

1925 **Utah**
PTA® 2025



**ADVOCACY
CONFERENCE**

NOVEMBER 13, 2025

JORDAN LEARNING CENTER
3706 W 9800 S, SOUTH JORDAN, UT

9:00 AM - 2:30 PM

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UTAH PTA MISSION

TO MAKE EVERY CHILD'S
POTENTIAL A REALITY
BY ENGAGING AND
EMPOWERING FAMILIES
AND COMMUNITIES TO
ADVOCATE FOR
ALL CHILDREN.

VISION OF UTAH PTA

To fulfill the mission, Utah PTA will:

Advocate by speaking on behalf of all children and youth in schools, in the community, before governmental bodies, and before other organizations that make decisions affecting children.

Develop programs, resources, and skills that enhance the lives of all children, youth, and their families.

Engage the public in united and equitable efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth.

WELCOME FROM JULIE CLUFF



Welcome to the Utah PTA Advocacy Conference: Celebrating 100 Years of Advocacy: Honoring the Past. Shaping the Future!

Welcome, and thank you for being here today! Your participation reflects a shared dedication to advocacy and to creating a brighter future for every child in Utah. When families, educators, and community members unite around a common

purpose, our collective voice becomes a powerful force for good.

As we celebrate 100 years of advocacy, we honor those who came before us — generations of parents, teachers, and volunteers who laid the foundation for the work we continue today. Their courage and commitment built a legacy of service that continues to inspire us. Now, it is our turn to carry that legacy forward and strengthen it for the generations who will follow.

Our mission — to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children — remains at the heart of everything we do. It connects us across time and reminds us that real change happens when we work together with purpose and compassion.

Advocacy has never been the effort of one person or one organization. It’s the combined strength of many — each of you bringing your passion, experience, and dedication to help children thrive. Together, we amplify our voices, stand up for what’s right, and create lasting impact in the lives of Utah’s families.

The topics we explore at this conference — education, health, safety, leadership, family life, and community engagement — reflect the holistic approach Utah PTA takes to supporting the whole child. These discussions strengthen our ability to lead, to serve, and to continue building the legacy of advocacy that defines who we are.

As we honor the past and look toward the future, may we remember that our mission is not just words — it’s a living promise. Together, we are writing the next chapter in a century-long story of unity, passion, and purpose.

Together, we are stronger. Together, we make change happen. Together, we build a legacy that lasts.

A handwritten signature in black ink that reads "Julie Cluff". The signature is fluid and cursive.

JULIE CLUFF

UTAH PTA PRESIDENT 2025-2027

SCHEDULE

8:00 AM - 9:00 AM On-site Registration Lobby

9:00 AM - 10:00 AM Welcome and Utah PTA Past Presidents Panel Quad 119

SESSION 1: (CHOOSE 1)

10:15 AM - 11:15 AM ■ Advocating at All Levels B126

■ Legislative 101 B125

■ Shared Ground: The Power of PTA and Trust Lands to Shape Lasting Change Quad 119

SESSION 2: (CHOOSE 1)

11:30 AM - 12:30 PM ■ Advocating at all Levels B126

■ Everything You Always Wanted to Know About Resolutions, But Were Afraid to Ask B125

■ The Power of Partnership: PTA's Family Engagement Standards in Action Quad 119

12:30 PM - 1:00 PM Lunch and Birthday Celebration Pickup in common area

1:15 PM - 2:30 PM Utah PTA Fall Business Meeting
Legislative Priorities, Updated Resolution, and Bylaws Quad 119

JOIN A PTA



**GOAL: 100,000 MEMBERS
ADVOCATING FOR CHILDREN IN UTAH!**

PANELISTS



**JOANN
NIELSON**
2003-2005



**CARMEN
SNOW**
2005-2007



**MARILYN
SIMISTER**
2007-2009



**ILENE
MECHAM**
2009-2011



**GAINELL
ROGERS**
2011-2013



**DAWN
DAVIES**
2015-2017



**JEANA
STOCKDALE**
2017-2019



**STACEY
MOLLINET**
2021-2023



**COREY
FAIRHOLM**
2023-2025

SESSION 1

ADVOCATING AT ALL LEVELS



(both sessions)

When you come across a problem sometimes it's hard to know where to turn. Go to the teacher? Go to the principal? Maybe it's your city or the district? Join us as we talk about figuring out the right way to find solutions and advocate for your child at all different levels!

Taylor Khater is a dynamic educator and advocate with a passion for empowering students and families within the Granite School District. With a solid foundation in teaching AP European History and a wealth of experience from his internships across various schools, Taylor has honed his exceptional people skills that make him a standout leader. As a former principal at Howard R. Driggs Elementary, he demonstrated a commitment to fostering a nurturing educational environment, and now, as the Parent Advocate for Granite School District, he continues to bridge the gap between families and the educational system. A proud graduate of Granite School District himself—Go Skyline!—Taylor understands the unique challenges and triumphs that come with being part of this vibrant community. Residing in Holladay, Utah, with his wife and three children, he is not only dedicated to shaping young minds but also to creating a supportive network for parents, ensuring every child has the opportunity to thrive.

LEGISLATIVE 101



Do you know who represents you? Knowing your representation at all levels and reaching out when you have a concern is a critical part of the Advocacy process. Come learn how to find out who represents you and how you can interact with them. Your input is crucial when legislation and policy are being created.

Amber Bonner is a wife and mother of seven amazing children. She is passionate about children and education and finds joy in working to improve education in our state. Amber is a former Alpine District School Board Member, and has served on many School Community Councils, PTAs, and with other school groups. She is currently serving as the Utah PTA Education Commissioner.

SHARED GROUND: THE POWER OF PTA AND TRUST LANDS TO SHAPE LASTING CHANGE



Discover how Utah's trust lands support public education—and how PTA members help guide that impact. This session covers the history and purpose of trust lands, the roles of SITLA, SITFO, and the Land Trust Advocacy Office, and how School Community Councils use these funds. Learn how your voice can shape lasting change for students today and tomorrow.

Liz Mumford joined the office team in 2024 to focus on beneficiary engagement, government outreach, and program management. Liz brings a background in education, elected service, and nonprofit management with years of experience participating in the trust system through community councils. Liz earned a BS in early childhood and elementary education and a Master of Public Administration from BYU.

Jessie Stuart joined the Protection & Advocacy Office in 2019 to help with office operations and administration. Her dedication has helped shape the office's direction and strengthen stakeholder relationships. Jessie holds a B.A. in Communications - Public Relations from Southern New Hampshire University where she graduated with summa cum laude honors.

Sheri Mattle has been a passionate advocate for her children—and all Utah children—since 1996, serving with the Utah PTA's Legislative Action Committee to advance policies that strengthen public education. She holds a B.S. in Computer Science from BYU and brings decades of school-level leadership through PTA, School Community Councils, and trust land advocacy.

Please complete the
2025 Advocacy
Conference Feedback
Survey.



SESSION 2

ADVOCATING AT ALL LEVELS

(both sessions)

See description on page 6.

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT RESOLUTIONS BUT WERE AFRAID TO ASK.



Whether you are a PTA veteran or a newbie, you will learn something in this interactive class on resolutions. After this class, you'll understand the power of resolutions, where to find which areas are covered by our resolutions, and you will know how to read and vote on one.

France Barral currently serves as the resolution advocacy support chair for Utah PTA. Over the years, she has held several positions, starting at the local schools, mostly (but not always) in legislative roles. She also served 2 years as education commissioner. She appreciates that Utah PTA advocates for all Utah children and finds resolutions a powerful way to do so. After this class, you'll understand why.

THE POWER OF PARTNERSHIP: PTA'S FAMILY ENGAGEMENT STANDARDS IN ACTION



Discover how meaningful family-school partnerships can boost student success, strengthen your school community, and empower parents as advocates. In this session, we'll explore practical strategies, resources, and tools aligned with the National PTA Standards for Family-School Partnerships to help you build collaboration and use your voice to make a positive impact in your school.

Julie Cluff has been involved in PTA for 20 years in 2 states and at the local, council, region and state levels in a variety of capacities. Julie loves PTA because it brings people together with different talents, interests and ideas, yet all of these people have the same purpose in serving - they love their kids and want to make their educational experience the best it can be. Julie has been married to her college sweetheart for 26 years and together they have 2 adult children. In her free time, Julie loves all things crafting, but who has free time!

Karen Conder has been involved with PTA since 1999. She is currently serving as the Utah PTA Special Needs Special Needs Chair. She has also served in PTA at the local level as President, Education VP and Legislative VP and is currently on the National PTA Resolutions Committee. Karen has served on several committees related to students with disabilities including the Utah Special Education Advisory Panel (USEAP) and the Family Links Committee. She is a former elementary school teacher and is the mother of three, including 2 young adults with special needs. She hopes to make a difference in the lives of children with special needs and their families.



**SAVE
THE
DATE**

UTAH PTA DAY AT THE CAPITOL

Wednesday, January 28, 2026

PTSA STUDENT DAYS AT THE CAPITOL

February 17 & 26, 2026

UTAH PTA - BATTLE OF THE BANDS

Tentatively Saturday, April 25, 2026

UTAH PTA LEADERSHIP CONVENTION

Wednesday and Thursday, May 13-14, 2026

Davis Conference Center, Layton, Utah

CONFERENCE RULES

1. All voting delegates MUST have their membership registered on the membership list of their local PTA/PTSA and on the books of the Treasurer of Utah PTA fourteen (14) days preceding the annual conference (Utah PTA Bylaws). All delegates are verified by Utah PTA prior to the Conference.
2. Non-voting delegates may attend all meetings of the conference, provided they register and pay a fee.
3. A badge shall be provided for entrance to meetings. Badges will be required for admission to all portions of the conference.
4. Workshop presenters and guests shall be provided with identification badges entitling them to admission.
5. During the general sessions, non-voting attendees will be observers only as per Utah PTA Bylaws. (ARTICLE XXIII:Section 7)
6. Delegates are requested to be seated before the opening of each session.
7. No message is to be presented directly to the chair (the president). All messages and announcements must be given to a designated person at the floor microphone.
8. Any person disrupting the business of the conference shall be asked to leave the meeting.
9. The minutes of the conference shall be approved by a committee appointed by the president.
10. Robert's Rules of Order Newly Revised shall govern the conference in all cases not provided for in Utah PTA Bylaws or these Conference Rules.



STAY CONNECTED TO
UTAH PTA ALL YEAR

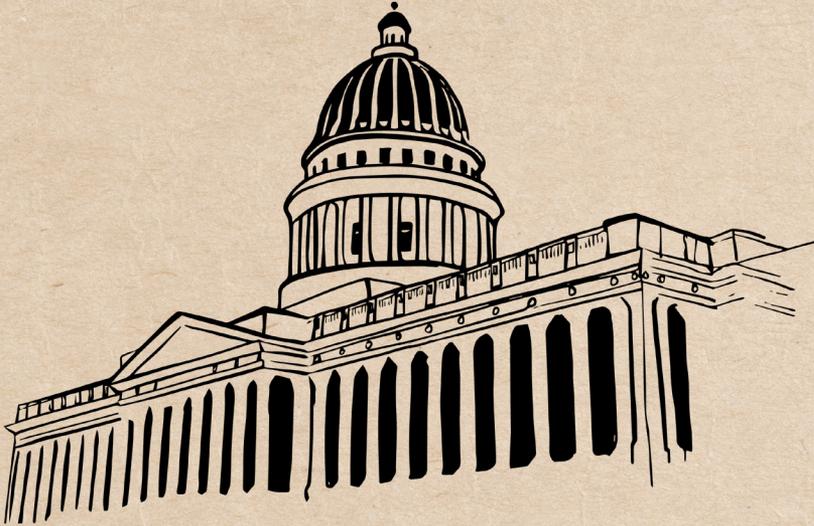
SPEAKING & VOTING PROCEDURES

1. Voting delegates must be present in person to vote.
2. Delegates must be a member of a Utah PTA unit to make motions, debate, and vote.
3. No delegate may represent more than one PTA unit when voting.
4. Only voting delegates may comment or vote on a question.
5. Delegates must come to the microphone on the floor and be acknowledged by the chair before speaking and writing their name, the name of the unit represented, and the unit location.
6. Comments from all delegates are limited to two minutes at a time on any question and only twice on the same question. No delegate may comment a second time until all delegates seeking recognition have had an opportunity to speak.
7. To make a second comment, delegates must follow the same process to be acknowledged and given the ability to comment again. Delegates must observe the timer on the screen.
8. No business shall be on the floor more than 10 minutes unless debate time is extended. To extend debate time, the motion to extend debate must be adopted by a two-thirds vote. Inquiry motions or points of order do not count in the 10 minutes.
9. The chair shall recognize delegates for and against a motion in alternating order.
10. To stop debate and force the vote, a member should obtain the floor and say, "I call the previous question." This requires a second and a two-thirds vote.
11. If discussion is needed, the question on a motion should not be called until there has been a reasonable amount of discussion on both sides of the issue, at least two "FOR" and two "AGAINST".
12. A tie vote is a lost vote.
13. Hasty action may be corrected by use of the motion to reconsider. The motion may be made only by one who voted on the prevailing side.

PARLIAMENTARY PROCEDURES AT A GLANCE

Motion	Second?	Vote Required	Debatable?	Amendable?	Reconsiderable?
Adjourn Meeting	Yes	Majority	No	No	No
Amend a Pending Motion	Yes	Majority	Yes, if motion to be amended is debatable	Yes	Yes
Call the Previous Question	Yes	2/3	No	No	Yes
Close Nominations	Yes	2/3	No	Yes	No
Division of Assembly	No	Any Member	No	No	No
Limit or Extend Debate	Yes	2/3	No	Yes	Yes
Main Motion	Yes	Majority	Yes	Yes	Yes
Point of Order	No	Ruled on by Chair	No	No	No
Postpone to a Definite Time	Yes	Majority	Yes	Yes	Yes
Question of Privilege	No	Majority	No	No	Yes
Recess	Yes	Majority	No	Yes	No
Reconsider	Yes	Majority	Yes, if motion to which it applied is debatable	No	No
Refer (commit)	Yes	Majority	Yes	Yes	No
Rescind	Yes	Majority with notice, 2/3 without notice	Yes	Yes	Yes
Suspension of Rules	Yes	2/3	No	No	No
Table a Motion	Yes	Majority	No	No	No
Remove Motion From Table	Yes	Majority	No	No	No
Withdrawal of Motion	No	Majority	No	No	No

THE UTAH PTA 2025-26 LEGISLATIVE PRIORITIES



Utah's children are our most valuable resource, and their success depends on strong schools, healthy families, and safe communities. We call on policymakers, community leaders, and families to work together in ensuring that every child has the opportunity to learn, grow, and thrive. The following priorities highlight the key areas that require support and action to build a brighter future for all Utah students.

- Prioritize a generously maintained public school system by increasing overall school funding, supporting teachers, reducing class sizes, and prioritizing local control.
- Increase funding to ensure safe schools and to address the growing need for digital and online safety.
- Endorse legislative action and evidence-based efforts to improve the health and well-being of children in Utah
- Champion opportunities for constructive family engagement within schools and the greater community.
- Encourage positive character and civic development to help students become resilient and engaged citizens.

By investing in Utah's children, we can ensure they are safe, supported, and empowered to thrive. These priorities reflect our commitment to nurturing their growth, strengthening families, and preparing students to become the leaders of tomorrow. Together, we can create lasting change that uplifts children and builds stronger communities across our state.

PENDING RESOLUTION

UTAH PTA
SAF 2025-1

CYBERBULLYING

WHEREAS, three of the purposes of Utah PTA are to promote the welfare of children and youth in home, school, and throughout the community; to advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth; and to engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth; and

WHEREAS, cyberbullying is the use of digital technologies such as social media, texting, websites, gaming platforms, and email to harass, threaten, embarrass target, or blackmail another person; It involves repeated behavior and can take the form of spreading rumors, sending threatening messages, posting hurtful comments or images, or impersonating someone online with the intent to harm; and

WHEREAS, cyberbullying may involve the sending, posting, or sharing of harmful, false, or demeaning content about an individual, including, but not limited to, the creation and distribution of sexually explicit or nude images; and

WHEREAS, recent research shows that around half of public school students have been victims of cyberbullying at least once, with middle and high school students being disproportionately affected, and in 2024, bullying emerged as the most frequently reported issue to the Utah state sponsored incident reporting tool for youth, SafeUT; and

WHEREAS, traditional bullying adversely affects the mental health, academic success, and overall well-being of young people; cyberbullying can take place any time and any place, including outside of school hours, and exacerbates a pervasive sense of vulnerability and fear for victims, often intensifying their feelings of isolation, anxiety, and depression; and

WHEREAS, Generative Artificial Intelligence (also referred to as “GAI”) technologies, with their ability to easily generate and automate content, enable, disseminate and amplify it widely, pose new and grave concerns for large scale harassment and cyberbullying and are a threat to significant and lasting psychological and emotional harm that have, in some extreme cases, led to teen suicide. GAI leverages existing harassment techniques such as catfishing, sextortion, hate speech, fraud, child sexual exploitation, child abuse, grooming, or identity theft while creating new powerful tools, such as malicious deepfakes, virtual child sexual abuse material (VCSAM), nudification, AI companionship, and chatbots or

trollbots, along with other emerging GAI technologies. As of today, GAI as an industry remains unchecked and unregulated despite the pressing need to protect children from its dangers; and be it

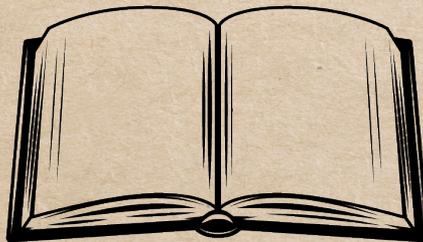
Resolved, that Utah PTA and its constituent associations advocate for the inclusion of cyberbullying education standards with comprehensive bullying prevention curriculum and programs, and be it further

Resolved, that Utah PTA and its constituent associations will actively promote awareness among students and their caregivers regarding the nature and consequences of cyberbullying, and also provide guidance on seeking help and support for themselves or others who may be affected; and be it further

Resolved, that Utah PTA and its constituent associations collaborate with legislators, state and local school boards, school community councils, and other local leaders, to establish clear and effective policies including areas of responsibilities, disciplinary measures addressing the transmission of harassing, embarrassing, threatening, targeting, or explicit material through digital devices, and to actively promote digital citizenship by educating students on responsible and respectful online behavior, thereby fostering a safer, more inclusive, and supportive digital environment; and be it further

Resolved, that Utah PTA and its constituent associations collaborate with local leaders, legislators, state authorities, LEAs and local schools to establish clear, accessible detection and reporting mechanisms, such as the SafeUT app for students, parents, and staff to report incidents of cyberbullying, ensuring timely and thorough investigation, appropriate consequences for perpetrators, and effective measures to protect and support victims; and be it further

Resolved, that Utah PTA and its constituent associations urge local, state, federal elected officials, domain experts, and Generative Artificial Intelligence (GAI) companies to collaborate in legislating guardrails and ensuring accountability to protect Utah's children from the abuse of GAI.



PENDING RESOLUTION

UTAH PTA
EDU 2025-2

HIGH EXPECTATIONS FOR STUDENTS WITH DISABILITIES

WHEREAS, More than half of all students with disabilities spend at least 80% of their school day in general education classes; there are students with disabilities in practically every classroom in Utah's public schools and the greatest in-school factor impacting student achievement is instruction quality; what happens between teachers and students in our nation's classrooms has a significant impact on student learning and achievement; and

WHEREAS, More than 80% of students who qualify for services under IDEA (Individuals with Disabilities Education Act) in Utah have disabilities classified as mild to moderate disabilities such as, speech delays, learning disabilities, dyslexia, and other impairments such as attention-deficit/hyperactivity disorder (ADHD), sensory processing disorder or mental health conditions; students who receive Individualized Education Programs (IEPs) or have 504 plans are a widely varied group with a variety of needs; the individual strengths and weaknesses of each student should be considered when making educational decisions; and

WHEREAS, When enacted in 1975, the Individuals with Disabilities Act (IDEA) proposed that federal funding cover up to 40% of the cost of programming for students with Individualized Education Programs (IEPs), but currently, federal funding only covers approximately 10-14% and IDEA states that students with disabilities who require specialized instruction must receive the services they need without regard to cost, this leaves a large gap for school districts to fill which can negatively impact all students; and

WHEREAS, There is a significant and persistent gap between the achievement of students with disabilities and students without disabilities; having high expectations for all students helps develop an understanding that students with disabilities are first and foremost general education students; students with disabilities need quality general education instruction in addition to targeted interventions and accommodations for students with disabilities; access to assistive technology and accommodations significantly improves success in both special education and general education classrooms; time in general education settings often leads to fewer absences, less disruptive behavior, and better outcomes after high school; having students with disabilities in the general education setting also leads to new learning opportunities for students without disabilities; and

WHEREAS, As has been shown in numerous studies, there is a crucial relationship between teacher expectations of students with disabilities and higher levels of achievement of students with disabilities, also parental

expectations are essential; across all variables, parental aspirations and expectations for their children's educational academic achievement has the strongest relationship with achievement; students' mindsets also play a key role in their motivation and achievement; and

WHEREAS, Upholding high expectations for all students and promoting cooperative relationships between students of all abilities can reduce the high incidence of stigmatization and lack of disclosure among students with disabilities due to feelings of shame or fear of being bullied; students would benefit by forming positive relationships and friendships and learning how to be more at ease with a variety of people; now, Therefore, be it

Resolved, That Utah PTA and its constituent associations encourage all stakeholders in the educational system – teachers (both general and special education), parents, administrators, and members of the community – to have and maintain high expectations for all students, including students with disabilities, including the students holding high expectations of themselves; and be it further

Resolved, That Utah PTA and its constituent associations collaborate with the entire school community to include children with disabilities and their families in all school activities to promote cooperative relationships between students of all abilities through experiences such as peer mentoring, collaborative problem solving, and cooperative working groups, as well as through more casual or unstructured interactions, and including having a relevant general educator present at IEP meetings; and be it further

Resolved, That Utah PTA and its constituent associations support fully funding the IDEA at the Federal level and also sufficiently funding Special Education at the state level in order to meet the needs of students with disabilities and to provide them with the most appropriate educational experience; providing funding for ongoing pre-service training and professional development for all teachers regarding adapting instruction to meet the needs of students with disabilities in the general education classroom; accommodations that improve access to the general curriculum; and high expectations for all students with regards to both academics and behavior; and be it further

Resolved, That Utah PTA and its constituent associations support schools in implementing best practices in meeting the needs of diverse students through such practices as inclusion, Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and any other similar instructional practices to support instruction from a Core content expert, and access to accommodations including assistive technology for students with disabilities, that these students be enabled to go as far as possible toward achieving their full potential and living a meaningful, fulfilling life.

(This resolution updates and replaces EDU 2022-2)

PENDING RESOLUTION

UTAH PTA
EDU 2025-3

EDUCATION FUNDING

WHEREAS, Public education is a high priority with the citizens of Utah; and

WHEREAS, The Utah Constitution guarantees that “the Legislature shall provide for the establishment and maintenance of a public education system”, which “shall be open to all children of the state”; and that “all revenue from a tax on income shall be used to support the system of public education and higher education”; the Utah constitution also stipulates that “public elementary and secondary schools shall be free”; and

WHEREAS, According to the census bureau annual Public School Spending Per Pupil review, Utah consistently ranks in the bottom three in expenditures per student, and Utah teachers are paid less than most neighboring states; and

WHEREAS, The Utah governor’s 2021 One Utah roadmap highlights a strong support for public education, placing “Education innovation and investment” as a second priority of six ; and

WHEREAS, Utah’s constitutional obligation to fund K-12 public education has eroded over the years, with amendments to the constitution allowing funds earmarked for K-12 public education to be used for higher education, children and individuals with disabilities; and the renaming of the education fund to the income tax fund; and,

WHEREAS, Unfunded and underfunded mandates in public education, defined as laws or regulations that require Local Education Agencies (LEAs) to take certain actions or meet specific standards without providing the necessary funding to cover the costs of compliance, have put strains on Utah LEAs’ limited resources, either preventing partial or full compliance or requiring funding reallocations that harm public instruction and academic achievement,

WHEREAS, Funding for public schools currently comes from three sources: Income Tax revenue, local property taxes, and Federal funding; a decrease in one of these sources needs to be balanced with a corresponding increase in another source to maintain funding levels,

WHEREAS, Further erosion threatens public taxpayer funds earmarked for public education, with initiatives such as vouchers; opportunity scholarships, backpack funding, education savings accounts and tuition tax credits, that divert taxpayer public funding to private and home school

students, often with no oversight on teaching quality, standards, assessment, and accountability; and now, be it further,

Resolved, That Utah PTA and its constituent associations continue to urge the legislature to make public education revenue allocations and funding effort a high priority; and, be it further

Resolved, That Utah PTA and its constituent associations encourage the legislature to adequately fund critical educational needs, including but not limited to, class size reduction, teacher salaries, technology, programs, supplies, and evidenced-based practices that have an impact on student achievement; and, be it further

Resolved, That Utah PTA and its constituent associations support the maintenance of a stable and adequate funding mechanism to support public education based on the following principles: enrollment growth; inflation; support of a K-12 education Economic Stabilization Restricted Account; funding the USBE Strategic Plan; and, be it further

Resolved, That Utah PTA and its constituent associations oppose funding mechanisms such as vouchers, tax credits, deductions; and, be it further

Resolved, That Utah PTA and its constituent associations will always oppose funding methods that divert funds away from public education system if the accountability methods are not equal to or greater than those of public education system; and, be it further

Resolved, That Utah PTA and its constituent associations urge the Legislature to match public education funding to the level of all legislated mandates; and, be it further

Resolved, That Utah PTA and its constituent associations urge the Legislature to maintain the current mechanism of public education funding, and not appropriate property tax revenues, or forgo Federal education funding, or use one time funding without a plan to increase ongoing state funding allocated to public education; and, be it further

Resolved, That Utah PTA and its constituent associations oppose the dilution of the constitutional mandate to fully fund public education and oppose income tax cuts and credits that directly reduce the amount allocated to public education funding.

(Updates and replaces EDU 2023-1)

THANKS TO OUR SPONSORS



THANK YOU TO JORDAN SCHOOL DISTRICT
FOR THE USE OF THIS BUILDING