

Whereas books do not require readers to agree with topics, themes, or viewpoints but instead allow readers to explore and engage with differing perspectives to form and inform their own views;

Whereas suppressing the freedom to read and denying access to literature, history, and knowledge are repressive and antidemocratic tactics used by authoritarian regimes against their people;

Whereas book bans violate the rights of students, families, residents, and citizens based on the political, ideological, and cultural preferences of the specific individuals imposing the bans;

Whereas book bans have multifaceted, harmful consequences on—

(1) students, who have a right to access a diverse range of stories and perspectives, especially students from historically marginalized backgrounds whose communities are often targeted by thought control measures;

(2) educators and librarians, who are operating in some States in an increasingly punitive and surveillance-oriented environment and experience a chilling effect in their work;

(3) authors whose works are targeted and suppressed;

(4) parents who want their children to attend public schools that remain open to curiosity, discovery, and the freedom to read; and

(5) community members who want free access to a range of uncensored information and knowledge from their public libraries;

Whereas classic and award-winning literature and books that have been part of school curricula for decades have been challenged, removed from libraries pending review, or outright banned from schools, including—

(1) “Brave New World” by Aldous Huxley;

(2) “The Handmaid’s Tale” by Margaret Atwood;

(3) “Anne Frank’s Diary: The Graphic Adaptation” adapted by Ari Folman;

(4) “Their Eyes Were Watching God” by Zora Neal Hurston; and

(5) “To Kill a Mockingbird” by Harper Lee;

Whereas books, particularly those written by and about outsiders, newcomers, and individuals from marginalized backgrounds, are facing a heightened risk of being banned;

Whereas according to PEN America, 36 percent of instances of books banned or otherwise restricted in the United States from July 2021 to June 2023 have LGBTQ+ characters or themes that recognize the equal humanity and dignity of all individuals despite differences, including—

(1) “And Tango Makes Three” by Justin Richardson and Peter Parnell; and

(2) “This Book Is Gay” by Juno Dawson;

Whereas 37 percent of instances of books, both fiction and nonfiction, that have been banned or otherwise restricted in the United States from July 2021 to June 2023 are books about race, racism, or feature characters of color, including—

(1) “The Story of Ruby Bridges” by Robert Coles and illustrated by George Ford;

(2) “Letter from Birmingham Jail” by Martin Luther King, Jr.;

(3) “Thank You, Jackie Robinson” by Barbara Cohen;

(4) “Malala: A Hero For All” by Shana Corey;

(5) “Fry Bread: A Native American Family Story” by Kevin Noble Maillard;

(6) “Hair Love” by Matthew A. Cherry;

(7) “Good Trouble: Lessons From the Civil Rights Playbook” by Christopher Noxon; and

(8) “We Are All Born Free: The Universal Declaration of Human Rights in Pictures”;

Whereas the Comic Book Legal Defense Fund has reported a dramatic surge in chal-

lenges at libraries and schools to the inclusion of graphic novels that depict the diversity of civic life in the United States and the painful and complex history of the human experience, including—

(1) “New Kid” by Jerry Craft;

(2) “Drama” by Raina Telgemeier;

(3) “American Born Chinese” by Gene Luen Yang; and

(4) “Maus” by Art Spiegelman;

Whereas books addressing death, grief, mental illness, and suicide are targeted alongside nonfiction books that discuss feelings and emotions written for teenage and young adult audiences that frequently confront these topics;

Whereas during congressional hearings on April 7, 2022, May 19, 2022, and September 12, 2023, students, parents, teachers, librarians, and school administrators testified to the chilling and fear-spreading effects that book bans have on education and the school environment; and

Whereas according to PEN America, from July 2022 to June 2023, States across the country limited access to certain books for limited or indefinite periods of time, including—

(1) Florida, where at least 1,406 books in total have been banned or restricted in 33 school districts;

(2) Texas, where at least 625 books in total have been banned or restricted in 12 school districts;

(3) Missouri, where at least 333 books in total have been banned or restricted in 14 school districts;

(4) Utah, where at least 281 books in total have been banned or restricted in 10 school districts;

(5) Pennsylvania, where at least with 186 books in total have been banned or restricted in 7 school districts;

(6) South Carolina, where at least with 127 books in total have been banned or restricted in 6 school districts;

(7) Virginia, where at least 75 books in total have been banned or restricted in 6 school districts;

(8) North Carolina, where at least with 58 books in total have been banned or restricted in 6 school districts;

(9) Wisconsin, where at least with 43 books in total have been banned or restricted in 5 school districts;

(10) Michigan, where at least with 39 books in total have been banned or restricted in 12 school districts;

(11) North Dakota, where at least with 27 books in total have been banned or restricted in 1 school district;

(12) Tennessee, where at least 11 books in total have been banned or restricted in 5 school districts;

(13) New York, where at least 6 books in total have been banned or restricted in 3 school districts; Now, therefore, be it

Resolved, That the Senate—

(1) expresses concern about the spreading problem of book banning and the proliferating threats to freedom of expression in the United States;

(2) reaffirms the commitment of the United States to supporting the freedom of expression of writers that is protected under the First Amendment to the Constitution and the freedom of all individuals in the United States to read books without government censorship;

(3) calls on local governments and school districts to follow best practice guidelines when addressing challenges to books; and

(4) calls on local governments and school districts to protect the rights of students to learn and the ability of educators and librarians to teach, including by providing students with the opportunity to read a wide array of books reflecting the full breadth and diversity of viewpoints and perspectives.

SENATE RESOLUTION 373—DESIGNATING THE WEEK OF SEPTEMBER 17 THROUGH SEPTEMBER 23, 2023, AS “COMMUNITY SCHOOL COORDINATORS APPRECIATION WEEK”

Mr. BROWN (for himself, Mrs. CAPITO, Mr. VAN HOLLEN, and Mr. DURBIN) submitted the following resolution; which was considered and agreed to:

S. RES. 373

Whereas community schools marshal, align, and unite the assets, resources, and capacity of schools and communities for the success of students, families, and communities;

Whereas community schools are an effective and evidence-based strategy for school improvement included under section 4625 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7275), as added by section 4601 of the Every Student Succeeds Act (Public Law 114–95; 129 Stat. 2029);

Whereas community schools that provide integrated student supports, well-designed and expanded learning opportunities, and active family and community engagement and that use collaborative leadership and practices have positive academic and non-academic outcomes, including—

(1) improvements in—

(A) student attendance;

(B) behavior;

(C) academic achievement;

(D) mental and physical health;

(E) high school graduation rates; and

(F) school climate; and

(2) reduced racial and economic achievement gaps;

Whereas community schools have the potential for helping people of the United States from underserved communities, as indicated in a 2021 report;

Whereas a 2019 report found that mental health care provided through community schools improved access to care, academic performance, and student conduct, including reducing the number of school suspensions and disciplinary referrals;

Whereas a 2020 study found that community schools in New York City had a positive impact on student attendance, on-time grade progression, and credit accumulation for high school students;

Whereas a 2016 report found early indicators that community schools in Baltimore led to improved family-school engagement;

Whereas community schools provide a strong social return on investment, with one study citing a social return of \$3 to \$15 for every dollar invested;

Whereas community school coordinators—

(1) are essential to building successful community schools and creating, strengthening, and maintaining partnerships between community schools and their communities;

(2) facilitate and provide leadership for the collaborative process and development of a system of supports and opportunities for children, families, and others within the community of a school that allow all students to learn and the community to thrive; and

(3) deliver a strong monetary return on investment for community schools and their communities, with one study citing a return of \$7.11 for every dollar invested in the salary of a community school coordinator; and

Whereas Community School Coordinators Appreciation Week, celebrated from September 17 through September 23, 2023, recognizes, raises awareness of, and celebrates the thousands of community school coordinators across the country and the critical role of community school coordinators in the success of students; Now, therefore, be it

Resolved, That the Senate—

(1) designates the week of September 17 through September 23, 2023, as “Community School Coordinators Appreciation Week”;

(2) thanks community school coordinators for the work they do to serve students, families, and communities; and

(3) encourages students, parents, school administrators, and public officials to participate in events that celebrate Community School Coordinators Appreciation Week.

SENATE RESOLUTION 374—DESIGNATING SEPTEMBER 2023 AS “NATIONAL STUDENT PARENT MONTH”

Mr. MORAN (for himself and Mr. CARPER) submitted the following resolution; which was considered and agreed to:

S. RES. 374

Whereas student parents are individuals who have children and who attend postsecondary educational institutions;

Whereas student parents make up roughly $\frac{1}{2}$ of the postsecondary student population, totaling nearly 4,000,000 individuals;

Whereas 70 percent of student parents are women, and 62 percent of student mothers are single parents;

Whereas 54 percent of single mothers who are enrolled at an institution of higher education work 20 hours or more per week and 43 percent work 30 hours or more per week, which requires those individuals to balance school, work, and caring for their dependents;

Whereas 51 percent of student parents are students of color, particularly female students of color, with mothers representing—

(1) 40 percent of Black postsecondary students;

(2) 36 percent of American Indian and Alaska Native postsecondary students;

(3) 35 percent of Native Hawaiian and Pacific Islander postsecondary students; and

(4) 26 percent of Hispanic postsecondary students;

Whereas 47 percent of student parents are military-connected students;

Whereas approximately 794 surviving military spouses are using education benefits from the Department of Veterans Affairs for surviving dependents;

Whereas 84 percent of military spouses have some college education or credential and, on average, make 25 percent less than their civilian counterparts;

Whereas 42 percent of student parents attend community colleges and 30 percent attend public or private nonprofit 4-year institutions of higher education;

Whereas the cohort of single mothers currently enrolled in higher education will save approximately \$19,900,000,000 in public assistance spending;

Whereas 53 percent of student parents report food insecurity, and 68 percent report housing insecurity;

Whereas $\frac{2}{3}$ of student parents live at or near the poverty line and 52 percent of student parents are Federal Pell Grant recipients;

Whereas, on average, student parents have higher grade point averages than their non-parenting peers, but student parents are 10 times less likely to complete a bachelor's degree within 5 years than students without children;

Whereas a low-income student parent who earns a degree or credential boosts the income of that individual and the earning potential of the children of that individual when those children become adults; and

Whereas student parents are uniquely motivated to excel in their courses of study but

often face challenges, including lack of affordable child care and balancing work responsibilities while attending postsecondary educational institutions: Now, therefore, be it

Resolved, That the Senate—

(1) expresses support for the contributions and achievements of student parents in seeking and completing a postsecondary education; and

(2) designates September 2023 as “National Student Parent Month”.

SENATE RESOLUTION 375—SUPPORTING THE DESIGNATION OF SEPTEMBER 21, 2023, AS “NATIONAL TEACH AG DAY” AND CELEBRATING 75 YEARS OF THE NATIONAL ASSOCIATION OF AGRICULTURAL EDUCATORS

Mr. BOOZMAN (for himself, Ms. STABENOW, Mr. BARRASSO, Mr. BRAUN, Mr. BROWN, Mr. CRAMER, Mr. DAINES, Ms. ERNST, Mr. FETTERMAN, Mrs. FISCHER, Mr. GRASSLEY, Mr. HAGERTY, Mr. HEINRICH, Mr. HOEVEN, Mrs. HYDE-SMITH, Mr. KAINE, Mr. KENNEDY, Mr. KING, Mr. LANKFORD, Mr. LUJÁN, Ms. LUMMIS, Mr. MORAN, Mr. RISCH, Mrs. SHAHEEN, Ms. SMITH, Mr. TILLIS, Mr. WARNOCK, Mr. WELCH, Mr. WICKER, Mr. ROUNDS, Mr. RICKETTS, and Mrs. BLACKBURN) submitted the following resolution; which was considered and agreed to:

S. RES. 375

Whereas agricultural education and the National FFA Organization change lives and prepare students for premier leadership, personal growth, and career success;

Whereas, in the United States, more than 11,000 agricultural educators across all 50 States, Puerto Rico, and the United States Virgin Islands teach students about agriculture, food, and natural resources;

Whereas teacher recruitment and retention continues to be a significant challenge, with a significant teacher shortage during the 2022–2023 school year;

Whereas the National Association of Agricultural Educators advances agricultural education and promotes the professional interests and growth of agricultural educators, and recruits and prepares students who have a desire to teach agriculture;

Whereas the National Association of Agricultural Educators was established in 1948; and

Whereas current and future agricultural educators will celebrate “National Teach Ag Day” on September 21, 2023: Now, therefore, be it

Resolved, That the Senate—

(1) supports the designation of September 21, 2023, as “National Teach Ag Day”;

(2) recognizes the important role of agricultural education and the National FFA Organization in developing the next generation of agricultural leaders who will change the world; and

(3) celebrates the 75th anniversary of the National Association of Agricultural Educators.

SENATE RESOLUTION 376—CLARIFYING THE DRESS CODE FOR THE FLOOR OF THE SENATE

Mr. MANCHIN (for himself, Mr. ROMNEY, Mr. KELLY, Mr. KING, Ms. COLLINS, Mr. BARRASSO, Mrs. CAPITO, Mr. CRAPO, Mr. GRAHAM, Mr. HAGERTY, Mr. KENNEDY, Mr. LANKFORD, Mr. MCCONNELL,

Mr. MORAN, Mr. ROUNDS, Mr. SCOTT of Florida, Mr. THUNE, Mr. TILLIS, Mrs. FISCHER, Mr. BOOZMAN, Ms. ERNST, Mr. CRAMER, Mrs. BLACKBURN, Mr. RICKETTS, Mr. MARSHALL, Ms. LUMMIS, Mr. DAINES, Mr. RISCH, Mr. CORNYN, Mr. RUBIO, Mrs. HYDE-SMITH, Mr. SCOTT of South Carolina, Mr. GRASSLEY, and Mr. JOHNSON) submitted the following resolution; which was considered and agreed to:

S. RES. 376

Resolved,

SECTION 1. SHORT TITLE.

This resolution may be cited as the “Senate Dress Code Resolution”.

SEC. 2. SENATE FLOOR DRESS CODE.

(a) DEFINITIONS.—In this section—

(1) the term “Senate floor dress code” means a requirement that business attire be worn on the floor of the Senate, which for men shall include a coat, tie, and slacks or other long pants; and

(2) the term “Sergeant at Arms” means the Sergeant at Arms and Doorkeeper of the Senate.

(b) SENATE FLOOR DRESS CODE REQUIREMENTS.—

(1) IN GENERAL.—An individual on the floor of the Senate shall abide by the Senate floor dress code.

(2) ENFORCEMENT.—The Sergeant at Arms shall enforce the requirement of paragraph (1).

(c) PROCESS TO REVISE THE SENATE FLOOR DRESS CODE.—Any change to the Senate floor dress code, or the enforcement of the Senate floor dress code, that is made on or after the date of adoption of this resolution shall have no force or effect unless such change is made pursuant to a resolution agreed to by not less than two-thirds of the Members of the Senate, duly chosen and sworn.

SENATE RESOLUTION 377—RECOGNIZING HISPANIC RESTAURANT WEEK AND THE CONTRIBUTIONS OF HISPANIC RESTAURANT OWNERS AND EMPLOYEES TO THE RESTAURANT INDUSTRY

Mr. BENNET (for himself, Mr. CORNYN, Ms. CORTEZ MASTO, Mr. DURBIN, Mr. HICKENLOOPER, Mr. WHITEHOUSE, Mr. KELLY, Mr. MENENDEZ, Ms. SINEMA, Ms. ROSEN, Mr. LUJÁN, and Mr. CRUZ) submitted the following resolution; which was considered and agreed to:

S. RES. 377

Whereas Hispanic Restaurant Week is celebrated from September 22, 2023, through October 3, 2023, during the national celebration of Hispanic Heritage Month from September 15, 2023, through October 15, 2023;

Whereas, in 2020, the Bureau of the Census estimated that 41,817 owners of accommodation and food service businesses were Hispanic;

Whereas the restaurant industry plays a significant role in the economy of the United States as the second-largest private sector employer in the United States;

Whereas 25.1 percent of workers in the restaurant industry are Hispanic;

Whereas, according to the 2021 State of Latino Entrepreneurship report, published by the Stanford Graduate School of Business, during the last decade, Hispanic entrepreneurs have started small businesses, including restaurants, at a higher rate than any other demographic;

Whereas, of the nearly 5,000,000 Hispanic-owned businesses in the United States, the