



UEA RESOLUTIONS

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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 concept of a unified, 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, 2024)

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

1 several full-time registered school nurses per school (for schools with lower health
2 acuity/social determinants of health/disparity needs).

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

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

12
13 **A-7. Education Employee Associations**

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

18
19 The Utah Education Association believes in supporting member-led UniServs and Local
20 Associations. The Association believes in providing equitable support to both local and
21 state option UniServs in order to best serve all dues paying members. (2025)

22
23 **A-8. Association Leave**

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

30
31 **GOAL B. PROMOTE PROFESSIONAL EXCELLENCE**

32
33 **B-1. Professional Judgment**

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

39
40 **B-2. Improvement of Instruction**

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

45
46 The Association and its affiliated associations encourage the involvement of members in
47 the development, implementation and/or evaluation of programs including instructional
48 improvement, student testing, curriculum development and/or individualization of
49 instruction. (1971, 2016, 2022)

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

2 The Utah Education Association believes public education improvement and change
3 efforts should:

- 4 a. Promote access to a quality public education for all students.
- 5 b. Encourage parental and community involvement.
- 6 c. Be based on solid educational research and proven solutions.
- 7 d. Encourage innovation and creativity.
- 8 e. Address the individual child’s talents and abilities.
- 9 f. Prepare students for academic and career success after high school.
- 10 g. Use multiple lines of assessment.
- 11 h. Promote a system of excellence.
- 12 i. Be sustainable through stable funding sources. (2010, 2015)

13
14 **B-4. Evaluation**

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

18
19 The Association believes:

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

26
27 **B-5. Class Size/Educator Workload**

28 The Utah Education Association advocates for the reduction of heavy educator workloads
29 throughout the state.

30
31 The Association recognizes that class size and educator workload are major problems. If
32 all educators are to provide optimum service to individual students and the community,
33 the following issues must be addressed:

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

42
43 **B-6. Educator Preparation Programs**

44 The Utah Education Association believes its members should be involved in educator
45 preparation programs and accreditation at all levels. Licensed educators with teaching
46 experience should collaborate with the colleges/universities in the design,
47 implementation, and improvement of educator preparation programs and where possible,
48 should receive appropriate compensation for their participation. (1972, 2011, 2022, 2025)

1 **B-7. Administrator Preparation**

2 The Utah Education Association believes that administrators are integral to a safe,
3 equitable, supportive, and instructionally excellent learning community. Administrator
4 preparation programs should recruit individuals meeting the highest standards with at
5 least five years of full-time educational experience and a student-centered educational
6 philosophy. Programs should include educationally significant clinical experience and
7 should prepare leaders to foster a collaborative school culture, build community
8 partnerships, and use data to effectively promote sustainable school improvement. (2022,
9 2023)

10
11 **B-8. Diverse Education Staffs**

12 The Utah Education Association believes nondiscriminatory hiring policies and practices
13 that actively recruit a highly qualified, diverse education staff provide the highest quality
14 of education for students. The staff should authentically reflect the diverse population
15 including American Native or Alaska Native, Asian, Native Hawaiian or Pacific Islander,
16 Black or African American, Latin(o/a/x/e), Hispanic and Chican(o/a/x/e), Middle Eastern
17 and North African, and Multiracial people. (2024)

18
19 The Association urges local and state affiliates and appropriate governing bodies and
20 agencies to work to achieve and maintain diversity in all categories of educational
21 employment, such as, but not limited to race, ethnicity, color, religion, national origin,
22 sex, sexual orientation, gender identity/expression, age, disability, pregnancy, childbirth,
23 pregnancy related conditions, marital status, and protected veteran’s status. (2015, 2018,
24 2022)

25
26 **B-9. Educator Exchange Program**

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

30
31 The Association supports the NEA in developing educator exchange programs on a
32 national and international basis. (1974, 2011, 2022)

33
34 **B-10. Positive Classroom Environment**

35 The Utah Education Association believes an atmosphere of a positive classroom
36 environment is essential to promoting optimum learning in the school. Educators have the
37 right to advocate for their schools, districts, and state to continue promoting the needs and
38 changes essential for establishing a positive classroom environment. (1976, 1986, 2018,
39 2024)

40
41 **B-11. Professional Practices**

42 The Utah Education Association believes the state should guarantee the profession full
43 participation in determining and setting standards of entrance into the profession. (1974,
44 1986, 2017)

45
46 **B-12. Professional Educator**

47 The Utah Education Association believes that every educator should be fully licensed and
48 prepared to teach before entering the classroom as the teacher of record. Preparation
49 includes completing sufficient coursework and a rigorous practicum to demonstrate
50 competency in content knowledge and academic core standards, pedagogy, including

1 classroom management, instructional design, social and emotional learning, and the Utah
2 teaching standards. Selection criteria for all educator positions must be based on the
3 needs of the student and faculty, the goals of the school district, and the philosophy of the
4 school.

5
6 The Association further believes that educators must have an active role in the
7 development of selection criteria, job descriptions, and interview instruments, and must
8 participate in the interview and selection process for all personnel hired for professional
9 positions.

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

15
16 **B-13. Voter Education**

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

20
21 The Association believes each Utah educator has the responsibility and obligation to
22 assist voters, wherever possible, in obtaining basic information and skills needed to
23 properly fulfill their citizenship roles. (1971, 2011)

24
25 **B-14. Retention of Paraeducators**

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

29
30 **B-15. Promote the Retention of Experienced Education Professionals**

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

39
40 **GOAL C. PROTECT THE RIGHTS OF EDUCATORS**

41
42 **C-1. Staffing Patterns**

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

48
49 The Association strongly opposes adoption of unilaterally imposed staffing patterns and
50 will assist any local affiliate in its opposition to the same. (1971, 1986)

1 **C-2. Professional Practices**

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

5
6 The Association supports the Utah Professional Practices Advisory Commission
7 (UPPAC) created by legislative statute, which grants legal status to the education
8 profession in the state and grants responsibility to the profession for the enforcement of a
9 code of ethics and maintenance of professional competence. The UPPAC should be
10 comprised of licensed educators. (1974, 2016)

11
12 **C-3. Association Involvement in Remediation Programs**

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

18
19 **C-4. Displacement of Educators**

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

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

29
30 **C-5. Equal Rights**

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

36
37 The Association urges the boards of school districts and educational institutions to
38 eliminate any discriminatory practices against all protected classes as recognized by the
39 Association, or at least the protected classes recognized under the law, in recruitment,
40 retention, employment, promotion, discipline, termination and compensation.

41
42 The Association also urges its affiliates to adopt policies that ensure all persons' equal
43 access to elective, appointive and staff positions.

44
45 The Association further urges its affiliates to establish committees to implement equal
46 opportunity policies and practices for all members.

47
48 The Association also believes that all discriminatory practices must be eliminated from
49 the curriculum. (1974, 2012, 2022)

1 **C-6. Professional Leave**

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

5
6 **C-7. Family Leave**

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

10
11 **C-8. Sexual Harassment**

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

14
15 The Association further believes classroom teachers, faculty, staff, and students should be
16 protected from sexual harassment. The Association encourages its affiliates to work with
17 local school districts and institutions of higher education to:

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

21
22 **C-9. Standardized Tests**

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

30
31 **C-10. Immunization**

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

38
39 **C-11. Mental Health of Educators**

40 The Utah Education Association believes that adverse and stressful classroom and school
41 conditions have led to increased mental health-related disabilities among education
42 employees. The Association supports stress management and wellness programs that
43 facilitate the recognition, prevention, and treatment of mental health issues that arise,
44 including risk of suicide. Such programs should be evidence-based and ensure
45 confidentiality and treatment without personal jeopardy. The Association also supports
46 employee assistance programs (EAPs) as a voluntary resource that would assist education
47 employees who are experiencing significant professional or personal problems by
48 providing confidential, professional counseling leading to improved health and job
49 effectiveness. The Association further supports health insurance programs that include
50 payment for mental health services. (2022)

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

3
4 **D-1. Utah Education Association Political Action Committee (U-PAC)**

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

8
9 **D-2. NEA Fund for Children and Public Education**

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

13
14 The Association endorses the NEA Fund for Children and Public Education and strongly
15 urges educators—individually and through their local associations—and friends of
16 education to support it through individual involvement and contributions. (1974, 2014)

17
18 **D-3. Tax Sources for Public Education**

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

22
23 The Association supports only tax reform proposals that:

- 24 a. Do not constrain current and future revenue and budget growth for public
25 education.
- 26 b. Provide adequate funding according to existing mandate in the Utah State
27 Constitution to ensure students are educated in a quality learning environment.
- 28 c. Enhance the opportunity for educators to enjoy meaningful and productive careers
29 with sufficient compensation and benefits. (1986, 2016, 2022, 2024)

30
31 **D-4. Federal Funding of Education**

32 The Utah Education Association believes that the federal government has a legitimate
33 and significant role and responsibility for the quality of public education provided to its
34 citizens. The Association also believes that funding for federal programs should not be
35 redistributed in block grants among states or other federal initiatives. The Association
36 opposes any federal legislation, laws, or regulations that provide funds, goods, or services
37 to sectarian schools or nonsectarian private schools or nonpublic school students.

38
39 The federal government should:

- 40 a. Ensure equity and adequacy of educational opportunity for all;
- 41 b. Collect basic data to be used in public schools and to engage in research,
42 development, and consultation activities that support quality state and local
43 education programs; and
- 44 c. Provide categorical funding to areas such as special education, bilingual/English
45 as a second language, and the economically/educationally disadvantaged.

46
47 The Association unequivocally affirms federal policies and programs that serve to
48 support America's historic commitment to free public education. (1974, 2000, 2025)

1 **D-5. School Trust Lands**

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

7
8 Revenue generated from the Permanent School Fund should be used to enhance public
9 education, not to supplant current funding, and should be locally administered. (1999)

10
11 **D-6. Voucher Plans**

12 The Utah Education Association believes any voucher or tuition tax credit/tax scholarship
13 plan under which private education is subsidized with public tax dollars could lead to
14 racial, economic, and social isolation of children and weaken or destroy the public school
15 system by threatening the constitutional separation of church and state, a cornerstone of
16 Utah’s Constitution. Therefore, the Association opposes any such plans. (1971, 2012,
17 2025)

18
19 The Association opposes any legislation, laws, or regulations that provide funds, goods,
20 or services to sectarian schools or nonsectarian private schools or nonpublic school
21 students. Also, the Association believes that any private school, home school, or other
22 non-public education programs that receive public funding through voucher plans, tax
23 credits, or other funding/financial arrangements must be subject to all accountability
24 measures and regulations required of public school. (2025)

25
26 **D 7. Financial Support for Schools**

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

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

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

2 The Utah Education Association continues to support changes in the State School
3 Finance Law that equalize the voted leeway in a manner to provide equal incentive for
4 citizens of each school district to raise additional funds for public school support by a
5 guarantee of an equal return per student, per mill of local tax that may be voted. (1976,
6 2015)

7
8 **D-9. Incentive Equalization of the Capital Outlay**

9 The Utah Education Association continues to support changes in the State School
10 Finance Law that equalize the capital outlay in a manner to provide equal incentive for
11 citizens of each school district to raise additional funds for public school support by a
12 guarantee of an equal return per student, per mill of local tax which may be voted. (1974,
13 2015)

14
15 **D-10. Educational Retirees**

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

19
20 **D-11. The Educator as a Citizen**

21 The Utah Education Association affirms every educator has the right and obligation to be
22 an informed and politically active citizen including registering and voting, participating
23 in party organizations, performing jury duty, discussing political issues publicly,
24 campaigning for candidates, contributing to campaigns of candidates, lobbying,
25 organizing political action groups, and running for and serving in public office. Provision
26 should be made to enable educators to serve in public office without curtailment or loss
27 of annual increments, career status, retirement, or seniority rights.

28
29 Because major decisions affecting schools are made by elected officials or their
30 appointees, the Association affirms that it is the duty and responsibility of educators to
31 involve themselves in the selection, election, and re-election of qualified candidates who
32 support the established goals that will provide quality education. (1971, 2015)

33
34 **D-12. Open Legislative Caucuses**

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

39
40 **D-13. Education Improvement and Policy Makers**

41 The Utah Education Association believes the best way to understand the impact of
42 education improvement on student achievement is to have personal experiences with
43 educational practices in the classroom. To that end, we believe all policy makers should
44 spend a reasonable amount of time working with students, educators, administrators and
45 parents in public school classrooms. (2003, 2015, 2022)

46
47 **D-14. Charter Schools**

48 The Utah Education Association supports innovation in public education. The
49 Association believes acceptable charter schools which comply with Association criteria

1 can provide education alternatives for students. These schools should not negatively
2 impact the regular public school program or its funding.

3
4 The relationship between educators in a charter school and those in other public schools
5 should be one of respect. We advocate for all public school educators and students.

6
7 We believe that all charter schools should meet these conditions:

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

31 32 **D-15. Rural Education**

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

43 44 **GOAL E. GAIN ECONOMIC AND PROFESSIONAL SECURITY THROUGH** 45 **COLLECTIVE BARGAINING**

46 47 **E-1. Professional Compensation**

48 The Utah Education Association believes educators should have a base salary comparable
49 to other college-degreed professions and should be compensated for the knowledge,
50 skills, and experiences that impact student achievement. Any alternative compensation

1 model(s) should be research-based, data-driven, collaboratively developed, and adopted
2 through the bargaining process. (2008)

3
4 **E-2. Professional Development**

5 The Utah Education Association encourages all educators to participate in programs that
6 promote the improvement of their professional practice, knowledge, and skills.
7 The Utah Education Association believes creating and providing learning and
8 development opportunities for members will increase the value of membership.

9
10 Educators should receive viable options or choices to ensure they can choose the best
11 development program for their unique needs in the classroom.

12
13 Accordingly, the Association encourages local affiliates to:

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

19 The Association encourages legislative appropriations to fund professional development.

20
21 The Association opposes any mandatory or arbitrary inservice programs or other
22 experiences unilaterally imposed by school boards, district administrations, or others.
23 (1979, 2011, 2022, 2023)

24
25 **E-3. Professional Negotiations and Collective Bargaining**

26 The Utah Education Association believes the solutions to the many problems confronting
27 educators can best be attained through the process of negotiations and in an atmosphere
28 of amity and good faith with local school boards of education. It is the position of the
29 Association that all local affiliates should seek recognition on behalf of the educators in
30 their districts, establish a formal working relationship with school boards so that
31 problems and concerns can be resolved through the negotiation process, and conclude
32 negotiations with ratification of a written bilateral master agreement that covers wages,
33 hours, terms and conditions of employment. Each such master agreement should include,
34 as an integral part of the document, an impasse procedure that utilizes both mediation and
35 fact finding as mechanisms for resolving negotiation disputes between the parties. (1978,
36 1995, 2021, 2022)

37 **E-4. Increments**

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

46
47 **E-5. Use of UEA Resolutions in Bargaining**

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

1 **E-6. Payroll Deduction**

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

4
5 **GOAL F. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS**

6
7 **F-1. Individual Student Needs**

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

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

16
17 **F-2. Inclusion/Mainstreaming of Students with Disabilities/Special Needs**

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

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

32
33 **F-3. Culturally Responsive Education**

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

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

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

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

2 The Utah Education Association supports English Language Learner Programs that
3 facilitate the education of all students. These programs shall include materials and the
4 training of educators in English Language Learner Programs. (1974, 2013, 2022)
5

6 **F-5. Dual Immersion**

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

- 10 a. Dual Immersion teachers should have the same rights as all educators including
11 the right to organize and affiliate with professional education associations.
- 12 b. Districts should employ Dual Immersion teachers highly qualified in the subjects
13 and/or grades in which they will be teaching.
- 14 c. Dual Immersion teachers should be subject to the same evaluation standards in
15 place in the rest of the district.
- 16 d. Dual Immersion teachers should have the same working conditions and be subject
17 to the same contracts, policies and procedures as all the educators in the district.
- 18 e. Any displacement within a school will follow district policies in regards to
19 transfers and seniorities and be implemented with the least amount of disruption
20 of program displacement as possible. (2015, 2022)
21

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

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

27 A continuing comprehensive program for job training, retraining, advancement, and
28 promotion should be provided for students who have completed minimal state attendance
29 requirements.
30

31 The Association encourages the involvement and cooperation of business and industry in
32 the support of career and technology programs to meet the ever-changing market and
33 equipment demands. (1989, 2011)
34

35 **F-7. School Library Media Programs/Media Specialists**

36 The Utah Education Association believes that all students must have a comprehensive
37 school library media program within their educational settings. This program should
38 include a full-time certified/licensed school library media specialist and qualified
39 education support professionals in every school; a variety of print, nonprint, and
40 electronic resources to supplement and complement curricular, personal, and leisure
41 needs; relevant technology; and instruction in library research and information skills. The
42 Association believes that school library media programs are negatively impacted if media
43 specialists do not have substitutes during their absence. The Association encourages
44 increased funding for school library media programs from federal, state, and local
45 governments as well as other sources such as public and/or private partnerships. (2022)
46

47 **F-8. Lifelong Learning**

48 The Utah Education Association believes education is a lifelong process. The Association
49 supports the following: early childhood education programs in the public schools;
50 programs for the academic, personal, and special needs of the early adolescent or middle

1 school learner; graduation and promotion options for all students, partnerships with
2 colleges, alternative schools, and vocational, career and technical programs; adult
3 education programs that provide lifelong educational and career opportunities; and higher
4 education from fully accredited institutions as an essential part of the education process.
5 The Association further believes that all students should have equitable access to these
6 programs and should not be denied access based on race, ethnicity, color, religion,
7 national origin, sex, sexual orientation, gender identity/expression, age, disability,
8 pregnancy, childbirth, pregnancy related conditions, marital status, and protected
9 veteran’s status. (1986, 2000, 2017, 2023)

10
11 **F-9. Diversity**

12 The Utah Education Association believes the diversity of our society enriches all
13 individuals. Similarities and differences among race, ethnicity, color, religion, national
14 origin, sex, sexual orientation, gender identity/expression, age, status as a person with a
15 disability, and protected veterans’ rights form the fabric of a society. Education should
16 foster a vibrant, pluralistic society that authentically reflects diverse populations.
17 The Association further believes in the importance of observances, programs and
18 curricula that accurately portray and recognize the roles, contributions, cultures and
19 history of diverse groups and individuals.

20
21 The Association encourages UniSerts, locals and members to become part of programs
22 and observances that may include cultural and heritage celebrations and/or history
23 months.
24 (1997, 2016)

25
26 **F-10. Ethnic Studies**

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

38
39 **F-11. Racist/Extremist Groups**

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

44
45 The Association condemns the philosophy and practices of racial and/or extremist groups
46 and their efforts to recruit young people in our schools and in our community and urges
47 active opposition to all such movements whose objectives are in opposition to the ideals
48 of the Association. (1981, 2016)

1 **F-12. Institutional Racism**

2 The Utah Education Association recognizes that “Institutional Racism”—the systems,
3 societal patterns and practices that have the net effect of imposing oppressive conditions
4 as well as denying rights, opportunities, and equality based upon race—exists in our Utah
5 school system. “Institutional Racism,” as with all forms of institutional discrimination,
6 affects students and staff.
7

8 The Association believes that honest and open conversations about the sources and
9 examples of institutional racism that continue to threaten equity, fairness, and justice in
10 our school system are necessary to produce the critical changes needed to achieve racial
11 healing and justice.
12

13 The Association encourages UniServes, locals and members to work with families and
14 stakeholders to develop, initiate, and promote programs that will lead us to repair, heal,
15 organize, and advocate to achieve racial justice so every student and educator may fulfill
16 their full potential. (2016, 2023)
17

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

19 The Utah Education Association believes prejudice is deplorable and the use of names,
20 symbols, caricatures, emblems, logos, and mascots that promote prejudice should be
21 discontinued, unless the affected group has been consulted and views the use of the above
22 as friendly. (2021)
23

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

25 The Utah Education Association is committed to the elimination of all forms of
26 discrimination based on race, gender, ethnicity, economic status, religion, disability,
27 sexual orientation, gender identity, gender expression, age, and any intersectionality of
28 those groups. Honest and open conversation is a precursor to change. The Association
29 encourages its members and all other members of the educational community to engage
30 in necessary conversations in order to examine assumptions, prejudices, discriminatory
31 practices, and their effects. The Association believes that any code or system of
32 discrimination and exploitation must be eliminated. The Association also believes that
33 efforts or possible sanctions to eliminate discrimination are necessary and advocated with
34 regards to governments, organizations, businesses, and/or groups that utilize or support
35 discriminatory practices. The Association further believes that it is important to eliminate
36 discrimination in the workplace or schools against individuals wearing natural hairstyles
37 such as braids, twists, cornrows, and locks. The Association believes that wearing natural
38 hairstyles is a human right. (2021)
39

40 **F-15. Bullying**

41 The Utah Education Association believes the school community/worksite must be free
42 from all forms of bullying including, but not limited to, physical, psychological, and
43 cyber-bullying. Bullying is the systematic and chronic infliction of physical hurt and/or
44 psychological distress on one or more individuals. The Association recognizes bullying
45 can negatively affect the entire school community and worksites. The Association also
46 believes it is the responsibility of all stakeholders in the education community to develop
47 programs to address all forms of bullying. (2012, 2022)

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

2 The Utah Education Association supports elimination of barriers to enrollment of
3 students experiencing homelessness. The Association further believes that these students
4 should have equal access to all educational programs and opportunities. (2015, 2022)
5

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

7 The Utah Education Association believes that a safe and nurturing environment in which
8 students are treated with dignity is the right of every student. Effective corrective
9 procedures enhance high expectations for quality instruction and learning.
10

11 The Association also believes that Utah’s school districts should develop proactive
12 policies, procedures, standards, and professional development opportunities that provide
13 education employees with ongoing, relevant professional development in trauma-
14 informed practices, behavior management, progressive correction, conflict resolution, and
15 restorative practices.
16

17 The Association further believes that all materials and practices should promote safe and
18 just schools at every level of education, and that all training materials and programs
19 should be regularly evaluated for progress and outcomes in applying racial justice and
20 equity tools and practices that include restorative justice. (2022)
21

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

23 The Utah Education Association believes that institutions in both the public and private
24 sectors should foster a culture that promotes universal respect for all people and that
25 strongly discourages demeaning characterizations of people in relation to their race,
26 ethnicity, religion, nationality, political affiliation, gender, sexual orientation, gender
27 identity, gender expression, physical characteristics, or disability. (2021)
28

29 **GOAL G. PROMOTE PROGRAMS AND CAUSES THAT MAINTAIN AND**
30 **SUSTAIN EDUCATION AT HOME, IN THE COMMUNITY, AND IN THE**
31 **NATION**
32

33 **G-1. Parent & Family Involvement**

34 The Utah Education Association recognizes the value of a family as an essential,
35 fundamental unit of society and believes it is in the best interest of all children to live in a
36 secure and stable family environment.
37

38 The Association acknowledges that effective parenthood in the family unit provides the
39 best environment for the development of emotional health and educational readiness in
40 our youth.
41

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

1 **G-2. School Attendance**

2 The Association believes that consistent student attendance in school is crucial for
3 academic and social success. It supports ongoing efforts by schools, families, and
4 educators to minimize tardiness, truancy, behavior and attendance issues. (2025)
5

6 **G-3. Drug and Alcohol Dependency**

7 The Utah Education Association is concerned about the individual and societal problems
8 that underlie psychological and physiological drug and alcohol dependency by both
9 children and adults. It recognizes the need for improved educational programs about
10 drugs and alcohol. It urges its affiliates to support legislation leading to the
11 standardization of drug and alcohol laws and improvement of drug and alcohol
12 rehabilitation programs to promote restorative justice. (2021)
13

14 The Association discourages the use of all non-prescribed psychoactive drugs.
15 The Association supports and actively encourages the development by local school
16 boards of policies that would prohibit the possession or use of tobacco products or e-
17 cigarettes on school premises. (1974, 2016)
18

19 **G-4. Child Abuse**

20 The Utah Education Association believes that all children should be protected from abuse
21 by strengthening and improving the enforcement of child abuse laws.
22

23 The Association should cooperate with community organizations to increase public
24 awareness and understanding of child abuse.
25

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

- 27 a. Provide immunity from legal action for educators reporting suspected child abuse.
- 28 b. Require educators to report to the appropriate authorities, instances of suspected
29 child abuse.
- 30 c. Provide for protection of children from their peers. (1976, 2014)
31

32 **G-5. Health of Children**

33 The Utah Education Association recognizes that the total environment, including home,
34 school, and community, affects the mental, emotional, and physical health of children.
35

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

- 38 a. Promote educational programs for parents to improve home atmosphere.
- 39 b. Promote development of preventive services in the schools to detect impending
40 difficulties early.
- 41 c. Facilitate educators' understanding of child growth and development to ensure the
42 provision of a climate in the school conducive to good physical and mental health.
- 43 d. Encourage increased utilization of personnel and health service staffs, and
44 students in team efforts to resolve the causes of mental, emotional, and physical
45 problems of children.
- 46 e. Assist in coordination of comprehensive school and community health facilities
47 and federal and state health plans to meet the needs of children. (1976, 2016)

1 **G-6 Nutrition and School Meals**

2 The Utah Education Association believes that proper nutrition is critical for a student to
3 be able to grow and accomplish their full potential in school settings. The Association
4 supports school food service programs that are regulated by uniform standards,
5 accessible, and medically accurate for students and employees who have special dietary
6 needs. The Association further believes that no student shall be denied an adequate
7 school meal or be publicly labeled or stigmatized for needing free or reduced lunch or the
8 inability to pay a school debt. (2025)

9
10 **G-7. Human Sexuality Education**

11 The Utah Education Association encourages the development and implementation of an
12 appropriately established human sexuality curriculum, to provide the information
13 necessary for students to make informed decisions.

14
15 The Association encourages educators to become aware of district policies and state laws
16 pertaining to human sexuality education and to incorporate those policies in their
17 instruction.

18
19 The Association supports Utah State Law requiring prior written parental consent before
20 including aspects of contraception in the curriculum.

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

24
25 **G-8. Immunization of Children**

26 The Utah Education Association recognizes that thousands of Utah students are
27 inadequately protected against serious and preventable childhood diseases such as
28 measles, rubella, polio, diphtheria, whooping cough, tetanus, and mumps. (2025)

29
30 We encourage school administrators to collect appropriate immunization certificates as
31 required by state law and to inform parents about immunization.

32
33 The Association believes educators should immediately inform the appropriate
34 authorities as required by law or district policy in the event of suspected outbreaks of
35 these diseases. (1978, 1995, 2018)

36
37 **G-9. Bill of Rights for Children**

38 The Utah Education Association supports the following:

- 39 a. No child in our land of abundance shall want for plentiful and nutritional food.
- 40 b. In a society as advanced as ours in medical science and medical ability, no child
41 in need shall be denied medical attention.
- 42 c. Whereas security is an essential requirement for a child's healthy development,
43 every child shall be guaranteed the basic security of a place to live.
- 44 d. To ensure the fulfilled potential of the individual and the nation, every child shall
45 have the right to a quality education.
- 46 e. Evidence based suicide prevention programs must be developed and
47 implemented. The Association urges its local education associations to ensure that
48 these programs are an integral part of the school program.
- 49 f. The government, whose role is to protect and defend at all levels, shall safeguard
50 every child from abuse, violence, and discrimination. (1991, 2000, 2017)

1 **G-10. Safe School Environment**

2 The Utah Education Association believes schools and the neighborhoods that surround
3 them must be safe havens for children and school employees. Utah students have the
4 right to learn, and educators have a right to work, in an environment free from acts or
5 threats of physical, verbal, and psychological violence and all forms of harassment. The
6 UEA encourages regular review and notification of proper responses to ensure all
7 students and educators are aware of appropriate emergency procedures.

8
9 The Association also believes that ensuring the physical, social, and emotional safety of
10 students, schools, and educators who work in them is a priority for our communities that
11 transcends political, social, and any other cultural divisions.

12
13 The Association supports the enactment of reasonable, common-sense measures that
14 increase student safety and reflect the input and values of the school community. (2018,
15 2022)

16
17 **G-11. Immigration**

18 The Utah Education Association recognizes that historically there have been many
19 economic and/or political circumstances that have compelled people to come to the U.S.
20 The Association supports efforts to improve the immigration process, including the
21 provision of due process, equal protection, and access to status without regard to national
22 origin. The Association also supports policies that protect the integrity of the family unit
23 and deplores the hardships imposed on families when family members, especially
24 parents, guardians, or caretakers, are detained and/or deported for immigration status
25 offenses and thereby separated from their children, many of whom are U.S. citizens. The
26 Association supports equal access to educational opportunities for immigrants. The
27 Association believes that English, adult education, GED, and citizenship classes should
28 be available in sufficient numbers to ensure that immigrants can comply with all federal
29 mandates for permanent residence and/or citizenship. The Association also believes that
30 the federal government is responsible for the enforcement of immigration policy.
31 Moreover, the Association believes that the U.S. Immigration and Customs Enforcement
32 (ICE) should not enforce actions in the normal course of business within public schools.
33 (2017)

34
35 **G-12. District Consolidation or Deconsolidation**

36 The Utah Education Association believes the quality and sustainability of student
37 programs must be protected, economic viability of districts and communities must be
38 maintained, and the rights, benefits, and salaries of all district employees cannot be
39 diminished. Employees of these public school districts should remain bargaining unit
40 members of local, state and national affiliates. The Association believes all persons
41 affected by District consolidation or deconsolidation should have the opportunity to vote
42 on such action. (2007, 2015)

43
44 **G-13. School Community Councils**

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

- 47 a. Develop, approve and assist in implementing school improvement plans and
- 48 advise school administrators and school district administrators.
- 49 b. Provide a framework and support for improved academic achievement of students
- 50 that is locally driven from within individual schools, through critical review of

1 testing results and other indicators of student success, by establishing meaningful,
2 measurable goals and implementing research-based programs and processes to
3 reach the goals.

- 4 c. Encourage increased participation of the parents, school employees and others
5 that support the purposes of the School Community Councils. (2012)
6

7 **G-14. School Restructuring**

8 The Utah Education Association believes that in order to be successful in school
9 improvement, schools must receive adequate resources. During the school improvement
10 process, every opportunity should be given to that school to meet the requirements set forth
11 by the Utah State Board of Education to return to achieving educational success. This
12 includes:

- 13 a. Adequate time to implement research-based school improvement plans.
14 b. Adherence to locally negotiated agreements.
15 c. Compliance with related school board policies.
16 d. Additional funding, resources, and assistance necessary to accomplish the plan.
17 e. Involvement of all school staff as active partners in the development of the plan.
18 f. Identification of the responsibilities of each stakeholder – students, education
19 employees, parents/guardians, community members, government, policymakers,
20 social agencies, and taxpayers – in the implementation of the plan. (2024)
21

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

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