

# ***UEA Action***

December 2007 Edition

## ***Front Page***

### ***Referendum 1 defeated in every county***

## **Utah voters kill vouchers, UEA looks forward to ‘meaningful’ reform in 2008**

On November 6, by a 62 to 38 percent margin, Utah voters said no to the implementation of what would have been the nation’s most comprehensive private school voucher program. In the end, a bill passed by one vote in the Utah House of Representatives was felled by 309,523 votes cast by Utahns who would rather see their tax dollars invested in public schools.

The decisive Election Day defeat came after more than eight months of tireless work by dedicated Utah Education Association members and public school advocates who secured petition signatures to get the measure on the ballot, staffed phone banks, and canvassed their neighborhoods with information about how House Bill 148 – the original voucher bill – would take money away from Utah public schools.

Had it passed, the bill would have provided a \$500 to \$3,000 taxpayer-funded voucher to parents wishing to enroll their children in a private school. The Office of Legislative Research and General Counsel estimated that, over a 13 year period, the bill would have cost taxpayers \$429 million.

“With the eyes of the nation upon us, Utah voters today made history by rejecting the flawed voucher law,” UEA President Kim Campbell said during an Election Day victory party in Salt Lake City. “Utahns have sent a clear message: We believe in our public schools and want them supported. We want to ensure Utah’s future economic development with a highly-educated workforce,” Campbell said. “We want our state resources focused on our public schools in order to meet the needs of all children.”

Campbell said with Referendum 1 behind us, “we look forward to working with Governor Huntsman and the Legislature on an education agenda that will make a real difference in Utah schools, including investing in smaller class sizes to provide for individualized attention, up-to-date materials and technology, and a focus on attracting and retaining quality teachers.

“We owe a debt of gratitude to our tireless teachers, parents, and other volunteers who stood up for children and our public schools,” Campbell said. “We also owe our thanks to the courageous elected officials who spoke out against this flawed law.”

Voucher proponent Patrick Byrne, the CEO of Overstock.com who poured millions of his personal fortune into the campaign, told a news reporter that he felt the referendum was a “statewide IQ test” and that Utah voters had failed. He also accused Governor Jon Huntsman, Jr., who signed the voucher legislation into law, of being “missing in action” after polls showed the referendum would likely be defeated.

### **A Myriad of Dirty Tricks**

Pro-voucher supporters resorted to a myriad of dirty tricks during the campaign – everything from attacking teacher organizations like the National Education Association, to spamming e-mails which directed anti-voucher voters to pro-voucher websites, to a vote-buying scheme that caught the attention of more than one media outlet.

But in the end, the message the anti-voucher Utahns for Public Schools Coalition pushed in every community – that investing in public schools ought to be the state’s number one priority – resonated with voters throughout the state. On Election Day, the referendum failed in every single Utah county.

The Utah Legislature passed HB 148 by a one-vote majority last February. Recognizing some of the flaws in the voucher program, the Legislature attempted to fix the legislation with a second bill, HB 174. Pro-voucher supporters argued that HB 174 could stand on its own regardless of what happened with HB 148, but the Utah Supreme Court ruled that if Utahns were to defeat vouchers in November, HB 174 would be defeated as well.

“Our work does not end here,” Campbell said on Election Day. “We have much left to do to reduce overcrowding in Utah’s classrooms, to involve parents more as partners . . . and to make sure there is a well prepared, quality teacher in every Utah classroom.”

## ***UEA Convention keynote: Pen is mightier than the sword in Erin Gruwell’s class***

By any measure, Erin Gruwell’s early days as a teacher in Long Beach, California were anything but normal.

She didn’t see backpacks as she drove to work, but students “packing heat.” There had been 126 murders in Long Beach following the Los Angeles riots and no one felt particularly safe.

Gruwell's father warned her not to eat any apples at the school. He feared they might have razor blades inside or be laced with strychnine.

Students separated themselves by race, gang affiliation, or just the side of the street they happened to be on.

Once in the classroom at Wilson High School, Gruwell said she found herself dealing with a group of students "who weren't supposed to make it." There was a boy whose father had died of AIDS and who believed his "ticket out of town" was to become a famous rap artist. Maria Reyes walked into class with an ankle monitor and a probation officer. Gruwell said Reyes was sporting a black eye and was "ready to rumble."

Gruwell, whose story was the subject of the critically-acclaimed film, "*Freedom Writers*," shared her experiences during the New Educators' Workshop at the 2007 UEA Convention in Salt Lake City. More than 600 new and experienced teachers attended the event.

### **'More Funerals Than Birthday Parties'**

"I have been to more funerals than birthday parties," Reyes told Gruwell. Reyes' father had been in jail most of her childhood and her mother had only a second-grade education. When Reyes' father got out of jail, he gave her a pair of boxing gloves. Gruwell said Reyes joined a gang in the hope that she could become more like her father. At 11 years old, she was in and out of jail. But Gruwell saw something in Reyes, and she knew she didn't want her using boxing gloves any more.

Gruwell began studying children like Anne Frank and others who faced violence and uncertainty in their lives. Unable to get funding from the school, Gruwell used her Christmas money to order 150 copies of "*The Diary of Anne Frank*" for her students. Fearing her students would not read the material, Gruwell planned a "toast for change," a party in which each child would receive a glass of sparkling cider and the opportunity to talk about how they would like their lives to change.

After accusing Gruwell of having "one too many lattes," Reyes raised her glass and said, "I don't want to be pregnant at 15 . . . I want to change."

Days later, an angry Reyes, who had read "*The Diary of Anne Frank*" cover to cover, walked into class and threw the book across the room. She confronted Gruwell and asked why the teacher had not told her that Anne Frank dies in the end. Another student reminded Reyes that Anne Frank lives on because she wrote about her story.

It was at that point that many in Gruwell's class – inspired by the courage of Anne Frank – recognized the power of picking up a pen and telling their stories.

Gruwell forced her students to question long-held racial stereotypes and address their deepest struggles. With Gruwell's support, they chose to forego teenage pregnancy, drugs, alcohol, and violence to become friends, storytellers, published writers, college students, and hopeful young adults.

Gruwell and her students captured their collective journey in the book, *"The Freedom Writers Diary – How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them."* Through poignant student entries and Gruwell's narrative text, the book chronicles their spirit-raising odyssey against intolerance and misunderstanding.

Currently, Gruwell serves as president of the Erin Gruwell Education Project (EGEP), a non-profit organization that promotes inclusion and provides scholarships for children in need.

## **Thoughts & Opinions**

### **Just the beginning . . .**

***By Kim Campbell  
UEA President***

Because of your efforts, on November 6, 2007, I was honored to make the following announcement: "With the eyes of the nation upon us, Utah voters today made history by rejecting the flawed voucher law!"

This campaign was an incredible undertaking and there were many heroes along the way. The list of organizations supporting the Utahns for Public Schools Coalition (UTPS) is a lengthy one. In addition, there were many courageous individuals who contributed their time, money, and, in many cases, risked much to ensure the future of public education. There are too many names to list, but please know you have created a legacy for Utah's children. Appreciation goes out to the parents, policymakers, citizens, and voters who stood up for public schools.

Many thanks to our colleagues from across the nation, the National Education Association family. The outpouring of concern, support, and expertise was amazing. Christy Levings, an NEA Executive Committee member, explained it best on Election Night. A local news reporter asked her about the NEA's involvement in the campaign. Her paraphrased response was, "I am a 34-year veteran of the elementary classroom in Kansas. I am a teacher. I care what happens across this country concerning public

education policy and schoolchildren. If there was a bad public policy concerning children's health, we would expect every doctor in the country to respond. We expect teachers from all across the country to care about what happens to all children and to respond when there is bad education policy." We, the members of the UEA, can be proud to be a part of an organization dedicated to the cause of a great public school for every child.

Thank you, also, to the UEA leaders and staff for their tireless efforts. Very few will ever understand the kind of extra hours and extra effort they put in to this campaign.

Finally, thanks to you, Utah's educators — the members of the UEA. Utah's teachers shape history every single day in Utah's classrooms. But on November 6, Utah's teachers made history:

- *You led the petition drive to put this very important issue to a vote of the people. It was the first referendum to make it to the ballot in over 33 years.*
- *You debated and discussed the issue all across the state with integrity. You kept the discussion focused on the facts and the impact on children.*
- *You rallied the attention and support of your colleagues across the nation, and educators from across the nation responded and supported your issue.*
- *In the meantime, you maintained your commitment to your students by getting another school year off and running.*

In the words of Christa McAuliffe, "I touch the future, I teach." Utah's educators are committed to providing a brighter future for all of Utah's children. And, as much as we need to celebrate this renewed commitment to public education, the members of the UEA know the work does not end with this vote. We still have much to do to reduce the overcrowding in Utah's classrooms, to involve parents more as partners in public education, and to make sure there is a well-prepared, well-supported quality teacher in every Utah classroom. The Utah Education Association is committed to this effort and to working with other members of the UTPS Coalition to ensure that this campaign — this vote — turns into good things for Utah's schoolchildren and Utah's public schools. And again, thank you! This is just the beginning . . .

# **Next up: Membership and the Legislature**

***By Ellen Thompson  
UEA Vice President***

After months of hard work, the referendum is now behind us. We have just a moment to celebrate and catch our breath. Maybe we can actually get eight hours of sleep for a couple of nights. Hopefully, over the holiday everyone enjoyed a respite. I got a chance to talk to my family and read a book for fun. I had forgotten what that was like. It was a wonderful moment, but now we have to roll up our sleeves and tackle the next two challenges: membership and the legislative session. I am inviting you to join me in this vital work.

Membership is up statewide! That is fabulous. You have all done a wonderful job of asking people to join us in the battle to recommit everyone to public education. Now begins the more difficult work. We need to make sure that the members we have know that we value them. We need to go back to those that told us no the first time and ask them again to join us. We need to thank them for their support during the referendum and remind them that our success stemmed from everyone pulling together.

As we approach the legislative session it is even more vital for us to be united. We don't want reform to happen piecemeal. Isolated legislative ideas do not make for progress. We want a complete, consistent plan that as teachers we know will make a difference. We want it based in real research with proven results. The more teachers who contact legislators with a uniform message, the more likely we will be successful.

We continue to stand at a pivotal moment for public education in the state of Utah. There are changes that need to be made, and we want to be the ones proposing those changes. The larger our membership, the louder our voice rings. We have proven that

we can make a difference in the political arena. We need to continue what we have started. Let's give everyone the opportunity to be part of our success. We don't want them left on the sidelines just because we didn't ask them to be part of the winning team.

## **Thoughts from NEA Directors Jesse DeHay & Ryan Anderson**

Since this is the first time this school year we've had the opportunity to submit an article for the *UEA Action*, we thought it may be good to recap what we do as NEA Directors and as full-time educators, and to summarize some of our recent experiences in representing all of the NEA members in Utah.

We are the only Association officers who are elected by all the NEA members in Utah, and we represent the 19,104 members of the Utah Education Association (UEA) as well as the 5,895 members of the Utah School Employees Association (USEA) - a total of almost 25,000 members in the two Utah associations which are affiliated with NEA.

Ryan Anderson teaches English and Art at Grand County High School in Moab, and Jesse DeHay is a school counselor at Fairfield Jr. High School in Kaysville. What we do as NEA Directors is above and beyond what we do as full-time educators; we are not employees of the Association, and we are not paid for the Association work we do, although we are reimbursed for our expenses while we are on Association business.

We attend five meetings of the NEA Board of Directors each year, four times in Washington, D.C., during the school year, and once in the summer just prior to attending the annual NEA Representative Assembly (RA). We are also voting members of the UEA Board of Directors, and at least one of us attends the USEA Executive Board meetings, except when we are out of town attending NEA meetings.

Our primary responsibilities are to communicate the views of the UEA and USEA members to the NEA and to communicate back to

the UEA and USEA the views of the NEA in all issues regarding education. It is often challenging and always time consuming, but we thoroughly enjoy what we are privileged to do, and we consider it an honor to be able to do it.

When we travel to Washington, D.C., for NEA Board meetings, we always make time to visit the offices of our two senators and our three congressmen from Utah to discuss any legislative actions which may affect any aspect of education. Just prior to these visits to their offices, we receive detailed updates from the NEA staff regarding the current legislative issues, as well as a list of suggested topics to discuss with elected officials. During our September visit, the hottest issues we discussed included proposed pay-for-test programs that mandate teacher pay based on student test scores, the use of single standardized assessments in reading and math as primary measures of school quality and student learning, class size reduction, the Social Security Fairness Act, and vouchers. We summarized these discussions and the topics covered during the NEA Board meeting to the UEA Board, the UEA Council of Local Presidents, and the USEA Executive Board.

One of the most impressive and pleasing developments during our most recent visit was the support from across the country for Utahns for Public Schools and the anti-voucher fight in Utah. The NEA staff and your education colleagues from across the country were overwhelmingly behind us, both in verbal expressions of support and in cold hard cash donations. This is not just "the union" in Washington, D.C., expressing support; it is our education colleagues, regular folks just like us across the country.

If you have any questions, comments, concerns, or suggestions for us about any education issues, we want to hear from you.

Please contact one or both of us: Ryan's e-mail is [kumquetry@hotmail.com](mailto:kumquetry@hotmail.com) , and Jesse's is [jdehay@dsdmail.net](mailto:jdehay@dsdmail.net).

## **Issues & Action**

## **UEA, Utah Jazz announce year two of ‘Great Public Schools Celebration’**

The Utah Education Association is once again partnering with the Utah Jazz to recognize outstanding public school programs and educators.

The two organizations established the "*Great Public Schools Celebration*" in 2007 to give UEA members an opportunity to showcase the accomplishments of Utah public schools. In this year's competition, UEA members are being asked to nominate an outstanding educational program or individual in a public school. Entries will be judged based on how the program or individual helps students, teachers, and the school. One winner will be chosen in each category.

Contest winners will be recognized during halftime at the Utah Jazz game on February 19, 2008. Recipients will receive two tickets to the Utah Jazz game (where they will be recognized), dinner for two at a Salt Lake-area restaurant, and a visit to their classroom by the Utah Jazz Bear.

Nominations for the "*Great Public Schools Celebration*" may be submitted to the UEA between November 26, 2007 and January 25, 2008. Nominees must be UEA members and licensed educators who currently teach in a Utah public school. Nominators must also be UEA members. Visit the UEA website - [www.utea.org](http://www.utea.org) - to download a nomination form.

## **2008 UEA election: Declaration of Candidacy forms due January 14, 2008**

Utah Education Association members wishing to run for Association positions must complete a Declaration of Candidacy form and submit it to the UEA executive director no later than Monday, January 14, 2008. Forms are available at UEA Headquarters, or online at [www.utea.org](http://www.utea.org). The following UEA offices will be subject to election in 2008:

- President (two-year term)
- Vice President (two-year term)

- NEA State Director on the UEA Board of Directors (three-year term)
- Ethnic Minority Director on the UEA Board of Directors\* (three-year term)
- NEA RA Delegates-At-Large (two-year term)
- NEA RA Successor Delegates-At-Large (two-year term)
- Granite Director on the UEA Board of Directors (three-year term)
- Granite NEA RA Successor Delegate (three-year term)
- Jordan Director on the UEA Board of Directors (three-year term)
- Jordan NEA RA Successor Delegate (three-year term)

Due to a decision by the UEA House of Delegates last April, members will also vote on two Constitutional amendments. They include:

- Amend Article III—Officers and Board of Directors, Section 3.2, Board of Directors, to reflect both NEA State Directors. With the addition of a second NEA State Director for Utah, the governing documents need to be changed to reflect both NEA State Directors.
- Amend Article IV—House of Delegates, Section 4.6, House Documents Review Committee, to rename the House Documents Review Committee to the Rules and Resolutions Committee.

- *Current director has served maximum term.*

## ***UEA encourages increased member involvement***

One of the Utah Education Association's goals in its strategic plan is to increase the involvement of members in advancing the work of the Association.

Clearly, the Association's success in defeating private school vouchers demonstrated its ability to mobilize members. Not since 1989 - during a statewide job action - has the UEA undertaken such a massive organizing effort. Literally thousands of UEA members were energetically involved in

gathering signatures, identifying voters, distributing literature, and fund raising.

The UEA is always looking for new, energetic leaders. If you've been involved in efforts to defeat Referendum 1, you're ready to seek a local or state leadership role. Eight positions on the UEA Board of Directors are open for election this year and the deadline for Declaration of Candidacy forms is Monday, January 14, 2008. The Declaration of Candidacy form is available on the UEA's home page at [www.utea.org](http://www.utea.org).

The UEA has a comprehensive plan to promote the active involvement of ethnic minority members and to increase the number of ethnic delegates to the NEA Representative Assembly (NEA RA). This Minority Involvement Plan is required by the NEA and may be viewed on the UEA's website. The UEA encourages each local affiliate to include provisions in its bylaws to 1) assure ethnic minority representation at all levels of the organization, including the local's governing board, and 2) to develop procedures that will enable ethnic minority members to qualify as delegates to the NEA RA.

## **UEA Legislative Priorities: Educator compensation, modern tools and resources, class size reduction**

One week after voters rejected private school vouchers and sent a clear message that investing in public schools is their preferred choice, Utah Governor Jon Huntsman, Jr. announced that increasing teacher compensation will be his top legislative priority in 2008.

Huntsman made the announcement during his "Education Summit," saying he supports boosting teacher pay 6 percent to 8 percent over the next several years.

The governor's proposal mirrors at least one of the Utah Education Association's legislative goals, but fails to address other critical education issues such as class size reduction and the need for modern teaching tools.

The UEA Legislative Priorities for 2008 - approved last April by the UEA House of Delegates - include plans for a significant increase in public school funding to provide for "salaries and

programs to attract and retain quality teachers." In addition, the Association will be calling on the Utah Legislature to invest in modern tools, technology, and resources that will help educators and students, and to reduce class size to better meet the needs of every child.

The 2008 UEA Legislative Priorities are as follows:

**UEA Legislative Priorities**  
**As Adopted by the UEA House of Delegates April 28, 2007**

The UEA believes public schools provide the foundation for a civil and just society and the opportunity for every student to maximize his/her potential and talents for future success and positive participation in the community. From our viewpoint as education professionals, the UEA Legislative Platform and Priorities outline the policies and the investment necessary to provide this foundation to democracy.

The UEA Legislative Platform is a comprehensive program to enhance both services to students and the integrity of the education profession. However, it is impossible for the UEA to address every issue in any one legislative session. Inasmuch as Utah is facing a critical teacher shortage, and in light of developments from the 2007 legislative session, the UEA 2008 Legislative Priorities will be the following:

Legislation that significantly increases the investment in public schools to provide for:

1. Salaries and programs to attract and retain quality teachers.
2. Modern tools, technology, and resources to do our jobs.
3. Smaller class sizes to better meet the needs of every child.

In addition, the UEA believes that ANY legislation must meet the following criteria:

- Protect the rights of employees.
- Provide for local autonomy in the distribution of resources and in the development of policy.
- Recognize the importance of the professional judgment and voice of educators in creating education policy and programs.

- Provide the sustainable and adequate revenue streams necessary to provide a great public school for every child in Utah.

*The nature of lobbying and legislative process is dynamic and situations change from one moment to the next. The UEA House of Delegates directs the Board of Directors to ensure that the UEA Lobby Team is flexible within the general platform and these legislative priorities to achieve the greatest benefit to UEA members and the students they serve. The lobby team is encouraged to consult with local leaders when possible.*

## **Religion and the Educator**

***By Michael T. McCoy  
UEA General Counsel***

***[Editor's Note: This is part one of a two-part series.]***

Recently, a teacher was the subject of extraordinary attention because she was accused by several students of abusing their right to read scriptures during the class. The teacher removed several of the students from her class. Because of the inflammatory nature of the charges, the school district removed the teacher from the school during the course of the investigation.

### **Innocent Until Proven Guilty?**

Initially, the media carried only the students' side of the story. The teacher's union investigated the charges and two days later issued its own version - based on interviews with the students and other adults present in the classroom. The students' allegations were fabricated. In fact, the students were reading materials that had not been assigned and violated written directives from the teacher's syllabus. The fact is these students decided to provoke the teacher - probably because she was not of their religious persuasion. The teacher had simply asked the students to put away their scriptures and cease disrupting the class by reading the scriptures aloud. When they failed to follow directions, the teacher, following district policy, had them removed from the classroom.

While our initial reaction was to sue, we concluded with the district that we should get the matter behind us and move on with the business of educating kids. The students who provoked the incident were transferred to other classrooms. As a teacher advocacy organization, we thought the students should have been subjected to greater discipline, but that is the district's decision, not ours. Had the students and their attorney persisted, we may well have given them our own brand of discipline - in a courtroom.

### **'Religion-Free Zones'**

The reason the news picked up on the story is the underlying suspicion that the courts have declared public schools "religion-free zones," and the students' complaints played to the public's fears.

As members of the UEA, you need to know we will protect our members against unwarranted and false accusations of whatever nature or kind related to you and your job as an educator. We spend thousands of dollars defending educators' rights.

The First Amendment to the U. S. Constitution provides, among other things, that Congress shall not establish any religion nor prohibit the free exercise thereof. However, the First Amendment, by our reading and the litigation spawned by it, does not expel religion from the public schools; it provides that the state, in this case local school districts, may not sponsor religious practices in the schools. Equally important, the First Amendment prohibits the state from interfering with the free exercise of religion. This means if a school district permits use of the school by non-curricular student groups, it cannot prohibit individual students or groups of students from conducting religious ceremonies and engaging in religious practices while at school, so long as the activities are not school-sponsored and do not interfere with the operations of the school (e.g., a student cannot decide to pray to avoid taking a math exam).

### **Educators Can Direct Student Learning Activities**

In our teacher example above, had the students' time been truly a "free time," then the students could have read about anything, within reason, they wanted. They could have read religious scriptures, comic books, or fiction.

From our perspective, religious scriptures are among the most important literature ever written. While an educator could not encourage reading religious scriptures per se, the educator could list among preferred optional reading materials, religious materials (hopefully from more than just one religion). However, educators can direct student learning activities and this may include directing them to put away religious scripture when that material is not the lesson.

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

**[http://www.utea.org/  
educatorResources/  
educatorRights/index.htm](http://www.utea.org/educatorResources/educatorRights/index.htm)**

## **Vouchers**

### **Campbell praises NEA, state affiliate support for anti-voucher campaign**

"You need to know how proud we are of the kind of campaign we ran," UEA President Kim Campbell told members of the Association's Council of Local Presidents (CLP) on the Saturday following the defeat of Referendum 1. She was referring not only to the decision by Utahns for Public Schools (UTPS) to stick with the facts about vouchers and avoid attack advertisements, but also the level of support from the National Education Association and its affiliates across the country.

During the course of the eight-month campaign, four NEA Executive Committee members - Lily Eskelsen (NEA secretary-treasurer), Mark Cebulski (Wisconsin), Christy Levings

(Kansas), and Paula Monroe (California) - visited the state and did everything from attend debates and anti-voucher demonstrations to provide moral support to "ground troops" in cities and towns across Utah.

A number of NEA staff members - NEA Western Region Director Marilyn Rogers, and Organizational Specialists Michael Pons, Lisa Nentl-Bloom, Tricia Bosak, and Dottie Hubbard - helped coordinate earned media, phone banks, lawn sign distribution, door-to-door canvassing, and Get Out The Vote operations. Many were on the ground in Utah during the petition-gathering and final phase of the campaign. They often worked from 8 a.m. in the morning until 8 p.m. in the evening, Monday through Saturday.

In addition to staff assistance, the NEA contributed \$3.1 million - approximately \$1 per NEA member - to help defeat Referendum 1. Thirty-one NEA state affiliates donated \$164,000, and NEA staff and officers headquartered in Washington, D.C., contributed \$23,570.

Lew Granofsky, a seasoned campaign director from Oregon, and Danielle Nantkes, a state senator from Nebraska, directed the grass roots organizational effort. They were assisted by Rebecca Mickelsen, former public relations director for the Visalia, California YMCA. The state was broken down into six geographic regions, each with its own coordinator responsible for two-way communication between the campaign and the local education associations, distribution of materials, and coordination of volunteers for canvassing and other activities. More than 15,000 lawn signs were distributed during the months of October and November. Amber Schwartz, UEA director of teaching and learning, coordinated the Northern UniServ and Ogden-Weber Region. Courtney White, UEA director of research, bargaining, and legislative services, coordinated the Color Country and High Desert Region. Charles Hasse, former president of the Washington Education Association, and Dottie Hubbard, NEA organizational specialist, coordinated the Utah County and Eastern Utah Region. Michael Pons, NEA organizational specialist, coordinated the Davis and Tooele Region. UniServ Directors Star Orullian (Granite) and Laura Black (Jordan), and

Robin Frodge, president of the Jordan Education Association, coordinated the Granite, Jordan, and Salt Lake City Region.

Carol Cremer, UEA director of advocacy, directed data input operations during the petition-gathering phase of the campaign and continued her work as UEA Convention director during the peak of the Referendum 1 battle. Mark Mickelsen, UEA director of communications and public relations assisted Communities for Quality Education (CQE) in its efforts to develop radio and television advertisements, attract earned media, and prepare UTPS spokespersons for debates and interviews with reporters and talk show hosts. CQE provided expert assistance from Pat Rusk, Corina Cortez, Damien Filer, and Bob Cherry. Michael McCoy, UEA general counsel, made hundreds of calls to voters during the UTPS phone-banking effort. Vik Arnold, UEA director of government relations and political action, served eight months as chair of the UTPS Coalition. Susan Kuziak, UEA executive director, not only managed the budget for the campaign, "but did it all with grace," Campbell told the CLP.

Campbell thanked the many local education association leaders who made victory possible. "You stepped in and acted as part-time staff on this issue." She credited UEA members with leading the successful petition drive, keeping the voucher discussion focused on facts, and maintaining a commitment to their students – all at the same time. Campbell also praised the UEA Board of Directors and the UEA PAC Committee for supporting the fight from the beginning and helping to coordinate the successful effort.

## **Stories from the campaign: From vouchers to vultures and everything in between**

As with any high profile campaign, there are moments of despair and humor. The Referendum 1 battle was no exception.

UEA members and staff across the state shared some of their funny and positive experiences following the November 6 victory against vouchers.

[Voucher Dating Service?](#)

Trudy Henderson, a member in the Davis Education Association, was overseeing a phone-banking operation at UEA Headquarters when she noticed one of the callers waving her arms frantically. Apparently, during the course of the conversation, the gentleman on the other end of the line had asked the phone-banker for her e-mail address and said, "There are a lot of single LDS dances," he told her. "Would you like to meet me?"

### Ice Cream and Cash

Many staff members at the UEA Building were stunned and grateful when they learned that their colleagues at the National Education Association Headquarters in Washington, D.C. had personally donated \$23,570 to support Utah's anti-voucher campaign. The contributions came during an ice cream social sponsored by NEA Executive Director John Wilson.

### Vouchers and Vultures

When NEA State Director Jesse DeHay's daughter picked up his grandchild at school, the conversation turned to the events of the day. "I went to vote with Dad," the youngster told mom, "and we voted to keep vultures out of schools."

### Time to Thank an Educator?

Granite UniServ Director Nikki Peterson saw this bumper sticker at a Utahns for Public Schools "honk and wave": *If your butt looks good, thank a physical educator.*

### 'Thank You for Loving Our Kids'

Granite UniServ Director Star Orullian was calling undecided voters about Referendum 1 when she received this comment from a woman on her call list: "Thank you for being a teacher and thank you for loving our kids." The woman then promised to talk to her children about voting against vouchers.

***[Editor's Note: On Election Day 2007, Overstock.com's Patrick Byrne said he felt Referendum 1 was a statewide IQ test and that the people of Utah had failed. Tom Edwards, a counselor at Grand County Middle School in Moab, wrote the following letter to express his feelings about Byrne's comments.]***

## **An Open Letter to Patrick Byrne re: School Vouchers**

**November 9, 2007**

This past week the private school voucher bill was soundly defeated by Utah voters in every county of the state, by an average margin of 2-to-1. *The Salt Lake Tribune* reported that Patrick Byrne, the chief executive of Overstock.com who financially backed the Utah pro-voucher effort to the tune of approximately \$3 million, said the referendum was a "statewide IQ test" that the people of Utah failed.

Perhaps Mr. Byrne is right; perhaps we're not the brightest bulbs in the box. On the other hand, how bright do you have to be to invest \$3 million of your own money in a failed effort? Didn't he know that 96% of Utah's children go to PUBLIC schools, that 23 of Utah's 29 counties don't even HAVE a private school, that many of Utah's children don't even live within hundreds of miles of one? Doesn't he know that for years the people of Utah have repeatedly asked the Legislature and Governor to properly fund PUBLIC education?

Perhaps Mr. Byrne is right; maybe the people of Utah are just dumb enough, and proud enough, to support their local schools even though Utah education is the least-funded per-pupil in the nation. Maybe the people of Utah are just dumb enough to support their local teachers because they know how hard those teachers work for their children.

The more I think about it, maybe there's something that Mr. Byrne, and for that matter the Legislature and the Governor, don't understand. If they don't seem to value public education, we the people of Utah, do. We're proud of our local schools, even though they're shamefully underfunded. Before we facilitate alternatives to public education, before we complain about what a poor job public education is doing, let's work together to fund public education properly.

Tom Edwards

Moab, Utah

## **Thanks to Utahns for Public Schools**

In addition to the thousands of Utah Education Association members and their families who fought against Referendum 1, the UEA thanks the following organizations who pledged their support to Utahns for Public Schools:

- Utah State Parent Teacher Association (PTA)
- Utah School Boards Association (USBA)
- Utah School Superintendents Association (USSA)
- Utah School Employees Association (USEA)
- Utah Education Association (UEA)
- NAACP - Salt Lake Chapter
- League of Women Voters
- Utah Association of Elementary School Principals (UAESP)
- Utah Association of Secondary School Principals (UASSP)
- Voices for Utah Children
- Legislative Coalition for People with Disabilities
- Communities for Quality Education (CQE)
- American Association of University Women
- American Civil Liberties Union
- Utah Family Partnership Network
- National Council of Jewish Women (NCJW) - Utah Section
- Utah School Counselor Association (USCA)
- Americans United for Separation of Church and State
- Utah Consortium of Educational Leaders (UCEL)

## **The Referendum 1 Timeline**

**February 2, 2007:** By a one vote margin (38-37), the Utah House of Representatives - led by Speaker Greg Curtis (*R-Sandy*) - passes House Bill 148, Education Vouchers, sponsored by Rep. Stephen Urquhart (*R-St. George*). The Utah State Senate follows suit, voting 19-10 to approve the voucher program.

**February 12, 2007:** Utah Governor Jon Huntsman, Jr. "quietly" signs House Bill 148 into law.

**March 1, 2007:** Utahns for Public Schools - a coalition of pro-public education advocates (including the Utah Education

Association) - files an intent to pursue a ballot referendum on the voucher law. The petition drive begins.

**March 9, 2007:** KSL Television releases a poll saying 80 percent of Utahns would sign a petition to put education vouchers on the ballot.

**March 27, 2007:** Utah Attorney General Mark Shurtleff issues a legal opinion stating that a bill amending House Bill 148 - House Bill 174 (Education Voucher Amendments) - can stand on its own and create a Utah voucher program, regardless of what happens to House Bill 148.

**April 30, 2007:** Utah Lt. Governor Gary Herbert announces that Utahns for Public Schools has collected 124,218 certified signatures - more than enough to allow Utah voters to decide the fate of House Bill 148 in a statewide election.

**May 9, 2007:** Governor Jon Huntsman, Jr. issues an Executive Order, calling for a statewide special election on the referendum challenge of HB 148 on November 6, 2007.

**June 8, 2007:** The Utah Supreme Court rules that if voters repeal the voucher program under House Bill 148, then a second voucher bill, House Bill 174, also fails.

**August 7, 2007:** *The Salt Lake Tribune* reports on a strange radio advertisement, by an "anonymous client," that says "the Angel Moroni wants you to support vouchers." After discovering the advertisement was a bit polarizing, the ad company, Crowell Advertising, pulled it off the air.

**August 15, 2007:** Utahns for Public Schools is alerted regarding a "push poll" in which voters are asked: "If you knew that the same liberal national teachers union that opposes vouchers also supports higher taxes, same-sex marriage, and . . ." The poll is clearly designed to help pro-voucher groups prepare attack ads against the UEA and NEA.

**August 29, 2007:** Utahns for Public Schools launches their campaign, urging Utahns to vote against what they call a "flawed voucher law." State education leaders, lawmakers and

educators make stops in Salt Lake County and Weber County as part of a school bus tour that leaders say is the first leg of a new effort to defeat the controversial private school voucher program.

**August 31, 2007:** Utahns for Public Schools begins a major media campaign designed to inform voters about the flaws in House Bill 148.

**September 25, 2007:** The *Deseret Morning News* reports that GOP leaders told businessmen and health experts that their plan to provide affordable health insurance to 360,000 Utahns may fail in the 2008 Legislature unless they support vouchers on the November ballot.

**October 10, 2007:** *The Salt Lake Tribune* reports on a phony website - [www.utahnsforpublicschool](http://www.utahnsforpublicschool) - that lures people in thinking they were getting anti-voucher information (the Utahns for Public Schools site is [www.utahnsforpublicschools](http://www.utahnsforpublicschools)) only to find anti-union and pro-voucher propoganda instead.

**October 17, 2007:** Utahns for Public Schools publishes an open letter to Gov. Jon Huntsman, Jr. as a full-page ad in *The Salt Lake Tribune*. In the letter, UTPS asks Gov. Huntsman to help ensure an election that is run with the integrity, honor and transparency that Utah voters deserve, and in particular, to help put an end to the reprehensible practices of Referendum 1 supporters.

**October 18, 2007:** Key Republican lawmakers speak out against vouchers during a press conference at the Utah State Capitol.

**October 22, 2007:** The KSL Editorial Board releases an editorial urging taxpayers to vote against private school vouchers. The statement says: "Our opposition to vouchers boils down to a fundamental question: Is Utah's public school system broken and in such disarray that doing something as radical and unproven as directing precious tax dollars toward private schools, many of them parochial, the answer? We think not!"

**November 2-5, 2007:** *The Salt Lake Tribune, Ogden Standard-Examiner, Davis County Clipper,* and the (Park City) *Park Record* all come out against vouchers.

**November 6, 2007:** Utah voters reject vouchers by a margin of 62 percent to 38 percent.

## **UEA Convention**

### **‘Utah’s children are not for sale,’ Campbell tells members at 2007 UEA Convention**

Strong public schools are the foundation of democracy, and supporting, improving, and enhancing them should be a priority for Utah’s elected officials, Utah Education Association President Kim Campbell told members on the opening day of the Association’s annual convention.

In a speech one week before Utah voters overwhelmingly defeated Referendum 1, Campbell chastised voucher supporters for wanting to use Utah’s children “in a grand, corporate experiment.” The UEA leader then repeated a phrase she has used over and over again since the voucher battle began: “Utah’s children are not for sale.”

“The voucher issue is not about public vs. private schools,” Campbell said. “We have private schools that do a great job: so do our public schools.” In making her point, Campbell referenced a study released last summer which showed that public school students achieve at commensurate or higher levels than private school students.

“The voucher issue is not about political parties, though some would have you think that,” Campbell continued. “Both Republicans and Democrats in Utah and across the nation have voted against voucher bills.”

“The voucher issue is not about choice,” she said. “Utah’s system is full of choices: AP programs, gifted programs, concurrent enrollment, vocational programs, music and athletic programs, schools within a school, released time for seminary programs, and Utah is one of the few states that allow students

to attend a public school other than the one in their neighborhood."

Campbell said if those who seek to destroy public schools succeed, "they will destroy the very foundation of our democratic society - for there is no democracy without strong public schools."

Campbell was one of several education leaders who spoke out against vouchers during the UEA Convention media event.

Hal Adams, Utah's 2008 Teacher of the Year, argued that those promoting private school vouchers aren't thinking about rural Utah. Adams, a history teacher and debate coach at Grand County High School in Moab, said, "Our rural communities are 100, 200, even 300 miles from a private school."

Adams reminded those in the audience of the importance of strong public schools. "My great, great, grandfather taught in rural Utah 130 years ago. My father started teaching 57 years ago. I now teach in beautiful Grand County," he said. "In all those years, our schools in rural Utah have played a unique role; they are often the social and cultural centers of our communities. Music programs, holiday parties, plays, dances, and sporting events are often the highlights of our lives, and they're always the highlight of the local papers. School pride and community pride are synonymous."

"Public schools are not broken and have not failed," Adams said. "A quick look at the achievements and successes of Utah's public schools shows that Utah is near the top in many areas."

Kim Burningham, chair of the Utah State Board of Education, told the audience he personally believes that vouchers "would be harmful to our public schools, and to the greater fabric of our society."

Joan Heap, 2006 Utah Teacher of the Year, said, "We must put our money where it will do the greatest good for the most students - in public, not private, education."

Following the remarks, Campbell asked Association members to call and thank the legislators who voted against vouchers last February. UEA Vice President Ellen Thompson then led the crowd down the stairs and onto the sidewalks surrounding the Salt Palace for a peaceful march for public schools. "Take a step

for every child you have taught, or for every child you will teach in the future," Campbell said.

## ***Eskelsen: 'We have the world watching us'***

Lily Eskelsen is secretary-treasurer of the National Education Association. She deals with issues that impact 3.2 million NEA members worldwide - pension cutbacks, No Child Left Behind, regulations, and policies. Nevertheless, Eskelsen says, "the most important thing I have ever been and will ever be in my career is a sixth-grade teacher from Utah."

In her keynote address at the 2007 UEA Convention, Eskelsen said making decisions about what is best for public education "should always come from the 'real world' part of us. For me, these are not just political decisions. These are moral decisions, and they come down to one question: What will it mean to somebody's kid. Somebody's kid who wants to go to college. Somebody's kid who's learning the ABCs in English. Somebody's kid who needs special education, or to talk to a counselor, or to see a school nurse. Somebody's kid who needs a talented professional who's willing to make a career working in a public school."

Eskelsen, who taught in Utah schools before her election to national office, explained how during the NEA Bus Tour last year she got a firsthand look at how a Cedar Rapids, Iowa school was making a difference in the life of a child. After singing a song with her colleague, Eskelsen said a student approached her and said, "Dude, like you guys really need practice." Eskelsen said she thanked him for sharing and asked, "So, how do you like [Cedar Rapids] Metro [Alternative School]?"

According to Eskelsen, the boy took a breath and said, "They care about you here." The boy's teacher, who was standing nearby, said, "I wouldn't want to teach anywhere else. We get to know these students. Most teachers never have the opportunity to know their kids the way we know our kids." A teacher's aide told Eskelsen, "These guys know we want them here."

"Tough kids. Quiet kids. Funny kids. All needing something different from us," Eskelsen said of her experience in Iowa. "Metro Alternative is succeeding because their kids are more

than a test score. It's succeeding because its core value is caring about individual students and giving them everything that's in them."

Eskelsen said educators may not always be given everything they need to do their job, "but that will never be an excuse for us not giving everything we have in us to our kids."

The former UEA president criticized certain members of the Utah Legislature for passing a voucher law "dumber than No Child Left Untested." She said "we had some dramatic and valiant heroes who stood up for common sense and defended public schools, but we had one vote too many on the wrong side, and now it's up to the people of Utah to fix this - oh, what's the technical term? - stupid law."

Eskelsen called the voucher law "fatally flawed," but credited the pro-voucher camp with saying one thing that was true: "Public schools aren't always what they should be. They said all children can't always get what they need in a public school. And we'll be the first to admit it. We've been ringing that alarm bell for a long time," she said.

"We don't always have the best facilities; enough counselors; working computers in the library; we need more special education teachers and librarians; and space in alternative schools and art programs and AP classes," Eskelsen told the crowd of 500 educators from across Utah.

"I think it's interesting that some of those very same politicians who criticize us for not being what we could be are also the ones who would never support the funding for what we need to be what we could be," she said.

"We have the world watching us," Eskelsen concluded. "We deal with something as dangerously fragile as a child's mind. Everything we hope to accomplish in our great country will depend on whether we do our jobs and do them well. We should shake in awe at the responsibility . . . the public trust we've been given. But we should never shake with fear. Ours is not work to fear. Ours is a joyful work. And we can only do it well if we have the courage not to flinch when something gets tough.

"We have to love the most unlovable child. We have to find the potential in the most challenging kid. We have to be creative in reaching them and teaching them everything they

need to know . . . and sometimes that means not letting a test get in the way of teaching," Eskelsen said.

## ***'Excellence in Teaching' Award recipients, public education advocates honored during 'A Night at the Museum'***

During the course of each school year, North Ogden Jr. High School teacher **Shanna Campbell** takes a group of 12- to 15-year-old teenage student officers and magically molds them into aware, responsive student leaders who view their office not as a position of privilege, but as a responsibility to serve. Leaders learn quickly that wearing a school sweater doesn't mean, "Look at me," but rather, "Look around you. What can you do to make a difference?"

Box Elder Middle School has a huge ceramics shop with over 1,000 molds, 15 potter's wheels, and six kilns. But it wasn't always this way. Teacher **Pamela Butterweck** worked hard to build the program by scavenging molds from yard sales and second-hand stores, and even taught herself how to repair the school's old, crumbling kilns. This program has been a haven for many students who felt they couldn't do anything well anywhere else in the school.

Each spring, William Penn Elementary School teacher **Pyper Garff** transforms her first-graders into "superscientists" as they engage in a year-long study of investigation. Using their five senses, hypotheses are formed and data collected. Sunflowers, apples, and homemade slime are only a part of the experience to "record" and "discover" what lies around them in their own backyards.

William and Pat Child and the Utah Education Association honored Campbell, Butterweck, and Garff – along with seven other outstanding Utah educators – as "*Excellence in Teaching*" Award recipients during the 2007 UEA Convention. Mr. Child – the founder and sponsor of the awards – is serving a mission for the Church of Jesus Christ of Latter-day Saints in Washington, D.C. His daughter, Kathy Markham, presented this year's awards with UEA President Kim Campbell. Award recipients – who are nominated by their peers and chosen based on their

work with individual students or groups of students – were recognized during an all-new UEA-sponsored awards ceremony, "A Night at the Museum," held at the Discovery Gateway children's museum in Salt Lake City. Recipients received a \$1,500 check, courtesy of Mr. and Mrs. Child, and a crystal award.

"*Excellence in Teaching*" Award recipients for 2007 included:

- **Jeffrey Bossard**, Itineris Early College High School, Jordan School District
- **Christine Burrows**, Davis High School & Clearfield Alternative High School 3-6, Davis School District
- **Pamela Butterweck**, Box Elder Middle School, Box Elder School District
- **Shanna Campbell**, North Ogden Jr. High School, Weber School District
- **Mary Emmett**, Fossil Ridge Intermediate School, Washington County School District
- **Pyper Garff**, William Penn Elementary School, Granite School District
- **Sandy Hayes**, South Summit Elementary School, South Summit School District
- **Joan McLaughlin**, Willow Canyon Elementary School, Jordan School District
- **Shelle Oliver**, Gunnison Valley Elementary School, South Sanpete School District
- **Rhondalee Paskins**, Granger High School, Granite School District

**[Specific stories about each of the Award recipients can be found on the UEA website at [www.utea.org](http://www.utea.org).]**

In addition to recognizing the state's outstanding educators, the UEA presented **Educators Mutual Insurance Association** (EMIA) and anti-voucher advocates **Lisa and Craig Johnson** with UEA Honor Roll Awards. These awards are given to individuals and organizations that have provided outstanding service to education.

The Association honored EMIA for the company's more than 70 years of service to the public education community, but also for creating a new insurance product to help new educators who

have a 60 to 90-day waiting period before they are eligible for medical insurance in their school districts.

UEA Honor Roll Award recipients Lisa and Craig Johnson have been active in Utahns for Public Schools (UTPS), the state's anti-voucher coalition, since the referendum petition drive was launched last March. While Craig designed software that enabled UTPS to verify petition signatures and has remained a technology consultant, Lisa took the lead on communications and has been the primary point of contact for media inquiries and the organizer for anti-voucher speakers and debates.

**Kilo Zamora**, executive director of the Inclusion Center for Communities and Justice (ICCJ), Salt Lake City, received the Charles E. Bennett UEA Human and Civil Rights Award for 2007. This award is presented to an individual who has engaged in human and civil rights activities that have benefited education and have had community-wide impact. The Inclusion Center, previously known as the National Conference for Communities and Justice, is widely known for its residential youth programs aimed at building inclusive communities. The organization works extensively in public and private schools, empowering youth to be advocates for one another.

Campbell also paid tribute to **Hal Adams**, the 2008 Utah Teacher of the Year. She said Adams, an educator at Grand County High School, "understands the importance of being a team player and the great things that can happen for kids when adults work together."

## ***'Freedom Writer' Maria Reyes wows audience at the UEA Convention***

Erin Gruwell was the headliner at the UEA Convention, but Maria Reyes - her former student and "Freedom Writer" - wowed audience members with her straightforward talk about trading gang warfare for an education. In fact, if Reyes gets her way, she'll be the first Hispanic U.S. secretary of education.

Reflecting back on her early days in Gruwell's classroom, Reyes said she was dead set against allowing this particular educator to change her. "I'd seen '*Dangerous Minds*' and that

wasn't going to happen," she joked in her address to new teachers gathered for the UEA New Educators' Workshop.

Given Reyes' life experiences up to that point, few would have predicted a bright future for this student. Reyes said she thought her life story was already written when her father joined a gang. He told her that the only laws were those of the street. Her mother worked three jobs and didn't get home until 11 p.m. each evening. Reyes said she witnessed her cousin being shot in the back five times by police officers, who later admitted they had gotten the wrong man. "Dreams didn't mean anything," she said, "if you weren't the right person."

But Reyes was able to make a connection with Anne Frank, the young girl who nearly escaped the Holocaust. Gruwell had provided each of her students with a copy of *"The Diary of Anne Frank,"* and Reyes read it cover to cover. "[Anne] spoke my language," Reyes said. "The yellow star became the color of my skin."

Reyes said she eventually "found her identity" by picking up a pen and writing about her life experiences - in much the same way Anne Frank had written about hers. Reyes wrote about what happened to her cousin. "I had to let go of what had happened and I had to find a new path," she said. "For the first time in my life, I was able to rest." At last, Reyes said, "I could speak to the possibility of something different."

Reyes credits Gruwell with teaching her how to think critically. "Education is the thing that made a difference in my life. We're in the profession to touch the lives of the Maria Reyes's. It's bigger than all of us," she said.

## **UEA People**

### **Moab educator Hal Adams named 2008 Utah Teacher of the Year**

Hal W. Adams, a history teacher and debate coach at Grand County High School in Moab, has been chosen Utah's 2008 Teacher of the Year. Adams is a member of the Utah Education Association.

Rocky Maughan of Logan, a fifth-grade teacher at Canyon Elementary in Hyrum, was named first runner-up, and Linda Ann Walter of Payson, a chemistry and physics teacher at Payson High School, was named second runner-up.

Adams, 51, of Moab will represent Utah in the national Teacher of the Year competition. He has 17 years of teaching experience, the last seven years at Grand County High School. His prior teaching assignments include stints at T'iis Nabaz Community School in Teec Nos Pos, Ariz., and Shonto Boarding School in Shonto, Ariz.

"Mr. Adams made me a believer," said Grand County School District Superintendent Margaret L. Hopkin. "He is the kind of teacher of which movies are made – a teacher who looks at his students in terms of potential, a teacher who holds impressive expectations and provides students the scaffolding to achieve their higher aspirations."

About one-fifth of Grand County High School students are involved in debate, and Adams has taken teams to debates at Harvard, Columbia, Northwestern, Stanford and Arizona State. "The important part of the program," Adams said, "is not winning or traveling, but participating. We have three to four practices a day, before school, at lunch, after school, and in the evening. Hopefully, we find a time for everyone to attend."

Adams was selected from a group of 23 teachers nominated by their school districts. As Teacher of the Year, Adams will receive a \$10,000 check from the Utah State Office of Education, and trips to Dallas for the National Teacher of the Year conference and Washington, D.C., to meet with President Bush.

## ***UEA, Davis UniServ announce staff changes***

**Amber Schwartz** is the new Director of Teaching and Learning, and UniServ Program Coordinator for the Utah Education Association. She replaces Kaye Chatterton who retired earlier this year. Schwartz worked as a UniServ director for the Davis Education Association from 2004 through 2007. From 1997 until her move to Utah, Schwartz was a seventh-grade teacher in the

Oak Harbor School District in the state of Washington. She taught reading, language arts, and social studies.

Schwartz is a graduate of Oak Harbor High School and the University of Washington, where she received a bachelor's degree in Anthropology. She has also done post-graduate work at Western Washington University. She has her elementary certification and an M.Ed in School Leadership.

Schwartz says working in the Association allows her to deal with issues "close to my heart . . . those that directly impact the classroom."

**Sheri Sauv ** has been hired by the DEA as Associate UniServ Director. From August 1987 through August 2007, Sauv  taught fourth, fifth, and sixth grades in the Davis School District. She spent 13 of those years in the district's full-time Gifted and Talented program, known as "Spectrum."

Sauv  is a graduate of Sky View High School and attended Brigham Young University, where she received a bachelor's degree in Elementary Education. She is currently pursuing a master's degree in Educational Leadership and Policy from the University of Utah.

A native of Carmel, California, Sauv  lists as her proudest accomplishments raising a daughter who is teaching high school, and 20 years of successful teaching. She was named Davis District Teacher of the Year in 1997. Sauv  fulfilled a lifelong dream last spring when she performed on Broadway in "*The 26th Annual Putnam County Spelling Bee*."

Sauv  says she likes UniServ work because she "enjoys seeing the 'birds eye view' of the school district . . . and helping good teachers in bad situations."

## **UEA/NEA Benefits**

### **NEA Member Benefits says 'take 5' to check your retirement readiness**

Where can NEA members go for easy, immediate feedback on their retirement planning status? With a quick visit to [neamb.com/5toRetire](http://neamb.com/5toRetire) you can engage in a simple and interactive

Five-Minute Retirement Checkup. Answer four short questions and you get a snapshot of your financial readiness for retirement.

Whether you're just starting your career, in the middle, or nearing retirement, the Five-Minute Retirement Checkup is a great exercise to let you know if you're on track and, if you're not, provides resources to get there.

## Retirement Solutions with NEA

### Members in Mind

When you need help with supplemental savings for your retirement, the NEA Valuebuilder® Program may have what's just right for you. The security of annuities, the growth potential of mutual funds, and now an online investment option are all available to meet your individual investing needs.

NEA Valuebuilder DirectInvest<sup>SM</sup> is a new 403(b)(7) tax-deferred mutual fund investment that is available exclusively by Internet enrollment. DirectInvest is designed for NEA members who feel comfortable making their own investing decisions and making financial transactions over the Internet, without the assistance of a financial representative. DirectInvest features several retirement date or target maturity fund options.

So whether you want the comfort of working with a knowledgeable NEA Valuebuilder representative, or want to tackle investing on your own, the NEA Valuebuilder Program has a choice for you. For more information about your choices, visit our new website at [neamb.com/5toRetire](http://neamb.com/5toRetire) and get started today with the Five-Minute Retirement Checkup.

## ***Hot deals and discounts from NEA Member Benefits***

Every dollar counts! NEA Student members now save 10 percent on textbook purchases made through the NEA Bookstore®, powered

by Barnes & Noble.com. Student members can access the discount online at www.neamb.com/bn. Look for the special Student link.

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