

District 1 Resolution 1 (D1, R1)

PASSED 50-13-1

R-3 Required Pest Control Contracting for Florida Public Schools

1. **Whereas** the Florida Department of Education (FDOE) does not explicitly require Florida
2. public schools to contract pest exterminators, and
3. **Whereas** the only method of pest control mandated by the FDOE is integrated pest
4. management (IPM), and
5. **Whereas** Florida school districts are responsible for the implementation of their IPM
6. plans with no standardized policies enforced by the state of Florida, and
7. **Whereas** IPM is only an effective pest control solution if enforced properly over
8. an extended period of time, still, it is not an absolute preventive to pest infestation, and
9. **Whereas** pests thrive in both humid environments, which are commonly found in Florida,
10. and high traffic areas, and
11. **Whereas** Florida schools provide these optimal conditions through spaces such as
12. cafeterias, classrooms, and gymnasiums, and
13. **Whereas** there are 1,413 types of insects found in the state of Florida, including many
14. species of cockroaches, mosquitoes, ticks, ants, flies, termites, spiders, and bed bugs, and
15. **Whereas** many of these pests' harbor diseases harmful or potentially deadly to students
16. and staff such as dengue, typhoid, yellow fever, and malaria, and
17. **Whereas** there have been a multitude of disease outbreaks caused by pest infestations in
18. the last five years (FloridaHealth.gov), and

19. **Whereas** there are numerous studies proving the effectiveness and safety of professional
20. exterminators (NIH.gov), and
21. **Whereas** professionally contracted exterminators are heavily monitored by the
22. Environmental Protection Agency (EPA.org), and
23. **Whereas** any pesticides commercially produced and used by exterminators have
24. undergone extreme testing and analyzation to ensure the safety for surrounding areas, and
25. **Therefore**, be it resolved that Florida public school districts are required to contract a
26. professional pest exterminator to inspect all Florida public schools quarterly throughout
27. the calendar year, whilst maintaining the current school district's integrated pest
28. management policies.

Submitted by Pace High School, FASC District One

Works Cited

- [What Are the Legal Requirements for Pest Management in Schools? - Redi National Pest Eliminators](#)
- [Florida Insects \(1,413 Found\)](#)
- [Controlling Bed Bugs Using Integrated Pest Management \(IPM\) | US EPA](#)
- [amr-2-narratives-uncommon-reportable-diseases-fl-19-20.pdf](#)
- <https://www.epa.gov/>
- [Public Health Issues Caused by Pests | US EPA](#)
- [A Scientific Review of Pesticides: Classification, Toxicity, Health Effects, Sustainability, and Environmental Impact - PMC](#)

District 1 Resolution 2 (D1, R2)

PASSED 43-14-7

R-8 Driver's License Road Test for Ages 75 and Older in Florida

1. **Whereas** Florida statute 322.18 currently does not require the reexamination of a 75 and
2. older persons' motor-vehicle driving capability through means of a road test when
3. renewing their Florida Class E driver's license (leg.state.fl.us), and
4. **Whereas** approximately 2,261,000 persons 75 and older reside in Florida (census.gov),
5. and
6. **Whereas** 46% of adults age 75 years and older have a disability that includes (but not
7. limited to) serious difficulty walking or climbing stairs, serious difficulty concentrating,
8. remembering or making decisions, deafness or serious difficulty hearing, and blindness
9. or serious difficulty seeing (cdc.gov), and
10. **Whereas** the risk of being injured or killed in a traffic crash increases as people age 11.
11. (cdc.gov), and
12. **Whereas** in 2023, there were approximately 4,829 deaths in traffic crashes involving
13. drivers 75 and older (injuryfacts.nsc.org), and
14. **Whereas** in 2030, drivers aged 75 and older will account for up to 20% of all drivers
15. fatalities (nvbi.nlm.nih.gov), and
16. **Whereas** Illinois and New Hampshire require those aged 75 and older to retake a road
17. test when renewing their license, resulting in a decrease in claimed collisions by
18. approximately 11% (iihs.org), and

19. **Therefore** be it resolved that Florida shall require the road test and class E knowledge exam in cases where the adult (75 years and older) is renewing their Florida Class E
20. driver's license.

Submitted by Pace High School, FASC District One

Works Cited

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0300-0399/0322/Sections/0322.18.html https://www.census.gov/data/tables/time-series/demo/popest/2020s-statedetail.html#par_textimage_785300169

<https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>

https://www.cdc.gov/transportationsafety/older_adult_drivers/index.html

<https://injuryfacts.nsc.org/motor-vehicle/road-users/older-drivers/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4890477/> https://www.iihs.org/media/3cea10aa-426f-45d7-8ced-9ba5db43e80f/7u0Myw/HLDI%20Research/Bulletins/hldi_bulletin_33.20.pdf

District 1 Resolution 3 (D1, R3)

FAILED 7-55-3

R-13 Required Administration of an SAT or ACT to 11th Grade Students

1. Whereas, only approximately a quarter of students from the bottom
2. 20% of income distributions take the SAT or ACT¹; and
3. **Whereas**, this lack of participation in standardized tests primarily stems from **the**
4. inability to afford testing²; and
5. **Whereas**, states, specifically Michigan, that have paid for an SAT or ACT for
6. high school juniors have seen an increase in testing participation by 35% and
7. then an increase in college attendance by 2%³; and
8. **Whereas**, "top colleges" (according to MIT News) consider standardized tests
9. as an important factor **in** assessing the academic preparation of applicants from
10. all backgrounds⁴; and
11. **Whereas**, states are already allocating funding from their state educational
12. budgets to administer the SAT or ACT to high school juniors; and
13. **Whereas**, Florida has the fiscal capacity to administer an SAT or ACT test
14. based on the projected surplus in the coming year (\$3.8 billion projected for
15. 2026-27)⁵; and
16. **Whereas**, Florida has a yearly "Assessment and Evaluation" budget of roughly
17. \$133.2 million in which \$8 million of that budget was allocated to "ACT and
18. SAT Exam Administration" in the 2024-2025 fiscal year;
19. **Therefore** be it resolved, that **the** Florida Department of Education should require all
20. public schools in **the state** of Florida to administer an SAT or ACT test to their 11th
21. grade students free of cost by increasing their allocated budget for "ACT and SAT Exam

22. Administration" from the money they already have in their "Assessment and Evaluation"

23. budget.

Submitted by Leon High School, FASC District One

¹ Harvard Gazette: Diversifying Society's Leaders? The Determinants and Causal Effects of Admission to Highly Selective Private Colleges

August 2025

² USC Annenberg Media: Study finds the SAT and ACT advantage wealthier students

³ Riverside County Education Collaborative College and Career Ready: When states pay for the SAT or ACT more, poor students go to college

⁴ MIT News: Q&A Stewart Schmill on MIT's Decision to Reinstate the SAT/ACT Requirement

⁵ Florida Phionex

⁶ Florida Senate Budget Summary

District 2 Resolution 2 (D2, R1)

FAILED 10-43-10

A resolution to require schools to begin fixing problems found through yearly inspections within a certain time frame depending on the impact of the issue discovered.

1. **WHEREAS**, since 2000, 14 notable hurricanes have made landfall across Florida 2.
2. **WHEREAS**, Florida schools often have damage due to these storms; some campuses 3.
3. remained shut for weeks due to extensive damage. This results in significant instructional
4. time 4. loss.
5. **WHEREAS**, along with damage from storms, 54% of public school districts need to update or
6. replace multiple building systems. Over 40% of school districts need updates to their HVAC
7. system, 30% need updates to lighting, roofing, and security; and 13% need updates to
8. structural integrity.
9. **WHEREAS**, Florida has around 4,000 public schools, around 2,000 of these have
10. maintenance requirements. These requirements are put on a “deferred maintenance” list.
11. Schools could wait months or years for the requests to be fulfilled.
12. **WHEREAS**, maintenance is often deferred because of funding or resource issues.
13. **WHEREAS**, using a penalty for deferred maintenance past a certain point will give incentive
14. for the school board to place priority on fixing issues within their district.
15. **WHEREAS**, deferred maintenance leads to worse/ dangerous learning conditions, as well as
16. a more expensive solution down the road.
17. **WHEREAS**, there is a direct link between facility conditions and student performance.
18. These conditions include temperature control, proper lighting, and air quality.

19. **WHEREAS**, incentivizing school districts to deal with maintenance issue quicker will
20. allow for better learning conditions statewide.
21. **Therefore, be it resolved**, that schools will be required to begin fixing issues found through
22. yearly inspections within a specific time frame depending on the severity of the issues found.
23. If the issue discovered falls under the umbrella of **health/safety/security** it must begin the
24. fixing process within **30 business days** of the discovery.
25. If the issue discovered falls under the umbrella of **utilities (lighting, HVAC, etc.)** it must
26. begin the process of being fixed within **75 business days** of the discovery.
27. If the issue discovered falls under the umbrella of **structural** it must begin the process of
28. being fixed within **30 business days** of the discovery.
29. If the issue discovered falls under the umbrella of **roofing** it must begin the process of being
30. fixed within **60 business days** of the discovery.
31. “Begin fixing” is defined as a plan for construction/repair set to begin within allotted time.
32. **FURTHER RESOLVED**, If the process of fixing the issue has not begun within the allotted
33. time, then the school board will lose 1% of their Full Time Equivalency (FTE) Fund for that
34. fiscal year to go towards making the repairs. To ensure the continuation of started repairs, the
35. proposed amendment will require the completion of fixing maintenance issues within a
36. maximum of 365 days from the initial repair date. If the issue is not resolved within one year,
37. a deduction of 1% will be taken from the Full Time Equivalency (FTE) Fund and be
38. allocated to making repairs.

Submitted by Buchholz High School, District 2 Sources:

1. <https://climatecenter.fsu.edu/topics/hurricanes>
2. <https://fireflytutors.com/post/after-the-storm-addressing-the-educational-challenges-post-hurricane/>
3. <https://cappstone.com/the-most-common-school-maintenance-challenges/>
4. <https://www.gao.gov/assets/gao-20-494.pdf>

5. <https://www.washingtonpost.com/education/2020/06/04/more-than-half-americas-public-schools-need-major-repairs-us-report/>
6. <https://www.doi.gov/deferred-maintenance-and-repair>
7. <https://www.cbsnews.com/miami/news/some-broward-schools-in-disrepair-after-long-ago-program-to-address-infrastructure-needs/>

District 2 Resolution 2 (D2, R2)

FAILED 26-22-8

High School Student Representatives at School Board Meetings

A Resolution to Allow High School Student Representatives to Sit at School Board Meetings

1. **Whereas**, student voices in Florida public schools are often underrepresented in
2. district-level decision making, despite school board policies directly impacting students’
3. daily academic and extracurricular experiences, and
4. **Whereas**, Marion County Public Schools already includes non-voting high-school student
5. representatives selected by the principals of each school to sit at school board meetings,
6. demonstrating a local precedent for including student perspectives (NJSBA, 2023), and
7. **Whereas**, over 400 students across 33 states currently serve on state boards of
8. education or student advisory councils, showing that student participation in school
9. governance is an effective and nationally growing practice (EdWeek, 2023), and
10. **Whereas**, national research indicates that student representatives provide valuable
11. insight into issues such as mental health, school climate, and student safety, which leads
12. to improved policies and stronger school-community relationships (IASB, 2022), and
13. **Whereas**, only 5 of Florida’s 67 school districts currently include student delegates seated on
14. their school board (Hernando County, Florida), indicating that student voice remains
15. under-represented at the district governance level, and
16. **Whereas**, student inclusion on school boards increases transparency, encourages civic
17. engagement, and gives students a formal avenue to share concerns and solutions on
18. issues that directly affect their education (The74, 2023), and
19. **Whereas**, establishing an official student representative position would ensure that
20. Florida students have a direct voice in district matters, promote leadership, and build
21. stronger communication between students and school officials, and

22. **Whereas**, this resolution would not impact any county with an established system of
23. student representation.
24. **Therefore, be it resolved**, that Florida school districts be required to adopt a policy
25. allowing at least one student representative from each high school to sit at all official school board
26. meetings in a non-voting advisory capacity and,
27. **Be it further resolved**, that districts develop a fair and transparent selection process,
28. allowing students from various schools and grade levels the opportunity to serve and,
29. **Be it further resolved**, that this representative be provided access to agendas,
30. discussions, and materials needed to meaningfully participate in board deliberations.

Submitted by Forest High School, District 2

Resources:

New Jersey School Boards Association – Student representatives

<https://www.njsba.org/school-leader/student-representatives-on-school-boards-how-to-help-them-succeed/>

EdWeek – Student school board members

<https://www.edweek.org/leadership/studentschool-board-members-want-a-seat-at-the-table-not-just-a-pat-on-the-back/2023/11>

IASB (Illinois Association of School Boards) – Student Representation PDF

https://www.iasb.com/IASB/media/General/StudentRepresentatives_BoardTable.pdf

Texas Higher Ed Board – Student Representative Information

<https://www.highered.texas.gov/about/board-commissioner/non-voting-student-representative/>

The74 Million – Students on School Boards

<https://www.the74million.org/article/involving-young-people-on-school-boards-is-good-for-students-and-for-democracy/>

District 2 Resolution 3 (D2, R3)

PASSED 55-0-11

Resolution to ensure that Florida public schools are “protected spaces” and safe environments for all students

1. **Whereas**, the state of Florida has the 4th highest percentage in the United States of
2. school-aged children in immigrant families with 21%; and
3. **Whereas**, reports of a decrease in student enrollment in Florida public schools, such as a
4. decrease of 3,000 students in the Orange County school district, on the basis that students
5. and their families fear children will be detained by ICE while in school; and
6. **Whereas**, the Annenberg Institute at Brown University reported a 22% increase in
7. Student absences in U.S. public schools in 2025; and
8. **Whereas**, Charlotte-Mecklenburg (North Carolina) Schools recorded 30,399 absences on
9. Monday November 17th, 2025 after ICE was reported in North Carolina; and
10. **Whereas**, the decrease in enrollment in schools is decreasing the income of the
11. districts; Orange County, Florida expressed they lost \$25 million this year; and
12. **Whereas**, mental health challenges such as trauma; induced by the presence of ICE
13. agents on school campuses and the removal of teachers and students from classroom
14. settings and anxiety; induced by the fear of a peer, teacher, or relative being detained
15. while in schools are becoming more present in all students, regardless of immigration 16.
- status
17. **Whereas**, according to the National Institute of Health, students with mental health
18. challenges/issues have on average a lower grade point average, and experience a higher
19. chance of academic decline. Due to the fact that it is harder to stay concentrated, retain

20. information, and stay motivated to learn; and

21. **Whereas**, in communities disproportionately affected by ICE activity, where absenteeism

22. has increased, ethnically diverse communities of students may lose long term educational

23. opportunities; and

24. **Whereas**, the Supreme Court ruled in favor of Noem in a 6-3 vote in Noem v

25. Vasquez Perdomo allowing for ICE agents to use racial profiling as a basis for who to

26. question, Brown students may be subject to different treatment due to their skin color

27. **Whereas**, the **14th Amendment** of the United States Constitution states that no state shall

28. deny to any person within its jurisdiction the equal protection of the law; and

29. **Whereas**, the Supreme Court of the United States declared that no state shall deny undocumented

30. children the right to a free education in its ruling in **Plyler v. Doe**; and

31. **Whereas**, **The Family Educational Rights and Privacy Act (FERPA)**, states that schools may

32. **NOT** release a student's legal status to an outside agency, including ICE, without parental

33. consent and/or a court order; and

34. **Whereas**, prior to January 21, 2025, schools were recognized as a sensitive or “**protected area**”

35. by the U.S. Immigration and Customs Enforcement (ICE) and U.S. Customs and Border

36. Protection (CBP) limiting immigration enforcement at schools and other locations; and

37. **Whereas**, U.S. Immigration and Customs Enforcement was to refrain from immigration

38. enforcement actions at or “near” “**protected areas**” under the Biden administration to ensure

39. immigrants felt safe in places at the core of our civil society; and

40. **Whereas**, a judicial warrant is needed and the main legal way for an ICE agent official to search

41. and enter a private area of a school campus, and is only available to public/common areas of a

42. school campus without a judicial warrant; and

43. **Whereas**, a judicial warrant will specify whom the government may seize or what premises

44. it may search. Judicial warrants are obtained by a signature of a judge from a judicial court and is
45. given to an ICE official; and
46. **Whereas**, administrative warrants are issued by an immigration agency and does not authorize
47. ICE agents to enter a premises without owner/operator consent due to Fourth Amendment
48. protection clauses; and
49. **Whereas, Florida Statute 1006.13** requires school boards to protect students and staff from 50.
- threats; and
51. **Whereas**, education is within state jurisdiction and control, it is the job of the Florida state
52. legislature to ensure that its students are safe while in school; and
53. **Whereas**, 28-30% of U.S. students rely on school buses to get to school, with 60% of
54. low-income students riding the bus to school regularly
55. **Therefore, be it resolved** by the Student Government Association of P.K. Yonge
56. Developmental Research School urges the Florida Department of Education, the Florida
57. Department of Law Enforcement, and the Florida Legislature to provide educational training to
58. school districts in Florida on how to best protect their students, and to put local and state
59. measures into place that would prioritize labeling schools and public school buses as “protected
60. spaces” and to take strong measures to protect students in the case of immigration enforcement on
61. school campuses during the school and school bus operating hours and school sponsor events. To
62. ensure full safety and security of students on school campuses across the state of Florida, and to
63. uphold the constitutional right to a free education for all students, regardless of immigration
64. status

Submitted by P.K. Yonge Developmental Research School

Sources:

1. <https://www.wusf.org/education/2025-08-28/orange-county-says-schools-loses-3-000-students-from-immigrant-families-amid-ice-raid-fears>
2. <https://www.wusf.org/education/2025-08-28/orange-county-says-schools-loses-3-000-students-from-immigrant-families-amid-ice-raid-fears>
3. <https://www.newsfromthestates.com/article/can-i-just-be-kid-students-shaken-immigration-raids-leave-school-counselors>
4. <https://www.newsfromthestates.com/article/can-i-just-be-kid-students-shaken-immigration-raids-leave-school-counselors>
5. <https://www.nea.org/nea-today/all-news-articles/trauma-immigration-raids-leave-classrooms>
6. [ms](https://www.nea.org/nea-today/all-news-articles/trauma-immigration-raids-leave-classrooms)
7. <https://www.nilc.org/resources/factsheet-trumps-rescission-of-protected-areas-policies-undetermines-safety-for-all/>
8. [determines-safety-for-all/](https://www.nilc.org/resources/factsheet-trumps-rescission-of-protected-areas-policies-undetermines-safety-for-all/)
9. <https://www.presidentsalliance.org/wp-content/uploads/2025/02/FAQs-ICE-Enforcement-on-Campuses-Feb-2025.pdf>
10. [on-Campuses-Feb-2025.pdf](https://www.presidentsalliance.org/wp-content/uploads/2025/02/FAQs-ICE-Enforcement-on-Campuses-Feb-2025.pdf)
11. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8068628/>
12. <https://edworkingpapers.com/sites/default/files/ai25-1202.pdf>
13. <https://myfox8.com/news/north-carolina/45000-north-carolina-students-absent-tuesday-after-immigration-crackdown-expands/>
14. [-immigration-crackdown-expands/](https://myfox8.com/news/north-carolina/45000-north-carolina-students-absent-tuesday-after-immigration-crackdown-expands/)
15. <https://www.fl DOE.org/core/fileparse.php/20394/urlt/4-2.pdf>
16. <https://www.fl DOE.org/core/fileparse.php/20394/urlt/4-2.pdf>
17. https://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.13.html
18. https://www.nilc.org/wp-content/uploads/2025/01/2025-Subpoenas-Warrants_.pdf
19. <https://pbnlaw.com/ICE-Warrants-What-Your-School-Leaders-Need-to-Know>
20. <https://www.acluf.org/guidance-k-12-schools-legal-rights-immigrant-students/>
21. <https://feaweb.org/release/fea-calls-on-legislators-to-protect-children-in-floridas-diverse-immigrant-community/>
22. [verse-immigrant-community/](https://feaweb.org/release/fea-calls-on-legislators-to-protect-children-in-floridas-diverse-immigrant-community/)

23. <https://supreme.justia.com/cases/federal/us/457/202/>
24. <https://www.wuft.org/education/2025-04-14/concerns-grow-over-ice-access-in-ala>
25. [Hua-county-public-schools](#)
26. <https://learningpolicyinstitute.org/product/student-mental-health-education-factsheet>
27. <https://www.bts.gov/newsroom/longer-route-school>
28. <https://www.pbs.org/newshour/education/with-schools-cutting-bus-service-parents-are-turning-to-ride-hailing-apps-to-fill-the-gaps#:~:text=State%20and%20local%20government%20decide,about%2036%20percent%20in%202017.>

District 3 Resolution 1 (D3, R1)

PASSED 46-13-2

Resolution to Provide Composting Bins in Florida Public Schools

1. **Whereas**, not all public schools in the state of Florida have designated or state mandated composting
2. bins to deal with properly disposing waste and protecting the environment and,
3. **Whereas**, America wastes up to 40% of its food most of which ends up decomposing in landfills,
4. where it emits large amounts of methane, a fast-warming greenhouse gas (climatechangemakers.org);
5. and,
6. **Whereas**, food that is wasted is responsible for 58% of landfill methane emissions in the US as of
- 2022 7. (epa.gov); and,
8. **Whereas**, compost helps with the reduction of soil erosion by binding soil together, increasing
9. infiltration, and slowing the surface flow of water (compostingcouncil.org); and,
10. **Whereas**, The USDA states that K–12 schools play an important role in cutting down, recovering,
11. and recycling food waste, and in teaching students how to donate extra food and reduce waste to
12. protect natural resources (floridaforce.org); and,
13. **Whereas**, when students handle their own food waste, they naturally learn about ethics,
- responsibility,
14. and caring for the environment (compost.css.cornell.edu); and,
15. **Therefore be it resolved**, that Florida shall instill the requirement of at least 2 composting bins in all
16. public schools, and that students be required to dispose of compostable waste in said bins.

Submitted by Windermere High School, District 3

Sources:

1. “Composting.” *Environmental Protection Agency*, 20 Aug. 2025, www.epa.gov/sustainable-management-food/composting.

2. “Action Plan: Reduce U.S. Food Waste.” *Climate Changemakers*, 2025,
www.climatechangemakers.org/campaign-landfill-emissions
3. “Benefits of Compost.” *US Composting Council*, 2025
www.compostingcouncil.org/page/CompostBenefits
4. “School Food Waste.” *Florida Organics Recycling Center for Excellence*, 2025,
floridaforce.org/school-food-waste/
5. Schwarz, Mary. “School Composting - Let’s Get Growing! A Guide for Student Leaders and Teachers.” *Cornell Waste Management Institute*, 2017,
compost.css.cornell.edu/SchoolCompostingLetsGetGrowing.pdf.

District 3 Resolution 2 (D3, R2)

PASSED 38-10-4

Resolution to Provide Learning Disability Support in Florida Public Schools

1. **Whereas**, most Florida public schools don't currently offer adequate support for students with
2. learning disabilities; and,
3. **Whereas**, 78% of Florida students with learning disabilities spend 80% of their time in a general
4. education classroom where they are not getting proper support (nclld.org); and,
5. **Whereas**, the amount of students diagnosed with learning disabilities has increased and the amount
6. of tools to help them learn have also increased (floridapheonix.com); and,
7. **Whereas**, there are only 1 in every 5 teachers that feel they have the knowledge and ability to help
8. students with learning disabilities like dyslexia and ADHD (edweek.org); and,
9. **Whereas**, only 30% of teachers think that they could teach students with learning disabilities
10. properly, and only 50% think they could keep these students at their grade-level learning standards
11. (edweek.org); and,
12. **Whereas**, about 15% of Florida public school students need specialized help for their diagnosis but
13. every 2 out of 3 of these students are stuck in general education classes all day where they are not
14. getting the specialized help they need for their diagnosis (ced.ncsu.org); and,
15. **Whereas**, there are many courses on specialized education that are highly accessible to teachers so
16. they can easily access ways to learn how to help students with learning disabilities (simplek12.com);
17. and,
18. **Therefore be it resolved**, that Florida should better equip their public school teachers to teach
19. students with learning disabilities by requiring them to take a mandatory course that teaches them
20. ways to help students with learning disabilities while they are getting their Florida teaching
21. Certification.

Submitted by Windermere High School, District 3

Sources

1. “State Snapshot of Specific Learning Disabilities.” *National Center for Learning Disabilities*, 12 Aug. 2025, nclld.org/wp-content/uploads/2023/06/Snapshot-SoLD-06102023-web_md.pdf.
2. Brown, Danielle. “National Education Data: More Students with Disabilities Served over Past Decade in Public Schools - Florida Phoenix.” 21 June 2021, floridaphoenix.com/2022/06/21/national-education-data-more-students-with-disabilities-served-over-past-decade-in-public-schools/
3. Mitchell, Corey. “Most Classroom Teachers Feel Unprepared to Support Students with Disabilities.” *Education Week*, 24 Sept. 2021, www.edweek.org/teaching-learning/most-classroom-teachers-feel-unprepared-to-support-students-with-disabilities/2019/05.
4. Bowen, Janine. “How Can Teachers Effectively Lead an Inclusive Elementary School Classroom? Assistant Teaching Professor Jordan Lukins Shares Skills, Tips and Online Resources.” *College of Education News*, 29 June 2023, ced.ncsu.edu/news/2023/06/29/how-can-teachers-effectively-lead-an-inclusive-elementary-school-classroom-assistant-teaching-professor-jordan-lukins-shares-skills-tips-and-online-resources/
5. Luberger, Caitlyn. “Special Education Professional Development Complete Guide for 2025 Teacher Guide.” *SimpleK12*, 25 Jan. 2025, www.simplek12.com/blog/special-education-professional-development.

District 3 Resolution 3 (D3, R3)

WITHDRAWN

A RESOLUTION TO MARK RELIGIOUS HOLIDAYS ON SCHOOL CALENDARS TO PREVENT SCHEDULING CONFLICTS FOR TESTING/EVENTS

1. **Whereas**, Faith in religion is a powerful force and is dated as extremely important in many
2. households where roughly 66% of students attend a religious service during school hours,
3. excused days off of academics would greatly benefit more than half the percentage of students
4. as
5. they increase their faith and mental strength which may benefit them more in their studies too 6.
- and
7. **Whereas**, According to an extensive study done by the Pew Research Center in 2012, 84
8. percent of the world identifies with some religious group. Having these days marked on the
9. academic calendar would prevent scheduling conflicts of testing where lots of students would be
10. absent and
11. **Whereas**, 36% of students were absent the last time Eid al-Adha fell on an instructional day,
12. with this holiday being marked on the academic calendar it will prevent state testing conflicts
13. and mass missing assessments and
14. **Whereas**, Many people in the U.S. are Christian and get days off for Christmas with no
15. conflicts in the way of being able to celebrate these holidays stress free, people of other faiths
16. are excluded from being able to do so. It should be a school and state's duty to accommodate
17. the holidays and have them all listed in a school years calender to avoid the risk of scheduling

18. state exams on exams leading to stress of picking between choosing your holiday and taking

19. an exam and

20. **Whereas**, acknowledging religious holidays can provide others with a better background

21. of

22. each other's cultures and traditions, which might give people a richer insight into

23. students across campus and

24. **Whereas**, It just wouldn't be fair for people who have a religious holiday on a school day

25. to be forced to pick between missing exams at school or celebrating their religion, even

26. though schools will give excused absence, they would also be behind in some classes

27. just for missing a day and

28. **Whereas**, more religious holidays should be acknowledged and marked on the

29. academic calendar because it is very important for us to know the cultures that people

30. come from. Then people will be treated fairly and it will be nice for people to

31. understand each other and

32. **Whereas**, Events like prom, homecoming, and other student activities may overlap

33. with religious holidays so including them on the academic calendar would prevent

34. students from missing out on school events just because they are planning without

35. the knowledge that they coincide with a religious holiday and

36. **Whereas**, this would include all major holidays within the most common religious

37. with holidays such as Eid, Rosh hashanah, and diwali being included just to name

38. a few and

39. **Whereas**, Religion is an important part of many people lives, and letting other

40. people's.

41. religion holidays be acknowledged and shown importance by letting it be known to
42. a
43. school distinct through its calendar would make them feel included and
44. **Whereas**, In the 2021-2022 school year Muslim student's holiday Eid-al-fitr fell on
45. the day of state standardized testing in Florida (FSA) where young students had to
46. choose between taking the states mandated test or celebrating their holiday and
47. **Whereas**, accommodating major religious holidays in schools promotes inclusivity and
48. diversity, ensuring students from diverse faith backgrounds feel valued and supported.
This
49. reason highlights the importance of inclusive educational policies that respect and
50. accommodate diverse religious beliefs, fostering a positive and supportive learning
51. environment and,
52. **WHEREAS**, the beaverton school district right outside of portland Oregon has already
53. successfully implemented the marking of holidays within their calendar stating how they
do
54. feel obligated to support their diverse student population and,
55. **WHEREAS**, the state on new jersey has many districts that have accounted for marking
56. religious days in their calendars for holidays like diwali and eid and,
57. **THEREFORE BE IT RESOLVED**, That the Student Government associated here at
58. Lake Buena Vista make the follow recommendation for a solution to testing conflicts
59. on religious holidays that the school board add religious holidays to school calendars; 60.
And
61. **FURTHER RESOLVED**, The Student Government Association of Lake Buena Vista

62. high school that requests a diverse body of staff and students urges that the school board

recognize all major religious beliefs and add them into the academic calendar in

order to prevent scheduling major testing on religious holidays.

Submitted by Lake Buena Vista High School, District 3

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District 4 Resolution 1 (D4, R1)

FAILED 26-25-7

Mandatory “Stop the Prop” Signage

1. **WHEREAS**, an overwhelming number of school shootings have happened due to an
2. Intruder accessing campus through an unlocked or propped open exterior door.
3. **WHEREAS**, there has been a considerable increase in school shootings in the U.S. in recent
4. years, a total of 141 instances in 2025 thus far, with 44 deaths and 129 injuries.
5. **WHEREAS**, many infamous school shootings occurred when an intruder entered campus
6. through an unlocked/propped door, including the Marjory Stoneman Douglas High School
7. shooting in Parkland, Florida and the Robb Elementary School Shooting in Uvalde, Texas.
8. **WHEREAS**, in the state of Florida the “Stop the Prop” campaign does not exist. There
9. only exists a law that requires schools to securely lock all exterior doors. Schools may
10. choose to 10. utilize the stickers, however, there are no active efforts to adopt the “Stop the
11. Prop” campaign statewide.
12. **WHEREAS**, the Iowa Association of School Boards has created a “Stop the Prop”
13. campaign
14. in which participating school districts receive high-visibility stickers and digital campaign
15. templates and materials.
16. **WHEREAS**, school districts in 30 states have adopted the “Stop the Prop” slogan
17. voluntarily
18. to ensure that exterior doors remain shut to prioritize student safety.
19. **WHEREAS**, instances of school gun violence have often led to lower test scores, decline
20. in
21. overall enrollment, and lower graduation rates.
22. **WHEREAS**, the mandate of metal detectors does not guarantee the safety of students,
23. staff, and faculty while on campus as intruders who enter through open exterior doors will
24. bypass 22. all security standards.
25. **THEREFORE, BE IT RESOLVED** that all Florida schools will be mandated to adhere

26. to the 24. “Stop the Prop” campaign. The state shall provide schools with high visibility,
27. uniform “Stop 25. the Prop” stickers. The state shall enforce a requirement in which these
28. stickers must be
29. placed on all exterior doors of school buildings.

Submitted by Boca Raton Community High School, District 5

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District 6 Resolution 1 (D6, R1)

PASSED 40-7-10

A resolution to Mandate Automated Speed Enforcement in School Zones

1. **Whereas**, speeding in school zones poses a serious threat to child safety, and
2. **Whereas**, according to national transportation safety data, 25,000 children are injured
3. annually and over 100 are killed while walking to or from school due to speeding
3. vehicles, and more than 100 schoolchildren are injured each year in accidents
4. occurring inside school zones, and
5. **Whereas**, Miami-Dade County has already implemented automated speed enforcement
6. cameras, resulting in a significant reduction in speeding violations and improved safety
7. around schools, and
8. **Whereas**, the Miami-Dade program issued over 236,000 citations in its first year,
9. demonstrating both the need for and effectiveness of automated enforcement, and
10. **Whereas**, New York has expanded its school zone speed camera program to cover all
11. public schools, resulting in major reductions in speeding, crashes, and traffic
12. fatalities, and
13. **Whereas**, automated speed enforcement (ASE) cameras operate without bias,
14. function continuously, and support law enforcement by monitoring school zones
15. throughout the entire school day, and

16. **Whereas**, reducing speeding in school zones would help lower pedestrian fatalities,
17. including the five teen pedestrian deaths per week that occur nationally, and
18. **Whereas**, the revenue generated from ASE citations can be distributed evenly
19. between
20. the school and the monitoring system, ensuring that schools receive direct funding for
21. safety improvements while maintaining the operation of the enforcement program,
22. Therefore be it
23. **Resolved that**, all Florida school zones should be equipped with automated speed
24. enforcement cameras that issue tickets to vehicles exceeding posted speed limits
25. during school hours.

Submitted by Coral Springs High, FASC District 6

Sources:

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District 6 Resolution 2 (D6, R2)

PASSED 50-2-7

A Resolution to Implement Universal Free Lunch and Breakfast in All Florida K-12 Public Schools

1. **Whereas**, universal free lunch and breakfast is defined as the provision of breakfast and
2. lunch at no cost to all students on each instructional day, regardless of household income
3. and eligibility status; and
4. **Whereas**, scientific research consistently demonstrates that students who have reliable
5. access to nutritious meals demonstrate improved academic performance, higher \
6. attendance rates, and better classroom behavior, indicating that access to school meals is
7. directly linked to educational outcomes; and
8. **Whereas**, in Florida, approximately 17% of children live in households below the
9. Federal Poverty level and over half of all children live in households experiencing
10. financial hardship, indicating that a significant portion of students face barriers to
11. consistent access to adequate nutrition; and
12. **Whereas**, students from low-income households are disproportionately affected by food
13. insecurity and are more likely to skip school meals due to cost, unpaid meal balances, or
14. the desire to conserve limited household resources, which negatively impacts both their
15. short-term academic performance and long-term health; and
16. **Whereas**, 29 Florida public school districts, including large urban districts such a
17. Miami-Dade Public Schools and smaller rural districts such as Dixie District Schools,
18. have already implemented universal free lunch and breakfast programs for the 2025–

19. 2026 school year, demonstrating the operational feasibility of such programs across

20. diverse communities; and

21. **Whereas**, multiple states, including California, Colorado, Maine, Massachusetts,

22. Michigan, Minnesota, New Mexico, New York, and Vermont, have enacted statewide

23. universal free lunch and breakfast programs, establishing a clear precedent for successful

24. implementation at scale; and

25. **Whereas**, during the COVID-19 pandemic, Florida K–12 public schools provided free

26. lunch and breakfast to all students through temporary federal waivers and expanded

27. USDA funding, demonstrating that universal access to school meals is operationally

28. feasible when adequately supported; and

29. **Whereas**, the majority of school meal costs are already offset through federal

30. reimbursements provided

31. by the United States Department of Agriculture, and universal access increases student

32. participation rates, thereby maximizing available federal funding; and

33. **Whereas**, universal free lunch and breakfast programs reduce administrative expenses

34. associated with income verification, application processing, and meal debt collection,

35. allowing school districts to redirect existing resources toward direct meal provision; and

36. **Whereas**, the Florida Legislature has previously recognized the importance of universal

37. school meals through the introduction of Senate Bill 74 and House Bill 119 during the

38. 2025 legislative session, reflecting growing bipartisan awareness of the issue; and

39. **Whereas**, a nationwide poll conducted by the Food Research Action Center found that a

40. majority of respondents support legislation that would make universal free lunch and

41. breakfast permanently available to all students;

42. **Therefore, be it resolved** that the Student Government Association of Pembroke Pines
43. Charter High School urges the Florida Legislature and the Florida Department of
44. Education to implement universal free lunch and breakfast in all Florida K–12 public
45. schools, with appropriate state support to supplement federal reimbursements as
46. necessary, in order to ensure that all students have equitable access to the
47. nutrition required to succeed academically and remain healthy.

Submitted by Pembroke Pines Charter High School, FASC District 6

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District 6 Resolution 3 (D6, R3)

PASSED 39-4-11

Resolution to Ending Gun Violence in Florida

1. **Whereas**, Gun violence in Florida tends to increase significantly every year from factors
2. such as school shootings, suicides, and murders, and
3. **Whereas**, finalized data from the Centers for Disease Control and Prevention (2023)
4. shows 3,253 gun deaths in Florida; 2,099 resulting in suicides; and 1,064 resulting in
5. homicides, and
6. **Whereas**, publichealth.edu states in 2022, there were at least 87 domestic
7. violence-related homicides in which 70% of the homicides were caused by a firearm, and
8. **Whereas**, Florida is ranked the 23rd highest state that contains gun violence and
9. has risen 14% between 2014-2023, and
10. **Whereas**, Floridian tax payers paid approximately \$950 million, and Florida paid a total
11. of \$14.1 billion in annual cost on things such as pain and suffering (\$9.1
12. billion), medical care (\$228 million), law enforcement (\$383 million), loss of revenue
13. (\$4.4 billion), and employee expenses (\$29 million), and
14. **Whereas**, Giffords Law Center to Prevent Gun Violence research of Florida's annual
15. cost
16. originated from the Parkland school shooting that occurred in 2018, which affected many
17. families, schools, and students in the United States, and
18. **Whereas**, the Florida Legislature passed the Marjory Stoneman Douglas High School
19. Public Safety Act that recognizes the minimum age to buy firearms is 21 with
20. background checks, prohibited bump stocks, and mentally ill people are precluded from

21. possession over guns, and

22. **Whereas**, the “red flag” law, stating that law enforcement can take away any

23. firearms acquired by a person who has received complaints from officers or loved ones

24. on how they are violent, was created and passed by the Florida Legislature in 2018

25. because of the Parkland shooting, and

26. **Whereas**, although these laws have been passed in Florida, gun violence continues to

27. rise and there is no significant change because Florida tends to lack the requirement for

28. someone to have a firearm registration before purchasing a firearm, and it is legal for

29. someone to carry a gun with them without any registration on that firearm, and

30. **Whereas**, compared to Florida with a rate of 4.6 of firearm violence per 100,000

31. people, Connecticut and New York both have a very low rate of 1.8 because it

32. is illegal to have an unregistered firearm, and they have a specific requirement of proving

33. one has a firearm registration before obtaining a gun,

34. **Therefore be it resolved**, Florida shall adopt laws stating that it is illegal for one to have

35. an unregistered gun, and if anyone wants to purchase a firearm they must prove that they

36. acquire a firearm registration before making any purchases for guns because those who

37. have bad intentions with guns will be limited to causing any possible increase in gun

38. violence in Florida, and these laws will lead to progress of officially ending gun violence

39. in the State of Florida.

Submitted by Pembroke Pines Charter High School, District 6

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