

# HR0001S01 compared with HR0001

~~{deleted text}~~ shows text that was in HR0001 but was deleted in HR0001S01.

Inserted text shows text that was not in HR0001 but was inserted into HR0001S01.

**DISCLAIMER:** This document is provided to assist you in your comparison of the two bills. Sometimes this automated comparison will NOT be completely accurate. Therefore, you need to read the actual bills. This automatically generated document could contain inaccuracies caused by: limitations of the compare program; bad input data; or other causes.

Representative Sandra Hollins proposes the following substitute bill:

## HOUSE RESOLUTION URGING RESTORATIVE JUSTICE IN UTAH'S EDUCATION SYSTEM

2018 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Sandra Hollins**

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### LONG TITLE

#### General Description:

This resolution of the House of Representatives encourages the State Board of Education and Utah's school districts to implement school-wide restorative justice ~~{programs}~~practices in ~~{Utah's}~~the state's public primary and secondary schools.

#### Highlighted Provisions:

This resolution:

- ▶ encourages the State Board of Education and Utah's school districts to implement restorative justice ~~{programs}~~priorities in Utah's public primary and secondary schools as a way to help Utah's students stay in school and deal with their challenges in a healthier and more constructive way~~{, and}~~.

~~{ → encourages the State Board of Education and Utah's school districts to implement restorative justice programs in Utah's public primary and secondary schools as a~~

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~~means to help school districts better manage their student disciplinary issues.~~

### Special Clauses:

None

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*Be it resolved by the House of Representatives of the state of Utah:*

WHEREAS, the pressure to do well in school and to comply with the expectations of parents and teachers can create great challenges and increased stress in a student's life;

WHEREAS, the necessity and challenge of forging meaningful ~~friendships~~ relationships can add to the difficulties students face;

WHEREAS, a student's struggles can be further aggravated by the death of a parent, a divorce, abuse, or other traumatic circumstances and can sometimes lead to ~~misbehavior~~ problematic behavior in school;

WHEREAS, studies show that suspension and expulsion, traditional methods of addressing disciplinary issues in ~~primary and secondary schools, punish misbehavior but fail to address its underlying causes~~ schools, do not make schools safer and result in lower graduation rates and increased rates of involvement in the juvenile justice system, contributing to the school to prison pipeline;

WHEREAS, restorative justice is ~~an innovative approach to offensive and inappropriate behavior that addresses the root causes of the behavior issues~~ a values-based approach to community building, problem solving, and conflict resolution that is used in schools to build and restore relationships, create opportunities for dialogue, repair harm and transform conflict, and create just and equitable learning environments;

WHEREAS, restorative justice ~~has been used extensively both as a means to divert people from criminal justice systems and as a program for convicted offenders already in the adult or juvenile justice systems~~ enhances school communities by incorporating values of respect, dignity, mutual concern, collaboration, and accountability into the school culture;

WHEREAS, restorative justice encourages students to engage in collaborative problem solving, which empowers students and gives them tools to effectively communicate beyond the school setting;

WHEREAS, restorative justice, in a school setting, shifts the emphasis from managing behavior to focusing on ~~the~~ building, nurturing, and repairing ~~of~~ relationships, while

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retaining the ability to hold ~~{misbehaving}~~ students accountable;

WHEREAS, ~~{in the school setting,}~~ restorative justice ~~{often serves as an alternative to traditional discipline such as suspension, expulsion, and referral to police;~~

———WHEREAS, restorative justice is a nonpunitive approach to handling a wide range of conflict;

———WHEREAS, restorative justice brings together the offender and the harmed party into a setting called a conference or circle, in company with a teacher or administrator and other students;

———WHEREAS, in a circle, participants involved in or impacted by the harmful actions, including the victim and the offender, talk about the harm caused and what can be done to make things right;

———WHEREAS, in a typical circle, a teacher or mediator asks nonjudgmental, restorative questions like, "What happened? How did it happen? What can we do to make it right?" and the students develop a plan of action;

———WHEREAS, restorative justice puts repairing harm done to relationships and people above the need for assigning blame and dispensing punishment, without minimizing the harm caused by misbehavior;

———WHEREAS, restorative justice represents a shift in how discipline is applied, increasing student perceptions about fairness of educator actions and leading to greater compliance, as students see the school order as having legitimacy;

———WHEREAS, the success of focuses on the impact of students' behavior on other members of the school community, rather than only on rule breaking, and allows those impacted to find ways to repair the harm and restore damaged relationships, rather than imposing punishment;

WHEREAS, studies have shown that restorative justice ~~{programs in schools across the United States suggests that a strict focus on "paying the offender back" can leave the victim without closure or fail to bring resolution to the harmful situation;~~

———WHEREAS, multiple empirical studies reveal a decrease in harmful behavior after implementing some type of practices can lead to reductions in problem behavior, improvements in school climate, and increases in student achievement, attendance, and graduation rates; and

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WHEREAS, there is a continuum of proactive to responsive restorative practices, ranging from community-building circles to restorative conferencing, which are accessible to educators to successfully implement school-wide restorative justice ~~{program;~~

~~———WHEREAS, one program manager of restorative justice for a school district has said, "Restorative Justice addresses the harm caused by the offense and the harm revealed by the offense. When you get these kids talking you learn about the traumas they have faced. Maybe their brother was killed or their father was sent to prison. If you can get to the root of the cause of the offense, you're truly stopping the cycle";~~

~~———WHEREAS, Utah's students and its schools can benefit from restorative justice programs; and~~

~~———WHEREAS, restorative justice can help Utah's school children to successfully navigate the challenges of life and learning and provide them tools that will help them assume the responsibilities of adulthood};~~ practices:

NOW, THEREFORE, BE IT RESOLVED that the House of Representatives of the state of Utah encourages the State Board of Education and Utah's school districts to implement school-wide restorative justice ~~{programs}~~ initiative practices in Utah's public primary and secondary schools ~~{ as a way to help Utah's students stay in school and deal with their challenges in a healthier and more constructive way.~~

~~———BE IT FURTHER RESOLVED that the House of Representatives of the state of Utah encourages the State Board of Education and Utah's school districts to implement restorative justice programs in Utah's public primary and secondary schools as a means to help school districts better manage their student disciplinary issues}.~~

BE IT FURTHER RESOLVED that a copy of this resolution be sent to each of Utah's school districts and to the State Board of Education.

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**Legislative Review Note**

**Office of Legislative Research and General Counsel}**