



UTAH
EDUCATION
ASSOCIATION



Summarizing the 2008 session
of the Utah Legislature
Pages 4-5



Buyer beware: UTCE and the
voucher connection

Page 5

UEA Action

The Voice of the
Unified Education
Profession in Utah
Volume 38
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April 2008

Organizing effort results in new GEA, JEA memberships Granite, Jordan education, classified associations reach 4,500 school employees during target of opportunity



NEA Organizational Specialist and "Target of Opportunity" coordinator Robert Eagan (standing) conducts an early morning training session with Jordan and Granite education and classified association "organizers."

It was called a "Target of Opportunity" (TOO), and for two weeks in February the Granite and Jordan education associations – as well as their colleagues in the Granite and Jordan classified employee associations – made contact with 4,500 school employees and shared with them ways in which they can positively impact their own working conditions.

"The Utah Education Association assisted the GEA and JEA to effectively advocate for the needs and interests of their members," said Carol Cremer,

UEA director of member advocacy. "The two education associations each joined forces with their classified employee association to unite, speak out, and act on an issue of importance. It's issue organizing at its finest – targeting a specific concern and uniting employees to take action to impact that issue."

Cremer said the JEA and the Jordan Classified Professional Association (JCPA) recognized the recently approved district split to be a critical issue affecting all employees, regardless of job classification. Specifically, employees in the new district have no guarantee that they will retain their current benefits—or that the new school board will even recognize the employees' right to bargain. Crafting a message and strategy to recruit and elect board of education candidates committed to maintain and enhance employee benefits, the JEA and JCPA visited 48 work sites in eight days to rally employees to the cause.

Similarly, the GEA and the Granite Education Support Professionals Association (GESPA) targeted the issue of significant increases to the Weighted Pupil Unit and a fair distribution of resources to attract and retain quality employees. They, too, visited nearly 50 work sites, speaking one-on-one with district employees to collect signatures – which were presented

See TARGET page 6

'Read Across America' grant recipients focus on importance of student literacy

It was smiles all around on "Read Across America" Day, March 3, as hundreds of Country View Elementary School (Weber School District) students poured into the auditorium to meet the Cat in the Hat and find out who among them won the school's "10 Books in 10 Days" reading contest.

A couple of days later at Hillsdale Elementary School (Granite School District), the Cat visited each classroom bearing gifts from Dr. Seuss. At the end of the day, all 858 students had received their very own book.

Throughout the Grand County School District, parents and community members were invited to spend "Read Across America" week reading to their children. In addition, literacy workshops – focusing on strategies and activities parents can implement at home to support their child's success at school – were available to parents at each of the school sites.

Country View Elementary, Hillsdale Elementary, and the Grand County School District were not only a part of the nation's largest reading celebration, "Read Across America," but they were recipients of the Utah Education Association's first-ever "Read Across America" grants. These \$500 grants were awarded to UEA-affiliated local education associations and UEA members who developed "Read Across America" events that focused



UEA member Diana Lehwalder (the Cat in the Hat) delivers books to students at Hillsdale Elementary School, West Valley City, as a part of "Read Across America" 2008.

attention on the importance of student literacy.

Students at Country View Elementary were invited to participate in a 10-day reading contest, which began on February 19 and culminated with a school-wide assembly on "Read Across America" Day, March 3. Schoolchildren had to read one book each day and complete a contest form. Students earned Dr. Seuss pencils for participating and some received gift certificates for books from Barnes and Noble. The class

See READ ACROSS page 6

UEA Executive Director Susan Kuziak retires April 1



Susan Kuziak served as the UEA's executive director from 1998-2008.

In the spring of 2007 – at a Utah Education Association House of Delegates meeting – UEA Executive Director Susan Kuziak delivered a speech in which she encouraged members to "dare mighty things" and "win glorious triumphs."

A little more than six months later, the Association and its allies in the Utahns for Public Schools (UTPS) Coalition celebrated one of the most "glorious triumphs" in the history of Utah public schools – the defeat of private school vouchers.

Kuziak, who retired April 1, presided over many great Association programs and events during her 10 years as executive director. Prior to taking the top staff position in 1998, Kuziak served five years as the UEA's chief lobbyist and director of political action; six years as a UniServ director in the Jordan Education Association; two-and-a-half years as an employee relations representative for the Utah Public Employees' Association; 10 years as a legal assistant; and seven years as a junior high school teacher.

See KUZIAK page 8



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Thoughts & Opinions



Susan Kuziak: Among the 'very best people'

By Kim Campbell
UEA President

When I first started in Association work, a very wise person told me that you get hooked on Association work because you get to work with the very best people — dedicated, passionate, and intelligent people who care deeply about the future and who believe with all their hearts, minds and souls that public education is the foundation of a democracy, the opportunity for a better life and the best hope for a better world. At the top of the list



UEA President
Kim Campbell

of "very best people" would have to be UEA Executive Director Susan Kuziak.

Susan is retiring after many years of service to the UEA and she is the pattern, the role model, for what "very best people" look like and act like. A gifted lobbyist and political strategist, Susan maintains the highest standards of integrity and is trusted by friends and foes alike. She listens intently for understanding and is constantly searching for common ground, while at the same time standing firm in defense of our core values. She backs up stances with research as well as the stories and experiences that can only come from a former teacher's heart.

The Quintessential Professional

As a manager responsible for many program areas, budgets and personnel, she is the quintessential professional and is the 'go to' person for advice on everything — from banquet seating to interpreting legal paperwork.

Susan is always prepared and has a thoughtful, long-term view of, not only our Association, but of our Association's role in improving and strengthening public schools. She is an unwavering advocate for the judgment and professionalism of the

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UEA President:
Kim Campbell
UEA Vice President:
Ellen Thompson
UEA Executive Director:
Susan M. Kuziak
Editor & Director of
Communications:
Mark D. Mickelsen

The Utah Education Association
875 East 5180 South, Murray, UT 84107
By phone: (801) 266-4461
By fax: (801) 265-2249
Internet: www.utea.org

educators who actually do the work. She has said many times the work of our Association is "the right work" and that we are "on the side of the angels." She constantly reminds us that we speak out and stand up for educators AND for the children in our public schools.

Susan's skill and ability has helped us through many challenges over the 10 years she has served as the executive director, but particularly through the referendum process. She has said many times in the past few months this is an unprecedented, opportune time to do good things for our schools — to advocate for the kinds of meaningful reforms that will make a real difference in our careers and for Utah's children.

At last year's House of Delegates, in a powerful speech that quoted Teddy Roosevelt, Susan challenged us to "dare mighty things" and "win glorious triumphs," and reminded us that, "Far and away the best prize that life offers is the chance to work hard at work worth doing."

The Utah Education Association has been lucky enough to have Susan working hard at OUR work worth doing.

Thank you, Susan, and may retirement bring you every happiness.



Jesse DeHay



Ryan Anderson

Thoughts from NEA Directors
Jesse DeHay & Ryan Anderson

"Now I realize that there are those all over who are telling us to slow up. We have a moral obligation to press on. We have our self-respect to maintain. But even more, we can't afford to slow up because of our love for America and our love for the democratic way of life ... We must keep going."

— Dr. Martin Luther King, Jr.

With the work the NEA, UEA, and USEA have done in building working, education-friendly coalitions, we are in a legitimate, politically powerful position to effect positive change in our public schools.

During our recent trip to Washington, D.C., Congressman Jim Matheson recognized the historic base of powerful public support we are now working with. On January 20, a *Salt Lake Tribune* editorial stated, "What the Utah public expects is that legislators and educators together will take on the challenges of giving ever-larger numbers of Utah schoolchildren, of all ethnicities and income levels, the tools they need to succeed in life."

As Utah educators, we share a moral commitment to our mission "to advance the cause of public education in partnership with others..." and the NEA's vision of "Great Public Schools for Every Child." We cannot press on alone. In fact, working together, the UEA's Goal 3.0, as stated, "UEA and its partners and

Early enrollment opportunities begin April 1



Thoughts from
UEA Vice President
Ellen Thompson

Can you believe that spring is already here? The crocuses are starting to show their brave heads in my front yard. Every time I sit down to write my UEA Action article I am astonished by how quickly time has gone by.

These past few months have been an exciting time for membership. You will read in some of the other articles in this edition about a few activities that were held around the state. Thanks to all of you who have extended an invitation to others to become a NEA, UEA, and local Association team member.

There is just one big push for membership left this year. Beginning on April 1, many locals will begin participating in the EEL and/or EEP programs. (Rather than worry about what the acronyms stand for, just think early enrollment) These programs allow your colleagues to become members of the Association right now, but not begin paying dues until the first deduction in the fall. It is a fantastic way for them to become better acquainted with the many opportunities and benefits that membership allows. Help us spread the word.

Talk to the potential members in your buildings about what they can do to help move our profession forward, the power of numbers, and how much more we can accomplish together. Share with them why you are a member of the Association. Remind them that yesterday is past and gone. We don't have time to dwell in should haves, could haves, or would haves. What we need to concentrate on now is the future. Together, we as an Association can improve public education for both education personnel and students. It is really the only way to accomplish our goals.

Enjoy these last few months with your students. During all the hassle and stress of end-of-level testing, step back and remind yourself why you became a teacher. Then talk to those in your hall that aren't members of the Association and remind them that public education is where it's at. We have a great profession and should be proud to be a part of it. Remind them that Association membership will not only bring them many benefits, but also provides opportunities for them to grow as professionals. I owe a lot to the Association for the many opportunities it has provided me.

Have a great spring!

stakeholders develop a common understanding and consensus as to the components of a quality public school and evidence of continuous school improvement cycles and develop an infrastructure for dealing proactively with education issues," is being accomplished.

If we want a dynamic democracy, we must work together to educate our children for our democracy. We are reminded by Dr. Phillip Kovacs, "As individuals engage with, reflect on, and critique the communities they inhabit, democracy itself evolves." Active engagement and participation in our democratic process encourages individual and community growth and also co-creation of our shared future.

The tide we are presently rising with will ebb eventually; so let us not lose our opportunity now. Again, as when in 1967, Dr. Martin Luther King, Jr. spoke these words, "We are confronted with the fierce urgency of now... Now let us rededicate ourselves to the long and bitter, but beautiful, struggle for a new world." We must again now, rededicate and commit ourselves, because as Freedom Writer Maria Reyes told us at our 2007 New Educators' session, "Education is the only thing that speaks to possibility."



Issues & Action



Jordan Education Association prepares for changes due to district split

In 1893, there were 342 school districts and 893 schools in Utah.¹ Educational leaders, known as territorial superintendents, urged increased consolidation of schools – many recognizing the educational advantages that would accrue to the children of the state. John R. Park, the first super-



**JEA President
Robin Frodge**

intendent of public instruction following Utah's admission into the Union — and known by some as “the father of [school] consolidation in Utah” — said, “Utah has no progressive system of instruction for her public schools. Each district, small as it may be in territory or population, is independent of all others and in its school work seemingly without purpose beyond its own limited boundary lines.”²

Fast forward to 2008. In a change of historic proportion, the Jordan School District — the state's largest school district — is being split in two. Why? Jordan Education Association (JEA) President Robin Frodge says it is because the district's east side patrons believed they were contributing a larger portion of the tax revenue, and that their money was being used primarily to pay for west side growth.

More than 7,600 district employees and 80,000 students will be impacted by the split, which will be complete on July 1, 2009. Geographically, the district will be divided in half by the Jordan River.

Dividing Assets

To prepare for the change, Education and Asset Transition Teams have been appointed. The three-member Education Transition Team, chaired by former Salt Lake Superintendent John Bennion, is charged with soliciting input and discussion on how the new district should be organized and how educational services will be delivered. This team will work with school/community groups and provide recommendations in July 2008. The eight-member Asset Transition Team, chaired by Steve Newton, the former mayor of Sandy, will make recommendations regarding how current district assets — including buildings, furniture, and personnel assets — should be divided.

The Jordan Education Association is taking a pro-active role in preparing for the split. The Association's Executive Board created an East-Side Task Force to begin working on a constitution and bylaws for the new east-side association. Surveys have been conducted to gauge members' feelings about the upcoming changes. JEA Executive Director Laura Black says both east- and west-side members have concerns about what their jobs will look like, maintaining retirement benefits, and the impact of the split on class size and existing district-wide programs.

Educator Placement?

Under the law, wherever an educator is located at the end of the 2008-2009 school year will determine which district they are in. All personnel will remain in their buildings and will be employees of

the district which “owns” that building. “With our current turnover rate [in educators], we are confident that we will not only be able to maintain positions, but that we will still be hiring new employees at that time,” Black said.

Two Separate Locals

The JEA is the recognized bargaining agent in the Jordan School District. When the district splits, the JEA will also restructure into two separate locals. While staff and operating procedures will be maintained, each local will have its own governing body and will negotiate with its respective school board separately. Currently, the percentage of membership is relatively equal on both sides of the district, so under the law the new local will have bargaining power in the new district as long as members maintain their membership levels and establish a new agreement with the new east-side board of education. The new district must adopt the policies and procedures of the Jordan District for one year (2009-2010). After that time, all policy and procedure changes will be made by the new school board.

The Search for Good Candidates

JEA leaders and staff are actively seeking educator-friendly candidates who would be effective school board members. New precinct boundaries were determined by the Salt Lake County Council in January. School board elections will occur in June 2008. “The JEA involves itself in political activities when it is in the best interest of its members. Obviously, the makeup of the School Board is important to us,” said Frodge. “The endorsement process involves candidates filling out a questionnaire and participating in interviews with the JEA Political Action Committee.”

Legislation passed by the 2007 Utah Legislature authorized the Jordan split and opened the door for additional districts to follow suit. And what would JEA leaders say to other local education associations facing this kind of change. “Wait and see what happens in Jordan,” Black says.

For more information, including a Question and Answer section on the Jordan School District split, visit the JEA website at:

http://www.jea-ut.org/pages/district_split_Q_A.htm

'Moffit, John Clifton. 1946. The History of Public Education in Utah. Salt Lake City: Deseret News Press

Religion and the Educator, Part II

by Michael T. McCoy, UEA General Counsel

[Editor's Note: This is part two of a two-part series. The previous article can be found on the UEA website at <http://www.uea.org/newsEvents/publications/ueaAction/dec07/IssuesAction/religion.htm>.]

Educators cannot preach religion. They can teach about religion logically related to the subjects they are assigned to teach.

The history of Utah would be sterile without considerable discussion about the Mormon migration and settlement. But, an educator crosses the line when he or she places his or her values on what should otherwise be a factually neutral narrative. This does not mean that the educator cannot discuss a historical person's motivations, background, and values if that discussion is objective and relevant to understanding the context.

Given today's international conflicts, in which religion plays an ever more increasing role, teaching about other religions and religious motivations is imperative to an educated public's understanding of international politics. Educators should, however, avoid spending time on religious motives and values — particularly if those motives and values advance their own beliefs or opposes another person's.

Educators may teach about religious holidays and may celebrate the secular aspects of the holidays (Santa Claus). Educators, when acting in their capacity as educators, should not encourage or solicit students to engage in activities that are either religious or anti-religious. Similarly, educators as such, may not engage in private religious activities with their students, but they may discuss religion with other adults in the faculty lounge. Obviously, educators, when not

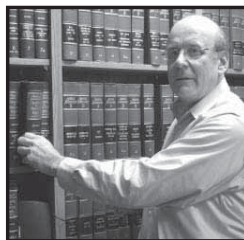
on school time, may participate in religious activities with individuals who may also be students.

Students have the right to distribute religious materials to classmates, subject to reasonable time, place, and manner restrictions placed on the distribution of all non-school materials. Thus, if student distribution of non-school materials is permitted, the school may not place an additional burden on the distribution of religious materials.

Student participation in before- or after-school events on school property is permissible, if the district permits non-curricular student activities, and districts may not interfere with that practice, but school officials may not encourage or discourage participation in the religious activity.

Students have the right to speak to each other about religious issues and attempt to persuade others about their beliefs. Too much of a good thing may constitute harassment and school officials have a right to stop harassment.

Student religious clubs in secondary schools have a right to meet with “equal access” to school facilities



**UEA Attorney
Michael T. McCoy**

including the right to announce their meetings over the school intercom if the school permits any student non-curricular club to meet during non-instructional time.

Schools may excuse students from lessons which are objectionable to that student or his parents on the basis of religion. Conversely, educators may not teach as fact or theory, facts or theories that have most or all their tenants in religion (e.g., creationism, intelligent design).

Educators can and should teach values. Educators can teach about and promote good citizenship, honesty, courage, respect for others and others' religion. In fact, the tenants of the Ten Commandments can be taught, but not as the Ten Commandments. Put the commandments in terms of good citizenship, honesty, monogamy, and go ahead. (Just don't use the religious text per se.)

Religious messages on T-shirts are okay as long as the school doesn't have a strict prohibition against any message on a T-shirt. Students may wear religious attire and symbols, and may not be forced to wear clothes their religion regards as immodest.

Schools may provide for and authorize released time for off-premise religious activities, but may not give school credit for such activities.

For more information about educator rights and responsibilities, visit the UEA website at:

<http://www.uea.org/educatorResources/educatorRights/index.htm>

Legislative Summary



New budget represents a 7.4 percent increase in funding over 2007-08

Lawmakers appropriate money for salary increases, classroom supplies

Before adjourning on March 5, the Utah Legislature approved a \$1,700 salary adjustment for most Utah educators, a 2.5 percent increase in the Weighted Pupil Unit (WPU), and \$10 million to pay for teacher-directed classroom supplies. Only \$6 million in new money was appropriated for class size reduction.



Money

The 2008-09 public education budget includes \$341 million in new funding – a 7.4 percent increase over 2007-08. Broken down, \$245 million of the money is ongoing and \$96 million is one-time money. The Legislature also set aside \$100 million for future education growth.

Lawmakers who committed to a \$2,500 teacher salary hike early in the session reduced the amount when state revenue projections came in \$340 million less than expected. However, on day 45 the Legislature did approve an additional \$25 million for teacher compensation. Of that amount, \$5 million will be set aside to pay for signing bonuses for new teachers, and \$20 million will go to school districts that develop performance pay programs. For educators who did not get the full \$2,500 salary increase last year, the Legislature made good on its promise by appropriating an additional \$22.3 million to cover the shortfall.

The \$10 million for teacher-directed classroom supplies will be distributed based on the educator's

placement on the salary schedule and their grade level assignment.

Extended Year Opportunities

The Legislature authorized \$2.9 million to extend the school year by approximately three days



UEA Executive Director Susan Kuziak (left) chats with Senator Karen Mayne (D-West Valley City) on the final night of the Utah Legislature. Lawmakers approved a \$1,700 educator salary adjustment and set aside \$10 million for teacher-directed classroom supplies.

for special education teachers who need time to do paperwork and perform testing duties related to the IEP process. Working the additional days is voluntary for special educators.

A total of \$6.9 million was set aside to fund an optional grant program to provide an extended contract year and increased compensation for math and science teachers. The grants will be available to charter schools and school districts.

\$15.8 Million for Arts Specialists and Coordinators

Additional "big ticket" items that were funded by the Legislature include \$65.9 million for student enrollment growth; \$4.3 million for differentiated pay for math and science teachers; \$7 million for charter school increases; \$2.5 million for a K-3 Reading Improvement Program increase; \$1 million for school nurses; \$1.5 million for library books and electronic resources; \$3.5 million for Early Childhood Learning and Evaluation (a pilot software program for preschoolers); and \$15.8 million for the Beverly Sorenson Elementary Arts Reading Program (to hire more arts specialists and coordinators).

The passage of House Bill 359 will reduce education funding by almost \$24 million over the next couple of years. The bill provides a tax credit for some 70,000 Utah households that do not get their health insurance through their employer. "Though there are always good reasons to put forward these tax credits and exemptions, the constant erosion of the main source of public education funding is a serious worry for the education community," said UEA lobbyist Vik Arnold.

"It would be insincere for educators not to acknowledge the Utah Legislature's investment in public schools over the past two years," said UEA President Kim Campbell. "But it would be equally irresponsible for educators to ignore policy decisions that focus on new, unproven programs while failing to address the basic needs of public schools – like class size reduction."

Questions About the WPU

"Education will get a good funding increase this year," said UEA Executive Director Susan Kuziak. "I think the concern is that this Legislature chose to fund a substantial number of new programs rather than invest in the basic program (Weighted Pupil Unit)."



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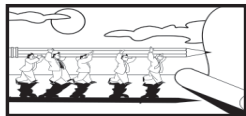


Legislative Summary



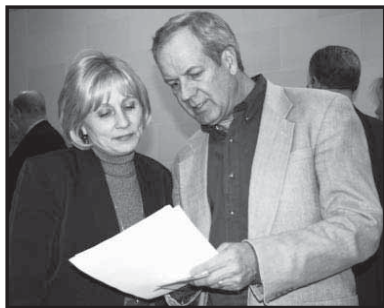
2008 Legislation: Class size reduction, anti-labor bills, and retirement

There is little doubt that educators and parents agree that class size reduction should be one of the top funding priorities for public schools. But the 2008 Utah Legislature set aside only \$6 million in new money to deal with this critical issue. The money was rolled into the



Legislation

Weighted Pupil Unit, where class size reduction funds are maintained. "If we are lucky, we'll be able to keep up with growth," said UEA lobbyist Courtney White.



UEA lobbyist Vik Arnold (right) talks to Representative Karen Morgan (D-Salt Lake City) about pending legislation. Morgan sponsored a bill to reduce class sizes in kindergarten through third grade.

Rep. Karen Morgan's (D-Salt Lake City) House Bill 194 — which would have provided \$26 million to reduce class sizes in kindergarten through third grade — passed the House by a vote of 71-4, but died in the Senate. On the final day of the session, an attempt was made to amend Senate Bill 2, the "omnibus" education funding bill, and shift the \$3.5 million set aside for Early Childhood Learning and Evaluation (a pilot software program for preschoolers) to class size reduction. The amendment failed 36-38-1.

Anti-Labor Bill Fails

As in 2007, Rep. Greg Hughes (R-Draper) introduced an anti-labor bill, which would have imposed unfavorable regulations on the way in which public sector union members' dues were payroll-deducted by their employers. The bill failed on a 31-35 vote in the House. "We thank our legislative friends and our colleagues at the Utah School Employees Association (USEA) who worked with us to obtain favorable amendments [to the bill] and then to defeat it in the House," said UEA lobbyist Vik Arnold.

As in 2007, Rep. Greg Hughes (R-Draper) introduced an anti-labor bill, which would have imposed unfavorable regulations on the way in which public sector union members' dues were payroll-deducted by their employers. The bill failed on a 31-35 vote in the House.

Two Percent Retirement Bill Dies in the Senate

In terms of retirement bills, Rep. John Dougal's (R-American Fork) House Bill 202 passed



During a field trip to the Capitol, Springville High School students in UEA member Glenn Bird's A.P. U.S. History, A.P. U.S. Government, and A.P. World History classes got a first-hand look at how the Utah Legislature works.

and will allow certain employees to elect to transfer from the Defined Benefit (DB) Public Employees' Contributory Retirement System and Public Employees' Non-Contributory Retirement System to a Defined Contribution (DC) plan.

Eligible employees include those working for the Commission on Criminal and Juvenile Justice, employees of the governor's office, and employees of the state treasurer and state auditor.

The Utah Education Association has opposed DC plans because they do not guarantee a lifetime retirement benefit for the member or the member's spouse. A review of Nebraska's DC experience found that over a 30-year career, a member's DC benefit was 33 percent less than that of an employee participating in a DB plan — even with the same contributions.

Prior to the implementation of the Non-Contributory Retirement System, some employees received less than 2 percent credit per year of service. A bill aimed at correcting that problem was re-introduced this year and passed the House. Unfortunately, House Bill 145 — sponsored by Rep. Kory Holdaway (R-Taylorsville) and priced out at a little more than \$1 million — died in the Senate.

Getting e-mails from so-called teacher organizations? Buyer beware!

Would you join a "professional educator" association if you knew their funding came from groups hostile to teachers and public education? Probably not. That's what is happening in Utah. A group calling itself the Utah Council of Educators — UTCE — has begun recruiting teachers in several Utah school districts. They are an affiliate of the Association of American Educators, or AAE. The AAE receives substantial funding from several foundations which are:

- ♦Pro-voucher.
- ♦Anti-public education.
- ♦Anti-labor.

Follow the Money

The AAE is supported by member dues, with a significant contribution to its operational expenses provided by the AAE Foundation. Nearly two-thirds of the (AAE) Foundation's revenue has come from the Walton and Hume foundations.¹ Here's what you need to know about these two organizations:

♦Walton Family Foundation. This foundation contributed nearly \$2 million to the AAE Foundation from 1997 through 2006.¹ Run by heirs to the Wal-Mart fortune, this organization pumps millions of dollars into anti-public education efforts each year. The foundation took its giving cues from national voucher advocate and paycheck "protection" contributor John Walton, who until his death in 2005 had been a generous supporter of voucher and tuition tax credit efforts. He gave more than \$2 million alone to the failed 2000 Michigan voucher initiative, and his legacy continues through his brother Jim Walton and the family foundation.²

♦Jaquelin Hume Foundation. Between 2000 and 2006, this California foundation gave AAE \$1.07 million.³

Founded by Jaquelin Hume, the foundation is run by Hume family members, including William "Jerry" Hume, a former California board of education member who serves on the boards of several Far Right education groups. Hume has helped fund and lead the national pro-voucher group Alliance for School Choice.²

More Voucher Connections

♦The Lynde and Harry Bradley Foundation, which spent over 15 years promoting vouchers in Milwaukee, gave the AAE Foundation \$500,000 in total grants from 2004 through 2006.³

♦All Children Matter, another national pro-voucher group, gave \$290,000 (between 2005 and 2006) to Utah's Parents for Choice in Education to help elect pro-voucher candidates in Utah.³ The fortunes of Jerry Hume, John and Jim Walton, and Howard Ahmanson have all funded/supported All Children Matter. So, four individuals — representing three of the largest contributors to AAE — also funded the voucher PAC that supported Utah "voucher" candidates.

The 'Real' UTCE

♦The UTCE was missing in action during the 2007 voucher referendum, making no effort to protect Utah's public school educators.

♦During the 2007 Utah legislative session, the UTCE actively supported a bill that threatened teacher contract bargaining rights.

♦UTCE leaders deny any affiliation with AAE, yet on their own website list the AAE as their "national affiliate." On the AAE website, you will find the UTCE listed as a "state partner." On their 2006 Form 990, the AAE also reports giving the UTCE a \$30,000 grant.

♦With few members, the UTCE has no collective voice

or power to influence change or make positive improvements in public education.

♦The AAE/UTCE is backed by organizations and individuals who want to replace America's public schools with private or for-profit schools.

You Have a Choice, So Choose Wisely Compare the UEA and UTCE:

♦Local education associations affiliated with the UEA represent teachers at the bargaining table. The UTCE doesn't believe in bargaining and has no voice at the table. If you want a voice in teacher contract negotiations, belong to the UEA.

♦Elections and politics decide almost everything about public schools. The UEA is organized politically and its members campaign for school-friendly candidates and against measures — like vouchers — that would hurt public schools. The UEA legislative lobby team is recognized as one of the most influential forces on Capitol Hill.

♦If you have a problem on the job, you want help from a full-time professional staff member who understands your school district. Local UniServ units provide full-time, local professional staff. The UTCE does not.

♦If you need an attorney, you want one who is experienced and trained in Utah school law. The UEA has an experienced, full-time attorney on staff.

♦The UEA provides \$1 million in liability coverage. That's all you need. No one in the history of the state has ever used more. What is important is having local, professional assistance when you need it. The UEA offers this assistance in every geographic area of the state. The UTCE does not.

¹Form 990, Walton Foundation, 1997-2006 & Hume Foundation, 2000-2006

²National Education Association. 2006. NEA's Toolkit to Advance Public Education: So-called "Professional Educator" Organizations.

³Form 990, Bradley Foundation, 2004-2006 & All Children Matter, 2005-2006

Issues & Action



Recipients of 2008 'Great Public Schools Celebration'

Jordan music teacher, Weber student assistance program recognized by UEA, Utah Jazz

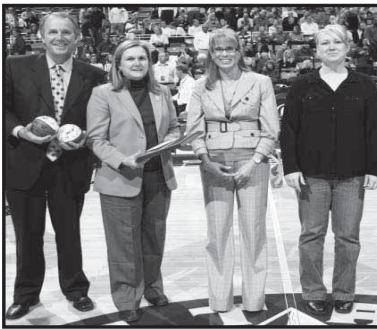
Each year at T.H. Bell Jr. High School in Washington Terrace, Weber School District, a select number of students — many struggling with poor attendance, failing grades, behavioral problems, or drug and alcohol abuse — are chosen to participate in the Teaching Responsibility Academics and Character (T.R.A.C.) Program.

Educator and T.R.A.C. Program Director Kellie Lopaz works with parents and her colleagues at the junior high school to provide these students with an opportunity to gain the confidence, skills, and insight they need to be successful in a mainstream school setting.

Lauren Flygare, the Band and Orchestra teacher at West Jordan Middle School, Jordan School District, is well known for her work with special education students. Severely handicapped and wheelchair-bound students are given the opportunity to “conduct” and respond to the beat of the ensemble in her class.

During concerts, Flygare often turns her baton over to a disabled student who leads the band. When a student’s home burned down, Flygare arranged for the student to have a rental violin until the insurance company replaced her violin.

Lopaz and Flygare were honored during half-time at the February 19th Utah Jazz game as recipients of the second annual Utah Jazz/Utah Education Association “Great Public Schools Celebration” (GPSC) Awards. The Jazz and UEA introduced the GPSC Program in 2007 as an opportunity for educators throughout the state to showcase the great accomplishments of Utah public schools. From November 2007 through January 2008, educators were asked to nominate outstanding educators and educational programs that help students, teachers, and their schools. In addition to being recognized at the Jazz game, this year’s award recipients received dinner for two, an award plaque they can display at home or at school, and a visit to their school by the Utah Jazz Bear.



Utah Jazz President Randy Rigby (left) and UEA President Kim Campbell (second from left) present “Great Public Schools Celebration” recipients Lauren Flygare (third from left) and Kellie Lopaz with award plaques and autographed basketballs during half-time at the February 19 Utah Jazz game.

“We are so proud of Kellie and Lauren. They exemplify what is great about our Utah public schools,” said UEA President Kim Campbell. “They are setting the bar high for everyone in the teaching profession.”

“I would like to congratulate Lauren and Kellie,” said Utah Jazz President Randy Rigby. “These two terrific teachers, through their hard work and dedication, play an important role in building the lives of our future leaders.”

Students in the T.R.A.C. Program can receive extra help with homework, projects, and tests. One teacher and two paraprofessionals are available to help. They communicate with educators, parents, counselors, and administrators on the student’s behalf. Points are given to students who complete tracking sheets — a daily communication device, signed by the

READ ACROSS . . . (continued from page 1)

with the best participation in the contest won a pizza party. At the assembly, the Sand Ridge Jr. High School Band, under the direction of Rob Griffey, performed musical selections from Dr. Seuss favorites like “How the Grinch Stole Christmas.” But it was the appearance of the seven-foot-tall Cat in the Hat that generated screams of delight from the student body, many decked out with their own red-and-white stovepipe hats. Kudos to Martsie Spencer, a Weber Education Association member, who secured the UEA grant for Country View.

The goal of UEA member Sandy Clark’s “Read



“Read Across America” grant recipient Martsie Spencer talks to students during a special Dr. Seuss assembly at Country View Elementary School in West Haven.

Across America” grant application for Hillsdale Elementary was to supply each child in her school with a book. “This will enable students to do more at home reading with their families . . .” Clark said. “It will also instill in parents and students the importance of having books in the home for the child to read every day.” From March 3-7, Hillsdale sponsored a “reading week,” in which students participated in a book exchange, classroom read-a-thons, and an at-home reading competition. Mid-week the students celebrated Dr. Seuss’ birthday with cake and a visit from the Cat in the Hat, who delivered a book to each and every student in the building.

Students at Red Rock Elementary School, Moab, made hats and posters to celebrate Dr. Seuss’ birthday and the Cat in the Hat brought each classroom their own special book. But throughout the school district of 1,500 students, the emphasis was on involving faculty, students, parents, and community members in a variety of literacy-based activities. “The



“Read Across America” grant recipient Sandy Clark (right) and UEA Vice President Ellen Thompson, prepare to give boxes full of books to the children at Hillsdale Elementary School in West Valley City.

parent, that reveals the student’s progress on assignments. Students can use their points for such items as candy bars, pizza, football cards, or movie tickets.

In addition to her class work at the middle school, Flygare is managing director of the Jordan Youth Symphony, a group that targets middle school instrumental studies and performs many concerts throughout the year — including one during the Festival of the Trees. She extends her curriculum into the summer, helping students who need extra instruction in band and orchestra. Flygare takes over 100 students to opera performances each year and reaches out to the community through concerts and activities, according to her colleagues at the middle school.

TARGET . . . (continued from page 1)

to legislators — and commitment cards aimed at guaranteeing employee action on significant education issues.

“A major outcome of this project was the schooling of nearly 4,500 employees who learned what they can do to positively affect their own working conditions — and who committed to take action,” Cremer said. An impressive 4,000 petition signatures and over 1,300 commitment cards were collected, demonstrating the importance of the issues identified. The GEA and GESPA enrolled 47 educator members and 35 support employee members. In the Jordan District, 28 educators and 23 classified employees became members of the JEA and JCPA.

The joint project was made possible with the support of the National Education Association and was coordinated by NEA Organizational Specialist Robert Eagan and Carol Cremer, the UEA’s director of member advocacy. This target of opportunity utilized the efforts of dozens of UEA members and staff, as well as volunteers from other NEA affiliates. All contacts and conversations were held during non-contract work time.



Students at Country View Elementary School enjoy a visit from the Cat in the Hat.



“Read Across America” grant recipient Catherine Sturman (standing, left), welcomes a special visitor to her classroom at Red Rock Elementary School in Moab.

community involvement will help children to see the value of literacy across the board,” wrote Catherine Sturman, a UEA member who secured the “Read Across America” grant for her district.

Nationwide, “Read Across America” included celebrity read-ins, Cat-a-Van reading tours, Spring Training read-ins with professional baseball players, U.S. Senate resolutions, and community reading celebrations at Target stores nationwide.

“Every year on ‘Read Across America’ Day, the imaginations of millions of youngsters are ignited with the invigorating and electrifying magic that happens when they open up a good book,” said National Education Association President Reg Weaver.

UEA/NEA Benefits



Benefits for UEA Members

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What is UESP? The Utah Educational Savings Plan (UESP) is Utah's tax-advantaged 529 college savings program. Its mission is to assist families in saving for future higher education expenses. "It's a way to send a message to your child or grandchild that we want and expect you to go to college," says Lynne Ward, UESP's director. With tax credits, tax-free earnings, rock-bottom fees, and two handfuls of investment options, UESP is nationally recognized as a top-tier 529 plan.



Utah Educational Savings Plan®

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With nine investment options, UESP lets you choose the level of potential risk and reward through static and age-based options. Age-based options shift automatically as your child grows, from stock funds to bond or money market funds.

How Do I Sign up? Enrolling is free, and no minimum account balance or contributions are required. "We have some people who are sending us \$10 a month," says Ward. "The point is to start saving." Open your account online at www.uesp.org or by submitting an Account Agreement form (available online). Depending on your school district, an after-tax payroll deduction option might also be available to you. The districts currently offering automatic payroll deductions include: Box Elder, Davis County, Emery County, and Provo. Contact your payroll department to sign up or to bring the payroll deduction to your school district.

For more information or to request an Enrollment Kit, visit UESP's Web site at www.uesp.org or call 1-800-418-2551.

Disclosures

Read the Program Description for more information and consider all risks, objectives, and expenses before investing. Call 1-800-418-2551 for a copy of the Program Description, or visit www.uesp.org. Investments in UESP are not guaranteed by any state or federal agency. Your investment may lose value. Non-Utahns should check their and their beneficiary's state's 529 plan for state tax or other benefits not offered through UESP.

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UEA People



KUDOS

Honoring Utah Educators & UEA Members

UEA Executive Director Susan Kuziak retires after 10 years of service

KUZIAK . . .
(continued from page 1)

Asked about the greatest challenges she faced during her tenure, Kuziak said, "The UEA has a small staff. It is a challenge to meet all the needs for services and programs which our members have statewide. It is only because of the talent and dedication of staff working with leaders that the UEA accomplishes so much on behalf of educators and public schools."

Externally, Kuziak said the greatest challenge has been to stay focused on working for positive changes in public education and "to work for education policy which allows educators to teach at the highest level of quality and effectiveness, and which helps students maximize their learning. It's a challenge because the Association is persistently having to direct its energy and resources to defeating initiatives which would harm public schools."



UEA Executive Director Susan Kuziak escorts the Cat in the Hat during a UEA Road Trip visit to Brigham City.

Greatest Accomplishment

Kuziak considers her greatest accomplishment having been a part of the effort to increase the UEA's capacity to successfully meet the constant challenges facing teachers and public schools. "The UEA's capacity to act quickly and effectively comes from three things – elected teacher leaders with the skills to govern well; talented and dedicated staff with the skills to plan and carry out programs which achieve our strategic objectives; and our members, who actively engage in their communities to advocate for our profession and schools," Kuziak said. "The UEA's work is a team effort from start to finish, and I'd like to believe I've been some part of fostering this wonderful team."

Keeping the Public Engaged

Public education faced critical challenges in 2007 as a result of the voucher referendum, but Kuziak said those challenges "have brought a high level of public visibility to our schools and to the education profession." She said Utahns have become active with the Association in demanding positive change, such as smaller class sizes and improved teacher pay. "They have also opposed so-called reforms that make no sense – e.g., vouchers. I believe the alliance of the broader public with the education community will result in better public policy and greater investment in our schools," Kuziak said. "The challenge for the UEA now is to truly listen to what the public wants and be responsive in helping develop a system which gives maximum access and maximum opportunity to ev-



During a UEA Road Trip visit to Kanab, Kuziak visits the face-painting booth at a member-sponsored carnival.



Kuziak addresses the UEA House of Delegates.

ery student. Our work now is to keep the public engaged."

Given that public education is under attack on many fronts, Kuziak stressed that every teacher must be knowledgeable about critical education issues, "including the importance of a tax structure



Kuziak shares a moment with State Representative "Lou" Shurtliff during the 2006 UEA Convention in Salt Lake City. Shurtliff won a UEA Honor Roll Award for her work in the Utah Legislature.

that will provide adequate, ongoing revenue for public education. Teachers can then educate the people in their communities about these issues and work with them to generate solutions."

'Work Which is Meaningful'

Asked what gave her the most joy during her career, Kuziak said, "To get up every morning and contribute my energy to work which is meaningful; which makes a difference not only to our members, but to every community and every constituency in Utah."

"Not all, or even many people have the good fortune of a long career doing work they love with the best possible colleagues," Kuziak said, reflecting back on her many years of Association service. "I've been so very lucky. I am grateful to all the selfless, talented leaders and staff with whom I've spent the past 21 years. I look forward to a changed life – in a 'blue' state – with new opportunities, but I will be holding in my heart all I've met and worked with during my time with the Association."



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