness**

32 The Utah Education Association supports elimination of barriers to enrollment of students  
33 experiencing homelessness. The Association further believes that these students should have  
34 equal access to all educational programs and opportunities. (2015, 2022)  
35

36 **F-17. Equitable Corrective Practices**

37 The Utah Education Association believes that a safe and nurturing environment in which  
38 students are treated with dignity is the right of every student. Effective corrective procedures  
39 enhance high expectations for quality instruction and learning.  
40

41 The Association also believes that Utah’s school districts should develop proactive policies,  
42 procedures, standards, and professional development opportunities that provide education  
43 employees with ongoing, relevant professional development in trauma-informed practices,  
44 behavior management, progressive correction, conflict resolution, and restorative practices.  
45

46 The Association further believes that all materials and practices should promote safe and just  
47 schools at every level of education, and that all training materials and programs should be  
48 regularly evaluated for progress and outcomes in applying racial justice and equity tools and  
49 practices that include restorative justice. (2022)

1 **F-18. Civility in Public Discourse**

2 The Utah Education Association believes that institutions in both the public and private  
3 sectors should foster a culture that promotes universal respect for all people and that strongly  
4 discourages demeaning characterizations of people in relation to their race, ethnicity,  
5 religion, nationality, political affiliation, gender, sexual orientation, gender identity, gender  
6 expression, physical characteristics, or disability. (2021)

7  
8 **GOAL G. PROMOTE PROGRAMS AND CAUSES THAT MAINTAIN AND SUSTAIN**  
9 **EDUCATION AT HOME, IN THE COMMUNITY, AND IN THE NATION**

10  
11 **G-1. Parent & Family Involvement**

12 The Utah Education Association recognizes the value of a family as an essential, fundamental  
13 unit of society and believes it is in the best interest of all children to live in a secure and  
14 stable family environment.

15  
16 The Association acknowledges that effective parenthood in the family unit provides the best  
17 environment for the development of emotional health and educational readiness in our youth.

18  
19 The Association also believes the basic needs of children must be met before we can achieve  
20 the goal of having every child arrive at school ready to learn. It affirms the critical need of  
21 having parents involved as active participants in the educational process where an inclusive  
22 community of educators, parents, and students work toward student success. (1977, 2016,  
23 2023)

24  
25 **G-2. Drug and Alcohol Dependency**

26 The Utah Education Association is concerned about the individual and societal problems that  
27 underlie psychological and physiological drug and alcohol dependency by both children and  
28 adults. It recognizes the need for improved educational programs about drugs and alcohol. It  
29 urges its affiliates to support legislation leading to the standardization of drug and alcohol  
30 laws and improvement of drug and alcohol rehabilitation programs to promote restorative  
31 justice. (2021)

32  
33 The Association discourages the use of all non-prescribed psychoactive drugs.  
34 The Association supports and actively encourages the development by local school boards of  
35 policies that would prohibit the possession or use of tobacco products or e-cigarettes on  
36 school premises. (1974, 2016)

37  
38 **G-3. Child Abuse**

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

41  
42 The Association should cooperate with community organizations to increase public  
43 awareness and understanding of child abuse.

44  
45 The Association urges its local associations to support present statutes that:

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

1 **G-4. Health of Children**

2 The Utah Education Association recognizes that the total environment, including home,  
3 school, and community, affects the mental, emotional, and physical health of children.  
4

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

- 7 a. Promote educational programs for parents to improve home atmosphere.
- 8 b. Promote development of preventive services in the schools to detect impending  
9 difficulties early.
- 10 c. Facilitate educators' understanding of child growth and development to ensure the  
11 provision of a climate in the school conducive to good physical and mental health.
- 12 d. Encourage increased utilization of personnel and health service staffs, and students in  
13 team efforts to resolve the causes of mental, emotional, and physical problems of  
14 children.
- 15 e. Assist in coordination of comprehensive school and community health facilities and  
16 federal and state health plans to meet the needs of children. (1976, 2016)  
17

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

19 The Utah Education Association encourages the development and implementation of an  
20 appropriately established human sexuality curriculum, to provide the information necessary  
21 for students to make informed decisions.  
22

23 The Association encourages educators to become aware of district policies and state laws  
24 pertaining to human sexuality education and to incorporate those policies in their instruction.  
25

26 The Association supports Utah State Law requiring prior written parental consent before  
27 including aspects of contraception in the curriculum.

28 The Association believes educators responsible for implementation and presentation of  
29 materials relative to sexually-transmitted diseases and human sexuality should receive  
30 training and inservice in those materials. (1987, 2012, 2017)  
31

32 **G-6. Immunization of Children**

33 The Utah Education Association recognizes that thousands of Utah students are inadequately  
34 protected against serious diseases such as measles, rubella, polio, diphtheria, whooping  
35 cough, tetanus, and mumps.  
36

37 We encourage school administrators to collect appropriate immunization certificates as  
38 required by state law and to inform parents about immunization.  
39

40 The Association believes educators should immediately inform the appropriate authorities as  
41 required by law or district policy in the event of suspected outbreaks of these diseases. (1978,  
42 1995, 2018)  
43

44 **G-7. Bill of Rights for Children**

45 The Utah Education Association supports the following:

- 46 a. No child in our land of abundance shall want for plentiful and nutritional food.
- 47 b. In a society as advanced as ours in medical science and medical ability, no child in  
48 need shall be denied medical attention.
- 49 c. Whereas security is an essential requirement for a child's healthy development, every  
50 child shall be guaranteed the basic security of a place to live.
- 51 d. To ensure the fulfilled potential of the individual and the nation, every child shall  
52 have the right to a quality education.

- e. Evidence based suicide prevention programs must be developed and implemented. The Association urges its local education associations to ensure that these programs are an integral part of the school program.
- f. The government, whose role is to protect and defend at all levels, shall safeguard every child from abuse, violence, and discrimination. (1991, 2000, 2017)

**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, and educators have a right to work, in an environment free from acts or threats of physical, verbal, and psychological violence and all forms of harassment. The UEA encourages regular review and notification of proper responses to ensure all students and educators are aware of appropriate emergency procedures.

The Association also believes that ensuring the physical, social, and emotional safety of students, schools, and educators who work in them is a priority for our communities that transcends political, social, and any other cultural divisions.

The Association supports the enactment of reasonable, common-sense measures that increase student safety and reflect the input and values of the school community. (2018, 2022)

**G-9. Immigration**

The Utah Education Association recognizes that historically there have been many economic and/or political circumstances that have compelled people to come to the U.S. The Association supports efforts to improve the immigration process, including the provision of due process, equal protection, and access to status without regard to national origin. The Association also supports policies that protect the integrity of the family unit and deplores the hardships imposed on families when family members, especially parents, guardians, or caretakers, are detained and/or deported for immigration status offenses and thereby separated from their children, many of whom are U.S. citizens. The Association supports equal access to educational opportunities for immigrants. The Association believes that English, adult education, GED, and citizenship classes should be available in sufficient numbers to ensure that immigrants can comply with all federal mandates for permanent residence and/or citizenship. The Association also believes that the federal government is responsible for the enforcement of immigration policy. Moreover, the Association believes that the U.S. Immigration and Customs Enforcement (ICE) should not enforce actions in the normal course of business within public schools. (2017)

**G-10. 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-11. 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)

**G-12. Failing Schools, Turnaround Schools, and School Restructuring**

The Utah Education Association believes that there are no failing schools, only schools that do not receive adequate resources. However, when a public school is categorized as “failing,” every opportunity should be given to that school to meet the requirements set forth by the Utah State Board of Education to return to “non-failing” status. This includes:

- a. Adequate time to implement research-based school improvement plans
- b. Adherence to locally negotiated agreements
- c. Compliance with related school board policies

The Association also believes that if and when a “failing” school does not meet those requirements and is qualified as a “turnaround” school ready for restructuring, every effort should be made to employ an open democratic process that meaningfully involves local associations and other stakeholders in all decision making. Such efforts must—

- a. Adhere to locally negotiated agreements,
- b. Comply with all appropriate school board policies,
- c. Identify, analyze, and evaluate the impact of restructuring and its funding on the community and the school,
- d. Discuss and debate restructuring proposals in open meetings and public hearings,
- e. Develop procedures and criteria that support and attract staff transfers to/ from restructured schools.

If, after all of the above has been implemented, options for school restructuring should include but not be limited to: replacing administration, replacing educators not meeting requirements, and turning the school into a community school. These considerations should be made before restructuring to a charter or other type of school, as the Association also believes that education services in restructured schools should continue to be provided by public entities and public employees. (2021)

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