

**Title of Platform 1: Passed**

**An Act to Promote the Decrease of Unsustainable School Wastefulness and to Promote Environmentally Conscious Stewardship**

1. **WHEREAS, The schools in Wyoming have experienced issues of wastefulness apropos**
- 2.
3. **products and materials that could be recycled or appropriately disposed of, which**
- 4.
5. **subsequently leads to the degradation of the school's environmental integrity; and**
- 6.
7. **WHEREAS, The plurality of students and schools support the practice of greener methods**
- 8.
9. **of operation within the public educational system for the benefit of the facilities and the**
- 10.
11. **environment; and**
- 12.
13. **WHEREAS, The extent to which schools in Wyoming address and effectuate the**
- 14.
15. **contentions is subject to preference, practicality, and change, depending upon the student's**
- 16.
17. **and the school's capacity to effectuate change on different levels, therefore supporting the**
- 18.
19. **practice of environmental sustainability and in waste reduction in numerous ways; and**
- 20.
21. **WHEREAS, The specific of the language of the platform does not delegate any specific**
- 22.
23. **action from any particular school, but merely delineates the potential contentions for change;**
- 24.
25. **now, therefore, be it**
- 26.
27. **RESOLVED, That the Wyoming Association of Student Councils ought to promote the**
- 28.
29. **reduction of unsustainable wastefulness in general areas and promote a greener approach**
- 30.
31. **to solving problems that affect our environment.**

**Title of Platform 2: Failed**

**An Act to Promote the Active Participation in Supporting National and International Observances Days**

1. **WHEREAS, Supporting national and international observance days, such as those for**
- 2.
3. **tragedies, incurable disease, and celebratory occasions, promotes unity within Wyoming**
- 4.
5. **schools and helps to educate the and faculty students about the aforementioned and other**
- 6.
7. **topics of relevance; and**
- 8.
9. **WHEREAS, The majority of observances days could be recognized in simple, yet impactful**
- 10.
11. **ways, but the students of the schools in Wyoming are at liberty to design their own,**
- 12.
13. **individual processes for promoting awareness for these observances days and determining**
- 14.
15. **the number of days they wish to support; and**
- 16.
17. **WHEREAS, Very few national and international observances days are regularly recognized**
- 18.
19. **by the student bodies of Wyoming, therefore the passage of this platform will also help**
- 20.
21. **educate the students, the parents, and the faculty of Wyoming's communities and schools.**
- 22.
23. **WHEREAS, With the understanding that some people may be uncomfortable with the**
- 24.
25. **recognition of some observance days, students and faculty ought to move forward with the**
- 26.
27. **concept of this platform in a manner that promotes unity and not division;**
- 28.
29. **now, therefore, be it**
- 30.
31. **RESOLVED, The Wyoming Association of Student Councils ought to adopt this platform,**
- 32.
33. **so as to promote the active participation in supporting international and national observance**
- 34.
35. **days because such action seeks to augment the quality of one's understanding apropos**
- 36.
37. **important occurrences, topics, celebratory occasions, and tragedies, while increasing the**
- 38.
39. **unification in one's school environment.**

**Title of Platform 3: Wyoming is Known as the Equality State Failed**

1. **WHEREAS, The students within Wyoming’s communities, but specifically within**
- 2.
3. **Wyoming’s schools may be homosexual, bisexual, transexual, or any other variance of**
- 4.
5. **sexual identification and personal identification, which while differing from the majority of**
- 6.
7. **students who are heterosexual still deserve to be treated with respect and understanding; and**
- 8.
9. **WHEREAS, Despite the fact that many people in Wyoming still struggle to reconcile the**
- 10.
11. **teachings of their religion, the pull of their conscience, and the personal experiences they**
- 12.
13. **have in their families and their communities — all of whom are people of good will and**
- 14.
15. **good faith — apropos this issue, there is no reason why the students of Wyoming cannot**
- 16.
17. **still support a school environment in which fairness is a gold standard, equality is a human**
- 18.
19. **right, and dignity for each person is a reality; and**
- 20.
21. **WHEREAS, Wyoming can be a place where everyone has a place and remain — in so many**
- 22.
23. **ways — a positive example for the country and a beacon of hope for its citizens, especially**
- 24.
25. **for the young students who navigate difficult and uncertain times in their personal and**
- 26.
27. **academic lives; and**
- 28.
29. **WHEREAS, The schools in Wyoming and their students, to achieve this goal, are not**
- 30.
31. **expected to adopt a universal standard or measure for supportive means, but are asked only**
- 32.
33. **to evaluate and review the history and the demographics of their school’s environment, so as**
- 34.
35. **to promote the best way to support its fellow LGBT+ students. The extent to which these**
- 36.
37. **goals are achieved are based solely upon the reasonable action of the students, which may be**
- 38.
39. **as minimal as reducing unfavorable language, such as the use of the word “gay” when not**
- 40.
41. **applicable, or as large as funding a gender neutral bathroom;**
- 42.
43. **now, therefore, be it**
- 44.
45. **RESOLVED, That Wyoming Association of Student Councils ought to dynamically promote**
- 46.
47. **and establish school and student specific efforts dedicated to supporting its fellow LGBT+**
- 48.
49. **students, through distinctive and persistent efforts.**

**Title of Platform 4: Making the Projects to Unify a Reality Passed**

1. **WHEREAS, The youth in Wyoming with intellectual and developmental disabilities are**
- 2.
3. **apart of the same communities, the same families, and the same schools as any other student,**
- 4.
5. **so it is important to create an educational environment where every person is accepted and**
- 6.
7. **included, regardless of her or his disability or learning circumstance; and**
- 8.
9. **WHEREAS, Projects in Wyoming are already underway and have made substantial and**
- 10.
11. **long-lasting progress in many different areas, such as campaigns to disband the use of the**
- 12.
13. **“r-word,” which is a crucial first step to recognizing students with intellectual or**
- 14.
15. **developmental disabilities as people first and not by their differently-abled circumstances;**
- 16.
17. **and**
- 18.
19. **WHEREAS, The aforementioned aptly highlights the important but simple steps schools in**
- 20.
21. **Wyoming can take to ensuring unification within their school’s environment. By leading and**
- 22.
23. **directing efforts to encourage students and faculty to use more appropriate language apropos**
- 24.
25. **speaking with or discussing students who are differently-abled, there is recognition for the**
- 26.
27. **concept of “people first,” which is a process of understanding that using one’s disability**
- 28.
29. **before identifying them as a person can be hurtful and degrade the person; and**
- 30.
31. **WHEREAS, Schools in Wyoming, such as Cody High School have already laid down the**
- 32.
33. **essential groundwork to remove language that does not recognize people first from state**
- 34.
35. **documentation, through Youth for Justice, which is a student led organization that directly**
- 36.
37. **works with the state legislatures and representatives of Wyoming, so there is no reason or**
- 38.
39. **hinderance that students and schools all across Wyoming cannot become involved in these**
- 40.
41. **endeavors to uplift fellow students and create standards for everyone to uphold; and**
- 42.
43. **WHEREAS, Students who would like to continue to support or bolster their support for**
- 44.
45. **current projects, campaigns, programs, or other efforts are still achieving this platform’s**
- 46.
47. **goal because its sole purpose is to promote the theme of unification, such as the organization**
- 48.
49. **Project Unify does. Students who would like to incorporate these ideas or explore other**
- 50.
51. **avenues of achieving these goals into their schools should also be highly encouraged because**
- 52.
53. **there is no cap that must be achieved by a school in a certain amount of time to aid this**
- 54.
55. **process;**
- 56.
57. **now, therefore, be it**
- 58.
59. **RESOLVED, That the Wyoming Association of Student Councils ought to progressively**
- 60.

61. promote and actively work for the complete acceptance and the involvement of students who
- 62.
63. are intellectually or developmentally disabled to foster a better and a healthier school
- 64.
65. environment.