**Florida Association of Student Councils**

**2024 Proposed Resolutions**



Submitted by FASC District Presidents

Packet Compiled by FASC Secretary K. Wright &

FASC Parliamentarian K. Soto

Host Schools: Bay and Mosely High School

FASC Conference, February 2024

## **District 1 Resolution 1 (D1, R1)**

PASSED 47-24-1

## **Mandatory Job Fairs in High Schools**

1. **Whereas**, many high school students do not have any plans after high school; and
2. **Whereas**, most students are engraved with the idea of college being the only option after
3. high school; and
4. **Whereas**, current high school job fairs are mainly optional. for students to voluntarily
5. attend, and are usually held after school hours; and
6. **Whereas**, over 40% of Florida's students use some form of public transportation to get to
7. school, therefore, are not able to get to the job fair through their own transportation; and
8. **Whereas**, if job fairs were during school hours and classes attended at different times
9. students will be more informed about current job openings and future career options
10. and
11. **Whereas**, Job fairs are the best way for students to gain knowledge about alternative
12. options other than college, as well as gain knowledge for college options/majors as a
13. Career,
14. **Therefore be it resolved,** all public high schools must hold job fairs each year, on campus
15. during school hours for students to attend to gain knowledge about current job
16. opportunities and options after high school

**Submitted by:** Leon High School, District 1

**Sources:**

1. 30.5%ofteensages 16to 19hadjobsin2021
2. Between February and April 2020. about 1.9 million teens lost their jobs due to the COVID-19 pandemic
3. Among 16 to 24-year-olds, 41.9 percent ofrecent high school dropouts were working or looking for
4. https://[www.fldoe.org/core/fileparse.php/7585/urlt/schtrandistl](http://www.fldoe.org/core/fileparse.php/7585/urlt/schtrandistl) 920.pdf
5. [https://www.bis.gov/](http://www.bis.gov/news.release/hsgec.arO.htm)news[.release/hsgec.a](http://www.bis.gov/news.release/hsgec.arO.htm)rO.[htm](http://www.bis.gov/news.release/hsgec.arO.htm)

## **District 1 Resolution 2 (D1, R2)**

PASSED 57-9-8

## **Physical Education Credit Fulfillment by Marching Band**

1. **Whereas**, Florida's Department of Education does not currently count marching band as
2. a full credit of HOPE; and
3. **Whereas**, one semester of marching band with a grade --c" or better waives .5 credit
4. requirement of a physical education activity elective (floed.org); and
5. **Whereas**, one semester of marching band is considered a season of marching band, and
6. **Whereas**, the student must still take the .5 credit Personal Fitness class to complete the
7. requirement for their graduation program (floed.org); and
8. **Whereas**, high school marching bands practice 18 hours on average a week during
9. marching season (themilfordmessenger.com); and
10. **Whereas**, in high school marching bands, students partake in moderately strenuous
11. physical activity, such as lifting instruments that weigh upwards of 70 lbs. and carrying
12. them for multiple hours at a time; and
13. **Whereas**, during practice, marching band players bum 224 calories/hour walking with
14. their instrument and 398 calories/hour while rapidly marching (calgarystampede.com); and
15. **Whereas**, high school athletes spend 10 to *20* hours a week at practice (reuters.com); and
16. **Whereas**, high school golf players bum 200-300 calories/hour at the driving
17. range *(* captaincalculator.com); and
18. **Whereas**, "Participation in an interscholastic sport at the junior varsity or varsity level
19. for two full seasons shall satisfy the one-credit requirement in physical education"
20. (Florida 2023 Statutes, Section 1003.4282, Subheading 3f); and
21. **Whereas**, a full credit will be waived for student athletes who participate in school sports;
22. and
23. **Whereas**, marching band practices a similar number of hours as other sports and burns a
24. similar number of calories per hour yet is only able to waive .5 of a credit; and
25. **Therefore, be it resolved** 2 full seasons of participation in marching band should fulfill
26. the full HOPE requirement for graduation.

**Submitted by:** Pace High School, District 1

**Sources:**

1. http:/•\\ \\'\\.kl!.state.11.us.Statutt's1index.crm·:App mmk==Displ.n Statutc&l'RL=1000-

1099/1003iSections11003.4:::!82.html

1. [**http:/**/www.calgary-stampede.com/](http://www.calgary-stampede.com/)
2. https://[www.themilfordmessenger.com/](http://www.themilfordmessenger.com/)
3. https: ',\\\.\\.flocJ.org
4. https://[www.reuters.com/article/us-sports-each-day-id1NBRE9B30XR20131204](http://www.reuters.com/article/us-sports-each-day-id1NBRE9B30XR20131204)

## **District 1, Resolution 3 (D1, R3)**

PASSED 37-25-11

## **Required Heating and Air Conditioning on School Buses in Florida**

1. **Whereas**, students who ride buses in the morning and afternoon often have to prepare for
2. the weather conditions they face; and
3. **Whereas**, in Florida temperatures can range from a variety of hot and cold; and
4. **Whereas**, students who have to deal with weather issues and have no access to AC might
5. struggle or not perform as well as others in school who do; and
6. **Whereas**, temperature can also impact a student's ability to learn and intake inforrnation2
7. and hinder their performance; and
8. **Whereas**. the safety of the kids is at risk because of the possibility of them and their bus
9. driver passing out from heat stroke and other illnesses caused by extreme temperatures;
10. and
11. **Whereas**, busses are not required to have any type of AC or heating in them3 by Florida
12. Law, although majority of them still do; and
13. **Whereas**. the State can pick the company and type of AC unit for the counties and buses
14. if the unit meets a minimum of 22kW, is roof mounted, and made for school busses and
15. **Therefore, let it be resolved that,** all new buses purchased must come equipped with an
16. AC/heating unit, and all school buses 15 years or older shall also be required to have an
17. AC/heating unit installed by 2028.

**Submitted by:** Leon High School, District 1

**Sources:**

1. https://[www.currentresults.com/Weather.'Florida/average](http://www.currentresults.com/Weather.%27Florida/average) -florida-temperatures-by-mon th.php
2. https:/l[www.nbcnews.com/news1us-news,hot-classrooms-are-impairing-student-learning-health-recordhotyear](http://www.nbcnews.com/news1us-news%2Chot-classrooms-are-impairing-student-learning-health-recordhotyear)t-rcnal00298
3. https://[www.wfla.com/&on-your-side/air-conditioning-not-required-on-tlorida-public-school-buses](http://www.wfla.com/%26on-your-side/air-conditioning-not-required-on-tlorida-public-school-buses)

## **District 1 Resolution 4 (D1, R4)**

FAILED 14-47-13

##  **Resolution for a Minimum Number of Custodians on Campus During School Hours**

1. **Whereas**, the number of custodians staffed for the day and night janitorial shifts in
2. Florida schools should be proportional in order to maintain the cleanest and most
3. beneficial learning environment possible for students; and
4. **Whereas**, currently the Florida Department of Education has a formula determining
5. appropriate custodial staffing ratios at schools in relation to the area of the campus, which
6. was derived from multiple discussions with educational facility administrators throughout
7. the state (Source); and
8. **Whereas**, this custodial staffing formula takes the total gross floor area of a single
9. facility divided by 19,000 square feet to find the FIE (full-time equivalent) number of
10. custodial positions, or the recommended number of custodians per shift; and
11. **Whereas**, this formula ensures that custodial staff have an appropriate and realistic area
12. to clean each shift and the janitorial staff has the ability to maintain the expected "level of
13. service"; and
14. **Whereas**, if this formula is applied to Booker T. Washington High School. for
15. example, then there should be 12.2 FIE custodial positions employed here; and
16. **Whereas**, at Booker I. Washington High School, there are only three custodians
17. Present on campus during school hours; and
18. **Whereas**, the majority of the calculated custodial staff works the night shift; and
19. **Whereas**, the number of custodians working the day shift is completely
20. disproportionate compared to the number working the night shift; and
21. **Whereas**, currently, this means the student-to-custodial ratio at Booker T. Washington
22. High School is currently 575 students per 1 custodian; and
23. **Whereas**, this creates an unobtainable task for the custodial staff to maintain a basic
24. level of cleanliness throughout the school day, leading to reduced quality of the learning
25. environment for the students on campus; and
26. **Whereas**, meeting this minimum ratio of custodial staff to school size for each shift would
27. improve the physical quality of the school and benefit students by maintaining a clean
28. and healthy learning environment, now; and
29. **Therefore be it resolved,** that all Florida schools should adhere to staffing
30. sufficient custodial staff for all janitorial shifts to maintain a maximum
31. student-to-custodial ratio of 300 students per 1 custodian for both day and night janitorial
32. shifts.

**Submitted by:** Booker T. Washington, District 1

**Sources:**

1. "Maintenance and Operations Administrative Guidelines for School Districts and Community Colleges.·· *Florida Department of Education,* hlt: \\\\\\.llJo ·.on.! cor\.· likPJrse.php 5591> urlt 0117\_- 29-5 ll.pdr. Accessed 15 November 2023.

**District 1 Resolution 5 (D1, R5)**

PASSED 45-9-20

**Resolution to Open IEP Eligibility to Highly Functioning Autistic Students**

1. **Whereas,** IEPs are beneficial to students with disabilities but are limited
2. to lower functioning autistic children; and
3. **Whereas,** highly functioning autistic students are not provided IEPs based upon
4. high IQ levels are not considered eligible for services although they are not
5. able to function at the level of main streamed students due to sociaL mental, and
6. behavioral struggles; and
7. **Whereas,** 85% of adults with autism are unemployed due to their lack of social and
8. behavioral skills not provided in schools; and
9. **Whereas,** highly functioning autistic students struggle to maintain the same
10. level of rigor, social skills, or self-control as the regular classroom expects. putting
11. extra anxiety and stress upon the student, limiting their performance even more; and
12. **Whereas** highly functioning autistic children are almost six times more likely to
13. have thoughts of suicide if they have an IQ of 120 or higher than if they have
14. average IQ; and
15. **Therefore be it resolved,** IEPs should open eligibility to all students diagnosed with any level of autism
16. with a portion of ESE funding allotted for life coaches and/or paraprofessionals for
17. classroom assistance and training in life skills to transition from diploma to the
18. workforce, and provide training for teachers in the area of highly functioning autistic
19. emotional and behavioral needs.

**Submitted by:** Jay High School, District 1

**Sources:**

1. https://www.goldenstepsaba.com/resources/autism- unemploymentrate#:~:text=The%20unemployment%20rate%20for%20adults,adults%20with%20autism%20are%20unemployed
2. <https://medicine.uiowa.edu/content/autism-combined-high-iq-increases-risk-suicidal-thoughts>

## **District 1 Resolution 6 (D1, R6)**

FAILED 19-43-12

## **Resolution to Provide Extensive College Application Support to High School Seniors**

1. **Whereas**, school-provided guidance in the college process is varied for students and
2. **Whereas**, college application support can significantly help students, however the
3. packages cost, on average, $4,000 to $6,000 and the cheapest is approximately $850; and
4. **Whereas**, a high school guidance counselor is the often the only individual who can
5. provide free support to high school students; and
6. **Whereas**, for the average L716.6 students per Florida High School, a ratio of 434
7. students to one guidance counselor; and
8. **Whereas**, 80% of U.S. colleges consider a recommendation letter from guidance
9. counselors; and
10. **Whereas**, many selective colleges require a recommendation letter from guidance
11. counselors; and
12. **Whereas**, the interaction between the students and counselors is necessary in order for
13. a recommendation letter to be written; and
14. **Whereas**, many programs are available to students of which they may be unaware; and
15. **Whereas**, a periodic support system is required of public high school system to encourage
16. and assist students to apply to college; and
17. **Whereas**, many students who are not in programs, such as the International Baccalaureate; and
18. **Whereas**, school-provided guidance in the college process is varied for students; and
19. **Whereas**, college application support can significantly help students, however the
20. packages cost, on average, $4,000 to $6,000 and the cheapest is approximately $850; and
21. **Whereas**, a high school guidance counselor is the often the only individual who can
22. provide free support to high school students; and
23. **Whereas**, for the average L716.6 students per Florida High School, a ratio of 434
24. students to one guidance counselor; and
25. **Whereas**, 80% of U.S. colleges consider a recommendation letter from guidance
26. counselors; and
27. **Whereas**, many selective colleges require a recommendation letter from guidance
28. counselors; and
29. **Whereas**, the interaction between the students and counselors is necessary in order for
30. a recommendation letter to be written; and
31. **Whereas**, many programs are available to students of which they may be unaware; and
32. **Whereas**, a periodic support system is required of public high school system to encourage
33. and assist students to apply to college; and
34. **Whereas**, many students who are not in programs, such as the International Baccalaureate
35. Diploma Program, are often given fewer opportunities for college support; and
36. **Whereas**, every student is required to take an English class for all years of their high
37. school career; and
38. **Whereas**, counselors should be more involved with the students who intend to go to
39. college; and
40. **Therefore, let it be resolved that,** the college planning process should be discussed from
41. April of junior year to December of senior year during the student's English class
42. monthly or every other month in order to discuss all aspects of the college application
43. process, including standardized testing, interviews. scholarship applications, financial aid
44. applications. resume writing, and many other tedious steps.

## **Submitted by:** Pensacola High School, District 1

## **Sources:**

1. Clarke, K. P. (2022, February 25). Would admissions be more equitable without letters of recommendation? THE FEED. <https://feed.georgetown.edu/access-affordability/would>­ admissions-be-more-equitab1e-without-1etters-of­ recommendation/#:~:text=Around%2080%20percent%20%20colleges,College%20Ad mission%20Counseling%20(NACAC).
2. National Center for Education Statistics. (n.d.). Fast Facts: Immediate transition to college (51). <https://nces.ed.gov/fastfacts/display.asp?id=5l> #:~:text=0:£%20the%202.7%20million%2 Ohigh,in%20college%20in%200ctober%20202 l.
3. Public education in Florida - Ballotpedia. (n.d.). Ballotpedia. <https://ballotpedia.org/Public_education> in
4. Florida#:~:text-In%202022%2C%20Florida
5. 0o20had%202%2C838%2C866,national%20average%200%201%3A16.
6. School Counselor Roles & Ratios - American School Counselor Association (ASCA). (n.d.). https://[www.schoolcounselor.org/About-School-Counseling](http://www.schoolcounselor.org/About-School-Counseling) School-Counselor-Roles-Ratios

**District 2 Resolution 1 (D2, R1)**

FAILED 27-29-18

**Resolution to Require Students to Play on the Team with the**

**Corresponding Biological Sex**

* 1. **Whereas,** sports are an important part of our society, especially among young
	2. people; and
	3. **Whereas,** sports teach young athletes' discipline, respect, teamwork, and
	4. other important values that translate to success in the professional world; and
	5. **Whereas,** providing equal opportunities to both male and female students in
	6. sports allows for both sexes to experience the growth associated with sports; and
	7. **Whereas,** Title IX of the Education Amendments of 1972 prohibits discrimination
	8. based on sex in education programs and activities that receive federal financial
	9. assistance; and
	10. **Whereas,** this mandated equal opportunities in sports for both genders, while
	11. remaining separated; and
	12. **Whereas,** this allows for biological genders to participate in their corresponding
	13. biological genders' sports programs; and
	14. **Whereas,** according to *National Library of Medicine,* women's muscle strength
	15. is on average 40 to 75% of that of men; and
	16. **Whereas,** on average men are stronger, because of their higher muscle mass, in
	17. absolute terms and relative to total body mass, due to testosterone-induced muscular
	18. hypertrophy; and
	19. **Whereas,** men also have denser, stronger bones, tendons, and ligaments which
	20. make their total mass larger on average than women's; and
	21. Whereas, research from *Duke University,* found that men's androgenized bodies,
	22. with higher testosterone levels, give them an advantage over women in sports; and
	23. **Whereas,** men's advantage physically creates a more dangerous and
	24. aggressive environment; and
	25. **Whereas,** there have been multiple cases of light to extreme injury due to the presence
	26. of the opposite biological gender in sports; and
	27. **Whereas,** in the case of Payton McNabb, a biological female volleyball player, was
	28. injured during a game because of a transgender player spiking a ball onto their head;
	29. and
	30. **Whereas,** McNabb suffered from head and neck injuries, which resulted in
	31. headaches, partial paralysis, and impaired vision that now prevents her from
	32. continuing to play any sport; and
	33. **Whereas,** this was not the only instance of injury because of a transgender player, in
	34. April 2022 three biological female rugby players were injured by a biological male;
	35. and
	36. **Whereas,** these are not the only situations where women can receive extreme
	37. injury, biological women, who also identify as women, that chooses to participate
	38. in men's sports are also at a high risk; and
	39. **Whereas,** reported by *The Washington Post,* a 17-year-old girl from Francis Scott
	40. Key High School in Union Bridge, Md., was the first girl to join the football
	41. team; and
	42. **Whereas,** she was tackled in her first scrimmage and suffered extreme internal
	43. injuries, resulting in the required removal of her spleen and half of her pancreas; and
	44. **Whereas,** specifically women in sports are not only in risk of injury but also lose
	45. more opportunities to win titles and competitions; and
	46. **Whereas,** in the case of Lia Thomas, a transgender swimmer, who as a male did not
	47. place in the top ten for nationals, but in the women's NCAA Division I national
	48. championship took the top seat from Riley Gaines, a biological female; and
	49. **Whereas,** this resolution would allow biological women a greater chance to
	50. succeed in sports and limit the possibilities of injury by other players; and
	51. **Whereas**, the allowance of transgender players in sports has shown to be abused by
	52. some people, in March of 2023 a student from Sun Prairie School District claimed to
	53. be transgender and disrobed in front of showering freshmen biological females in
	54. the girl's locker room; and
	55. **Whereas,** while most transgender students might not have the intention of abusing
	56. the right to play as a transgender athlete, it is important to ensure safety from students
	57. who do abuse this right; and
	58. **Whereas,** this resolution aims to protect student athletes from extreme injury, stolen
	59. opportunities to place and win titles, and from students who plan to use the
	60. opportunity to play a sport as a transgender athlete for inappropriate behavior; and
	61. **Therefore, be it resolved that**, all competitive school sport teams require students to
	62. play on the team with the corresponding biological sex.

**Submitted by:** Forest High School, District 2

**Sources:**

1. https:ljwww2.ed.gov/policy/rights/guid/ocr/sexoverview.html
2. https://[www.ncbi.nlm.nih.gov/pmc/articles/PMC7930971/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC7930971/)
3. httos:U[www.washingtonpost.com/archive/sports/1992/10/29/female-football-player-files-suit](http://www.washingtonpost.com/archive/sports/1992/10/29/female-football-player-files-suit)­ on-injury/6a90aadf-8da7496c-a ld0-9cd578d6 773f/
4. https:ljlaw.duke.edu/sports/sex-sport/comparative-athletic-performanee
5. https://[www.psychologytoday.com/us/blog/hide-and-seek/201207/the-battle-the-sexes](http://www.psychologytoday.com/us/blog/hide-and-seek/201207/the-battle-the-sexes)
6. <https://docs.legis.wisconsin.gov/misc/lc/hearing> testimony and materials/2023/ab377/ab0377 2023 10 04.pdf

**District 2 Resolution 2 (D2, R2)**

PASSED 51-11-12

**Resolution to Require Glass Enhancements in Schools**

1. **Whereas**, security film is a method of making windows and glass doors safer; and
2. **Whereas**, ­even with the highest quality lock or alarm system, a building remains
3. penetrable if the windows can be easily broken; and
4. **Whereas**, security film wraps around the glass windows and helps prevent the spread of
5. glass fragments and slows the velocity of the shards should the glass fail; and
6. **Whereas**, there have been at least 77 school shootings in the United States so far this
7. year, as of November 17. Twenty-seven of those were on college campuses and the
8. remaining 50 were on K-12 school grounds. The incidents have left at least 34 people
9. dead and more than 85 injured; and
10. **Whereas**,the killer at Sandy Hook Elementary School shot through a window, a detail
11. that stuck with the co-founder of School Guard Glass, maker of a strong glass intended
12. to thwart intruders for a minimum of four to six minutes; and
13. **Whereas**, according to security camera footage from the Nashville school shooting
14. clearly shows the weakness of unprotected glass windows and doors. The perpetrator
15. shot the glass and entered the building within seconds (similar to how the Sandy Hook
16. shooter gained access); and
17. **Whereas**, had the glass been hardened with security window film or another glazing
18. security product, the perpetrator would have been delayed by several minutes, allowing
19. precious time for first responders to arrive - potentially saving lives; and
20. **Whereas**, active shooter situations generally lasts between 10-15 minutes. On average,
21. emergency services respond within 4 and 11 minutes; and
22. **Whereas**, the glass remains transparent, enhancing visibility; and
23. **Whereas**, there are different types of protective glass including Ultra Prestige film,
24. which helps to hold broken glass in place in the case that it is shattered; and the Ultra
25. Safety and Security Window Film, which reduces flying glass shards, one of the leading
26. cause ofinjuries, increases security when people are trying to physically break in; also the
27. Anti intrusion, which also prevents people from breaking in; Storm Mitigation, which
28. protects against the forces of natural disasters (common in Florida); and Blast
29. Mitigation, which protects against blasts and explosions from bomb blasts, chemical
30. and other explosions and impacts; and
31. **Whereas**, the specific ways these films can help mitigate bombs are as follows. One: the
32. film will prevent the glass from fully shattering, or two: it will help slow down the
33. fragmentation, preventing further deaths/injuries; and
34. **Whereas**, after a number of bullets are fired into protective film, some form of breakage
35. occurs. It doesn't mean that the door or window will necessarily be breachable. The glass
36. is created to stay in place so that it cannot easily be removed; and
37. **Whereas**, many window film manufacturers offer a warranty of up to 15 years for
38. commercial Installations; and
39. **Whereas**, abrasions on the face of tempered glass can reduce the glass strength, but
40. shatter resistant window films are also available with an abrasion resistant coating that
41. can prolong the life of tempered glass; and
42. **Whereas**, the easiest, quickest, and least expensive method of window protection is to
43. use daylight application. Daylight application involves placing the shatter resistant
44. window film onto the clear area of the glass only; and
45. **Whereas**, the Florida DDE shall allow glass enhancements as a part of the school hardening grant
46. set forth in appropriation 113A in House Bill 5001; and
47. **Therefore, be it resolved** that pre-existing standard glass on the exterior windows near all entrances
48. of all schools be enhanced with protective security film.

**Submitted by:** Columbia High School, District 2

**Sources:**

1. [https://schoolsafetyresources.nh.gov](https://schoolsafetyresources.nh.gov/)
2. [https://www.3m.com/3M/en](http://www.3m.com/3M/en) US/building-window-solutions-us/resources/window-film
3. <https://www.cnn.com/2023/09/22/us/school-shootings-fast-facts-dg/index.html>,
4. https://[www.nyt1mes.com/2014/12/28/technology/out-of-tragedy-a-protective-glass](http://www.nyt1mes.com/2014/12/28/technology/out-of-tragedy-a-protective-glass)
5. https://[www.campussafetymagazine.com/news/nashville-school-shooting-glass-](http://www.campussafetymagazine.com/news/nashville-school-shooting-glass-)
6. https://[www.filmsandgraphics.com/product-category/window-film/security-window-film/](http://www.filmsandgraphics.com/product-category/window-film/security-window-film/)
7. https://[www.filmsandgraphics.com/what-is-ballistic-glass/](http://www.filmsandgraphics.com/what-is-ballistic-glass/)
8. [https://www.wbdg.org/resources/window-film-fundamentals](http://www.wbdg.org/resources/window-film-fundamentals)
9. https://[www.dhs.gov/sites/default/files/publications/SRWF-MSR](http://www.dhs.gov/sites/default/files/publications/SRWF-MSR)
10. https://[www.safeandsoundschools.org/](http://www.safeandsoundschools.org/)

**District 2 Resolution 3 (D2, R3)**

PASSED 69-1-2

**Resolution for Florida to Fund and Provide Free Menstrual Hygiene Products within High Schools and Middle Schools**

1. **Whereas,**“menstruators” is defined as an inclusive term for all people who menstruate,
2. and
3. **Whereas, “**menstruation” is defined as the process of a biological female [discharging](https://www.google.com/search?safe=active&sca_esv=600253289&rlz=1C5CHFA_enUS1089US1090&q=discharging&si=AKbGX_q4mkMHy1Nmq4yITjHYVzep5KBVfPiQJ8BkdDpHk0tkdtzq1W48-spAUb_XlttQBBiOlxxnksGKvBqGlqdhpDT9vnvz4v41e1iqg_O2oH6RoCWLdrM%3D&expnd=1)
4. blood and other materials from the lining of the [uterus](https://www.google.com/search?safe=active&sca_esv=600253289&rlz=1C5CHFA_enUS1089US1090&q=uterus&si=AKbGX_qTCvK6ifvkUBYDz4foaFZi_nofSXmOeLdXqhAgXIEOfCSuzVUmwO3hP7-WM7BJU-pMXHQYfuyhDBIby021nfSuVFVbkg%3D%3D&expnd=1) at
5. intervals of about one lunar month from [puberty](https://www.google.com/search?safe=active&sca_esv=600253289&rlz=1C5CHFA_enUS1089US1090&q=puberty&si=AKbGX_okS0g0kR2PXn0TLBASIc0m-DJkTJgaU42Zq9Y6cNZPdehTZwP6Ytfdb0mG8FcKM-Nkk-yyuWlWePh_U1_Arap9aCxW5xJtRx5IJ-5kdzE8ibE-3GY%3D&expnd=1) until menopause, and
6. **Whereas,** menstruation is commonly referred to as “getting your period,” and
7. **Whereas**, puberty in females typically begins between the ages of 8 and 13 years, and,
8. **Whereas**, menstruators make up roughly half of middle and high school students in
9. Florida, and
10. **Whereas,** menstrual hygiene products are as essential to these students, as toilet paper
11. is to the general population, and
12. **Whereas,** ⅔ of teen menstruators report feeling stressed due to the lack of access to
13. menstrual products in their school, and
14. **Whereas**, 66% of teen menstruators reported they don't want to be in school during
15. their period, and
16. **Whereas,** 84% of teen menstruators have missed a class or know someone who has
17. missed a class because they do not have access to menstrual products, and
18. **Whereas**, the equal protection clause of the 14th Amendment requires that when a state
19. establishes a public school system, no child living in that state may be denied equal
20. access to schooling, and
21. **Whereas,** ⅕ menstruators have either left school early or missed school entirely
22. because they did not have access to menstrual products, and
23. **Whereas,** not providing menstrual hygiene products infringes on menstruators' 14th
24. amendment right by not providing equal resources, and
25. **Whereas**, disposable “period products” or “menstrual hygiene products” include
26. sanitary napkins, tampons, and pantyliners, and
27. **Whereas,** more than half of students feel their school does not care about them if they
28. don't provide free menstrual products in restrooms, and
29. **Whereas**, 1 in 5 teens have struggled to afford period products or have not been able to
30. purchase them at all, and
31. **Whereas,** “period poverty” is defined as inadequate access to menstrual hygiene
32. products and education, including but not limited to sanitary products and appropriate
33. washing facilities, and
34. **Whereas**, an estimated 16.9 million menstruators in the United States live in poverty,
35. and
36. **Whereas**, 64% of menstruators noted that they have struggled to afford menstrual
37. products in the past year, and
38. **Whereas,** medical professionals recommend changing menstrual hygiene products
39. every 4-6 hours, and
40. **Whereas**, exceeding 8 hours without changing menstrual hygiene products can put one
41. at risk for Toxic Shock Syndrome, and
42. **Whereas,** “Toxic Shock Syndrome” is defined as a potentially fatal acute-onset illness
43. characterized by fever, hypotension, sunburn-like rash, and end-organ damage, and
44. **Whereas**, in 2023, 40% of teen menstruators wore their period products for longer than
45. recommended, and
46. **Whereas,** 88% of teenage menstruators hide their period products when walking out of
47. class to go to the bathroom, and
48. **Whereas,** 63% of menstruators are self-conscious about menstruation in a school
49. environment, and
50. **Whereas**, 9 states including California, Connecticut, Hawaii, Maryland, Minnesota,
51. New Jersey, New Mexico, Ohio, and Oregon, fund and require menstrual hygiene
52. products within middle and high schools, and
53. **Whereas,** the District of Columbia and 10 states including, Delaware, Illinois, New
54. Hampshire, New York, Nevada, Rhode Island, Utah, Vermont, Virginia, Washington,
55. requires menstruation products without funding from the state, and
56. **Whereas,** California’s H.R 3614-The menstrual equality act for all of 2021 requires a
57. public school, as provided, maintaining any combination of classes from grades 6-12,
58. inclusive, to stock the school’s restrooms with an adequate supply of free menstrual
59. products, as defined, available and accessible, free of cost, in all women’s restrooms,
60. and
61. **Whereas,** this act is modeled after their policy based on the requirement for all public
62. restrooms to carry and stock paper towel dispensers, and
63. **Whereas,** The Menstrual Dignity Act (HB 3294, 2021) created the requirement for
64. school districts to provide free menstrual products for all menstruating students in
65. public schools in Oregon, and
66. **Whereas,** the state of Virginia now requires schools to implement menstrual dispensers
67. in bathrooms for grades five through twelve, and
68. **Whereas,** American Medical Association (AMA) policy encourages the Internal
69. Revenue Service (IRS) to classify period products as medical necessities, and
70. **Whereas,** paper towel and toilet paper dispensers are already commonplace in public
71. restrooms, using similar infrastructure to period product dispensers, and
72. **Whereas,** T4PA Consideration For Menstrual Equality and Student Success suggests
73. that schools, school districts, and their State educational agency partners may consider
74. supporting menstrual equity measures, such as by providing free menstrual products,
75. using funds under the Title IV, Part A Safe and Healthy Students content area (Section
76. 4108), and
77. **Whereas,** stated in CS/HB Florida House Bill 389, “Menstrual Hygiene Products in
78. Public Schools; Authorizing school districts to make menstrual hygiene products
79. available, at no charge,” and
80. **Whereas,** this bill authorizes but does not fund or require menstrual products to be
81. provided within middle and high schools, and
82. **Whereas**, according to the paper Title IX and Menstruation (2020) from the Baltimore
83. School of Law, published in Vol 43 of the Harvard Journal of Law and Gender, “the
84. failure to provide menstruating students with free and easily accessible tampons and
85. pads thus negatively affects their access to equal educational opportunities” and
86. **Whereas**, this same paper stated, “Placing the products where students are most likely
87. to need them—in the bathrooms, as opposed to at a nurse’s station—reduces students’
88. barriers to access, whether the barrier is the physical location of a nurse’s station or a
89. school administrator’s office, the authority of a school administrator, a culture of
90. stigma surrounding menstruation, or the student’s own shyness,” and
91. **Whereas,** working towards this correction will eliminate menstruation stigma and
92. shaming within school environments, and
93. **Whereas,** promoting awareness will create a supportive and inclusive atmosphere for
94. all menstruating students,
95. **Therefore, be it resolved** that all public middle and high schools in the state of Florida
96. will establish, maintain, and stock dispensers with a sufficient quantity of at least two
97. different period products, as defined in lines 28 through 29, at no cost or impediment to
98. students, in each women’s restroom, funded through the state by increasing each
99. schools’ maintenance budget, taking into consideration the number of female students.

**Submitted by:** P.K. Yonge Developmental Research School, District 2

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## **District 3, Resolution 1 (D3, Rl)**

PASSED 38-10-24

## **Resolution to Have Open Primaries In Florida**

* 1. **Whereas,** 3,710,193 voters out of the 13,752,205 registered voters in Florida are
	2. registered as independent meaning that 27% of voters in Florida can not vote in
	3. primaries; and
	4. **Whereas,** Florida is one of only seven states to have a completely closed primary
	5. elections; and
	6. **Whereas,** there are 36 states that have a form of an open primary that allows voters 7. To
	7. choose what primary they vote in; and,
	8. **Whereas,** there are 9 other states that allow parties to choose if they have open
	9. primaries; and
	10. **Whereas,** open primaries allow for people to vote for their candidate of choice regardless
	11. of political party; and
	12. **Whereas,** open primaries incentivize more voters as the margin of independents to vote
	13. as they can vote in 13. closed primaries allowing them to have a voice; and
	14. **Whereas,** open primaries eliminate the need for people to switch parties every time they
	15. want to vote in a primary of a different party than their registration;
	16. **Therefore be it resolved that,** the open primary system shall be implemented in
	17. Florida elections after the 2026 election cycle.

**Submitted by:** Timber Creek High School, District 3

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## **District 3 Resolution 2 (D3, R2)**

PASSED 59-5-8

**Resolution to Include Carbon Monoxide Poisoning Education Into All New Driver Education and Certification Courses**

1. **Whereas,** carbon monoxide poisoning is caused by carbon monoxide buildup in blood
2. cells, replacing the oxygen in red blood cells and can cause severe tissue damage or even
3. death (mayoclinic.org); and,
4. **Whereas,** about 50,000 people in the US visit the hospital due to CO poisoning annually,
5. leading to at least 430 deaths each year (cdc.gov); and,
6. **Whereas,** automobiles can cause carbon monoxide poisoning in a variety of ways, such
7. as by operating vehicles in an enclosed space or driving a vehicle with a defective
8. exhaust system (abe.iastate.edu); and.
9. **Whereas,** any Florida resident who has not previously held a license must complete a
10. Traffic Law and Substance Abuse Education course before applying for a license in
11. Florida (flhsmv.gov); and,
12. **Whereas.** the Traffic Law and Substance Abuse Education minimum course criteria does
13. not currently include carbon monoxide poisoning; and,
14. **Whereas,** there are currently 30 approved TLSAE course providers (flhsmv.gov)
15. **Whereas,** participants for each of these courses are not being informed about carbon
16. monoxide poisoning; and,
17. **Whereas,** TLSAE courses list their objectives to be that new drivers learn necessary
18. information precautions needed to be taken to remain safe (drivesafetoday.com); and,
19. **Whereas,** the number of licensed drivers in the US has been increasing since 1950
20. (hedgescompany.com); and,
21. **Whereas.** these new drivers are at risk of carbon monoxide poisoning if left uneducated
22. about its causes and its dangers; and,
23. **Whereas,** the New Jersey Governor signed legislation requiring the state Motor Vehicle
24. Commission to test and educate drivers about the dangers of carbon monoxide poisoning
25. after a family died from CO poisoning in their car (northjersey.com);
26. **Therefore be it resolved,** that the minimum course content criteria for all Traffic Law and
27. Substance Abuse Education courses in the state of Florida should be updated to include
28. information about carbon monoxide poisoning in order to educate new drivers and keep
29. them safe.

**Submitted by:** Windermere High School. District 3

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## **District 3 Resolution 3 (D3, R3)**

PASSED 37-21-14

## **Resolution for SAT and ACT Waiver**

1. **Whereas,** Florida public universities require applicants to submit their SAT or ACT
2. scores; and
3. **Whereas,** sending SAT or ACT scores could cost upwards of$20 per university, and
4. **Whereas,** 80% of the universities in the United States do not require test scores to be
5. sent; and
6. **Whereas,** Florida has over 1000 Title 1 high schools whose students are economically
7. disadvantaged; and
8. **Whereas,** it costs $60 to take the SAT and $66 to take the ACT; and
9. **Whereas,** low-income students can only receive two SAT fee waivers and four ACT fee
10. waivers to take the test; and
11. **Whereas,** Florida has an average SAT score of 966 and an ACT score of 18.9 which is
12. lower than the required score for all public universities in Florida; and
13. **Whereas.** Florida has a lower SAT and ACT score than the national average of 1028 and

14.20.6; and

1. **Whereas,** Florida high school students would not want to submit their test scores if they
2. have not received a score within the desired range of the university; and
3. **Whereas,** it costs an average of $70 an hour for SAT tutoring which most Florida public
4. high school families cannot afford; and
5. **Whereas.** a low test score can lead to fewer scholarship opportunities for merit
6. Scholarships; and
7. **Whereas,** being rejected from in-state universities can lead students to attend out-of-state
8. schools which leads to increased student debt; and
9. **Whereas,** the average student loan debt in Florida was $38.683 and ranked as the 5th
10. worst state for the average loan debt; and
11. **Whereas.** the College Board has proven that test takers whose families earn less than
12. $51,500 scored the lowest on the SAT, while test takers whose families earn greater than
13. $110,000 receive the highest score; and
14. **Whereas,** students admitted into a university with a low SAT score are between two and
15. five times more likely to drop out after one year, and are up to three times less likely to
16. complete their degree compared to a student with a high score; and
17. **Whereas,** students who do not have to pay to send their SAT or ACT scores can
18. drastically improve the success of those students in college admissions and financially;
19. **Therefore,** be it resolved that Florida high school students applying to a Florida public
20. university should be given a fee waiver to use when sending their SAT or ACT scores to
21. a university.

**Submitted by:** Ocoee High School, District 3

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**District 5 Resolution 1 (D5,R1)**

PASSED 67-4-1

**Resolution to Increase Florida Teacher Classroom Supply Assistance Program from**

**$300.00 to $375.00 per teacher per year**

1. **Whereas,** every year teachers receive $300.00 to spend on approved classroom
2. supplies but this has not been increased since 2017. which has left teachers in crisis; and
3. **Whereas,** some teachers in the state of Florida have estimated spending up to $10,000
4. a year on their classroom supplies, very few tend to be able to cover all their
5. classroom expenses on the stipend alone; and
6. **Whereas,** with inflation, $300.00 in 2017 now has the same buying power as $374.41; and
7. **Whereas,** teachers have been leaving the profession at a rapid rate due to a lack of
8. resources and pay. with 40% of teachers in the state of Florida leaving the profession
9. in the first five years; and
10. **Whereas,** a good portion of teachers haven't found the stipend to be enough to cover
11. their classroom needs, the state has a responsibility to match inflation to at least
12. maintain the standard that was set in ::!017 and years prior; and
13. **Whereas,** the state of Florida has made efforts to increase teacher's salaries in the
14. past 5 years unofficially asking or expecting teachers to reach into their own pockets
15. to support their classroom environment, undermines the pay increase and the
16. fundamental concept of public schooling; and
17. **Whereas,** a 25% increase in the funds allocated by the Florida Teacher Classroom
18. Supply Assistance Program will equate to providing more writing utensils, classroom
19. decorations, and hands-on learning tools such as an analog clock, globe, or lab
20. equipment to every teacher and student in the state of Florida; and
21. **Therefore be it resolved,** the Student Government Association of Park Vista
22. Community High School that represents a diverse body of staff and students urges
23. that the Florida Teacher Classroom Supply Assistance Program increases its fund
24. allocation from $300.00 to $375.00 per teacher per year.

**Submitted by:** Park Vista Community High School, District 5

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## **District 6 Resolution (D6,R1)**

FAILED 17-33-22

## **Resolution for Mandatory Recycling in Schools**

* 1. **Whereas,** in statute 403.703. recycling is defined as any process by which solid waste,
	2. or materials that would otherwise become solid waste, are collected separated, or
	3. processed and reused or returned to use in the form of raw materials or intermediate final
	4. products; and
	5. **Whereas,** the statue is only asking for 75% of public schools to recycle; and
	6. **Whereas,** global warming is an epidemic facing our planet; and
	7. **Whereas,** millions of pounds of plastic waste end up in landfills; and
	8. **Whereas,** six times more plastic is burned than recycled in our country; and
	9. **Whereas,** plastic pollutes our oceans, which harms the wildlife and animal
	10. population; and
1. **Whereas,** plastic waste is burned, causing harmful gases to be trapped within our
2. atmosphere therefore warming the planet; and
3. **Whereas,** recycling will reduce the amount of CO2 and greenhouse gas emissions that
4. are released into the atmosphere; and
5. **Whereas,** recycling can help eliminate plastic waste within our state and
6. communities; and
7. **Whereas,** recycling is not mandatory in Florida schools; and
8. **Therefore be it resolved,** 100% of public schools in the state of Florida should mandate
9. that there is a recycling program within their school.

**Submitted by:** Pompano Beach High School, District 6

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