



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 03/18/2021

**Time:** 02:00 PM

**Location:** 309 & 430 Via  
Videoconference

**Committee:** House Education

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Resolution:** HCR 0156 ENCOURAGING THE DEPARTMENT OF EDUCATION, COMPLEX AREAS, AND CHARTER SCHOOLS TO IMPLEMENT SCHOOL-WIDE RESTORATIVE JUSTICE PRACTICES IN THE STATE'S PUBLIC AND CHARTER SCHOOLS.

**Department's Position:**

The Hawaii State Department of Education (Department) supports the intent of HCR 156 to encourage the implementation of school-wide restorative justice initiative practices in Hawaii's public and public charter schools.

The Department acknowledges the importance of creating a positive climate at each school to provide students with a safe and engaging learning environment. Restorative practices can help to achieve this positive school climate by:

1. Adopting proactive measures to develop a nurturing and empathetic school community,
2. Providing clear and actionable expectations and procedures that encourage appropriate behaviors and discourage problematic ones, and
3. Instituting fair and effective practices that provide both accountability and support to those who have engaged in transgressive behaviors.

Restorative practices support the overarching goal of strengthening school climate. Schools can accomplish this by building community through nurturing healthy relationships among both students and educators, developing a restorative mindset in adults and students, and responding to harm whenever it occurs and between whomever it occurs. The repair of harm and restoring of relationships are most closely linked to the purposes and intentions of restorative justice, but should be provided in the larger context of a positive school climate and should be viewed as an integral part of restorative practice in the school.

Schools are encouraged to implement school-wide restorative justice practices within the Hawaii Multi-Tiered System of Support, a framework that is required in all Department schools. This framework outlines the appropriate support and resources that address the needs of the

whole child in the areas of academics, behavioral, social emotional, and physical well-being.

The Hawaii Multi-Tiered System of Support framework takes a tiered approach that is focused on the entire school environment and provides a continuum of support for those who need it most. It provides a behavioral framework that can support all students by establishing a positive school-wide climate and culture. Schools will establish school-wide behavior expectations, implement reinforcement programs to encourage expected behaviors, and create procedures to discourage problematic behaviors. Commonly used evidence-based practices include Positive Behavior Interventions and Supports, Social Emotional Learning, and Character Education.

In addition, trauma-informed practices are also beginning to be incorporated into restorative justice efforts to ensure students are learning in supportive and compassionate school settings that prioritize resilience and mental health, as well as physical, psychological, and emotional safety to foster connection and success. Schools that are trauma informed promote physical and emotional safety in relationships and in the environment, reducing trauma-related triggers in the school environment and eliminating potentially retraumatizing practices.

The Department recognizes the potential of implementing restorative justice practices to create positive learning environments in its schools. Thus, the Department of Education supports HCR 156.

Thank you for the opportunity to submit testimony on HCR 156.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).

**HCR-156**

Submitted on: 3/16/2021 8:23:53 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Joseph Kohn MD	We Are One, Inc. - www.WeAreOne.cc - WAO	Support	No

Comments:

Strongly support Restorative Justice HCR156

[www.WeAreOne.cc](http://www.WeAreOne.cc)

**HCR-156**

Submitted on: 3/16/2021 2:21:29 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
cheryl B.	Individual	Support	No

Comments:

Support

This is extremely important. Adding that the community and administrators would benefit from understanding what these terms mean in the learning process. The BOE policy allows for the discussion of "controversial" issues. However, for too long the determination of what is or is not controversial is based on long standing colonial/oppressive ideas of justice (for example). Sometimes talking about "justice" depends on the lens. In the example of `Ä• Ä«na issues this becomes especially evident.

# Discipline With Dignity: Oakland Classrooms Try Healing Instead of Punishment

As executive director of Restorative Justice for Oakland Youth, Fania Davis sees programs like hers as part of the way to end the school-to-prison pipeline.

posted Feb 19, 2014

Tommy, an agitated 14-year-old high school student in Oakland, Calif., was in the hallway cursing out his teacher at the top of his lungs. A few minutes earlier, in the classroom, he'd called her a "b\_\_\_\_" after she twice told him to lift his head from the desk and sit up straight. Eric Butler, the school coordinator for Restorative Justice for Oakland Youth (RJOY—the author is executive director of the organization) heard the ruckus and rushed to the scene. The principal also heard it and appeared. Though Butler tried to engage him in conversation, Tommy was in a rage and heard nothing. He even took a swing at Butler that missed. Grabbing the walkie-talkie to call security, the principal angrily told Tommy he would be suspended.

*“We were about to put this kid out of school, when what he really deserved was a medal.”*

“I don't care if I'm suspended. I don't care about anything,” Tommy defiantly responded. Butler asked the principal to allow him to try a restorative approach with Tommy instead of suspending him.

Butler immediately began to try to reach

Tommy's mother. This angered Tommy even more. “Don't call my momma.

She ain't gonna do nothing. I don't care about her either."

"Is everything OK?" The concern in Butler's voice produced a noticeable shift in Tommy's energy.

"No, everything is not OK."

"What's wrong?" Eric asked. Tommy was mistrustful and wouldn't say anything else. "Man, you took a swing at me, I didn't fight back. I'm just trying my best to keep you in school. You know I'm not trying to hurt you. Come to my classroom. Let's talk."

They walked together to the restorative justice room. Slowly, the boy began to open up and share what was weighing on him. His mom, who had been successfully doing drug rehabilitation, had relapsed. She'd been out for three days. The 14-year-old was going home every night to a motherless household and two younger siblings. He had been holding it together as best he could, even getting his brother and sister breakfast and getting them off to school. He had his head down on the desk in class that day because he was exhausted from sleepless nights and worry.

After the principal heard Tommy's story, he said,

"We were about to put this kid out of school, when what he really deserved was a medal."

Eric tracked down Tommy's mother, did some prep work, and facilitated a restorative justice circle with her, Tommy, the teacher, and the principal. Using a technique borrowed from indigenous traditions, each had a turn with the talking piece, an object that has a special meaning to the group. It moves from person to person, tracing a circle. The person holding the talking piece is the only one talking, and the holder speaks with respect and from the heart.

Everyone else in the circle listens with respect and from the heart.

As Tommy held the talking piece, he told his story. On the day of the incident,

he had not slept, and he was hungry and scared. He felt the teacher was nagging him. He'd lost it. Tommy apologized. He passed the talking piece to his teacher and heard her story.

Earlier in the year another student had assaulted her. She was terrified it was about to happen again with Tommy. After the incident with Tommy, as much as she loved teaching, she had considered quitting. Tommy apologized again for the outburst and offered to make amends by helping her with after-school chores for the next few weeks. The teacher agreed to show more compassion in the future if she noticed a student's head down on the desk.

Taking responsibility, Tommy's mother apologized to her son and all present. She rededicated herself to treatment and was referred to the campus drug rehabilitation counselor. After the circle and with follow-up, Tommy's family life, grades, and behavior improved. The teacher remained at the school.

## **Restoration, not punishment**

Nelson Mandela's adage, "I destroy my enemies when I make them my friends"

Fania Davis. YES! photo by Lane Hartwell.

captures the profoundly inclusive nature of restorative justice (RJ). The hallmark of RJ is intentionally bringing together people with seemingly diametrically opposed viewpoints—particularly people who have harmed with people who have been harmed—in a carefully prepared face-to-face encounter where everyone listens and speaks with respect and from the heart no matter their differences. The talking piece is a powerful equalizer, allowing everyone's voice to be heard and honored, whether that of a police officer, a judge, or a 14-year-old youth.

If the school had responded in the usual way by suspending Tommy, harm would have been replicated, not healed. Punitive justice asks only what rule or law was broken, who did it, and how they should be punished. It responds to the original harm with more harm. Restorative justice asks who was harmed, what are the needs and obligations of all affected, and how do they

figure out how to heal the harm.

Had punitive discipline ruled the day, Tommy's story would have gone unheard and his needs unmet. Had he been suspended, Tommy's chances of engaging in violence and being incarcerated would have dramatically increased. Suspension likely would have exacerbated harm on all sides—to Tommy, his teacher, his family, and ultimately, his community. His teacher would have been deprived of hearing Tommy's story. She might have quit teaching and remained trapped in trauma.

If Tommy had been suspended and left unsupervised—as most suspended students are—he would have been behind in his coursework when he returned. Trapped in an under-resourced school without adequate tutoring and counseling, Tommy would have had a hard time catching up. According to a national study, he would have been three times more likely to drop out by 10th grade than students who had never been suspended.

Worse, had Tommy dropped out, his chances of being incarcerated later in life would have tripled. Seventy-five percent of the nation's inmates are high school dropouts.

## **Getting kids out of the pipeline**

The school-to-prison pipeline refers to the alarming national trend of punishing and criminalizing our youth instead of educating and nurturing them. Exclusionary discipline policies such as suspensions, expulsions, and school-based arrests are increasingly being used to address even the most minor infractions: a 5-year-old girl's temper tantrum, a child doodling on her desk with erasable ink, or adolescent students having a milk fight in the cafeteria. Use of suspensions has almost doubled since the 1970's. Black students are disproportionately impacted. According to data from the U.S. Office of Civil Rights, black students are three times more likely to be suspended than their white counterparts for comparable offenses.



*In 2010, the Oakland school board passed a resolution adopting restorative justice as a system-wide alternative to zero-tolerance discipline.*

Overreliance on exclusionary school discipline that disproportionately impacts African American youth led the U.S. Departments of Justice and Education recently to announce the launch of a national initiative to help schools and districts meet their legal obligation to administer discipline without unlawfully discriminating. At the January 8, 2014 release of a Guidance Package on equitable and effective school discipline, U.S. Secretary of Education Arne Duncan said, “Racial discrimination in school discipline is a real problem today, and not just an

issue from 40 to 50 years ago.”

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According to a study by the Centers for Disease Control, a student's sense of belonging to a high school community is a top protective factor against violence and incarceration. In addition to convening restorative justice circles like Tommy's, RJOY also uses circles proactively to deepen relationships and create a school culture of connectivity, thereby reducing the likelihood that harm will occur.

A UC Berkeley Law study found RJOY's 2007 middle school pilot eliminated violence and expulsions, while reducing school suspension rates by 87 percent. After two years of training and participation in RJ practices, whenever conflict arose, RJOY middle school students knew how to respond by coming to the RJ room to ask for a talking piece and space to facilitate a circle. Today, at one of the RJOY school sites, student suspensions decreased

74 percent after two years and referrals for violence fell 77percent after one year. Racial disparity in discipline was eliminated. Graduation rates and test scores increased.

In Oakland, RJOY is successfully influencing the school district to make the approach in Tommy's case the new norm. The restorative justice model has been so successful in the schools where RJOY has worked that, in 2010, the Oakland school board passed a resolution adopting RJ as a system-wide alternative to zero-tolerance discipline and as a way of creating stronger and healthier school communities.

Young high school students in Oakland with failing grades and multiple incarcerations who were not expected to graduate not only graduate but achieve 3.0-plus GPAs. Some have become class valedictorians. Girls who have been long-time enemies become friends after sitting in a peacemaking circle. Instead of fighting, students come into the restorative justice room and ask for a talking piece and circle. Youth and adults who walk into a circle feeling anger toward one another end up embracing. Youth report they are doing circles at home with their families. High school graduates are returning to their schools to ask for circles to address conflict outside the school.

Oakland is considered one of the most violent cities in the nation. However, today hundreds of Oakland students are learning a new habit. Instead of resorting to violence, they are being empowered to engage in restorative processes that bring together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, a deeper sense of community, and healing.

**HCR-156**

Submitted on: 3/16/2021 4:01:57 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Dr Amanda Jobbins	Individual	Support	No

Comments:

I fully support implementing school-wide restorative justice practices, and as a former educator I am very excited by this proposition.

Indigenous people, like the New Zealand Maori, have used restorative justice for hundreds of years.

In Oakland, California a pilot restorative justice program was implemented in a failing middle school. Within 3 years violence was decreased by 87%. There are innumerable other positive examples across schools and communities throughout the world.

Mahalo

**HCR-156**

Submitted on: 3/16/2021 4:13:28 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Sulara James	Individual	Support	No

Comments:

This resolution is an important step to improving our education system and helping to create peace in our schools,our communities, and our world.

A resounding YES, please!

**HCR-156**

Submitted on: 3/16/2021 4:13:41 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
John Kneisler	Individual	Support	No

Comments:

Yes, I am 100% for this proposition. I am teacher and school-wide restorative justice program will benefit both our children and the whole community. Thank you for your service to the community.

**HCR-156**

Submitted on: 3/16/2021 8:57:40 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Anne Rillero	Individual	Support	No

Comments:

As the mom of two adult children and proud grandma of a 13 year old, I am in strong support of HCR 156, a resolution to encourage the Hawaii Department of Education, Complex Areas and Charter Schools to implement school-wide restorative justice practices in the state's public and charter schools.

Restorative justice practices are a smarter, more effective alternative to the all-too-common use of suspension and expulsion as methods of discipline. Suspensions and expulsions deprive children – often the ones who are already most disadvantaged -- from valuable instructional time and enrichment activities. Exclusionary discipline methods contribute to alienation from peers and teachers and disengagement from the school community, as well as a greater sense of marginalization for minority students. These exclusionary disciplinary methods deprive youth of the opportunities they need for education, future employment and participation as engaged and informed citizens in our democracy. Worse yet, they have been shown to lead to a greater likelihood of subsequent suspensions, expulsion, and incarceration – the so called school-to-prison pipeline (Skiba and Peterson 1999).

Let's do better for our K-12 students in Hawaii's public and charter schools, by encouraging the DOE to implement school-wide restorative justice practices in Hawaii's public and charter schools. Restorative justice focuses on community building, problem solving, and conflict resolution in ways that build and restore relationships, helps students acquire valuable communication skills and teaches students to collaborate on problem solving -- positive skills for our students to develop for their future adult lives. Restorative justice gives students the opportunity to learn and practice empathy, self-discipline and accountability in a safe and respectful space.

Please give a gift to the future of Hawaii by passing HCR 156 this year. Mahalo.

**HCR-156**

Submitted on: 3/16/2021 9:59:33 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Anne Allison	Individual	Support	No

Comments:

Please adopt resolution to utilize Restorative Justice practices in our schools. What a great opportunity to create a new future for our children and institutions. This will be better for our society!!! Mahalo

**HCR-156**

Submitted on: 3/16/2021 10:25:42 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Sarah Sexton	Individual	Support	No

Comments:

Aloha,

My name is Sarah Sexton and I live in Haiku, as a full time resident of Maui County. I am in full support of HCR156 being passed and feel that implementing restorative justice within the education system is one of the necessary key actions needed in order to shift the current paradigm of mass incarceration, and protect our youth from the prison pipeline that has developed so rapidly in our country.

Mahalo for your time and consideration of this vital bill.

Sincerely,

Sarah Sexton



**HCR-156**

Submitted on: 3/16/2021 10:48:18 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Marie Janiszewski	Individual	Support	No

Comments:

Aloha Kakou,

My name is Marie Janiszewski and I am writing in support of HCR 156 “encouraging the department of education, complex areas, and charter schools to implement school-wide restorative justice practices in the state's public and charter schools”.

I was born and raised on Maui and I have experienced Hawaii’s School System from Kindergarten to Grade 12. As this resolution describes, the goal is to move from our embedded Rewards-Punishments system to a Restorative Justice system. The Rewards-Punishments system is not exclusive to schools: We see this system in our homes, in our work places, in government, as the basis for our criminal justice system, and as a general function of our communities at large. This Restorative Justice Resolution is the first step to creating a better future for Hawaii and its people.

The Rewards-Punishments System is so deeply engrained in each of us that it can be difficult to see alternatives. We humans are wired for conditioning – it is what our brains do. Rewards for “good” behavior and punishments for “bad” behavior (of which the content of “good” and “bad” are entirely subjective based on the culture within which they exist) maintains a very limited spectrum of what is acceptable, and excludes all that doesn’t fit within this window. The underlying issue here is much bigger than the school-to-prison pipeline, which itself is a devastating, destructive, and ineffective product of our current system.

Our keiki face a world that is presenting them with issues insurmountable to even our current intellectual elite. They are facing climate change, which brings with it global pandemics, deepening poverty, water shortages, more frequent and extreme weather events, and so much more, especially to an island state. They are stepping into a world riddled by prejudice, vast wealth and resource disparity, exploitation, violence, individual and national debt, and enormously destructive weaponry controlled by erratic leaders. Like Albert Einstein said, “We can not solve our problems with the same level of thinking that created them.”

We need individuals who can think creatively *and* compassionately. These skills are not developed in a Rewards-Punishments system. The skills of creativity and compassion are taught and honed through communication, collaboration, and the exploration of

mutually beneficial decisions, all of which can be incorporated in the classroom. Young minds are quick to adopt behaviors that are modeled for them, so they will embody their teacher's practice of active listening, empathy, and the understanding that behaviors emerge as the result of a person's best attempts to meet their needs.

Equipping our youth with the capacity to communicate through their personal, interpersonal, and communal struggles prepares them for a future wherein they will need to collaborate between their differences. We learn from ecological systems that the greatest resiliency emerges from diversity. I see restorative justice in schools as the first step toward building a more resilient and effective society that can meet the many challenges ahead.

Thank you for supporting our keiki and our future through this Resolution.

Me ke aloha pumehana,

Marie Janiszewski

**HCR-156**

Submitted on: 3/17/2021 8:27:41 AM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Gabrielle	Individual	Support	No

Comments:

Aloha, I support HCR156. Our keiki need and deserve a more responsive way of discipline. In a time of fast progression in technology, we shouldn't forget mental wellness. I believe teaching nonviolent communication and proactive solutions will help raise up the next generation to be more aware of their actions and mental health.

**HCR-156**

Submitted on: 3/17/2021 8:36:30 AM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
David Litman	Individual	Support	No

Comments:

Punishment based retributive justice is not sufficient to meet our needs. Sociological research supports the fact that punishment does not motivate effectively, and does not teach and inculcate the values that we wish to see in our society. Restorative justice has significant superior benefits:

**Benefits to the community**

Reduced recidivism. Restorative justice has a high rate of success in reducing repeat offenses. When communities reintegrate their citizens after harm has been repaired, the likelihood of recidivism is greatly reduced. People who have offended have the opportunity to make things right, learn from the process, and put the matter behind them, so they can more easily go on to lead a crime-free life.

Increased safety. With reduced recidivism comes a safer community. Restorative justice empowers individuals to make their neighborhoods and towns safer and more pleasant places to live.

Cost effectiveness. A restorative approach to crime saves the state money by preventing individuals from becoming part of the criminal justice system for offenses that can be resolved at the local level with community and victim participation.

A stronger community. In addition to enhancing the safety and well being of a town or region, community justice centers help to establish a more active citizenship. Volunteering has been shown to build stronger and more cohesive communities and increase the social networks within towns and neighborhoods.

**Benefits to victims**

Empowerment. When victims are offered the opportunity to have a safe and facilitated dialogue with the person who harmed them, they feel empowered and invested in the process. Victims' needs are acknowledged and considered, which gives them a voice in an often impersonal system.

Meaningful dialogue. Victims are given the opportunity to explain how they were harmed, get answers to their questions, and state what they need the offender to do to make amends.

Recovery and satisfaction. Restorative justice boasts a high rate of victim satisfaction. Many are able to recover what was taken from them, whether it be material possessions or their sense of security and peace of mind. They are more likely to be able to move on from the incident and get back to their daily lives.

Benefits to people who offend

An opportunity to make it right. People who offend have the opportunity to express remorse and apologize for their actions, benefiting themselves as well as their victims.

A way to put the incident behind them. People who offend have the opportunity to make significant and appropriate amends and then move on. They are able to return to their communities knowing that the matter is settled.

A timely resolution. The process of restorative justice is swift in comparison to the criminal justice system, so that offenders can more quickly make meaningful changes in their lives.

A high success rate. Restorative justice has a high rate of compliance or completion. Within a voluntary and non-coercive process, people who have offended tend to follow through on agreements that they have a part in creating.

(source: <http://cjnvt.org/about-us/benefits-of-restorative-justice/> see more on this page)

**HCR-156**

Submitted on: 3/17/2021 9:08:04 AM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Robert Golden	Individual	Support	No

Comments:

As an educator for more than 50 years, I can speak strongly in support of this measure to incorporate reparative justice in our schools in Hawaii. What better way to bring forth the future generation with children having an understanding of how to heal wounds through love and understanding rather than through punishment and revenge. It is the latter that has caused an endless cycle of vengeance and recrimination. Please pass this measure that will support a broadening consciousness that we are all in this together. Mahalo.

**HCR-156**

Submitted on: 3/17/2021 9:40:18 AM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Robin Newbold	Individual	Support	No

Comments:

Please support HCR 156, a resolution which encourages the Hawaii Department of Education, Complex Areas and Charter Schools to implement restorative justice practices in Hawaii's public and charter schools.

During my 19 years of teaching high school and community college students I had the opportunity to work with students who needed emotional support - usually as a result of turmoil at home. Suspension and expulsion simply drove those students away from school, limiting their opportunity to become educated, informed, and involved adults contributing to their community.

There is no doubt that restorative justice is much more effective than suspension and expulsion.

Please encourage the DOE to implement school-wide restorative justice practices in Hawaii's public and charter schools by passing HCR 156 this year.

**HCR-156**

Submitted on: 3/17/2021 12:24:54 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Wilson Angel	Individual	Support	No

Comments:

I choose restoration over punishment.



**HCR-156**

Submitted on: 3/17/2021 12:45:21 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Elizabeth Winternitz	Individual	Support	No

Comments:

As a retired educator, I **SUPPORT** this effort to implement school-wide restorative justice initiative practices in Hawaii's public and charter schools.

**HCR-156**

Submitted on: 3/17/2021 12:47:32 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Caleb Summeril	Individual	Support	No

Comments:

**SUPPORT to implement school-wide restorative justice initiative practices in Hawaii's public and charter schools**

**HCR-156**

Submitted on: 3/17/2021 1:10:46 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Nicole Nakamura	Individual	Support	No

Comments:

**SUPPORT to implement school-wide restorative justice initiative practices in Hawaii's public and charter schools**

**HCR-156**

Submitted on: 3/17/2021 3:22:23 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Andrea Quinn	Individual	Support	No

Comments:

Dear Honorable Committee Members,

Please support HCR156.

Thank you,

Andrea Quinn

**HCR-156**

Submitted on: 3/17/2021 6:22:51 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Janet Pappas	Individual	Support	No

Comments:

Dear EDN and FIN Chairs, Vice Chairs and Committee Members,

I strongly support this resolution to put into practice school-wide restorative justice programs in the State's public and charter schools. These programs could be part of the "Bring Back Better" program that President Biden has envisioned. Each school may have a different program, depending on the needs of the students and school employees.

It's a given that nothing will change if we change nothing. It is our responsibility to ensure that schools are havens of equal justice. We know that our students come from many different backgrounds. Traditions differ; social norms differ; news sources differ. So conversations must occur and everyone must have a voice. If necessary or desired, parents and other family members must also be included.

A just school is a peaceful school. Not quiet, but full of focused activity and engaged students; students who feel accepted and part of the "family". Only then can students learn. If we can foster this atmosphere--where there is no fear--we won't have to worry: kids will learn.

Please pass this resolution (HCR156) and provide the means for achieving justice in our schools.

Thank you for listening and for the opportunity to testify.

Sincerely,

Jan Pappas - Aiea, Hawaii

**HCR-156**

Submitted on: 3/17/2021 9:11:12 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jason schwartz	Individual	Support	No

Comments:

I am in strong support.

**HCR-156**

Submitted on: 3/17/2021 9:12:56 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Doug Nelson	Individual	Support	No

Comments:

I strongly support this measure as a means of achieving greater justice in our schools.

**HCR-156**

Submitted on: 3/18/2021 12:45:45 PM

Testimony for EDN on 3/18/2021 2:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jeff Heisel	Individual	Support	No

Comments:

Please pass this. It is a more just process.