

1                   **JOINT RESOLUTION PROMOTING THE 3RS FRAMEWORK**  
2                   **OF RIGHTS, RESPONSIBILITY, AND RESPECT IN**  
3                   **CLASSROOMS**

4                   2022 GENERAL SESSION

5                   STATE OF UTAH

6                   **Chief Sponsor: Derrin R. Owens**

7                   House Sponsor: Joel K. Briscoe

---

---

8  
9                   **LONG TITLE**

10                  **General Description:**

11                  This resolution highlights the 3Rs framework, which is inspired by principles of the  
12 religion clauses of the First Amendment to the United States Constitution,  
13 acknowledges the role of public school educators in preparing students for their civic  
14 responsibilities, and encourages the State Board of Education to support the state's  
15 public school educators in accessing instructional materials that support the 3Rs  
16 framework of rights, responsibility, and respect.

17                  **Highlighted Provisions:**

18                  This resolution:

19                  ▶ highlights the principles of the 3Rs framework, inspired by the religion clauses of  
20 the First Amendment to the United States Constitution, which includes the  
21 following:

- 22                      • every person has rights;
- 23                      • every person has the responsibility to protect the rights of others; and
- 24                      • we honor the human dignity of others when we respectfully engage in civil  
25 discourse;

26                  ▶ recognizes the value of public school educators using the 3Rs framework as a tool  
27 to prepare students to successfully navigate differences in American society and



28 dispel contempt in civic discourse;

29 ▶ acknowledges the role of public school educators in preparing students for their  
30 civic responsibilities;

31 ▶ encourages the State Board of Education to support educators in accessing teaching  
32 resources that support the 3Rs framework; and

33 ▶ acknowledges that the proper treatment of religion in public school settings will  
34 prepare Utah's students to be champions of the First Amendment to the United  
35 States Constitution.

36 **Special Clauses:**

37 None



39 *Be it resolved by the Legislature of the state of Utah:*

40 WHEREAS, American society is more polarized and divided than ever, and in our  
41 surging culture of contempt, youth are learning to value only those with whom they agree and  
42 see others as the enemy;

43 WHEREAS, S.C.R. 2, A Call to Civility, passed during the 2009 General Session,  
44 affirms ground rules for civic and public engagement framed in terms of rights, responsibilities,  
45 and respect inherent in our civic and constitutional compact;

46 WHEREAS, H.C.R. 7, Resolution Promoting Character and Citizenship Education,  
47 passed during the 2003 General Session, encourages Utah's public elementary and secondary  
48 schools to promote character and citizenship education through an emphasis on rights,  
49 responsibility, and respect;

50 WHEREAS, the United States Constitution, the supreme law of the land, provides  
51 principles for self-government and establishes a republican form of government that requires  
52 all American citizens to live in productive relationships with each other to keep our republic;

53 WHEREAS, the unique religion clauses of the First Amendment to the United States  
54 Constitution have the following characteristics:

55 • they make it possible for American citizens to live in productive  
56 relationships with one another;

57 • they are the boldest and most successful part of the entire American  
58 experiment;

- 59                   •       they protect the individual ways we act on our consciences;
- 60                   •       they guarantee the state will not require any particular expression of faith
- 61 or penalize someone for their choice not to believe; and
- 62                   •       they protect what it means to be fully human and the essence of what it
- 63 means to be an American;

64               WHEREAS, the 3Rs framework - inspired by the principles of the religion clauses of  
65 the First Amendment to the United States Constitution - includes the following components:

- 66                   •       every person has rights;
- 67                   •       every person has the responsibility to protect the rights of others; and
- 68                   •       we honor the human dignity of others when we respectfully engage in
- 69 civil discourse;

70               WHEREAS, commitment to the tenets of the 3Rs framework helps members of the  
71 public live in productive relationships with their fellow citizens;

72               WHEREAS, as Utah citizens become champions for understanding the rights of others,  
73 feel the responsibility to protect the rights of others, and honor the human dignity of others by  
74 respectfully engaging in civil discourse, they will lead the country in overturning our current  
75 national culture of contempt;

76               WHEREAS, Utahns are not required to change their values or agree with positions that  
77 offend their consciences, but can model to the nation how to live in productive relationships  
78 with fellow citizens across our deepest differences and within the framework of the United  
79 States Constitution, and these productive and respectful relationships promote honest  
80 conversation between trustworthy political rivals and help to counter the increase of contempt  
81 and incivility in our country;

82               WHEREAS, the civic mission of public schools to prepare students for citizenship in  
83 our constitutional republic;

84               WHEREAS, public schools are microcosms of the American public square where  
85 students learn how to live in productive relationships across deep differences and schools have  
86 a role in preparing students for their civic responsibilities, especially in equipping them with  
87 the civic competencies of religious liberty, religious literacy, and civil dialogue;

88               WHEREAS, the processes and procedures of the Legislature and the decorum expected  
89 throughout the legislative process provides a model for classroom teachers to facilitate

90 discussion across differences, such as neutral committee chairs allowing space for various  
91 viewpoints in committee meetings, allowing space for strong disagreement without attacks, and  
92 encouraging decorum and respect across deep differences;

93 WHEREAS, public school classroom discussions can reflect the decorum of the public  
94 square demonstrated by the Legislature, with classroom teachers acting as neutral guides  
95 through difficult discussions and serving as facilitators of student expression and exploration of  
96 current events and ideas, which provides space for strong disagreement without attacks;

97 WHEREAS, teachers can use the 3Rs framework of rights, responsibility, and respect  
98 to set expectations for students with differing views to engage with each other, which prepares  
99 students to engage civilly in the public square, even across differences;

100 WHEREAS, public schools are not religion-free zones, nor are they places where  
101 religion is transferred to the next generation; and

102 WHEREAS, the National Council for the Social Studies, the United States Department  
103 of Education, and 21 additional organizations across the political spectrum published  
104 consensus guidelines in 2000 for teaching about religion in public schools that include the  
105 following tenets:

- 106 • the school's approach to religion is academic, not devotional;
- 107 • the school strives for student awareness of religions but does not press  
108 for student acceptance of any religion;
- 109 • the school sponsors study about religion, not the practice of religion;
- 110 • the school may expose students to a diversity of religious views but may  
111 not impose any particular view;
- 112 • the school educates about all religions but it does not promote or  
113 denigrate religion; and
- 114 • the school informs the student about various beliefs but it does not seek  
115 to conform students to any particular belief;

116 NOW, THEREFORE, BE IT RESOLVED that the Legislature of the state of Utah  
117 honors the role of public school educators in preparing Utah students for their civic  
118 responsibilities and the urgent need to overturn the culture of contempt dividing our society.

119 BE IT FURTHER RESOLVED that the Legislature encourages the State Board of  
120 Education to support public school educators in accessing teaching resources that support using

121 the 3Rs framework in preparing students with the practical understanding that every person has  
122 rights, every person has the responsibility to protect the rights of others, and we honor the  
123 human dignity of others when we respectfully engage in civil discourse.

124 BE IT FURTHER RESOLVED that the Legislature encourages public school educators  
125 to support the development of the civic competencies of religious liberty, religious literacy, and  
126 civil dialogue to prepare students for citizenship.

127 BE IT FURTHER RESOLVED that the Legislature affirms the proper understanding of  
128 religion in the American public school, specifically that the Establishment Clause of the First  
129 Amendment to the United States Constitution requires the government, including public school  
130 educators, to be neutral toward religion and the Free Exercise Clause protects public expression  
131 of belief or no belief in the public square, including among public school students, and that  
132 public school educators cannot favor one religion over another or suppress the free exercise of  
133 conscience or religion among their students.

134 BE IT FURTHER RESOLVED that the Legislature acknowledges that proper treatment  
135 of religion, especially in terms of religious differences, in the public school setting will prepare  
136 Utah students to be champions of the First Amendment to the United States Constitution and  
137 lead the nation in successfully navigating our deepest differences and overturning our rising  
138 culture of contempt.

139 BE IT FURTHER RESOLVED that a copy of this resolution be delivered to the  
140 Governor, the Senate President, the Speaker of the House of Representatives, each member of  
141 the State Board of Education, the Utah School Superintendents Association for distribution to  
142 the superintendents of Utah's 41 school districts, directors of each regional service center, the  
143 Utah Rural Schools Association, and the Utah Association of Elementary School Principals  
144 and the Utah Association of Secondary School Principals for distribution to every school  
145 principal in Utah.