



Table of Contents

| | |
|---|------------|
| Conference Schedule | 1 |
| Our Mission | 3 |
| Committee Dockets | 4 |
| Chamber Dockets | 5 |
| Veto Override Procedure | 6 |
| Code of Conduct | 7 |
| Dress Code | 8 |
| Parliamentary Procedure Script | 9 |
| Parliamentary Procedure Guide | 10 |
| Bills | 13 |
| History of YMCA Youth and Government | 133 |
| Legislative Glossary | 137 |
| How a Bill becomes a Law in New York State | 140 |
| The Constitution of the United States | 141 |
| Conference Roster | 148 |
| High School Bill for Opening Assembly | 159 |
| Notes | 161 |

YMCA Middle School Youth And Government Schedule

| Sunday, November 24th | Meeting | Location |
|--|--|---------------------------|
| 3:00 p.m. | Registration and Check-in | King Street Ballroom |
| 4:00 p.m. | Delegate Orientation (All Delegates) | King Street Ballroom |
| 4:15 p.m. | All Adult Meeting (Students supervised) | Town Hall |
| 5:00 p.m. | Opening Session (All Delegates and Adults) | King Street Ballroom |
| 5:45p.m. - 8:45 p.m. | Committee 1 | Suite 112 |
| | Committee 2 | High Street 24 |
| | Committee 3 | High Street 26 |
| | Committee 4 | High Street 28 |
| | Committee 5 | Town Hall |
| Dinner Break | 6:30 p.m. Committees 1-5 | 7:15 p.m. Committees 6-10 |
| | Committee 6 | Fort Orange 9 |
| | Committee 7 | King Street 2 |
| | Committee 8 | King Street 4/6 |
| | Committee 9 | King Street 8 |
| | Committee 10 | Shaker Room |
| 9:00 p.m. - 9:15 p.m. | Closing Session | King Street Ballroom |
| 9:15 p.m. | Delegation Meetings | |
| 9:45 p.m. | Curfew (Students in Rooms) | |
| Monday, November 25th | | |
| 7:30 a.m. - 8:30 a.m. | Breakfast | Fort Orange Courtyard |
| 8:30 a.m. | Gather for Bus Dismissal | King Street Ballroom |
| <i>*We will depart to the Capitol from this session, bring everything you need for the day</i> | | |
| 8:45 a.m. -9:00 a.m. | Travel to Capitol | |
| <i>*See next page for Capitol Schedule</i> | | |
| 4:45 p.m. - 5:00 p.m. | Travel to Hotel | |
| 5:00 p.m.- 6:00 p.m. | Break, Change Clothes for the Evening | |
| 6:00 p.m. - 7:00 p.m. | Dinner | Fort Orange Courtyard |
| 7:00 p.m. | Delegation Caucus | King Street Ballroom |
| 7:15 p.m. - 9:15 p.m. | Evening Recreation (Movie, Games, etc...) | |
| | Movie | Town Hall |
| | Karaoke | King Street Ballroom |
| | Games & Photobooth | King Courtyard |
| | Quiet Room | High Street 28 |
| 9:15 p.m. | Closing Session | King Street 4 & 6 |
| 10:00 p.m. | Curfew (Students in Rooms) | |
| Tuesday, November 26th | | |
| 7:30 a.m. - 8:45 a.m. | Breakfast | Fort Orange Courtyard |
| 9:00 a.m. - 10:30 a.m. | Closing Session | King Street 4 & 6 |

Schedule for 2024 Youth and Government at the NYS State Capitol

| | Yellow Assembly | Yellow Senate | Blue Assembly | Blue Senate |
|----------|-------------------|-------------------|-------------------|-------------------|
| 8:30 AM | Depart | Depart | Depart | Depart |
| 8:45 AM | Arrive at Capitol | Arrive at Capitol | Arrive at Capitol | Arrive at Capitol |
| 9:00 AM | Security | Security | Security | Security |
| 9:15 AM | Security | Security | Security | Security |
| 9:30 AM | Hearing Room B | Hearing Room B | Hearing Room B | Hearing Room B |
| 9:45 AM | Opening Assembly | Opening Assembly | Opening Assembly | Opening Assembly |
| 10:00 AM | Tour | Hearing Room B | Senate Chamber | Assembly Parlor |
| 10:15 AM | Tour | Hearing Room B | Senate Chamber | Assembly Parlor |
| 10:30 AM | Hearing Room C | Hearing Room B | Senate Chamber | Assembly Parlor |
| 10:45 AM | Hearing Room C | Hearing Room B | Senate Chamber | Assembly Parlor |
| 11:00 AM | Hearing Room C | Hearing Room B | Senate Chamber | Assembly Parlor |
| 11:15 AM | Hearing Room C | Hearing Room B | Senate Chamber | Assembly Parlor |
| 11:30 AM | Hearing Room C | Hearing Room B | Assembly Parlor | Senate Chamber |
| 11:45 AM | Hearing Room C | Hearing Room B | Assembly Parlor | Senate Chamber |
| 12:00 PM | Hearing Room C | Lunch | Assembly Parlor | Senate Chamber |
| 12:15 PM | Lunch | Lunch | Assembly Parlor | Senate Chamber |
| 12:30 PM | Lunch | Lunch | Assembly Parlor | Senate Chamber |
| 12:45 PM | Lunch | Assembly Parlor | Lunch | Senate Chamber |
| 1:00 PM | Senate Chamber | Assembly Parlor | Lunch | Lunch |
| 1:15 PM | Senate Chamber | Assembly Parlor | Lunch | Lunch |
| 1:30 PM | Senate Chamber | Assembly Parlor | Hearing Room B | Lunch |
| 1:45 PM | Senate Chamber | Assembly Parlor | Hearing Room B | Hearing Room C |
| 2:00 PM | Senate Chamber | Assembly Parlor | Hearing Room B | Hearing Room C |
| 2:15 PM | Senate Chamber | Assembly Parlor | Hearing Room B | Hearing Room C |
| 2:30 PM | Senate Chamber | Assembly Parlor | Tour | Hearing Room C |
| 2:45 PM | Assembly Parlor | Senate Chamber | Tour | Hearing Room C |
| 3:00 PM | Assembly Parlor | Senate Chamber | Hearing Room C | Tour |
| 3:15 PM | Assembly Parlor | Senate Chamber | Hearing Room C | Tour |
| 3:30 PM | Assembly Parlor | Senate Chamber | Hearing Room C | Hearing Room B |
| 3:45 PM | Assembly Parlor | Senate Chamber | Hearing Room C | Hearing Room B |
| 4:00 PM | Assembly Parlor | Senate Chamber | Hearing Room C | Hearing Room B |
| 4:15 PM | Assembly Parlor | Senate Chamber | Hearing Room C | Hearing Room B |
| 4:30 PM | Depart | Depart | Depart | Depart |

OUR MISSION

YMCA OF THE USA MISSION STATEMENT

To put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

YMCA DIVERSITY MISSION STATEMENT

The Y is made up of people of all ages and from every walk of life working side by side to strengthen communities. Together we work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation has the opportunity to reach their full potential with dignity. Our core values are caring, honesty, respect and responsibility—they guide everything we do.

CORE VALUES

Honesty Respect
Caring Responsibility

AREAS OF FOCUS



Youth Development
Nurturing the potential of every child and teen



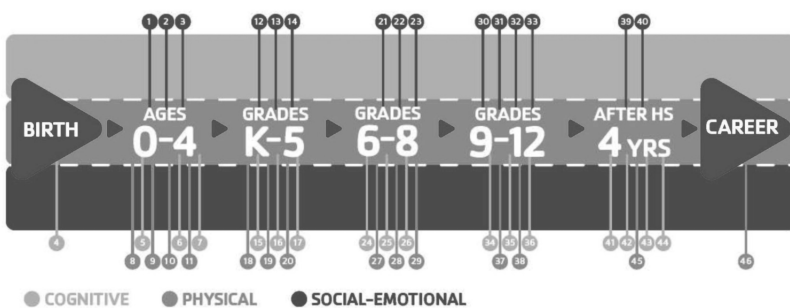
Healthy Living
Improving the nation's health and well-being



Social Responsibility
Giving back and providing support to our neighbors

YOUTH DEVELOPMENT AT THE YMCA

YMCA Youth Development is the **social-emotional, cognitive, and physical** process that all youth uniquely experience from birth to career. A successful development process fulfills children and teens' innate need to be loved, spiritually grounded, educated, competent, and healthy.



Positive youth development is supported by the intentional efforts of individuals, including parents, mentors, teachers, community members, peers, and others who help foster the skills needed for successful living through motivation, active engagement, enriching activities, and healthy relationships.

DIMENSIONS OF WELL-BEING

At the Y, we support youth development by fostering nine dimensions of well-being: Character, Giving, Inspiration, Health, Achievement, Relationships, Belonging, Meaning, and Safety.

Youth Development at the Y emphasizes three of these dimensions when measuring the impact and effectiveness of our programs:

Achievement Relationships Belonging

THE FIVE PILLARS

To help ensure the fidelity and quality of our YMCA teen programs, we measure and seek to maximize impact using the following pillars:

Academics

Positive Relationships

Positive Identity

Life Skills

Civic Engagement (Youth and Government*)

*Each YMCA teen program has a unique pillar of measurement. As a Youth and Government program, we measure civic engagement.

Committee Dockets

| | | | | | | | |
|------|-----------------|----------------------|-------|------|-----------------|--------------------|-------|
| Bill | Chamber | School | Comm. | Bill | Chamber | School | Comm. |
| 1 | Yellow Assembly | Westhampton Beach | 1 | 3 | Blue Senate | Westhampton Beach | 6 |
| 15 | Blue Assembly | Marlboro | 1 | 29 | Blue Assembly | Brentwood South | 6 |
| 18 | Yellow Senate | Taconic Hills | 1 | 40 | Yellow Assembly | Marlboro | 6 |
| 24 | Yellow Senate | Brentwood East | 1 | 47 | Blue Assembly | Highland Falls | 6 |
| 46 | Blue Senate | Highland Falls | 1 | 58 | Yellow Assembly | Fallsburg JSHS | 6 |
| 55 | Blue Senate | Fallsburg JSHS | 1 | | | | |
| | | | | Bill | Chamber | School | Comm. |
| Bill | Chamber | School | Comm. | 5 | Blue Assembly | Westhampton Beach | 7 |
| 2 | Yellow Senate | Westhampton Beach | 2 | 12 | Blue Assembly | Canisteo-Greenwood | 7 |
| 4 | Blue Assembly | Westhampton Beach | 2 | 36 | Yellow Assembly | Brentwood South | 7 |
| 13 | Yellow Assembly | Canisteo-Greenwood | 2 | 42 | Yellow Assembly | North | 7 |
| 14 | Yellow Senate | Mount Morris Central | 2 | 45 | Yellow Assembly | North | 7 |
| 25 | Yellow Assembly | Brentwood East | 2 | 48 | Yellow Assembly | Highland Falls | 7 |
| 57 | Yellow Senate | Fallsburg JSHS | 2 | | | | |
| | | | | Bill | Chamber | School | Comm. |
| Bill | Chamber | School | Comm. | 6 | Blue Senate | Westhampton Beach | 8 |
| 9 | Blue Assembly | South Orangetown | 3 | 11 | Blue Senate | Canisteo-Greenwood | 8 |
| 26 | Blue Assembly | Brentwood East | 3 | 20 | Yellow Senate | Robert Moses | 8 |
| 35 | Blue Senate | Cleveland Hill | 3 | 21 | Blue Senate | Hartford Central | 8 |
| 41 | Blue Assembly | North | 3 | 32 | Blue Assembly | Mineola | 8 |
| 44 | Blue Assembly | North | 3 | 37 | Yellow Senate | Brentwood South | 8 |
| 50 | Yellow Senate | Highland Falls | 3 | | | | |
| | | | | Bill | Chamber | School | Comm. |
| Bill | Chamber | School | Comm. | 7 | Yellow Assembly | Westhampton Beach | 9 |
| 8 | Blue Senate | South Orangetown | 4 | 22 | Yellow Senate | Longview | 9 |
| 17 | Blue Senate | Marlboro | 4 | 33 | Blue Senate | Mineola | 9 |
| 19 | Blue Senate | Taconic Hills | 4 | 38 | Blue Senate | Brentwood South | 9 |
| 27 | Blue Senate | Brentwood East | 4 | 51 | Yellow Assembly | Pathways | 9 |
| 49 | Yellow Senate | Highland Falls | 4 | 56 | Yellow Assembly | Fallsburg JSHS | 9 |
| 53 | Blue Assembly | Fallsburg JSHS | 4 | | | | |
| | | | | Bill | Chamber | School | Comm. |
| Bill | Chamber | School | Comm. | 10 | Yellow Senate | Canisteo-Greenwood | 10 |
| 23 | Blue Senate | MS50 El Puente | 5 | 16 | Yellow Senate | Marlboro | 10 |
| 28 | Yellow Senate | Brentwood East | 5 | 30 | Blue Assembly | Myers | 10 |
| 31 | Blue Senate | Myers | 5 | 34 | Blue Assembly | Cleveland Hill | 10 |
| 39 | Yellow Assembly | Hudsonway Immersion | 5 | 43 | Blue Assembly | North | 10 |
| 54 | Yellow Senate | Fallsburg JSHS | 5 | 52 | Yellow Assembly | Town of Webb | 10 |

Chamber Dockets

| Bill | Chamber | School | Bill | Chamber | School |
|------|---------------|--------------------|------|-----------------|----------------------|
| 15 | Blue Assembly | Marlboro | 1 | Yellow Assembly | Westhampton Beach |
| 4 | Blue Assembly | Westhampton Beach | 13 | Yellow Assembly | Canisteo-Greenwood |
| 9 | Blue Assembly | South Orangetown | 25 | Yellow Assembly | Brentwood East |
| 26 | Blue Assembly | Brentwood East | 39 | Yellow Assembly | Hudsonway Immersion |
| 41 | Blue Assembly | North | 40 | Yellow Assembly | Marlboro |
| 44 | Blue Assembly | North | 58 | Yellow Assembly | Fallsburg JSHS |
| 53 | Blue Assembly | Fallsburg JSHS | 36 | Yellow Assembly | Brentwood South |
| 29 | Blue Assembly | Brentwood South | 42 | Yellow Assembly | North |
| 47 | Blue Assembly | Highland Falls | 45 | Yellow Assembly | North |
| 5 | Blue Assembly | Westhampton Beach | 48 | Yellow Assembly | Highland Falls |
| 12 | Blue Assembly | Canisteo-Greenwood | 7 | Yellow Assembly | Westhampton Beach |
| 32 | Blue Assembly | Mineola | 51 | Yellow Assembly | Pathways |
| 30 | Blue Assembly | Myers | 56 | Yellow Assembly | Fallsburg JSHS |
| 34 | Blue Assembly | Cleveland Hill | 52 | Yellow Assembly | Town of Webb |
| 43 | Blue Assembly | North | | | |
| | | | | | |
| | | | | | |
| Bill | Chamber | School | Bill | Chamber | School |
| 46 | Blue Senate | Highland Falls | 18 | Yellow Senate | Taconic Hills |
| 55 | Blue Senate | Fallsburg JSHS | 24 | Yellow Senate | Brentwood East |
| 35 | Blue Senate | Cleveland Hill | 2 | Yellow Senate | Westhampton Beach |
| 8 | Blue Senate | South Orangetown | 14 | Yellow Senate | Mount Morris Central |
| 17 | Blue Senate | Marlboro | 57 | Yellow Senate | Fallsburg JSHS |
| 19 | Blue Senate | Taconic Hills | 50 | Yellow Senate | Highland Falls |
| 27 | Blue Senate | Brentwood East | 49 | Yellow Senate | Highland Falls |
| 23 | Blue Senate | MS50 El Puente | 28 | Yellow Senate | Brentwood East |
| 31 | Blue Senate | Myers | 54 | Yellow Senate | Fallsburg JSHS |
| 3 | Blue Senate | Westhampton Beach | 20 | Yellow Senate | Robert Moses |
| 6 | Blue Senate | Westhampton Beach | 37 | Yellow Senate | Brentwood South |
| 11 | Blue Senate | Canisteo-Greenwood | 22 | Yellow Senate | Longview |
| 21 | Blue Senate | Hartford Central | 10 | Yellow Senate | Canisteo-Greenwood |
| 33 | Blue Senate | Mineola | 16 | Yellow Senate | Marlboro |
| 38 | Blue Senate | Brentwood South | | | |

PROCEDURE FOR VETO OVERRIDES

When bills are passed in chambers they go to the Governor's Office where the Governor has the option to sign or veto a bill. In the event that a bill is vetoed, on the final morning students will have the opportunity to overturn the veto.

When making a motion to override a veto, the sponsors have the opportunity to re-present their bill and have it automatically passed into law, but according to special procedures.

- Before the bill sponsors present again, the Governor will be allotted one minute to deliver an explanation as to why the bill was vetoed.
- The Sponsors will then be given 2 minutes to explain why the veto should be overridden.

How do the chairs tell if the veto stands or is overridden?

When a veto override occurs, the bill will **need two-thirds (2/3) of the chamber vote to have the veto overridden.**

- In order to determine if the override stands or not, the Presiding Officer will count the total number of the delegates in the chamber and multiply it by two-thirds.
- The number that the Presiding Officer gets after doing that equals the number of votes that are needed for the bill to pass.
- If the votes don't add up or surpass to that number than the override stands and the bill remains vetoed.

At the time of voting, the Presiding Officer will ask all delegates in favor of the bill to stand and will count and record the number of delegates in favor, and will do the same for those who oppose.

- If the veto is overridden the Presiding Officer will announce, "Due to the consensus of the chamber this veto has been overridden." And the bill will be signed.
- If it is not, the Presiding Officer will say, "Due to the consensus of the chamber, this veto stands." And the bill will remain in its vetoed state.

****All rules that are applied during usual chamber sessions are also applicable during veto overrides.**

Youth and Government Code of Conduct

Each participant must abide by the program Code of Conduct explained below during the conference weekend.

1. **BASIC PHILOSOPHY OF RESPONSIBLE CONDUCT:** Essential to the Youth and Government program is the concern and respect for the rights of every individual. Being responsible for your own behavior and attitude at all times is an essential element of self-government benefiting not only ourselves, but fellow delegates and the New York State YMCA Youth and Government Program. All facilities placed at the disposal of the Youth and Government program are to be given the greatest care and attention. It is a PRIVILEGE to use them; treat them with respect.

2. **GENERAL RULES:** Infractions of the following general rules shall result in expulsion from the YMCA Youth and Government program functions and conferences. In addition local law enforcement agencies may be contacted and the participant/advisor/staff member turned over to them:

- a. Laws of the State, County and City are always observed.
- b. State Capitol Chamber/State House rules restrict all beverages, food, gum, or other items that might damage or disrespect the premises, including phone limitations.
- c. Possession or consumption of weapons, alcoholic beverages or non-prescribed drugs are not permitted.
- d. Any act of vandalism, destruction of property, or misuse of a facility may be a crime and will be treated as such.
- e. Attendance and punctuality is mandatory at all work sessions.
- f. Those who decide to be present when a violation occurs shall be considered a participant in the violation.
- g. This is a tobacco free event. There will be no smoking, chewing, use of e-cigarettes etc. in the Government buildings, in the hotel or any other facility where Youth and Government activities take place.
- h. Badges shall be worn by individuals whose name is on the badge. **BADGE SWITCHING OR SHARING IS STRICTLY PROHIBITED.** Participants will wear their assigned badges at all times when they are not in their sleeping rooms, and must be able to produce their badges at all times. Badges are to be worn above the waist and must be visible. Badges are not to be defaced or altered in any way.
- i. Delegates will be expected to dress professionally and respectfully. Delegation Advisors will be the ultimate authority on evaluating this for their students.
- j. Delegates may enter only their own assigned hotel room unless in the presence of their advisor.
- k. Curfew and quiet hours must be observed with each delegate in her/his own room defined by the official schedule
- l. For the safety of all each delegate's advisor may check their luggage, carry-on bags, coat pockets prior to departure similar to the security check process at an airport.
- m. Participants are not permitted to drive vehicles to or from an event sponsored by the statewide program without prior permission from both the state program and their advisor.
- n. Artificial Intelligence(AI) tools shall be only used for research and should not be used to directly compose speeches or bills for the conference. Any concerns or suspicions about the use of Artificial Intelligence(AI) should be brought directly to the Conference Staff and not voiced in debate. Ideas do not have to be original, but crediting your sources is a crucial skill.
- o. All Participants will be treated and treat others with respect. Insults, bullying, or other inappropriate behavior towards others will not be tolerated and can result in the immediate dismissal from the conference of the participant.
- p. No refunds will be given for any delegate asked to leave due to a violation of the code of conduct.

3. **Disciplinary Action:** This code of conduct is considered binding on all participants, advisors and staff. Each YMCA and its advisors shall be held accountable for all actions and conduct of their participants. The intent is to hold each participant accountable for his/her own actions. The State Director, and your advisor, have the authority to interpret the Code of Conduct and administer any disciplinary action deemed necessary. I have read and understand the New York State YMCA Youth and Government Code of Conduct and I agree to follow it. I understand that failure to adhere to the Code's minimum standards of conduct may result in my immediate expulsion from the New York State YMCA Youth and Government program.

Dress Code

DAILY CLOTHING NEEDS

Day 1

Delegates will need one professional business casual outfit for this day. Please wear a skirt, slacks, or khakis that are not overly revealing or attention-grabbing. Shirts should have collars, and shoulders should be covered. This should not include blue jeans, shorts, leggings, athletic wear, sneakers, or sandals.

The clothes you travel to and from the conference in are decided by your local group.

Day 2

Delegates will need one professional business formal outfit for this day, and this should be a business suit or appropriate substitute.

Shoes should be appropriate for the outfit, not sneakers or other casual shoes. There will be a lot of walking throughout the day, so delegates should refrain from wearing uncomfortable shoes for the sake of appearance.

Delegates will be allowed to change into casual clothes for the social activities Saturday evening. Each year an optional theme is set forth, and this year it is childhood characters. Dressing as one or wearing clothes featuring them is encouraged. Please no masks, non-religious headwear, or anything else that obscures the face.

Day 3

Delegates may wear casual clothes on this day. Many will choose to wear their conference T-Shirt. Candidates are allowed but not required to wear a business formal or casual outfit.

PARLIAMENTARY PROCEDURE SCRIPT

1. Chair: It is now time for bill (#). Are the bill sponsors for bill (#) present?
 - a. Bill Sponsors thank the chair and say they are present
2. Chair: Will the Clerk read the An act to/title of the bill
 - a. Clerk will read the An act to/title
3. Chair: Thank you. The Bill Sponsors will have 4 minutes to divide between their opening and closing statements and may begin when ready.
 - a. Bill Sponsors give their Opening Statement
4. Chair: Thank you. The Bill Sponsors have reserved (time) to their closing statements. Now that the time for Opening Statements has elapsed, we will now move into a period of Non-Debatable Technical Questions. Is there a technical question on the floor?
 - a. The chair will choose delegate with a raise placard
 - b. Delegates will continue asking questions until the chair announces for a final technical question.
5. Chair: Thank you. Now that the time for non-debatable technical questions has elapsed, we will move into a period of Con/Pro debate. Since the Bill Sponsors Opening statement was a speech in favor, I will now be looking for a speech in opposition. Is there a Con speech on the floor?
 - a. Chair will Alternate speeches in favor and in opposition, ending with a Con speech.
6. Chair: Seeing that the time for Con/Pro debate has elapsed, we will now move onto a period of closing statements. The Bill Sponsors have reserved (time) for their closing statements and may begin when ready.
 - a. The bill sponsors will give their closing statement
7. Chair (In Committees): Thank you Bill Sponsors. We will now move into a period of ranking.
8. Chair (In Chambers): Thank you Bill Sponsors. We will now move on to a period of voting. All those in favor of the bill, please say “aye” in your normal speaking voice. *Give a beat before doing opposition vote* All those in opposition please say “nay” in your normal speaking voice.
9. Chair (In Chambers): In the eyes of the chair, this bill has (passed/defeated).

PARLIAMENTARY PROCEDURE CHEAT-SHEET

Overview

- Parliamentary Procedure is a time for bill sponsors to present their ideas to a group of delegates. With this in mind, *we are debating bills/ideas, not people.*
- Everything goes through the Chair. This is why it is important to recognize yourself with every interaction during debate. This will look like: Thank you chair, Name, Your State Delegation. In middle school you will say: Thank you chair, Name, Your school.
- At no time should you name, motion, or hint at speaking about another person. You may use phrases as “In reference to a previous speaker” or “In regard to a debate point made by another speaker.”

Opening Statements for Bill Sponsors

- You have 4 minutes to divide between your opening and closing statements. Many people leave more time for closing for rebuttal points.
- Start off by Thanking the Chair. You do not have to state your name and delegation since it is your bill being presented. Multiple sponsors can talk during the opening, but they need to thank the chair each time.
- After you have finished your opening statement say, “I reserved the remainder of my time for my closing statements.”

Opening Statements for Debaters

- During this time, you should be listening and being engaged to the bill sponsors statements.
- This is also a great time to look over the bill, and write questions or debate points you may have.

Technical Questions for Bill Sponsors

- Remember to say Thank you chair before answering each question.
- Answers to questions should be short and to the point. It is the right of the chair to

Technical Questions for Debaters

- Remember to recognize yourself with Thank you chair, your name and your State Delegation if called on.

| | |
|--|--|
| <p>stop you if they feel like you answered the question.</p> <ul style="list-style-type: none"> ● If a debater asks for a series of technical questions, it is your right to respond with yes or no. ● If you do not have the answer to a question, you can respond with <u>“I do not have that information at this time.”</u> | <ul style="list-style-type: none"> ● Since these are non-debatable technical questions, they should be answered with a yes, no, or a fact. You can not ask hypothetical or debatable questions and will be called out of order to re-state the question. ● If you want to ask multiple questions, you may do so besides on a final question. You must state <u>“Do the bill sponsors yield to a series of technical questions?”</u> before asking the questions. Wait until bill sponsors affirm before proceeding. A series should only be 2-3 questions. ● Once you ask your question, you must remain standing while the bill sponsors answer your question(s). ● Common Questions for Debaters: <u>“When will this bill go into effect?”</u> <u>“Has this bill been implemented in any other state?”</u> <u>“What is the intent of this bill?”</u> <u>“Where will the money come from to support this bill?”</u> |
| <p><u>Con/Pro Debate for Bill Sponsors</u></p> <ul style="list-style-type: none"> ● Write down the points that debaters bring up so that it can be addressed in your closing statements. ● Remember to say <u>Thank you chair</u> if asked a question. | <p><u>Con/Pro Debate for Debaters</u></p> <ul style="list-style-type: none"> ● Remember to recognize yourself with <u>Thank you chair, your name and your State Delegation</u> if called on. ● Debate points should be given to the speech you were recognize for. The best |

| | |
|---|--|
| <ul style="list-style-type: none"> ● If a debater asks for a series of technical questions, it is your right to respond with yes or no. | <p>debaters can debate both con and pro for bills.</p> <ul style="list-style-type: none"> ● Debaters that are rude, purposefully incoherent, or jokes will be called out of order and asked to be seated. ● If you have a question during debate, you may ask it and state if you would like to speak afterward. <u>“Do the bill sponsors yield to a series of technical questions and I do/do not reserve my right to speak afterward.”</u> ● Speakers have around 1 minute to give their speech. Once you finish your speech, you may sit down. ● If you would like to speak about a point from another speaker, may use the phrase <u>“in reference to a pervious speaker.”</u> ● Common Phrases for Debaters: <u>“I applaud the intention of the bill...”</u> <u>“I rise in opposition/favor of this bill...”</u> |
| <p><u>Closing Statements for Bill Sponsors</u></p> <ul style="list-style-type: none"> ● <u>Start off by Thanking the Chair.</u> ● If you would like to speak about a point from another speaker, may use the phrase <u>“in reference to a pervious speaker.”</u> ● After you have finished your opening statement say, <u>“I yeild the remainder of my time to the chair.”</u> | <p><u>Closing Statements for Debaters</u></p> <ul style="list-style-type: none"> ● During this time, you should be listening to the bill sponsors closing. |



New York State YMCA
Youth And Government

WWW.YMCANYS.ORG

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Yellow Assembly

Committee: 1

Bill #:1

1 **Sponsors:** Jade Wladyka, Evan Pereyra, Leah Centeno-Peipman, Dominic Ciampa,
2 Matthew Robles-Avila, Anthony Kenny, Conor Sarian, Owen Stone, Alexander
3 Gonzalez, Zachary Stubelek

4
5 **An Act To:** Amend New York State Law 2019-S3056

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** To protect New York State citizens from the harmful effects of Bisphenol
10 A and substitutes BPS, BPF, BPAP, BPAF, PBP, and BPZ

11
12 **Summary of Provisions**

13 Section 1: Bisphenol A: (BPA) stands for Bisphenol A, an industrial chemical used to
14 make certain plastics.

15 Bisphenol S: (BPS) is an organic compound commonly used to cure fast-drying
16 epoxy resin adhesives.

17 Bisphenol Substitutes: BPS, BPF, BPAP, BPAF, PBP, BPZ are all used as substitutes
18 for Bisphenol A, and are often in products deemed Bisphenol safe, however, they
19 contain the same damaging properties as Bisphenol A.

20 New York State Law 2019-S3056: This bill amends the "Bisphenol A-free Children
21 and Babies Act" within the Environmental Conservation Law to prohibit the sale of
22 children's products for children three and under containing BPA substitutes BPS,
23 BPF, BPAP, BPAF, PBP, and BPZ.

24 Thermal Paper: Thermal paper is a special fine paper coated with a material
25 formulated to change color locally when exposed to heat. It is used in thermal
26 printers, particularly in inexpensive devices such as adding machines, cash
27 registers, credit card terminals, and small, lightweight portable printers.

28
29 Section 2: Amend New York State Law 2019-S3056 to add the following provisions:
30 Label all materials and products sold to children between the ages of 4-18 that use
31 BPA and BPA substitutes BPS, BPF, BPAP, BPAF, PBP, and BPZ.

32 Restrict the use of Thermal Paper in cash register receipts.

33
34 **Justification:** Companion bills (S. 593/H.R. 1523) have been introduced in the
35 111th Congress that would prohibit the use of BPA in food and beverage containers
36 regulated by the FDA. The government is already aware of the dangers. New York
37 State needs to follow.

38 Millions of tons of bisphenol-A (BPA) are produced and used in the global economy
39 each year. (NIH.GOV)



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Yellow Assembly

Committee: 1

Bill #:1

40 In children, BPA exposure causes impaired brain development, attention deficit
41 hyperactivity disorder (ADHD), as well as anxiety and metabolic-related disorders.
42 (ScienceDirect.com)
43 Pregnant women, infants, and young children face the greatest risk from BPA
44 exposure. (National Library Of Medicine.)
45 In a new study from Harvard School of Public Health (HSPH), researchers found
46 that participants who drank for a week from polycarbonate bottles, the popular,
47 hard-plastic drinking bottles and baby bottles, showed a two-thirds increase in their
48 urine of the chemical Bisphenol A. (Harvard School of Public Health.)
49 Exposure to BPA, used in the manufacture of polycarbonate and other plastics, has
50 been shown to interfere with reproductive development in animals and has been
51 linked with cardiovascular disease and diabetes in humans.(Harvard School of
52 Public Health) Over 8 billion
53 pounds,(4000000 tons) of BPA are produced yearly. (Minnesota Pollution Control
54 Agency)
55 Researchers from Children’s Environmental Health at the Columbia University
56 Mailman School of Public Health have reported an association between early
57 childhood exposure to the chemical bisphenol A(BPA) and an elevated risk for
58 asthma in young children.(Columbia University Mailman School of Public Health)
59 BPA in thermal receipts can contain 250 to 1000 times greater than canned food.
60 (Minnesota Pollution Control Agency)
61 Some thermal papers that claim to be ‘BPA Free’ contain BPS which is just as
62 harmful. (Minnesota Pollution Control Agency)
63 BPA has estrogen-like and anti-androgen effects causing damage to different
64 tissues and organs, including the reproductive system, immune system,
65 neuroendocrine system, etc. Recently, it has been shown that BPA could induce
66 carcinogenesis and mutagenesis in animal models. (Science Direct) Bisphenol
67 A (BPA) is the most used color developer in thermal paper for cashiers' receipts,
68 labels, and tickets. (Oxford Academic) BPA
69 has been reported in thermal paper in concentrations up to 42,600 micrograms per
70 sample mineral. BPA (a known endocrine disrupter) is used in many recycled
71 products, including toilet paper. The culprit seems to be thermal receipt paper,
72 which contributes most of the BPA to our recycled products. (Journal of
73 Environmental Science)
74 Bisphenol A (BPA) has traditionally been used for this purpose(thermal paper),
75 although it has increasingly been replaced by bisphenol S (BPS) in recent years.
76 Due to concerns regarding their toxicity, the Swiss authorities have banned both
77 BPA and BPS from thermal papers since 2020.(ScienceDirect.com)



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Yellow Assembly

Committee: 1

Bill #:1

78 Bisphenol A (BPA) is a chemical compound extensively employed to manufacture
79 certain plastics and epoxy resin. Due to its hormone-like properties, BPA can
80 disrupt endocrine function in humans and animals. The US Food and Drug
81 Administration (FDA), the European Food Safety Authority (EFSA), and the
82 International scientific community launched a broad program, to evaluate and
83 investigate the adverse potential effect of BPA, on human endocrine pathways and
84 health. Consequently, the BPA has been banned in several industrialized countries:
85 France, Canada, Belgium, Denmark, Sweden, etc. (ScienceAlert.net)
86 States like Connecticut, Maryland, Minnesota, Washington, Wisconsin, and Vermont
87 have strict laws of BPA including banning bottles and other products which contain
88 high BPA levels. (WebMD)
89 Banning BPA would prevent 6,236 cases of childhood obesity and 22,350 cases of
90 newly incident coronary heart disease per year. (The Politics of Plastics)

91

92 **Fiscal Implications:** Negligible

93

94 **Environmental Implications:** BPA affects growth, reproduction, and development
95 in aquatic organisms. Among freshwater organisms, fish appear to be the most
96 sensitive species. (Greenspec.com)

97 BPA can enter the environment directly from chemical, plastic coat, and staining
98 manufacturers, paper or material recycling companies, and foundries that use BPA
99 in casting sand or indirectly leaching from plastic, paper, and metal waste in
100 landfills.(Greenspec.com)

101

102 **Effective Date:** January, 2026



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Yellow Senate

Committee: 2

Bill #:2

1 **Sponsors:** Keith Figueroa, Theodore Isaacson, Kellan Magner, Zeynep Sahin, Xavi
2 Chamorro Yac, Gage Matlock, Jonah Greenwald, Charles Blaine, Colm Parsons,
3 Ryder Kirchner

4
5 **An Act To:** Ensure non-discriminatory and fair hiring practices for State employees
6 in New York.

7
8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9
10 **Purpose:** Establish a set of rules for all New York State employers who are using AI
11 in their hiring processes, to avoid algorithmic bias from impinging on the freedoms
12 of job seekers in New York State.

13
14 **Summary of Provisions**

15 **Section 1:** State Employees: Any employee that was employed by the state
16 government.

17 AI: AI is a computer that can accomplish tasks, reason, make decisions, or solve
18 problems. Once the system is given a goal by the programmer, AI learns.

19 Algorithmic Bias: Algorithmic bias occurs when algorithms make decisions that
20 systematically disadvantage certain groups of people. It can have disastrous
21 consequences when applied to key areas such as healthcare, criminal justice, and
22 credit scoring.

23 Non-Discriminatory: Discrimination is when a person is treated unfairly due to their
24 race, religion, ethnicity, or other similar factor.

25 Human Oversight: Human oversight shall aim to prevent or minimize the risks to
26 health, safety, or fundamental rights that may emerge when a high-risk AI system
27 is used.

28 Bias Audits: External experts assess the model's decision-making processes,
29 implementing continuous monitoring systems to track performance across different
30 demographics and using validation datasets to uncover hidden biases.

31 Transparency: Making the hiring process information more accessible by publicly
32 posting how AI is used to hire.

33 LLM: Large Language Models make up Algorithms. They are programmed by
34 people, and they are pre-trained and use vast amounts of data.

35
36 **Section 2:** State Employers must maintain transparency about how AI is being used
37 in the hiring process.

38 State Employers must conduct Bias Audits for Algorithmic Bias on a 6-month basis.
39 The cost of these reviews must be completed at the employer's expense.



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Yellow Senate

Committee: 2

Bill #:2

40 State Employers must have human oversight in every aspect of their hiring process.
41 All human employees involved in the hiring process must have training on
42 algorithmic bias and its impact on job seekers.

43

44 **Justification:** Algorithmic bias occurs when algorithms make decisions that
45 systematically disadvantage certain groups of people. It can have disastrous
46 consequences when applied to key areas such as healthcare, criminal justice, and
47 credit scoring. (Harvard Business Review)

48 In effect, Amazon's system taught itself that male candidates were preferable. It
49 penalized resumes that included the word "women's," as in "women's chess club
50 captain." And it downgraded graduates of two all-women's colleges, according to
51 people familiar with the matter.(Reuters)

52 The European Union AI Act imposes a wide range of obligations on the various
53 actors in the lifecycle of a high-risk AI system, which includes requirements on data
54 training and data governance, technical documentation, record-keeping, technical
55 robustness, transparency, human oversight, and cybersecurity.(White and Case)

56 Years ago, LinkedIn discovered that its recommendation algorithms to match job
57 candidates with opportunities were producing biased results. The algorithms were
58 ranking candidates partly based on how likely they were to apply for a position or
59 respond to a recruiter. The system referred more men than women for open roles
60 simply because men are often more aggressive at seeking new opportunities. (MIT
61 Tech Review)

62 Under a new New York City law, employers would have to release an annual bias
63 audit report detailing how their use of AI in the employment context held up to
64 anti-bias scrutiny. (Fisher Phillips)

65 LLMs are 3-6 times more likely to choose an occupation that stereotypically aligns
66 with a person's gender; these choices align with people's perceptions better than
67 with the ground truth as reflected in official job statistics.(ACM Digital Library)

68 COMPAS predicted the likelihood that US criminals would re-offend. In 2016,
69 ProPublica investigated COMPAS and found that the system was far more likely to
70 say black defendants were at risk of reoffending than their white counterparts.
71 (Prolific)

72 An English tutoring company, iTutor Group Inc., faced legal consequences for using
73 AI-powered application software that automatically rejected older job candidates.

74 The system was programmed to exclude female applicants over 55 and male
75 applicants over 60, regardless of their qualifications or experience. (Prolific)

76

77 **Fiscal Implications:** AI consultants charge \$200 to \$300 an hour to do a Bias
78 Audit.



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Yellow Senate

Committee: 2

Bill #:2

79 Average State employee's salary is approximately \$74,870 or 36 dollars an hour.
80 It is still cost effective for a company to use AI and pay for a 'Bias Audit" rather
81 than pay multiple employees to complete the entire hiring process without AI.

82

83 **Environmental Implications:** Negligible

84

85 **Effective Date:** January, 2026



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Blue Senate

Committee: 6

Bill #:3

1 **Sponsors:** Molly Luzim, Georgia Beasley, Lily Arena, Peyton Parkes, Emma
2 DelGiudice, Tilly Ferran, Elise Okubo, Neila Grazina, Mia Gosnell, and Simone
3 Westra

4
5 **An Act To:** Protect the health and well-being of women in New York State, and
6 prevent deaths and serious complications due to Breast Cancer.

7
8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9
10 **Purpose:** To mandate that all health insurance, including Medicaid and Medicare,
11 cover Ultrasounds for women during routine Breast Cancer Screenings.

12
13 **Summary of Provisions**

14 **Section 1:** Mammography: A mammography is an x-ray imaging method used to
15 examine the breast for the early detection of cancer and other breast diseases.

16 Ultrasound Imaging Technology: Ultrasound imaging, also known as sonography,
17 uses high-frequency sound waves to view inside the body.

18 Routine Screening for Breast Cancer: Women who are 40 to 74 years old and are at
19 average risk for breast cancer get a mammogram annually.

20 Dense Breasts: Dense breast tissue, also known as dense breasts, is a condition in
21 which a higher proportion of the breasts comprises glandular and fibrous tissue
22 than fatty tissue.

23 Medicaid: Medicaid is a joint federal and state program that helps cover medical
24 costs for some people with limited income and resources.

25 Medicare: Federal health insurance for anyone age 65 and older, and some people
26 under 65 with certain disabilities or conditions.

27 Insurance Plans: A legal contract between the insurance company and a person's
28 business, or entity being insured.

29 3D/Tomosynthesis Ultrasounds: A digital x-ray mammogram which creates 2D and
30 3D-like pictures of the breasts.

31
32 **Section 2:** Women are entitled to one free ultrasound along with their routine
33 mammogram on a yearly basis.

34 3D and Tomosynthesis ultrasounds will be covered.

35 There will be no deductible, insurance pay out, or cost for these services.

36 Women will be required to get a doctor's prescription for these services.

37
38 **Justification:** Overall, screening mammograms miss about 1 in 8 breast cancers.
39 (American Cancer Society)



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Committee: 6

Bill #:3

40 Ultrasounds can be incredibly important because they are highly accurate, meaning
41 they can detect around 80% of breast cancers. This is especially important for
42 women who have dense breast tissue. (National Breast Cancer Foundation).
43 In general, Ultrasounds are furthermore healthier than Mammograms because a
44 Breast Ultrasound can provide more accurate detection than mammography.
45 (National Breast Cancer Foundation)
46 In 2021, 272,454 women got breast cancer, and in 2022, 42,211 women died from
47 it. (United States Cancer Statistics)
48 Each year, about 16,700 women in New York State get breast cancer, and about
49 2,500 die from it. (New York State Department Of Health)
50 It is estimated that 1 in 8 women will develop breast cancer in their lives.
51 (New York State Department Of Health)
52 Mammograms have a harder time finding some breast cancers, such as Invasive
53 Lobular Carcinomas. (Susan G. Komen)
54 The age group with the highest poverty rates is 65 and over, which affects access
55 to screening for breast cancer because the usual age to get screenings is from 40 to
56 74 years of age.(Susan G. Komen)
57 Within the intervention group, the rate of invasive cancers detected by
58 ultrasonography alone was significantly higher than that for mammography alone in
59 both dense and normal breasts.(National Institutes of Health)
60 Previously, Medicare covered breast ultrasounds with no cost-sharing for women
61 with dense breasts. But since 2024, breast ultrasounds have been considered
62 diagnostic.(Patricia Pinto-Garcia)
63 Only mammograms are covered at no out-of-pocket costs for breast cancer
64 screening.(National Library of Medicine)
65 Dense breasts are an independent risk factor for breast cancer and can increase the
66 risk of developing breast cancer by four to six times. (Internal Journal of Cancer)
67 If breast cancer is found early, when it's small and has not spread, it is easier to
68 treat successfully. Without the ability to get Ultrasounds, you would not be able to
69 detect that, and you would be at a higher risk of breast cancer.(Susan G. Komen)
70 A breast ultrasound is a safe and painless screening tool that uses sound waves to
71 identify if a breast lump is filled with fluid or a solid mass. The sound waves create
72 an image of the breast and its internal forms and structures as an alternative to
73 radiation.(Bedford Breast Cancer Center)
74 Ultrasounds are a very important factor if you need to figure out if you need to get
75 a biopsy. Using an ultrasound can prevent invasive biopsy procedures from
76 occurring in the first place.(American Cancer Society)
77



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Blue Senate

Committee: 6

Bill #:3

78 **Fiscal Implications:** In 2022, UnitedHealth Group made over \$20 billion in profit.
79 Cigna made \$6.7 billion, Elevance Health made \$6 billion and CVS Health made
80 \$4.2 billion. All told, America's largest health insurers raked in more than \$41
81 billion of profits in 2022. They can afford to provide these services.(Physicians
82 Advocacy Institute)
83 Health insurance costs an average of \$873 per month in New York. Women are
84 already paying high premiums just to have insurance in the first place.(Empire
85 Center for Public Policy)
86 An Ultrasound in New York State costs \$152 to \$350.(MD save)
87 Between 2021 and 2022, the number of New Yorkers living in poverty grew from
88 1.5 million to 2 million, with nearly 500,000 more people in New York living in
89 poverty than the year prior. The overall poverty rate increased from 18% to 23%.
90 Women who fall below the poverty line are far more likely to refuse or lack access
91 to breast cancer screenings.(Poverty Tracker)

92

93 **Environmental Implications:** Negligible

94

95 **Effective Date:** January, 2026



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Blue Assembly

Committee: 2

Bill #:4

1 **Sponsors:** Alex Wegman, Michael Kessler, Cole Farruggia, Conrad Cabrera,
2 Christopher Meyers, Isabel Ixcoy, Savannah Snyder, Kenzie Miller, Michael
3 Molinaro, Michael Heptig

4
5 **An Act To:** Protect Minors from Financial Abuse.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** This legislation will protect minors, who are featured in online videos and
10 social media content that generates earnings for their family, from doing unpaid
11 labor, and experiencing financial abuse at the hands of their caregivers.

12
13
14 **Summary of Provisions**

15 **Section 1:** Family: Shall mean a group of persons related by blood or marriage,
16 including civil partnerships, or whose close relationship with each other is
17 considered equivalent to a family relationship by the individual.

18 Influencer: A person or group with a large social media following, who monetize
19 their content.

20 Video Content: any digital material that includes video, and is intended to educate,
21 inform, or entertain an audience.

22 Minor: a person under the age of full legal responsibility.

23 Autonomy: The right or condition of self-government.

24 Trust Fund: A trust fund is a legal arrangement that holds assets for the benefit of
25 a beneficiary.

26 Beneficiary: A person who benefits from a trust fund.

27 Financial Abuse: is a common tactic used by abusers to gain power and control in a
28 relationship. The forms of financial abuse may be subtle or overt, but in general,
29 include tactics to conceal information, limit the victim's access to assets, or reduce
30 accessibility to the family finances.

31 Unpaid Labor: work that produces goods and services but is not compensated
32 financially. Work that is not paid for.

33
34 **Section 2:** A trust fund must be established for all minor children whose families are
35 using them in influencer-related video content.

36 Money in the trust fund will be accessible to the minor child upon turning 18.

37 Family members may not make any withdrawals from the trust fund.

38 Total hours worked will be tallied at tax time, and deposits will be made 30 days
39 after family income taxes are filed.



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Blue Assembly

Committee: 2

Bill #:4

40 Children will make at least minimum wage.
41 Influencers who feature minors must maintain accurate records which include:
42 Name of minor and documented proof of minor's age, the number of content pieces
43 in which the minor was used, the total number of minutes that the minor was
44 featured, and the total amount of compensation gained via the content that
45 featured the minor.

46
47 **Justification:** The Department of Labor's Wage and hour Division uncovered child
48 labor violations across 8 states. New York was one of them.(UNICEF)
49 A total of 86.9% of the participants stated that sharing children's photos and videos
50 on social media platforms by parents, relatives, and caregivers can be evaluated as
51 child neglect and abuse.[National Library Of Medicine]
52 In 2020, there were 160 million kids exposed to child labor across the globe.

53 (UNICEF)
54 There has been an 88% increase in child labor in the US from 2019 to 2023. (U.S.
55 Department of Labor)
56 The UN asked all states to make bills regarding protecting children from getting
57 exploited by their parents in regard to Child Influencers.
58 "The legal system is not well-equipped to understand the rhythms of familial
59 abuse," Melissa Maury, the Frederick I. and Grace Stokes, Professor of Law.(New
60 York University School of Law.)

61 Parental financial abuse can be difficult to resolve. Since parents have easy access
62 to their children's personal information and finances, it's hard to detect and amend
63 parental financial abuse. Parental financial abuse doesn't always have malicious
64 intent. Sometimes parents are in bad financial situations and use their kids' names
65 to get a loan, or credit card, or make big purchases with ease. However, more often
66 than not, these bills don't get fully paid and end up damaging the child's financial
67 future.(The National Foundation to End Child Abuse)

68 Children are 50 times more likely to have their identity stolen and false credit
69 created in their names by family members.(The National Foundation to End Child
70 Abuse)

71 Parental financial abuse is a common form of child abuse. This is a complex issue
72 where the parent uses money as a weapon to take advantage of a minor. This can
73 be done by stealing a child's money or by using their personal information for
74 economic gain.(Syracuse University)

75 Financial abuse can be hard to identify because it is invisible compared to physical
76 abuse. Children most likely won't know they have been financially abused until it is
77 too late, and the damage is done. Some parents do not realize the negative
78 consequences of exploiting their child's money. Since it is hard for a child to know



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Committee: 2

Bill #:4

79 what is going on, it is important for adults close to the children to be aware of red
80 flags for financial abuse.(Syracuse University)

81 Many family influencers share the intimate details of their children’s lives on their
82 social media accounts, leaving them vulnerable, and their images easily taken by
83 predators for nefarious purposes. These children are likely unable to give informed
84 consent, and their parents profit from the content.(University of Chicago School of
85 Law)

86 In March 2019, police arrested Machel Hobson following reports of abuse and
87 torture of her seven adopted children. The abuse, including locking the children in a
88 closet for multiple days and violent beatings, was Hobson’s idea of punishment for
89 what she perceived to be the children’s subpar performance on their family’s
90 popular YouTube channel “Fantastic Adventures,” which documented and monetized
91 the family’s day-to-day life, garnering nearly 800,000 subscribers and hundreds of
92 millions of views on YouTube.(University of Chicago School of Law)

93 These parents are building their brand, and in turn their wealth, off of their
94 children. By featuring their children in their content, publicly sharing personal
95 information about their children’s emotional and physical health, and having their
96 children participate in sponsored content, they are profiting from their children’s
97 work while violating their privacy and autonomy.(University of Chicago School of
98 Law)

99 The regulation of family influencers is critical for the health and safety of the next
100 generation of children but, unfortunately, there are few if any domestic laws that
101 speak to the issue or set up a framework for directly addressing it.(University of
102 Chicago School of Law)

103 Because of the risk of child exploitation in the family and child influencer industry,
104 the United Nations (U.N.)Convention on the Rights of the Child (CRC) may provide
105 a roadmap for developing and enforcing protections for children featured on
106 monetized social media run by their parents.(United Nations)

107 Article 3 of the United National Convention on the Rights of Children encourages
108 state lawmakers to develop stricter regulations to address the risks of child
109 exploitation and inappropriate child labor practices in the child and family influencer
110 industry.(United Nations)

111

112 **Fiscal Implications:** Negligible

113

114 **Environmental Implications:** Negligible

115

116 **Effective Date:** January, 2026



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Blue Assembly

Committee: 7

Bill #:5

1 **Sponsors:** Ryley Gragg, Brynn Mackie, Logan King, Anya Larsen, Matteo Remetta,
2 Joshua Jara, Callen Turza, Rita Questel, Juan Juarez-Tello, Ronald Michne

3
4 **An Act To:** Protect children from the dangers of Fentanyl.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** Mandate Fentanyl training for all employees of The Office of Family
9 Health and Services who are directly related to the inspecting, licensing, and
10 registering of child day care and family day care facilities in New York State.

11
12 **Summary of Provisions**

13 Section 1: The Office of Children Family Services: is dedicated to improving the
14 child, family, and vulnerable population services of New York. Protects them from
15 violence, neglect, abuse, and abandonment. Provides a system of family support,
16 juvenile justice, youth development, child care, and child welfare services that
17 promotes the safety of children and adults. Responsible for certifying inspectors of
18 childcare and daycare facilities in New York State.

19 The New York City Department of Health and Mental Hygiene: Protects the health of
20 many people in New York by investigating illnesses that not many people know
21 about. It provides training and resources on Fentanyl detection.

22 Fentanyl: a potent synthetic opioid drug.

23 Child Day Care Center: A non-residential facility that cares for children.

24 Family Day Care home: A family home that cares for children.

25 Fentanyl Test Strips: These are also called Harm Reduction Kits. Fentanyl test strips
26 (FTS) are small strips of paper that can detect the presence of fentanyl in different
27 kinds of drugs and drug forms (pills, powder, and injectables). FTS can inform
28 people about the presence of fentanyl so they can take steps to reduce their risk of
29 overdose. They can be ordered free from a variety of Healthcare, Medical Centers,
30 Governmental, and Family Service Agencies.

31
32 Section 2: Any employees of The Office of Family Health and Services who are
33 directly responsible for the inspecting, and licensing of Child Day Care and Family
34 Day Care facilities in New York State are mandated to take a Fentanyl course, once
35 per calendar year.

36 These courses will be provided by the New York Department of Health.

37 Proof of completion of this course must be verified before any individual is

38 permitted to inspect a Child Day Care or Family Day Care facility in New York State.



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Blue Assembly

Committee: 7

Bill #:5

39 Inspectors must be issued Fentanyl test strip kits to be used in every facility
40 inspection.

41 Failure to comply with this mandate may result in the loss or suspension of
42 employment, or a loss of governmental funding to The Office of Family Health and
43 Services.

44

45 **Justification:** Last year, over 100,000 people in the United States died from a
46 drug overdose, largely driven by the rampant spread of illicit
47 fentanyl.(Congressman Dan Newhouse.gov)

48 The estimated amount of deaths caused by fentanyl drug overdoses in 2022 alone
49 was 81,083. Being more experienced with fentanyl could save children and adults
50 from overdosing.(Wisconsin Department of Health)

51 Over 80% of drug overdoses in New York city, from 2021 to 2022, were from
52 fentanyl.(New York Public Media)

53 If a child is even exposed to fentanyl, their breathing will start to slow down
54 incredibly until breathing becomes almost impossible, and a child may even stop
55 breathing completely.(Federal Drug Administration)

56 Fentanyl can be absorbed straight through the skin, meaning just by touching
57 something that was recently exposed to fentanyl. You will start to receive the
58 symptoms of fentanyl almost immediately. (US Davis University)

59 To be at risk of a fatal overdose, a person need not have a substance use disorder.
60 An overdose may happen with little or no prior problematic drug use. Fentanyl is
61 the primary driver of this scenario.(New York State Department of Health)

62 There are more than 7,000 such Family Day Care programs serving more than
63 86,000 children in NYC alone.(NY Times.)

64 According to New York City data, there were 2,668 fatal overdoses in the city in
65 2021, a record high, with fentanyl a factor in four out of five drug deaths, and the
66 highest rates came in the Bronx.(New York Times)

67 Accidental exposure to medication is a leading cause of poisoning in children. Young
68 children, in particular, have died or become seriously ill after being exposed to a
69 skin patch containing fentanyl, a powerful opioid pain reliever. (U.S Food and Drug
70 Administration)

71 Children can overdose on new and used fentanyl patches by putting them in their
72 mouth or sticking the patches on their skin. This can cause death by slowing the
73 child's breathing and decreasing the levels of oxygen in their blood.(U.S Food and
74 Drug Administration)

75 Early signs of fentanyl exposure might be hard to notice in young children.

76 Drowsiness has been among the reported symptoms, and that could be



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Committee: 7

Bill #:5

77 misinterpreted as the child just being tired or sleepy.(U.S Food and Drug
78 Administration)
79 From at least in or about July 2023 through at least in or about September 2023,
80 Grei Mendez and Carlisto Acevedo Brito and others conspired to distribute fentanyl,
81 including at a children’s daycare center in the Bronx (the “Daycare”). There,
82 despite the daily presence of young children, the defendants maintained large
83 quantities of fentanyl, including a kilogram of fentanyl stored on top of children’s
84 play-mats. In addition, the defendants maintained in the Daycare items purpose-
85 built for the distribution of large quantities of narcotics, including three so-called
86 “kilo presses,” which are designed for the recompression of drugs in powder form
87 commonly used by narcotics traffickers at “mills” or other locations where narcotic
88 drugs are broken down, combined with fillers, and portioned for sale. (United States
89 Drug Administration)

90 In Kansas City, and across both Missouri and Kansas, dozens of little children have
91 died from the illicit drug in the past three years. (The Kansas City Star)
92 Fatal overdoses of synthetic opioids, mainly fentanyl, in the United States have
93 increased by a factor of 12 in the past 8 years to 78,207 per year. Although this
94 increase is mostly driven by intentional fentanyl use in adults and adolescents, fatal
95 poisonings in children have also increased.(New England Journal of Medicine.)
96 In the national database, we identified 1,466 cases of illicit fentanyl exposure in
97 children younger than 6 years of age. Annual reported cases increased from 5 in
98 2013 to 539 in 2023 The mean age of exposed children over the 11-year period
99 was 1.6 years, and most children (84.4%) were 2 years of age or younger.(New
100 England Journal of Medicine.)

101 The U.S. Department of Labor awarded \$1,863,816 in incremental funding to the
102 New York State Department of Labor to serve individuals in communities where
103 widespread opioid use, addiction and overdose have had significant social and
104 economic impacts including the counties of Clinton, Columbia, Dutchess, Essex,
105 Franklin, Greene, Hamilton, Herkimer, Madison, Monroe, Nassau (the City of Long
106 Beach and the Town of Hempstead), Oneida, Ontario, Onondaga, Orange, Putnam,
107 Seneca, Suffolk, Sullivan, Wayne, Westchester and Yates.(US Department of Labor)
108

109 **Fiscal Implications:** The course on Fentanyl is a no-cost Webinar provided by The
110 Department of Health.
111 Fentanyl Test Strips are also provided free.
112

113 **Environmental Implications:** Negligible
114

115 **Effective Date:** January, 2026



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Blue Senate

Committee: 8

Bill #:6

1 **Sponsors:** Koko Takemoto, Euan McLean, Matthew Palamidessi, Tucker O'Neill,
2 Adrienne Hardin, Ben Miller, Claire Robesch, Dakota Macedonio, Rohan Singh,
3 Tyler Brandi

4
5 **An Act To:** Protect the health and well-being of New York State residents who
6 suffer from the medical condition of Asthma

7
8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9
10 **Purpose:** All medically necessary inhalers to be used to treat Asthma shall be
11 covered by insurance in New York State.

12
13 **Summary of Provisions**

14 Section 1: Asthma: A chronic inflammation of the lung airways that causes
15 coughing, chest tightness, wheezing or shortness of breath.

16 Asthma Inhalers: A device that releases medicine into a person's lungs almost
17 immediately to open the airways that lead to the lungs.

18 Medically necessary: refers to services, procedures, or treatments that a healthcare
19 provider deems essential for diagnosing, treating, or preventing a medical
20 condition.

21 Cost-Sharing: Dividing your insurance cost by paying part of the cost with your own
22 money.

23 Deductible: Being able to be deducted, especially from taxable or tax to be paid.

24 Copayment: A payment made by a beneficiary in addition to that made by an
25 insurer.

26 Coinsurance: The percentage of medical costs you pay after your deductible is met.

27
28 Section 2: Every policy that requires medical coverage will cover inhalers for the
29 treatment of asthma if recommended or prescribed by a physician or other licensed
30 health care provider.

31 Such coverage shall not be subject to a deductible, copayment, coinsurance or any
32 other cost-sharing requirement.

33 This bill will cover the cost of inhalers, medicines, and all refills for all "Medically
34 Necessary" inhalers that are doctor prescribed for the treatment of Asthma.

35 There will be no cap on the amount of refills necessary annually.

36
37 **Justification:** In New York State, more than 1.5 million adults and over 400,000
38 children have asthma, which is about 9.9% of adults and 10% of children in the



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Blue Senate

Committee: 8

Bill #:6

39 state. This is higher than the prevalence of asthma in most other states.(New York
40 State Department of Health.)

41 Using an inhaler consistently can reduce the risk of death and hospital admissions.
42 Patients who are satisfied with their inhaler are more likely to use it as directed,
43 which can improve treatment outcomes and reduce healthcare costs.(National
44 Library of Medicine)

45 If a person with asthma doesn't have access to their inhaler during an asthma
46 attack, they could experience severe breathing difficulties, wheezing, chest
47 tightness, coughing, and potentially life-threatening complications like respiratory
48 failure, as their airways constrict significantly, preventing them from getting enough
49 oxygen; this necessitates immediate emergency medical attention if symptoms
50 worsen or become severe.(WedMd)

51 Asthma is classified as a non-communicable disease and leads to reduced quality of
52 life, poor physical functioning, and reduced emotional well-being. The impact of this
53 disease can be widespread and extends beyond the person living with the disease,
54 affecting the lives of their family members, careers, communities and the health
55 care system.(National Library of Medicine)

56 If you don't treat your asthma, it can lead to severe asthma attacks, permanent
57 damage to your airways (airway remodeling), decreased lung function, increased
58 risk of lung infections, and in extreme cases, even respiratory failure due to the
59 inability to breathe properly; essentially, leaving your asthma untreated can
60 significantly impact your quality of life and potentially be life-threatening.(American
61 Lung Association)

62 Over time, untreated asthma can also lead to lung scarring and loss of the surface
63 layer of the lungs. The tubes of the lungs become thicker and less air is able to
64 pass through. The airway muscles become enlarged and less able to relax. This
65 lung damage may be permanent and irreversible.(National Library of Medicine)

66 In 2022, nearly one in five children in New York lived in poverty. New York's child
67 poverty rate is one of the highest in the country.(Office of the New York State
68 Comptroller)

69 In 2022, 23% of New York City residents lived in poverty, which is nearly double
70 the national poverty rate.(RobinHood.com)

71 In New York City, Latino New Yorkers are twice as likely to live in poverty as white
72 New Yorkers, and Asian and Black New Yorkers have similar poverty rates.(Center
73 on Poverty and Social Poverty)

74 In 2022, poverty rates increased in 18 counties, including Syracuse, Rochester, and
75 Buffalo.(Office of New York State Comptroller)

76 Between 2021 and 2022, the number of New Yorkers living in poverty grew from
77 1.5 million to 2 million, with nearly 500,000 more people in New York living in



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Blue Senate

Committee: 8

Bill #:6

78 poverty than the year prior. The overall poverty rate increased from 18% to 23%.

79 The child poverty rate jumped by 66% – rising from 15% to 25%. (Columbia

80 University Center on Poverty and and Social Policy)

81 At the state level, Minnesota, Washington, and New Jersey have recently passed

82 legislation capping the cost of an asthma inhaler at \$25, \$35, and \$50 per month

83 respectively. Patients will start to benefit from these laws in January

84 2025.(American Lung Association)

85 Illinois passed a bill limiting the cost of an inhaler to \$25 per month. This bill, which

86 applies to inhalers for asthma and other lung diseases, is awaiting the Governor’s

87 signature and would take effect in January 2026.(American Lung Association)

88 Medical Insurance companies have been sighted for price overcharging and inflating

89 prices. Some medical claims far exceeded the amount paid to providers who treated

90 the patient. Court records show, for example, that Cigna took in nearly \$4.47

91 million from employers for processing claims from eight treatment centers in

92 California, while the centers received \$2.56 million.(New York Times)

93 The UnitedHealthCare Plan completely covers the cost of Inhalers. The company

94 still makes an annual profit of over 300 billion.(Allergy and Asthma Network)

95 As of March 2024, 7,292,559 people were enrolled in Medicaid in New York State.

96 This includes 4,161,927 people in New York City and 3,130,632 people in the rest

97 of the state. (New York State Department of Health)

98 In 2024, 3,887,499 people in New York were covered by Medicare.(Citizens Budget

99 Committee)

100 In 2022, about 9.05 million people in New York had employer-sponsored insurance,

101 which is about 47.2% of the state's population.(Association of Health Care

102 Journalists)

103 About 4% of New Yorkers ages 18 to 64 have a self-purchased health insurance

104 plan.(NYC.gov)

105 In 2021, about 6% of New York's population was uninsured.(NYC.gov)

106

107 **Fiscal Implications:** Insurance companies in New York State make, on average,

108 between 1 and 5 billion annual revenue.(National Association of Insurance

109 Companies)

110 The average deductible for employee sponsored insurance is \$1,992, with an

111 average annual premium of \$8,435.(USA Today)

112 The average deductible for marketplace or private insurance is \$2,825, with an

113 average annual premium of \$5,724.(USA Today)

114 The average cash price for inhalers is around \$35-\$490.(CNBC)

It

115 costs \$5-\$25 for manufacturers to build one inhaler.(US State Senator, Tammy

116 Baldwin)



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Blue Senate

Committee: 8

Bill #:6

117 Roughly 65 million people own inhalers and 144 million inhalers are sold each year.
118 (NPR)

119

120 **Environmental Implications:** Negligible

121

122 **Effective Date:** January, 2026



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Yellow Assembly

Committee: 9

Bill #:7

1 **Sponsors:** Greyson Doubleday, Matthew Baker, Ryan Schleske, Cole Smith, Franco
2 Chaves-Soni, Olivia Parker, Rebecca Fraher, Mathew Marden,

3
4 **An Act To:** Protect the intellectual freedoms of citizens by ensuring access to
5 Public Libraries and to a diverse range of information provided by Public Libraries
6 across New York State.

7
8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9
10 **Purpose:** To limit the power of special interest groups, and political organizations
11 in influencing the collections, material, and books provided by Public Libraries in
12 New York State. To protect books from being banned in New York State Public
13 Libraries. To ensure that every citizen in New York has the same rights to access
14 Public Libraries.

15
16 **Summary of Provisions**

17 Section 1: Intellectual freedoms: the right to access, seek out, and share
18 information and ideas from a variety of perspectives. It's a fundamental aspect of a
19 strong democracy and a society where everyone can participate in and benefit from
20 their community's intellectual, cultural, and creative life.

21 Public Libraries: Any library in New York State that receives funding from the State.

22 Book Bans/Censorship: A book ban is the removal or restriction of a book based on
23 its content. It can include, removing books from libraries, restricting access to
24 books, destroying books including but not limited to burning, and making it
25 punishable to publish or distribute a book.

26 Special interest: A group of people or an organization seeking or receiving special
27 advantages, typically through political lobbying.

28 Political Organizations: A political organization is any organization that involves itself
29 in the political process, including political parties, non-governmental organizations
30 and special interest advocacy groups.

31 American Librarian Association's Bill of Rights: is a set of principles that guide
32 librarians in their work and protect the rights of library patrons. The bill is based on
33 the First Amendment and applies to all libraries, including school libraries

34
35 Section 2: Materials will be provided which promote diverse opinions.

36 No materials will be excluded based on the author or contributors' backgrounds or
37 beliefs.

38 All Public Libraries will provide materials that present current and historical issues.



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Yellow Assembly

Committee: 9

Bill #:7

39 Public Libraries must maintain intellectual freedoms by challenging all attempts at
40 censorship.
41 No one will be denied access to Public Libraries due to age, background, or belief.
42 Public Libraries will provide equitable access to space and rooms for outside parties
43 of interest.
44 Failure to comply with this law will result in decrease or elimination of State
45 funding.
46
47 **Justification:** More than 50 books were challenged last year in New York State
48 Libraries.
49 (American Library Association)
50 4,240 works in libraries had been targeted in 2023, a substantial hike from the
51 then-record 2,571 works in 2022 and the most since the library association has
52 tallied since it began keeping track more than 20 years ago.(American Library
53 Association)
54 Censorship limits students' freedom to explore words, ideas, and books. It also
55 leaves students ill-prepared to engage with differing perspectives and handle
56 diverse opinions later in life.(PEN America)
57 Suzette Baker lost her job as a librarian in Texas after refusing to take a book off
58 the shelf.(American Library Association)
59 Throughout U.S history, libraries have been banning books that have been in
60 controversy with political ideas and religious beliefs. Books that have been banned
61 include books that have content with race, LGBTQ+, and books that have sexual
62 experiences.(NBC news)
63 Public libraries banning books is a big problem for kids because it prevents kids
64 from thinking for themselves, narrows their point of view, and prevents children
65 from learning valuable information.(First Focus On Children)
66 When these kids cannot see themselves in the books that they read, they learn the
67 powerful lesson that their stories and their lives don't matter. We must not only
68 protect the freedom to read, we must also protect the children who need diverse
69 stories the most—because we know that books save lives,"(pressleyhouse.gov)
70 Prior to the rise in bans, white male youth were already more likely to see
71 themselves depicted in children's books than their peers, despite research
72 demonstrating how more culturally inclusive material can uplift all children.(
73 Quarterly Journal of Economics)
74 We used to hear that when a book was removed from a school library that the child
75 could still get it from the library in town. Now we're seeing the same groups turn
76 around and demand the books be removed from the public libraries.(American
77 Library Association)



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Yellow Assembly

Committee: 9

Bill #:7

78 Book banning violates the First Amendment when public school or other
79 government officials ban books from a library because they dislike the ideas
80 contained in those books or disagree with the viewpoints conveyed in the
81 books.(Freedom Forum)

82

83 **Fiscal Implications:** Negligible

84

85 **Environmental Implications:** Negligible

86

87 **Effective Date:** January, 2026



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Blue Senate

Committee: 4

Bill #:8

1 **Sponsors:** Roxanna Karrazzi, Clara Ryan, Juliana Esteban, Joanna Cherian, Emma
2 Lee,

3
4 **An Act To:** have all public NY state public schools have at least one club and/or
5 extracurriculars available to all students.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** Clubs and extracurriculars help and give students the opportunity to
10 explore their interests and learn new things. Clubs and extracurriculars allow
11 students to interact with others and let students show their creativity and passions.

12
13 **Summary of Provisions**

14 Section 1: Clubs- a group of persons organized for a social, literary, athletic,
15 political, or other purpose

16 Extracurriculars- outside the regular curriculum or program of courses

17
18 Section 2: This bill will mandate that all New York state schools offer at least one
19 club or extracurricular activity to all students. This will help students connect with
20 their peers that share similar interests and get more involved in their community.
21 This will also help students that don't have access to clubs and activities outside of
22 school.

23
24 **Justification:** This bill will allow students to show and express their creativity and
25 passions in school, allow students to meet others that share the same interest
26 within the school, and meet others outside of their grade level. A study from the
27 University of California shows that those who spend 1-10 hours per week in
28 extracurricular activities have higher GPAS than those who do not participate.

29
30 **Fiscal Implications:** Implementing this bill will require an allocation of funds for
31 equipment, staff, and other materials, sourced from state taxes and federal grants.
32 This bill will have minimal implications, as the necessary funds will come from the
33 school's budget to pay the advisor. Although the costs are modest, the long-term
34 benefits are significant, including increased student success rates and reduced
35 dropout rates. Additionally, New York State is expected to have significant savings,
36 based on reduced funds spent on learning assistance education and other support
37 services due to positive and improved student outcomes.

38



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Blue Senate

Committee: 4

Bill #:8

39 **Environmental Implications:** This bill will have non-existent environmental
40 implications.

41

42 **Effective Date:** September 1, 2025



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Blue Assembly

Committee: 3

Bill #:9

1 **Sponsors:** Aidan Provost, Avery Chase, Timothy Curley, Ian Wang,

2

3 **An Act To:** require New York Schools to have emotional support animals.

4

5 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

6

7 **Purpose:** to help students manage stress, anxiety, and depression experienced
8 throughout the school day.

9

10 **Summary of Provisions**

11 **Section 1:** Emotional Support Animal: An animal that is properly trained to help
12 people (in this case students) cope with anxiety and stress.

13 Stress: A state of worry or tension that can be caused by the feeling of
14 overwhelmment.

15 Anxiety: A feeling of fear or panic that can be triggered by an event or situation.

16 Depression: A state of feeling sad or in a mood of sadness.

17 Dander: Skin flakes of an animal's fur or hair.

18

19 **Section 2:** The New York government would provide New York state schools with
20 trained support animals to combat student depression, stress, and anxiety.

21 Childhood anxiety disorders affect one in eight children. The National Institute of
22 Mental Health estimates a prevalence between the ages 13 and 18 years of 25.1%.

23 Anxiety disorders in childhood often interfere with social, emotional, and academic
24 development. The service animals would be on the school campus in specific
25 classrooms. The school districts will decide who takes care of the animal(s), though
26 it should be recommended the school counselor takes care of the animal(s). The
27 schools will also have to provide ideas to help those with allergies.

28

29 **Justification:** A 2019 study published by the National Institute of Health found
30 that a dog present in the classroom promotes positive mood and provides
31 significant anti-stress effects on the body. Therapy dogs help student engagement
32 in social interactions and learning tasks. Therapy dogs assist students in regulating
33 their emotions and behaviors. A review article that used thirty articles published
34 between 2001-2017 on the benefits of therapy dogs in classrooms found many
35 benefits. There is strong support for increased confidence, literacy skills and actual
36 reading scores when students read to dogs. A lot of evidence supports emotional
37 and social benefits for students interacting with a dog in the classroom. One study
38 also found improved motivation. Recently, the Clifton, NJ school district has



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Blue Assembly

Committee: 3

Bill #:9

39 expanded their therapy dog program because of the success they've had in making
40 students and staff happier through interactions with their 3-4 dogs.

41

42 **Fiscal Implications:** The total cost of one emotional support dog is about \$13,000
43 when considering purchase, training, veterinary, food, insurance, registration and
44 miscellaneous costs. With 4400 public schools in New York, the cost will be around
45 \$57 million dollars. Dog relief areas for schools without outdoor space could cost
46 \$560.

47 Costs for other animals, such as cats and hamsters, would cost less than dogs.

48 Having an emotional support dog in school could help students stay in-district to
49 avoid having them be placed in an out-of-district school that could cost up to
50 \$100,000.

51

52 **Environmental Implications:** Environmental effects that would occur as a result
53 of this bill is the waste of these emotional support animals along with the dander
54 that would come from these dogs might cause allergies to occur in students. A
55 possible solution to this would be to convert some of the emotional support animals'
56 feces into fertilizer that could be used in gardens as fertilizer away from waterways
57 to prevent the process of Eutrophication.

58

59 **Effective Date:** September 1st, 2026



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Yellow Senate

Committee: 10

Bill #:10

1 **Sponsors:** Grace Clair, Abigail Hill, Shelby Lewis, Olivia Tucker,

2

3 **An Act To:** Require the registered owner of an Emotional Support Animal to obtain
4 an Emotional Support Certification after completion of basic animal obedience and
5 socialization courses, proof of an emotional regulation need, and require ES
6 certificate renewal every

7

8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9

10 **Purpose:** The purpose of this bill is to provide safer public environments for all, by
11 requiring proper basic training of support animals. Emotional Support Animals
12 should go through basic obedience and socialization training to ensure the safety of
13 citizens in New York State, similar to the requirements for Service Animals. This bill
14 also ensures ES owners clinically need such companions in shared public areas.

15

16 **Summary of Provisions**

17 Section 1: ESA - Emotional Support Animal, a pet that provides comfort and
18 companionship to a person with a mental health condition, such as anxiety,
19 depression, or PTSD; its primary function is to provide emotional support through
20 its presence alone

21 Service Animal – an animal that is trained to assist and support someone with a
22 disability, such as guiding people who are visually impaired or picking up items

23 Obedience Training – Animal and owner education to train and assess an animal’s
24 ability to comply with basic commands and behavioral manners, as well as teaching
25 the owner to properly control and care for the animal

26 Socialization Training – Training to see if the animal can socialize properly and does
27 not bite or go berserk whilst in public, with other animals and people

28 Renewal Requirements – a course refresher, documentation of veterinary care, and
29 proof of emotional support need

30 Obedience – able to follow laws and verbal or sign language commands

31 Emotional Regulation – the ability of the animal to manage and positively, calmly,
32 respond to an experience

33

34 Section 2: All ESA must wear the official NYS certification patch on the animal’s
35 vest while it’s on duty in the public. A NYS ESA patch will be issued each year, to
36 include the current year in the embroidery, for new or renewing applicants, to help
37 ensure certificates are not fraudulent. Animal owners will be fined \$200 for each
38 appearance in public without proper ESA identification visible.

39



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Yellow Senate

Committee: 10

Bill #:10

40 **Justification:** New York does not require registration for emotional support
41 animals. There are thousands of fake ESA animals and false claims for needing an
42 ESA. Fake ESA animals have wounded actual ESA, service animals, and people.
43 Improper or lack of training of falsely claimed ES animals have also put them in
44 danger, leading to injury and death from various situation such as vehicle traffic.

45
46 **Fiscal Implications:** Basic obedience and socialization training programs vary in
47 cost but average \$145 for complete courses with private local teachers. Such
48 classes are sometimes free through local animal shelters, and shelter animals may
49 be adopted and become Emotional Support Animals. To renew the ESA certification,
50 the animal owner will pay \$50 to complete the new NYS online training program,
51 and provide documentation of the animal's veterinary visits and the human's
52 emotional need for a ESA. Registration is through the NYS Attorney General's
53 Office, the Civil Right Bureau. The ESA certification badge patch will cost \$32 to be
54 designed, embroidered, and mailed.

55
56 **Environmental Implications:**

57
58 **Effective Date:** This bill will go into effect one calendar year after its passage.



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Blue Senate

Committee: 8

Bill #:11

1 **Sponsors:** Abel Keeney, Brendalynn Kenny, Jaycee Woodworth, Ravyn Woodworth,

2

3 **An Act To:** Supply public and private school teachers in New York State with an ID
4 badge with an emergency services alert button

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** To protect public school students and staff during states of emergency

9

10 **Summary of Provisions**

11 **Section 1:** Public schools: a school financially supported by the government and is
12 open to all children within the boundary of the school district

13 Public school teachers: a professional who is employed by a school that is funded
14 by taxpayers and is responsible for educating students

15 Emergency services: the public organizations that respond to and deal with
16 emergencies when they occur, especially those that require police, ambulance, and
17 firefighting services

18 State of emergency: when someone or something is causing harm to people or
19 preventing normal activities, this may include weather related crises or building
20 intruders

21 Grant: a financial award that an organization or individual receives from a
22 government entity, corporation, foundation, or other organization for a specific
23 purpose, this money does not need to be repaid

24 Resource officer: a sworn law enforcement officer who works in schools to prevent
25 crime, respond to emergencies, and promote safety

26 Alert button or panic button: an emergency button that automatically and
27 immediately calls 911 and sends them your current location, allowing help to arrive
28 quickly

29

30 **Section 2:** All public-school and private school teachers would be required to have a
31 emergency services medical alert button on their person, by embedding the button
32 to their ID lanyard or tag. ID tags are already provided to teachers by school
33 districts. Emergency alert, or panic buttons, would be added to plastic ID tags,
34 funded by a NYS safety grant. Schools will have a list of panic button providers to
35 choose from, for convenience of order and deliveries. The alert button will notify
36 911 and each school building's resource officer. Education Law 912 requires school
37 districts to provide students who attend nonpublic schools with the same health and
38 welfare services available to students who attend public school – therefore both
39 public and private schools will be eligible to apply for the safety grant.



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Blue Senate

Committee: 8

Bill #:11

40

41 **Justification:** *As of June, 2024, there were 118 episodes of gunfire on school
42 grounds in New York. (Everytown for Gun Safety)

43 *In the year 2023 there were six times the number of shooting incidents as the
44 total of school shootings before 2018. (Center for Homeland Defense and Security)

45 *In 2023, more than 330 people were fatally shot or wounded on school grounds,
46 up from 218 in 2018. (U.S. News & World Report)

47 *Guns are the leading cause of death for children in New York. (K-12 School
48 Shooting Database)

49 *NYC schools dismissed early due to sudden heat advisory (as recent as June,
50 2024) and several power outages that caused emergency dismissals (Upstate NY
51 Power Outage Map)

52

53 **Fiscal Implications:** Total public, private, and charter schools in NYS is
54 approximately 4360. There are approximately 214,000 teachers and 2.5 million
55 students in K-12, in NYS. Most alert companies do not charge for devices but
56 require a \$10 monthly monitoring fee. Group rates vary. The lowest estimated cost
57 is \$43,600 per year, total, for all schools.

58

59 **Environmental Implications:**

60

61 **Effective Date:** August 26, 2026, to allow ample time for the product to be
62 ordered, delivered, activated, and to train staff on proper care and how to use the
63 ID tag. Used across NYS by the 2027-2028 school year.



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Blue Assembly

Committee: 7

Bill #:12

1 **Sponsors:** Carter Dickerson, Liam Macool, Karter Morse, Bradyn Smith,

2

3 **An Act To:** Allow home schooled students to participate in public school sports

4

5 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

6

7 **Purpose:** The purpose of this bill is to give homeschooled students more
8 opportunities to play more team sports

9

10 **Summary of Provisions**

11 **Section 1:** Homeschooled: Students who are getting an education from outside a
12 public or private school system, general at a home setting with direct instruction
13 from a parent or guardian

14 Public School: A school funded by the government and tax payers

15 Sport: A competitive and challenging, both physically and mentally, extracurricular
16 activity offered by school districts

17 Age divisions: categorizing different levels of sports by age groups, such as youth
18 sports, modified, junior varsity (JV), and varsity

19 CDC: Center for Disease Control, distributes information to public, promoting health

20 ACIP: Advisory Committee on Immunization Practices, establishes recommended
21 vaccine schedules by age

22

23 **Section 2:** Students who are homeschooled may join public school sports teams and
24 take part in public school sporting events if they meet the health and vaccine
25 requirements for all children in New York State. They also must adhere to the same
26 rules and requirements as public-school attending athletes, such as proof of
27 academic attendance and passing GPA (grade point average).

28

29 **Justification:** This bill will help homeschool students socialize and offer them the
30 same athletic experiences and opportunities as public-school students. The number
31 of homeschool students are increases across New York State each year. In NYC,
32 homeschooling increased 324% since 2018. There are almost 2.4 million students
33 who attend public schools and 75,000 students who are homeschooled in NY.

34

35 **Fiscal Implications:** The cost of allowing extra children on school sports teams is
36 negligible, as school liability insurance is team based and uniforms as well as sports
37 equipment are often available for more student-athletes than the number of
38 participants, and fundraisers by the students themselves often fund various sports
39 activities.



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Blue Assembly

Committee: 7

Bill #:12

40

41 **Environmental Implications:**

42

43 **Effective Date:** 45870



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Yellow Assembly

Committee: 2

Bill #:13

1 **Sponsors:** Charlee Ross, Madalynne Ackerman,

2

3 **An Act To:** Prevent companies in New York State from dumping waste into
4 waterways that have access to the ocean; this law strengthens the Clean Water Act
5 for NYS, eliminating the possibility to obtain a permit to discharge waste into
6 waterways

7

8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9

10 **Purpose:** To prevent aquatic life from going extinct and maintain, and with time
11 naturally improve, a safe environment for aquatic organisms to thrive in

12

13 **Summary of Provisions**

14 **Section 1:** Marine: A body of water found in, or produced by the ocean

15 Aquatic: Relating to water, plant or animals that live in or rely on water habitat,
16 fresh water or salt water based

17 Pollution: The introduction of harmful substances or energy into the environment at
18 a rate that is faster than the environment can break it down, dilute it, or store it in
19 a harmless form

20 Waste: Any solid material that has been made or used by humans and ends up in
21 the ocean

22 Waterways: rivers, streams, lakes, and other bodies of water that connect public or
23 shared lands

24 Safe environment: An environment that is clean of foreign substances and hygienic
25 to prevent disease transmission; allowing animals to move around comfortably,
26 rest, and perform natural behaviors

27 Habitat: The natural home or environment of an animal, plant, or other living
28 organism in the case of this bill - the ocean

29 Debris: Scattered pieces of waste or remains

30 Business: A corporation, association, or group with the purpose of creating and
31 distributing products or services

32 Organism: A living entity or being, including but not limited to: plants, animals,
33 bacteria, and fungus

34 Endangered Native Plants: vegetation that naturally originated in NY and as of 2023
35 have five or fewer surviving prosperous sites or fewer than 1,000 individuals

36

37 **Section 2:** Monetarily, a minimal of a \$500,000 fine and disqualification on any
38 qualifying business tax breaks will be enforced. Additionally, individual/s or Board



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Yellow Assembly

Committee: 2

Bill #:13

39 owner/s may face a minimum of two years in State Prison, and a max of twenty
40 years, if the business is found guilty of intentional criminal dumping.

41
42 **Justification:** Approximately 160 marine organisms went extinct from 2010-2019
43 due to waste being dumped into the ocean. There are hundreds of threatened
44 species of plants and animals across NYS. In just Steuben County, there are four
45 threatened or endangered species, including the Long-eared Bat and Monarch
46 Butterfly. Wealthy companies should not be able to obtain permits to sidestep
47 environmental protection laws.

48
49 **Fiscal Implications:** There is not a cost to pass this bill. There is minimal cost to
50 enforce this bill, as Department of Conservation and other law enforcement
51 agencies will need to continue to employ vigilant officers. The owner/s of the
52 business/es, or business as a paying body, will pay money to the state if found
53 guilty. Potentially, it will cost money for jails to take in more prisoners (additional
54 food, guards, etc), therefore, portion of the collected fines will be redistributed to
55 grants for NYS prisons.

56
57 **Environmental Implications:**

58
59 **Effective Date:** This bill will go into effect a year after its passage.



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Yellow Senate

Committee: 2

Bill #:14

1 **Sponsors:** Liam Moses, Peyton Tidd, Trinity Tidd, Chloe White, Sydney O’Grady,
2 Scott Lonsberry

3
4 **An Act To:** Amend § 222.05 of the penal code of New York to change the legal age
5 of purchasing and using recreational marijuana from 21 to 25.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** to protect the brain development of young adults from the effects of
10 using marijuana before the prefrontal cortex is fully developed.

11
12 **Summary of Provisions**

13 Section 1: Tetrahydrocannabinol (THC) is a crystalline compound that is the main
14 active ingredient of cannabis.

15 Cannabis is a tall plant with a stiff upright stem, divided serrated leaves, and
16 glandular hairs. It is used to produce hemp fiber and used as a drug.

17
18 Section 2: § 222.05 Personal use of cannabis.

19 Notwithstanding any other provision of law to the contrary:

20 1. The following acts are lawful for persons twenty-five years of age
21 or older:

22 (a) possessing, displaying, purchasing, obtaining, or
23 transporting up to three ounces of cannabis and up to twenty-four grams
24 of concentrated cannabis;

25 (b) transferring, without compensation, to a person twenty-five years
26 of age or older, up to three ounces of cannabis and up to twenty-four
27 grams of concentrated cannabis;

28 (c) using, smoking, ingesting, or consuming cannabis or concentrated
29 cannabis unless otherwise prohibited by state law;

30 (d) possessing, using, displaying, purchasing, obtaining, manufacturing,
31 transporting or giving to any person twenty-five years of age or older cannabis
32 paraphernalia or concentrated cannabis paraphernalia;

33 (e) planting, cultivating, harvesting, drying, processing or
34 possessing cultivated cannabis in accordance with section 222.15 of this
35 article; and

36 (f) assisting another person who is twenty-five years of age or older,
37 or allowing property to be used, in any of the acts described in
38 paragraphs (a) through (e) of this subdivision.

39



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Yellow Senate

Committee: 2

Bill #:14

40 **Justification:** Exposure to THC delays maturation of the prefrontal cortex and
41 disrupts the area of the brain that processes information. Not having a fully
42 developed prefrontal cortex whilst using marijuana can slow the growth of your
43 prefrontal cortex which affects the ability to make reasonable decisions or regulate
44 emotions. Studies have shown that marijuana use during pregnancy can cause birth
45 defects like fetal growth reconstruction, in other words when the baby doesn't gain
46 the appropriate amount of weight before birth. Here are some alarming stats that
47 support our bill. An estimated 12.8% of adults (18 & older) have used marijuana in
48 the past 30 days. While 34% of NYC citizens smoke marijuana regularly, that
49 roughly translates to 2,842,400 people in NYC alone. 43% of college athletes use
50 marijuana regularly.

51
52 **Fiscal Implications:** Projected tax dollars lost are estimated to be millions of
53 dollars per year for New York State.

54
55 **Environmental Implications:** The social implication is to allow New Yorkers to
56 develop a well structured and fully developed brain before damaging it with
57 recreational marijuana use.

58
59 **Effective Date:** 30 days after passage.



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Blue Assembly

Committee: 1

Bill #:15

1 **Sponsors:** Elena Pascale, Madison Charlemagne, Taylor Breary,

2

3 **An Act To:** Get rid of Tier Six and Tier Four

4

5 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

6

7 **Purpose:** The purpose of our team’s bill is to elucidate the unfairness of the Tier
8 Six and Tier Four retirement plans. Our main goal is to do away with these laws to
9 create a just system for all NYSUT workers.

10

11 **Summary of Provisions**

12 **Section 1:** Tier Six: Tier Six means you work for extended years to gain less money
13 than the average employee until about 63 years.

14 Tier Four: Tier Four means you work a shorter period of time than the average
15 employee but gain additional money for your service.

16

17 **Section 2:** We intend to eliminate Tier Six and Tier Four by making payment and
18 retirement fair to everyone. A Tier Four member would be allowed to retire at 55
19 while collecting their pension, meanwhile a Tier Six member can’t until their 63. We
20 want Tier Six members able to retire at the same age a Tier Four member would
21 be able to do, with collecting their pension as well.

22

23 **Justification:** Our bill is aiming towards getting rid of both Tier Six and Tier Four
24 which would create a fair retirement plan for all teachers. The significance of Tier
25 Six is that someone will work for extended years to gain less money than the
26 average employee until reaching about 63 years of age. On the contrary, Tier Four
27 states that the employee works a shorter period of time but gains additional money
28 for their service. Fixtier6.org states, “It’s unfair that some NYSUT members must
29 work longer, and contribute more, to earn a significantly reduced pension. This
30 should anger ALL union members.” My team and I agree that this is unfair, and
31 therefore are making an effort to have this law revoked and to construct an equal
32 policy for all.

33

34 **Fiscal Implications:** A Tier Six member retiring at 55 with 30 years would only
35 receive 26.4 percent of their Final Average Salary while Tier Four would receive 60
36 percent. We want to make this fair by giving 60% to both groups.

37



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Blue Assembly

Committee: 1

Bill #:15

38 **Environmental Implications:** Our team's bill's main focus is to provide
39 equilibrium for Tier Six and Tier 4, it will have a nonexistent effect on New York
40 State wildlife environment.

41

42 **Effective Date:** This effective bill would be most beneficial if enforced by October
43 2025.



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Yellow Senate

Committee: 10

Bill #:16

1 **Sponsors:** Cassie O'Dell, Amai Disabunjong,

2
3 **An Act To:** Our bill is about school lunches because they can be very unhealthy
4 and can cause health issues.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** This bill is very important because over the past decade there have been
9 300 outbreaks of illness in schools, affecting 16000 students. Also school lunches
10 can have children at risk for chronic health problems down the road. These include
11 diabetes, kidney stones, bone loss, cancer and heart disease.

12
13
14 **Summary of Provisions**

15 Section 1: n/a

16
17 Section 2: n/a

18
19 **Justification:** The logic behind our bill is to keep kids healthy, well fit and not have
20 food insecurities. Statistics show that schools that make kids pay tend to have more
21 kids who feel insecure because of money issues. Just like said before school lunches
22 are NOT healthy which can lead to extreme health issues

23
24 **Fiscal Implications:** n/a

25
26 **Environmental Implications:** This bill will have minimal effects on the
27 environment. To make school lunches healthier you don't need to kill a lot of
28 animals. You can have lunch ladies make the food homemade since usually lunch is
29 not until 5 period usually. If there is not enough time to make the food on the day
30 of , then the school can see if there is anybody who can go on weekends or stay
31 after hours to make lunch for the next day.

32
33 **Effective Date:** This bill should be made law on July 15th 2026



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Blue Senate

Committee: 4

Bill #:17

1 **Sponsors:** Madeline-Camille Bel, Emmett Wheatley, Leo D'Angelo,

2

3 **An Act To:** Instruct routine sanitization of every street and park in the state via
4 enlisting.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** Clean parks and streets of the state.

9

10 **Summary of Provisions**

11 Section 1: n/a

12

13 Section 2: The government will set up buildings to collect trash, and pay the
14 volunteers. The collection center can be tent that trucks can pick up the trash.

15

16 **Justification:** This bill is necessary for the cleanliness of cities and parks. If you
17 take a look at New York City for example, many people say that it is dirty. If New
18 York City got Monthly cleanings, then it would help the overall appeal to the city.

19

20 **Fiscal Implications:** Volunteers will get paid \$2.00 per pound.

21

22 **Environmental Implications:** Environmental implications will be the overall boost
23 in cleanliness of New York, the environment will be boosted in terms of health. The
24 social environment will be boosted as well, since there'll be no trash, the overall
25 appeal will increase.

26

27 **Effective Date:** 45855



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Yellow Senate

Committee: 1

Bill #:18

1 **Sponsors:** Rebecca Rider, Kiersten Ingram, Liam Hartka, Lucy Amash, Riley
2 Whalen, Samantha Nero

3
4 **An Act To:** Allow owners to remove squatters from their personal property

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** Protect American's Constitutional right to own property and be able to
9 defend and protect the use of their private property from squatters that lay no
10 claim to said property

11
12 **Summary of Provisions**

13 Section 1: Evict

- 14 - expel (someone) from a property, especially with the support of the law
15 - Property thing or things belonging to someone , possessions collectively
16 - squatter can be simply defined as someone who moves into a property and lives
17 there without the expressed consent of the owner

18
19 Section 2: Property owners should not have to incur court costs to protect the
20 integrity of their property from false claims of ownership. It gives the owners of
21 their property the right to have police remove unsolicited people from their
22 property. The owner of the property can remove squatters even after 30 days.

23
24 **Justification:** The reason we want owners right is because it is unfair to the owner
25 of the property who may be paying bills on the house because of the squatter.
26 Squatters can cause theft, graffiti, and vandalism. They can be conducting narcotic
27 sales/drug sales. Squatters can also be a safety concern to people in the neighbor
28 hood or the property owner. Squatters can also cause inadequate living conditions.
29 Nobody wants someone living on their property without paying rent or attaining
30 proper approval.

31 Squatters can also cause financial loss on property value and can increase costs of
32 legal action, repairs and maintenance. They can also effect local communities
33 resources as well as support from shelters and or health care. Squatters can effect
34 development of land/projects and end up altering original plans.

35
36 **Fiscal Implications:** NYS would not have the burden of defending squatters in
37 court, owners could spend the \$ on improving the property rather than courts fees,
38 Both parties would avoid costly and unwanted legal battles

39



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Yellow Senate

Committee: 1

Bill #:18

40 **Environmental Implications:** Clean up neighborhoods, help with litter/dangerous
41 materials on the ground, and make it safer for people, remove

42

43 **Effective Date:** 45962



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Blue Senate

Committee: 4

Bill #:19

1 **Sponsors:** Gabriella Coons, Genesis Fiallos, Calvin Hartka, Hudson Harrington,
2 Love Pierre, Kiersten Ingram, Riley Whalen, Layla Valyou

3
4 **An Act To:** Provide free NYS Health Insurance, and E-ZPass benefits to volunteer
5 emergency responders, including firefighters and EMS.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** Increase the # of volunteer first responders by offering benefits

10
11 **Summary of Provisions**

12 Section 1: Benefits: An advantage or profit

13 Health Insurance: A contract you pay that requires your health insurer.

14 Volunteer Firefighter and EMS points: "A volunteer earns points for example by
15 being on call to respond to calls, responding to calls, attending meetings and
16 training, completing a one-year term as an officer, and for other EMS related
17 activities." -owegoems.com

18 E-ZPass: A pass that allows you to go through a toll both for 75% less cost. The
19 other 25% is mailed to you as a bill that must be paid.

20
21 Section 2: Benefits to begin after 3 years of service to include:

- 22 1. NYS Health Insurance
23 2. college loan assistance for family members
24 3. free passes to NYS Parks
25 4. free E-ZPass
26 5. Discount mortgage rates
27 6. Retirement pension

28 After 25 years of volunteer service with minimum 50 points a year earned, benefits
29 should continue for life

30
31 **Justification:** New York saves more than \$3 billion each year due to the services
32 provided by the state's volunteer fire services, according to a new financial impact
33 study released by the Fireman's Association of the State of New York. New York has
34 nearly 100,000 volunteer firefighters. - FANSY

35
36 **Fiscal Implications:** With the 3 billion dollars being saved yearly the cost would
37 cancel out meaning no fiscal implications will occur.

38 NYS Health Insurance \$12,000 per year, per volunteer

39



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Blue Senate

Committee: 4

Bill #:19

40 **Environmental Implications:** Community-based fire management programs
41 empower local communities to take proactive measures in fire prevention and
42 preparedness. By involving communities and enlisting more volunteers in fire
43 management planning and education, we build safer, healthier, environments.
44

45 **Effective Date:** January 1, 2026



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Yellow Senate

Committee: 8

Bill #:20

1 **Sponsors:** Sofia Hassoune, Daniel Oliphant, Abigail Dahill, Reagan Eggers, Lilyann
2 Samhoury, Femi Joseph, Christopher Scala, Jack Maio

3
4 **An Act To:** amend § 918 of the Education code, relating to student nutrition.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** To stop the selling of foods that contain harmful dye that can cause
9 health problems in schools and replace them with healthier alternatives.

10
11 **Summary of Provisions**

12 Section 1: Red 40: A dye used in foods that can cause many health problems to
13 children.

14 Blue 2: A dye used in some foods and even some medications that can cause brain
15 tumors.

16 Yellow 6: A colorant used in drug dosage forms such as tablets and capsules.

17 Green 3: A harmful food dye that can cause significant increases in bladder issues.

18
19 Section 2: Schools shall not be permitted to provide foods with harmful dyes
20 including but not limited to Red 40, Blue 2, Yellow 6, Yellow 5, and Green 3. This
21 will also include vending machines, concession stands, school stores, classrooms,
22 and cafeterias.

23
24 **Justification:** Dyes Red 40, Blue 2, Yellow 5, Green 3, and Yellow 6 are in a
25 significant amount of foods sold in schools, and they can cause health effects that
26 can negatively impact children while in school and throughout their lives, such as
27 issues that can affect their focus and develop issues such as brain tumors and their
28 bladder digestive tracts. Research shows that these dyes contain chemicals that are
29 known for causing cancers. Other researchers find that certain dyes have been
30 observed to worsen Attention Deficit Hyperactivity Disorder symptoms such as
31 hyperactivity and lack of focus. Through banning foods with these ingredients and
32 replacing these foods with healthier options, productivity and health in students can
33 be increased. With better focus in school due to removing these foods, students
34 can get into better schools and get better job opportunities. If these foods cause
35 issues in students' focus, then they could possibly fail out of school, and if they
36 cause issues in a student's health, they could be hospitalized and possibly gain
37 medical debt.

38



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Yellow Senate

Committee: 8

Bill #:20

39 **Fiscal Implications:** Welch's Fruit snacks is an example of a food with unhealthy
40 food dye that will be banned. A healthier alternative to Welch's Fruit Snacks is
41 Annie's Fruit Snacks. The cost of a 10 count pack of Welch's is \$3.19 and the cost
42 of a 10 count pack of Annie's is \$5.99. Between the two, there is already a \$2.80
43 difference, with the healthier option being much more expensive. Between each
44 unit, there is a 28 cent difference, Welch's is \$.32 cents per bag and Annie's is \$.60
45 cents per bag. Despite the increase in price, it is the healthier option and will give
46 children better things to eat, shielding them from unhealthy dyes. We plan on doing
47 this with any food containing the unhealthy dyes listed above (see summary of
48 provisions). Most of these unhealthy foods are sold at school snack stores or school
49 vending machines and so our greatest fiscal difference will probably be a rise in
50 snack store/vending machine prices. Educational departments will have to budget
51 the rise of prices for healthier options. Buying healthier options to provide at school
52 is going to cost more and it will be up to the school to see how they will go about
53 that, whether they raise fees that parents pay or manage the money they already
54 have. As for snack shacks and vending machines, prices will increase and students
55 will have to pay more for these healthier options since foods containing harmful
56 dyes will be banned at school.

57
58 **Environmental Implications:** There will be no foreseeable environmental
59 implications.

60
61 **Effective Date:** This bill will go into effect July 1st 2026.



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Blue Senate

Committee: 8

Bill #:21

1 **Sponsors:** Hanna Gibson, Alexander Amato, Evalyn Burch, Callen Cook, Richard
2 Stone, Lane Truehart, Clayton Burch
3

4 **An Act To:** ensure that all solar farms that will be built must be built on soil that is
5 deemed unqualified for agricultural use, nutrient deficient soil, tops of buildings or
6 parking lots, or on property that is deemed unsafe for public access.
7

8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
9

10 **Purpose:** The purpose of this law is to ensure that agricultural land is protected for
11 future use and so solar energy can continue to thrive. Solar farms will have to be
12 built on land that does not qualify for agricultural use.
13

14
15 **Summary of Provisions**

16 **Section 1:** Solar Panel: A panel designed to absorb the sun's rays as a source of
17 energy for generating electricity or heating.

18 Solar farm: An installation or area of land in which a large number of solar panels
19 are set up in order to generate electricity

20 Agricultural land: The land area that is either arable, under permanent crops, or
21 under permanent pastures.
22

23 **Section 2:** This bill will allow solar farms to continue to develop, while protecting
24 agricultural land from getting utilized for long term commitment to solar farms.
25 Studies do not know the long term effects of solar farms on agricultural land and
26 water ways, therefore, we are seeking to protect the valuable land for future
27 generations to use for our food sources.
28

29 **Justification:** About 20% of New York is reserved for agricultural land, that is
30 equivalent to 7 million acres. Out of the 7 million acres, about 253,000 acres are
31 currently being used for solar farms. While that may not seem like a lot, it is and
32 the industry is growing every day. By implementing this, we would not be losing
33 sources of food or tens of thousands of jobs in New York State alone. We would lose
34 billions of dollars annually if agricultural land was lost to the solar industry. By
35 providing other options of land sources for solar farms to be built we are allowing
36 for solar farms to continue to thrive and help with alternative energy projects.
37

38 **Fiscal Implications:** None.
39



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Blue Senate

Committee: 8

Bill #:21

40 **Environmental Implications:** This law will help protect agricultural land and at
41 the same time help to protect land use for wildlife for generations to come. By
42 providing alternative locations for the solar farms we are ensuring that the wildlife
43 and agricultural will be impacted at minimal level.

44

45 **Effective Date:** 45658



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Yellow Senate

Committee: 9

Bill #:22

1 **Sponsors:** Jordan Caplan, Emerson Lisi, Holly Passig Ragonese, Charlie Taylor,

2

3 **An Act To:** Increase penalties for first-time offenders of texting while driving to
4 match the penalties for first-time offenders of driving while intoxicated.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** To decrease car accidents caused by texting while driving by preventing
9 first-time offenses.

10

11 **Summary of Provisions**

12 **Section 1:** Texting - Legal definition from Cornell Law School, texting "means
13 reading from or manually entering data into a personal wireless communications
14 device, including doing so for the purpose of SMS texting, emailing, instant
15 messaging, or engaging in any other form of electronic data retrieval or electronic
16 data communication."

17 Driving While Intoxicated - the blood alcohol content (BAC) of a driver must be at
18 least .08%.

19 First-Time Offenders - someone who has never been convicted of a crime and is
20 being charged with a crime for the first time.

21

22 **Section 2:** Section 2: Current Penalties

23 First- Time Offenders of Driving while Intoxicated in NY State

24 Fines: \$500 - \$1000

25 Jail: Up to one year

26 Required License Action: Minimum six-month suspension

27 First- Time Offenders of Texting while Driving in NY State

28 Fines: \$50 -\$200

29 Jail: None

30 Required License Action: Five points added to DMV record with 11 points leading to
31 suspension of license.

32

33 **Justification:** Texting while driving is a dangerous and often deadly offense. The
34 Governor's Traffic Safety Committee says, "Texting while driving is the leading
35 cause of motor vehicle accidents in New York." Drivers who text are 23 times more
36 likely to cause an accident vs. people who are not texting. Sending or reading a
37 text message takes your eyes off the road for five seconds, which is similar to
38 driving a football field with your eyes closed at 55 mph. New York ranks 11th
39 highest in the country for deadly car accidents caused by texting while driving. In



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Yellow Senate

Committee: 9

Bill #:22

40 2018, there were over 76,000 crashes involving texting and driving in New York,
41 resulting in nearly 30,000 injuries and over 160 deaths. In 2019, 61% of cell
42 phone violations were for texting. The National Highway Traffic Safety
43 Administration (NHTSA) reports that "driving while texting is six times more
44 dangerous than driving drunk." The research shows that while texting while driving
45 is extremely dangerous, and may even be more dangerous than driving while
46 intoxicated, the penalties for first-time offenders are very small compared with the
47 penalties for first-time offenders of driving while intoxicated. Penalties should be
48 the same for first-time offenders of texting while driving as they are for first-time
49 offenders of driving while intoxicated. Since first-time offense penalties were
50 increased for driving while intoxicated in the 1980s, drunk-driving-related deaths
51 have decreased. We believe that increasing penalties for first-time offenses of
52 texting while driving would have a similar effect.

53

54 **Fiscal Implications:** No known implications. There may be fewer accidents which
55 could lead to lower costs for emergency programs.

56

57 **Environmental Implications:** None.

58

59 **Effective Date:** 45658



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Blue Senate

Committee: 5

Bill #:23

1 **Sponsors:** Walter Miller, Shaynah Lee, Arceny Reynoso, Aria Rana, Ian Marshall,
2 Owen Zaccaria, Summer Kong, Ella Marshall, Enzo Gonzalez, Carlos Fernandez,
3 Christian McCullough

4
5 **An Act To:** 1. Allow all five members of the Chancellor's Student Advisory Council
6 (CSAC) to serve on the Panel for Educational Policy (PEP).
7 2. Give all five student members an equal say when voting on decisions.
8 3. Open 5 positions on the PEP to professionals with

9
10 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

11
12 **Purpose:** - Enhance student representation

13 - Increase student input in educational policy decisions by allowing all five members
14 of the CSAC to serve on the PEP.

15 - Ensure that professional educators' perspectives are integrated into discussions
16 regarding educational policies.

17 - Foster a more comprehensive approach to educational policy that benefits all
18 stakeholders in the academic community.

19
20 **Summary of Provisions**

21 Section 1: Summary of Provisions:

22 Section 1

23 Definitions:

24 Mayoral Control- Mayoral control refers to the current structure of governance for
25 New York City Public Schools. In 2001, New York State gave the Mayor power over
26 the school system. The mayor chooses a Chancellor and the majority of the
27 members of the Panel for Educational Policy, who together make major decisions
28 about our school system. [https://steinhardt.nyu.edu/metrocenter/mayoral-control-](https://steinhardt.nyu.edu/metrocenter/mayoral-control-and-panel-educational-policy-pep)
29 [and-panel-educational-policy-pep](https://steinhardt.nyu.edu/metrocenter/mayoral-control-and-panel-educational-policy-pep)

30 Chancellor's Student Advisory Council- The Chancellor's Student Advisory Council
31 (CSAC) is a council of high school students who are selected at the beginning of
32 every school year. Currently, each borough elects five CSAC student
33 representatives. These elections are held at the BSAC meetings.

34 <https://www.schools.nyc.gov/get-involved/students/student-advisory-councils>.

35 Panel for Education Policy- The Panel for Education Policy (PEP) is a voting body
36 consisting of 25 members who oversee the NYC public schools. One independent
37 member that is selected by the mayor and serves as the chair of the board. Five of
38 them are parents, five of them are chosen by their borough president, and 13 of
39 them are chosen by the mayor. Only two students are allowed on the PEP board.



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Blue Senate

Committee: 5

Bill #:23

40 These two students cannot vote. The two students are elected by a vote among the
41 Chancellor's Student Advisory Council which contains five high school students who
42 are seen as leaders in their schools. Each borough elects one student and two
43 alternates. [https://www.schools.nyc.gov/get-involved/families/panel-for-education-](https://www.schools.nyc.gov/get-involved/families/panel-for-education-policy/bylaws)
44 [policy/bylaws](https://www.schools.nyc.gov/get-involved/families/panel-for-education-policy/bylaws)

45 Borough Student Advisory Council- In New York, there are a total of six Borough
46 Student Advisory Councils (BSACs), with Brooklyn having two. They are composed
47 of high school students who meet monthly to discuss school related issues in their
48 respective boroughs. "The BSAC in each borough is facilitated by the Field Support
49 Center School Climate Manager." [https://www.schools.nyc.gov/get-](https://www.schools.nyc.gov/get-involved/students/student-advisory-councils)
50 [involved/students/student-advisory-councils](https://www.schools.nyc.gov/get-involved/students/student-advisory-councils)

51 Educational Background- To have an educational background means to have
52 worked directly with students and/or as a scholar of education for at least five of
53 the previous ten years, or for at least ten years cumulatively.

54

55 Section 2: Section 2

56

57 **Justification:** Justification:

58

59 1. More student representation on the PEP gives the entire school system the
60 opportunity to better represent the students they are serving. Students being able
61 to give their opinions and actually have their votes counted, shows that their
62 different points of view are valued. This would allow the vision of the PEP to
63 expand. Students can see the complete panorama of the proposals and analyze
64 their functionality in different areas. This is crucial as the students are the ones
65 directly affected by the actions of the Department of Education as a whole.

66 1. The Educational Professionals will provide the PEP with expertise in child
67 development, teaching and learning strategies, and the day-to-day needs of
68 schools, students, and educators. They will ensure a focus on student well-being
69 above all.

70

71 **Fiscal Implications:** Fiscal Implications:

72 There are no fiscal implications for this bill. We are advocating to change the way
73 that the 25 members of the PEP are elected. To balance Mayoral Control, we need
74 to prevent the Mayor from having the power to elect 13 representatives. Enacting
75 this will not cost any money.

76 In fact, by including the votes of students and Educational Professionals who are
77 directly impacted by how the PEP chooses to spend money, the fiscal implications of
78 this bill will be positive, benefiting the people most affected by its decisions. This



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Blue Senate

Committee: 5

Bill #:23

79 will deter mismanagement of funds and will ensure that the funds are used in ways
80 that will benefit the academic community at large.

81

82 **Environmental Implications:** Environmental Implications:

83 There are no environmental implications for this bill.

84

85 **Effective Date:** Effective Date:

86 January 20th, 2025- This is a fair date because It gives the PEP sufficient time to
87 elect members to the council and look at their backgrounds to find out if they will
88 make the right decisions in the council.



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Yellow Senate

Committee: 1

Bill #:24

1 **Sponsors:** Kayla Caldwell, Stephany Chimborazo, Michelle Heras, Kaylee Mejia,
2 Alyx mendoza, Darnell Rodriguez, Alondra Ruiz

3
4 **An Act To:** permitting the utilization of mobile phones within New York public
5 schools during
6 school hours.

7
8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

9
10 **Purpose:** The purpose of this bill enacts the authorization towards the use of
11 cellphones, during school hours, Statewide.

12
13 **Summary of Provisions**

14 **Section 1:** By January 2025, New York state is planning to place a phone ban on all
15 school districts. Cell phones can provide access to educational apps, online
16 resources, and tools that enhance the learning experience. 60% of students said
17 they use mobile devices in their learning process, while 66% of teachers said that
18 students' use of smartphones helps foster independent learning. 73% of high school
19 students use smartphones to complete their homework, suggesting that
20 smartphones can be a resource for learning beyond the classroom. In an
21 increasingly digital world, cell phones allow students to practice digital literacy,
22 which is a crucial skill for future careers. The Organization for Economic Co-
23 operation and Development (OECD) stated in a report that students need exposure
24 to digital tools to be prepared for modern workplaces, with mobile devices being a
25 central part of that preparation. Now, why use cell phones over laptops? The main
26 advantages of mobile devices include portability, constant wireless connectivity
27 through cellular networks, and the availability of dedicated applications for various
28 tasks. Mobile devices are also convenient for quick tasks such as checking emails.
29 And a major point being Communication. If the students are in potential danger,
30 perhaps a lockdown, or any other emergencies, they should be allowed to inform
31 parents and the authorities.

32
33 **Section 2:** This bill could improve the daily lives of students while in class. An
34 example of productive use of phones in schools could be that students can use
35 them to go on educational apps. For instance, they can practice their learning skills
36 on the app to study and help them in their classes. Some apps that are reliable
37 sources for classes are Duolingo, Acela-study, Vocabulary Builder, X-mind, and a
38 much greater variety. They can also use note taking apps so they can take notes in
39 the classroom. This can help students access information quickly for school



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Yellow Senate

Committee: 1

Bill #:24

40 research. Students can also set reminders on their cellular device 45% of students
41 say phones make tasks for school easier. Although this can be done on laptops,
42 laptops have issues and phones can be used as a backup. Also, on certain laptops
43 you cannot access things like assignment videos, apps on your laptop, and usually
44 have internet problems also. While each have their own strengths and weaknesses
45 a laptop can only do so much, with most districts having blocked most applications
46 on school laptops. When this happens, you can use your cellular device as an
47 alternative when you cannot manage your laptop. Another way phones are useful in
48 school is during dangerous situations. David Robinson, a member of the New York
49 State Team, said "More than 10 school districts across New York received disturbing
50 threats." Many schools have been receiving threats and people are trying to put our
51 children in danger. God forbid something happens; how will we know? Should we
52 have to follow the news to tell us some of our friends and family have passed...?
53 No, in fact students should be allowed access to their phones to alert family about
54 emergencies, call the police, and be able to report to authorities of any concern,
55 give students a voice to help themselves and others. On laptops you cannot make
56 calls or even text and alert your family, and even if laptops could have access to
57 calls and texts, phones are a more discrete and manageable device, while also
58 being easier to handle throughout the day. Laptops are an abundance compared to
59 lightweight and more portable devices, our phones, while laptops are difficult and
60 hard to carry. Whether it's a phone or laptop, students are equally distracted and
61 tempted to get off topic during class, it's the distraction not the device that is the
62 problem.

63
64 **Justification:** Recently the Governor, Kathy Hochul, of New York state is
65 considering a statewide phone ban, many parents, students, and even educators
66 "have a more nuanced view". (According to The New York Post.) After pressing this
67 bill, Louis D. Brandeis High School had placed a 911 call in the Upper Westside
68 campus, about "An unidentified male locked in the school bathroom with a firearm."
69 This led parents infuriated and against Kathy Hochul's proposal. It is unimaginable
70 what the parents of these children felt, they had absolutely zero contact. (According
71 to cbsnews.com BOSTON.) Lowell High School had also recently placed a phone
72 ban, phones were put into lockboxes and wouldn't be returned to students until the
73 end of class, this school also had an emergency lockdown just weeks after the
74 phone ban had been placed, it took several hours for parents to be notified the
75 school had been on emergency shelter. Deborah Kisekka was one of the many
76 students that had been ordered to lockdown, "in those types of situations, you want
77 to make sure your parents know you're okay." Deborah had said. The school called
78 phones "a distraction to learning and engagement" which some students agreed



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Yellow Senate

Committee: 1

Bill #:24

79 with but also had second thoughts. While officials say there were not any weapons
80 of sorts and no one was in danger, students say that this would allow school
81 leaders to reconsider. This certainly provides more reasons why the phone ban
82 should not be passed, it will not address the larger issues of technology, cutting
83 phones off will not change what our students do at home, instead of a phone ban
84 schools could place a policy of even teach healthy habits with technology. David
85 Robinson is a New York state health reporter

86
87 **Fiscal Implications:** Although this bill does not have a cost it can help save
88 money. In the past eight years school districts have lost 2.5 million dollars on
89 YONDR pouches, roughly 700,000 schools in the United States have lost millions or
90 even billions of dollars. Are these necessary? School funding could be used for so
91 many other goods and services. Why worry about phones when that is the LEAST of
92 our problems. This bill would save our schools money and would allow us to hear
93 the voices of our students to use the money on our scholars' concerns. Not all
94 schools utilize these, but this could help many of the schools that do, to save
95 thousands of dollars.

96
97 **Environmental Implications:** No environmental implications

98
99 **Effective Date:** September 1, 2025



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Yellow Assembly

Committee: 2

Bill #:25

1 **Sponsors:** Katia Arevalo, Adwoa Bawuah, Anaya Bawuah, Angelly Flores, Joylyn
2 Sorto, Azael Dimanche

3
4 **An Act To:** add armed security guards to all NYS public schools

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** The purpose of adding armed security guards in all NYS public schools is
9 to ensure overall safety and wellbeing in all NYS public schools and to support the
10 idea of adding more security.

11
12 **Summary of Provisions**

13 Section 1: Security guard- a person employed to protect a building against
14 intruders or damage.

15 Armed- equipped with or carrying a weapon or weapons.

16
17 Section 2: The purpose of this bill is to have armed security guards, to increase the
18 welfare of children. To add more safety to all NYS public schools by adding armed
19 security. School security staff usually do not carry firearms. They have more
20 managerial duties, such as overseeing safety operations and supervising security
21 training. They can view security cameras, conduct security measures, and control
22 access to locked and monitored doors and loading docks but don't have arrest
23 authority. However, security staff routinely carrying firearms are known as armed
24 guards or school resource officers. An armed guard has specialized training
25 requirements, education, and experience in handling gun violence, threat
26 assessments, and other gun-related offenses. They prioritize the safety and security
27 of the school, students, school organizations, and staff, such as school
28 psychologists and faculty, especially when there is an active shooter on school
29 grounds

30
31 **Justification:** Adding armed security guards will let schools have someone able to
32 respond quickly in the event of a shooting before police arrive. It'll increase overall
33 vigilance (the action or state of keeping careful watch for possible danger or
34 difficulties), stop any threats in minutes. It can prevent any crimes from happening,
35 monitor parts of the school, it'll also define a clear vision for ensuring safety and
36 helping kids with their mental health. According to research it shows that stress and
37 anxiety can take a toll on students, causing the student to impede (delay or
38 prevent) their ability to retain information. According to the Pew research Center
39 Survey it shows that 57% of teenagers worry that their school would be next. As a



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Yellow Assembly

Committee: 2

Bill #:25

40 result, adding armed security guards will let students know that their safety is
41 enhanced and that they are safer in school.

42

43 **Fiscal Implications:** Each school district will allocate funds in their yearly budget

44

45 **Environmental Implications:** No Environmental implications.

46

47 **Effective Date:** September 1, 2025



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Blue Assembly

Committee: 3

Bill #:26

1 **Sponsors:** Danna Alvarez, Bryan Chacon, Jenifer Duarte, Meybelin Flores, Naiara
2 Perez, German Sanchez-Amaya
3

4 **An Act To:** Grant Physical Education Credits to Varsity Student Athletes in New
5 York State Public High Schools
6

7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
8

9 **Purpose:** This bill aims to provide student athletes with additional time during the
10 school day to focus on their academic studies. By doing so, it can enhance their
11 academic performance and reduce physical and mental exhaustion. It has been
12 apparent that about 20-30% of varsity student athletes in high school have part-
13 time jobs and work around 3-4 hours per day, which this only adds more work than
14 how much they already have which can led to overexertion and the bill will prevent
15 that by giving them a free period during the school day they will be able to have
16 more energy and less stress to do their work.
17

18 **Summary of Provisions**

19 **Section 1:** Physical Education Credits: are Credits that are mandatory for student
20 athletes to earn a diploma and give them a free period by exempting them from
21 taking physical education classes and instead taking study halls or Advanced
22 Placement (AP) classes.

23 **Credits:** A high school credit is typically earned by completing a course that meets
24 for a specific amount of time over the course of a school year and credits are crucial
25 for graduation because they serve as a measure of a student’s academic progress
26 and achievement and each high school student are required to earn 4 credits.

27 **Exempt:** free from an obligation or liability imposed on others
28

29 **Section 2:** In recent years, the pressures faced by student-athletes have become
30 increasingly apparent, impacting on their academic performance and overall well-
31 being. This bill aims to address these challenges by providing student-athletes with
32 additional time during the school day to focus on their academic studies. By
33 prioritizing their educational needs, it can enhance their academic performance
34 while simultaneously reducing physical and mental exhaustion.
35

36 Current statistics reveal alarming trends regarding the mental health of students,
37 particularly those involved in athletics. Anxiety and depression levels among
38 students have surged significantly since the onset of the pandemic, with
39 approximately 60% of high school athletes reporting moderate to extreme stress



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Blue Assembly

Committee: 3

Bill #:26

40 related to their sports participation. This distress is compounded by physical
41 injuries, as reported by the National Library of Medicine, which states that one in
42 six students suffer injuries from physical education classes.

43

44 The American Academy of Pediatrics states that high school athletes are at risk for
45 overuse injuries, with 50% of sports injuries being preventable by alleviating the
46 physical education requirement for varsity athletes, it can not only reduce the
47 incidence of injuries but also improve overall athletic performance. This initiative
48 serves a dual purpose: it aims to support the mental and physical well-being of
49 student-athletes while fostering greater participation in sports throughout high
50 school.

51

52 To implement these necessary changes, the bill will propose that varsity student-
53 athletes receive physical education credits for their participation in varsity sports.
54 This policy would exempt them from the requirement to take a physical education
55 class during the school day, allowing these athletes to allocate their time towards
56 study halls or advanced placement (AP) classes. Students in grades 9-12 would
57 earn credits through their athletic involvement, eliminating the need for a
58 scheduled physical education class.

59

60 The impact of this bill will be significant. It will primarily benefit varsity student-
61 athletes in grades 9-12, a demographic that constitutes approximately 25% of high
62 school students, while also affecting physical education teachers, who may
63 experience a reduction in class sizes. To address potential challenges arising from
64 this change, physical education instructors can utilize the time without students to
65 provide additional academic support in study halls, thereby ensuring that all
66 students receive the necessary assistance to succeed.

67

68 The proposed changes will apply to all public high schools in New York State for
69 students in grades 9 through 12. This comprehensive approach ensures that the
70 legislation's benefits are widespread and accessible to many students. Some out-of-
71 state schools already let Varsity students opt out of gym class and get physical
72 education credits for their participation in sports such as Pennsylvania, Illinois,
73 California, Florida, and North Carolina.

74

75 Implementation of this policy will require that varsity student-athletes be exempted
76 from physical education classes based on certification from their coaches. This
77 verification process will ensure that only eligible athletes benefit from the provision,
78 maintaining the integrity of the program. The anticipated outcomes of this policy



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Blue Assembly

Committee: 3

Bill #:26

79 extend beyond academic improvement; it is expected to encourage more students
80 to participate in sports and may even motivate schools to expand their athletic
81 offerings. Research from the Women’s Sports Foundation indicates that students
82 involved in sports are more likely to stay engaged in school, with a 20% higher
83 graduation rate compared to non-athletes.

84

85 **Justification:** This legislation represents a proactive approach to supporting
86 student-athletes by addressing the dual challenges of academic performance and
87 physical health. By providing the opportunity for academic flexibility, it can
88 empower student-athletes to excel both in their studies and their sports, fostering a
89 healthier and more balanced educational experience.

90

91 Giving physical education credits to varsity student athletes benefits all student
92 athletes statewide. Since the state required students to do 4 hours a week and 114
93 hours per year to graduate, varsity student athletes do about double with 10 hours
94 a week off season and about 20 hours during season making it about 210 hours per
95 season. Almost doubling the actual amount, they require to graduate.

96

97 **Fiscal Implications:** here are no fiscal implications associated with this bill.
98 Teacher assignments/responsibilities would be slightly modified, not redefined. No
99 jobs would be lost.

100

101 **Environmental Implications:** No environmental implications

102

103 **Effective Date:** September 1, 2025



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Blue Senate

Committee: 4

Bill #:27

1 **Sponsors:** Isabel Ayala, Julissa Chicas, Alisson Menjivar, Amelia Ochoa, Emely
2 Perla, Michelle Twum, Kevin Vargas, Joshua Vergara

3
4 **An Act To:** Amend the Quality of Cafeteria food in NYS Public Schools

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** This bill would affect what's in our school lunches, and what's being
9 served daily. Eliminating processed foods, change of ingredients, reduced amounts
10 of sodium, appetizing vegetables, and a balance of nutrients. The largest change in
11 school lunches would be implementing organic foods into the diets of students.
12 Improving school lunches can benefit students physically and mentally.

13
14 **Summary of Provisions**

15 **Section 1:** What defines a well-balanced meal?

16 A well-balanced meal consists of the three core food groups: proteins,
17 carbohydrates, and vegetables. The USDA recommends that half of your plate
18 should be fruits and vegetables, the other half should be grains and protein. You
19 can also add a serving of low-fat dairy or another source of dairy nutrients to each
20 meal.

21
22 **Section 2:** This bill will mandate that NYS school districts should prioritize fresh,
23 whole ingredients, increase variety, incorporate more fruits and vegetables, offer
24 salad bar options, source locally, when possible, involve students in menu planning,
25 provide healthy cooking methods like baking instead of frying, and regularly survey
26 students and staff for feedback on food choices, aiming to reduce processed foods
27 and unhealthy additives while making meals more appealing and nutritious. This bill
28 will increase the nutritional value in meals being offered while offering a greater
29 variety, encompassing fresh foods.

30
31 **Justification:** This bill will affect all public-school students in New York State, as
32 there has been a decline in the number of students purchasing school lunch.
33 Students require nutritional meals to have energy and maintain the ability to focus.
34 This bill is being presented to combat
35 Childhood obesity and chronic illness, which are rising among children. Providing
36 healthier options promotes physical well-being and prevents long-term health
37 problems. Improving school lunches can benefit students physically and mentally.
38 According to wxnews.org, 1/5 children in NY schools do not enjoy their lunches at
39 school, which is over 20% of New York State population which is 3,910,400 of



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Blue Senate

Committee: 4

Bill #:27

40 people that do not eat lunch in the 731 school districts in New York State. In 2017,
41 1,400 schools were inspected and 700 of those schools had a violation, and
42 students got sick from that violation. Students tend to get better test scores, better
43 grades, and a longer attention span. A study found that schools that contracted
44 with a healthy lunch company scored 4 percentile points higher on end-of-year
45 tests.

46

47 **Fiscal Implications:** According to www.cn.nysed.gov, Decreasing the number of
48 grains Nationwide average CPM \$3.25, \$16.75 per week, this bill will utilize all
49 funds being allocated in the school budget, and will rely on school grants as there
50 are funds to help combat in childhood obesity and chronic illnesses. Improving
51 school lunch would decrease the cost by \$11

52

53 **Environmental Implications:** There are no environmental implications.

54

55 **Effective Date:** September 1, 2025



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Yellow Senate

Committee: 5

Bill #:28

1 **Sponsors:** Gianzarlos Batres, Jade Council, Anya Kaiser, Christopher Lopez, Jade
2 Maxi, Alicia Nesbitt, Christopher Reyes

3
4 **An Act To:** Implement excused mental health days in New York State public
5 schools.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** The purpose of this bill is to provide public school students in New York
10 State with designated mental health days to help prevent burnout, depression, and
11 instability. Research shows that mental health days can enhance academic
12 performance and alleviate anxiety. According to data from Polygence.org, students
13 have faced unpredictable learning and testing environments in recent years, leading
14 to feelings of uncertainty and a loss of control over their academic lives.

15
16 **Summary of Provisions**

17 **Section 1:** Mental health days are day long breaks that can improve psychological
18 well-being if students are feeling depressed or stressed. Mental health days are
19 used for self-care, relaxation, and managing emotions. Mental health days are not
20 used for catching up on homework or doing an important essay that is due. Mental
21 health days can just be about students, no studying, essays, or homework. It is a
22 day to take a break from all the stress and depression students have been
23 handling.

24
25 **Section 2:** Mental health days are important to a student because it allows them to
26 have a refreshed mind so that they are students with anxiety and stress. Students
27 have a harder time focusing and concentrating with the more stress they have.

28
29 **Justification:** We need mental health days so students under a lot of pressure can
30 take a break from the stress they endure. Many may think that Mental health days
31 are negative meaning they may think that the days that will be missed or overused.

32 Students will be tempted to take advantage, but fortunately because of the
33 180 to 185 days we students plan to take 5 days that is limited to take the day off.
34 Students might want to take the day off because they want to but, as we move
35 forward with our bill students will need to provide the school with a short absence
36 letter from a guidance counselor or school nurse, like the school of NYU.

37 Students should have a mental health day because we believe that students also
38 need a day to reset themselves. If teachers get personal days, then why shouldn't
39 students in New York State have mental health days. Not just teachers have a lot



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FOR SOCIAL RESPONSIBILITY

Yellow Senate

Committee: 5

Bill #:28

40 on their plate but also the students; they might have a big game, or maybe the
41 student has an exam. and that might really stress them out so why can't students
42 have a mental health day?

43

44 **Fiscal Implications:** No fiscal implications

45

46 **Environmental Implications:** No environmental implications

47

48 **Effective Date:** September 1, 2025



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Blue Assembly

Committee: 6

Bill #:29

1 **Sponsors:** Arihana Paul, Jocelyn Georges, Ismalia Pierre, Diana Velasquez, Emma
2 Trejo, Anjelin Munoz

3
4 **An Act To:** Make all public schools in NYS start and end later.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** The purpose of this bill is to make schools start later in the morning and
9 end later in the afternoon to benefit students, parents, and staff in NYS schools.

10
11 **Summary of Provisions**

12 Section 1: Section 1:

13 mandate: the authority to carry out a policy or course of action, regarded as given
14 by the electorate to a candidate or party that is victorious in an election:
15 delay: a period of time by which something is late or postponed:

16
17 Section 2: Section 2:

18 This bill is to mandate that all NYS schools K-12 delay the start of school time and
19 end at a later time. This bill would allow high school students to begin school at
20 8am, middle school students to begin at 9am, and elementary school students to
21 begin at 10am.

22
23 **Justification:** This bill will help students, staff, and parents with school scheduling
24 and time management. The bill will help increase the amount of sleep for students
25 who have after-school activities, jobs, and afterschool homework. It will also help
26 kids without these responsibilities because they will be able to gain more hours of
27 sleep and a better sleep schedule. Getting enough sleep is crucial for adequate
28 cognitive development for children and teens. According to the National Children's
29 Hospital in Ohio, adolescents do not get enough sleep and the average amount of
30 sleep that teenagers get is between 7 and 7 ¼ hours. However, children and teens
31 need between 9 and 9 ½ hours per night. Studies show that teenagers who get less
32 sleep are more likely to get poor grades in school, fall asleep in school, and have
33 school lateness/absences. This will help staff as well who live further away from
34 their teaching facilities and parents who get out of work at later times to be better
35 able to accommodate their children.

36 Studies have shown that children with more sleep have increased focus, a better
37 attention span, and better mental health. According to the CDC, they state that
38 "Adequate sleep contributes to a student's overall health and well-being. Students



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Blue Assembly

Committee: 6

Bill #:29

39 should get the proper amount of sleep at night to help stay focused, improve
40 concentration, and improve academic performance. (cdc.gov)
41 “Children and adolescents who do not get enough sleep have a higher risk for many
42 health problems, including obesity, type 2 diabetes, poor mental health, and
43 injuries. They are also more likely to have attention and behavior problems, which
44 can contribute to poor academic performance in school.” Sleep deprivation also
45 contributes to high-risk behaviors and poor decision making such as drug and
46 alcohol use. (cdc.gov) The research strongly suggests that schools should start
47 later to allow adolescents to get more sleep and to accommodate parents' work
48 schedules. Many parents are faced with paying high prices for before care and after
49 care for their children. School timeframes should be designed with the student’s
50 health as a priority.

51

52 **Fiscal Implications:** This bill will have no effect on taxpayers in NYS.

53

54 **Environmental Implications:** This bill will have no environmental implications.

55

56 **Effective Date:** This bill will go into effect one and a half years after passage. This
57 date would be effective because it would allow new students coming into middle
58 and high school to adjust to the new arrival and departure timeframes.



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Blue Assembly

Committee: 10

Bill #:30

1 **Sponsors:** August Best,

2

3 **An Act To:** Create harsher consequences for aggravated drunk drivers who
4 commit vehicular manslaughter to youth under the age of 15

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** This bill is to support children and families in the state of New York.
9 Harder consequences on drunk driver offenders who kill youth is needed to lower
10 the rates of death.

11

12 **Summary of Provisions**

13 **Section 1:** Drunk driver: Someone who operates a motor vehicle while under the
14 influence of alcohol or drugs , or while their blood alcohol content (BAC) is above
15 the legal limit of .08

16 Blood Alcohol Content (BAC): The amount of alcohol in a person’s blood , measured
17 as a percentage

18 Aggravated Drunk Driver:A drunk driver who commits more serious offenses and
19 has a BAC of .18 or higher

20 Vehicular manslaughter:The crime of causing a person’s death by driving a vehicle
21 illegally

22 Class B Felony:Second highest felony rate with crimes including first degree
23 robbery and second degree murder

24

25 **Section 2:** This bill when enacted will change aggravated drunk drivers who commit
26 vehicular manslaughter from a Class C felony to a Class B felony when the victim is
27 under the age of 15 or younger.

28

29 **Justification:** Protecting the lives of our youth from drunk drivers is important. In
30 2022, among children 14 and younger killed in motor vehicle crashes , 25% were
31 killed in drunk driving crashes. In more than half of drunk driving crashes that
32 killed a child, the child is in the same vehicle as the drunk driver. Aggravated drunk
33 drivers who commit vehicular manslaughter can be sentenced to a Class C felony ,
34 which is up to 5 years or up to a \$10,000 fine. Killing someone is a serious crime
35 and we must protect our youth from people who drive drunk. Families will receive
36 justice for all youth who have died from drunk drivers. In 2023, there were 335
37 deaths from alcohol related traffic crashes. Around 85,000 incidents of drinking and
38 driving occur everyday.

39



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Blue Assembly

Committee: 10

Bill #:30

40 **Fiscal Implications:** Currently it costs NYS roughly \$82,000 per year to provide
41 prisoners food, shelter, and other accommodations. People are already serving up
42 to 10 years in prison for this crime. This increase to provide accommodations for
43 prisoners is worth the chance to save youth from drunk drivers.

44

45 **Environmental Implications:** No environmental implications

46

47 **Effective Date:** This bill will go into effect one year after passage.



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Blue Senate

Committee: 5

Bill #:31

1 **Sponsors:** Lasiyah Taylor,

2

3 **An Act To:** Provide resources for families greatly affected by natural
4 disasters/causes.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** Natural disasters are happening more because of climate change.
9 Providing people and families state resources during these times of need is
10 important.

11

12 **Summary of Provisions**

13 **Section 1:** Federal Emergency Management Agency (FEMA):A US government
14 agency that helps citizens respond to and recover from disasters.

15 Natural disaster: is a large-scale, sudden, and extreme event caused by
16 environmental factors that can lead to significant loss of life or property damage.

17

18 **Section 2:** This bill is giving families money for food,shelter, and other necessities
19 if they are affected by natural disasters. Families will apply for state funding and
20 have to show proof that they were affected by natural disasters. Every person who
21 applies and is accepted will receive 1,000 dollars per person in that household.
22 Applications will go through the department of environmental affairs. Families can
23 still apply for federal aid through FEMA.

24

25 **Justification:** The most common natural disasters in New York include severe
26 storms, floods, winter storms, wildfires, and tropical storms. In 2023, the United
27 States experienced 28 billion-dollar weather and climate disasters, causing \$92.9
28 billion in damages. As the global temperature rose by almost 1 degree Celsius,
29 there was a steady increase in the frequency of billion-dollar disasters, from just
30 three in 1980 to 22 in 2020. Just last year (2023) there were 7 events that were
31 billion-dollar disasters that cost \$500M-\$1.0B. FEMA currently gives federal support
32 to families by giving them aid such as food,shelter and financial support. In New
33 York there are currently no centers that support relief for natural disasters. This bill
34 is helping families in a time of need.

35

36 **Fiscal Implications:** To support families that were affected by natural
37 disasters/causes there will be a slight increase allocated to the Department of
38 Environmental Protection. Around 1,000 families are affected by natural



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Blue Senate

Committee: 5

Bill #:31

39 disasters/causes in New York State a year. meaning around 200,000 dollars will be
40 allocated.

41

42 **Environmental Implications:** With climate change on the rise, more natural
43 disasters are going to happen in New York State. Supporting families with essential
44 items will hold them over until further assistance with other programs like FEMA.

45

46 **Effective Date:** This bill will go into affect 1 year after passage.



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Blue Assembly

Committee: 8

Bill #:32

1 **Sponsors:** Julia D'Amico, Amelia Deonarine, Samuel J. Etwaroo, Audrey Zameryka,

2

3 **An Act To:** Require all New York State students who attend a New York State
4 Elementary School to take American Sign Language as a requirement in grades K-
5 5.

6

7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8

9 **Purpose:** This bill will help provide New York State students with an invaluable
10 communication skill. Embedding American Sign Language courses into the
11 elementary curriculum would allow students to communicate with a diverse group
12 of people and would also help foster their own language skills. By equipping
13 students with this important language skill, students would be able to contribute
14 positively to society and the State of New York.

15

16 **Summary of Provisions**

17 Section 1: Mandatory: Not a choice, required, you have to do it.

18 ASL: American Sign Language is a language that is spoken through hand gestures
19 and includes the same linguistic properties as spoken language.

20 Optional: You have a choice.

21 K-5: Elementary school grades including Kindergarten, 1st grade, 2nd grade, 3rd
22 grade, 4th grade and 5th grade.

23 Curriculum: An outline of what students will do and study during a set course or
24 program.

25

26 Section 2: To be best prepared to take on challenges in a New York State Middle
27 School and High School, students in Grades K-5 should learn American Sign
28 Language. This curriculum addition will prepare students to communicate with
29 people that depend on it as their primary form of communication. It will also boost
30 their own literacy, learning and communication skills. The curriculum will flow as
31 follows: For kindergarten and first grade, the goal would be to learn the alphabet,
32 feelings and simple words. For second and third grade, the goal would be to put
33 together words and small phrases. At the fourth and fifth grade level, students
34 would be able to expand their vocabulary, put together sentences and engage in
35 full conversations. Students would also be able to continue learning ASL in high
36 school if they choose.

37

38 **Justification:** In New York State, all public high school students are required to
39 take at least one unit of credit in a language other than English. Therefore, learning



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Blue Assembly

Committee: 8

Bill #:32

40 another language is obviously a skill that the New York State Education department
41 believes is important. This bill pushes for mandatory American Sign Language
42 classes in grades K-5. Students should also be given an opportunity to take ASL as
43 a language in high school.

44 One reason this bill should be passed is because there are over 11 million people
45 who are deaf or have a hearing impairment in the United States. Depending on the
46 county in New York state, there are anywhere from 4% to 12% of the population
47 who is deaf or hearing impaired. Teaching students to communicate through sign
48 language would make the state more inclusive for those in the hearing impaired
49 community. Students could also use their ASL skills in school, in the community and
50 even at their future jobs.

51 According to the Voice of America English News, about 1 in 5 people in America
52 speak a second language at home. That's about 68 million people! According to
53 current estimates, around 50% of the world's population can speak more than one
54 language, meaning roughly half of the global population is bilingual. Studies show
55 that there are multiple benefits to being bilingual including higher brain function,
56 more creativity and more career opportunities, as companies like when you can
57 communicate with more customers. These benefits would apply and impact the
58 students of New York State who learned ASL as part of their K-5 curriculum.

59 Learning sign language also benefits our spoken language development. According
60 to the National Institute of Health, those who learn sign language have "better
61 language and academic outcomes." According to Speech-Language Pathologist
62 Mikee Larrazabal, "children who learn sign language have been shown to develop
63 speech and language skills at a faster rate than those who do not learn sign
64 language." Research has also shown that babies who learn sign language can
65 communicate their needs before they can physically speak.

66
67 We also know that using your hands to communicate and learn is effective because
68 teachers often use the Total Physical Response strategy created by psychologist Dr.
69 James J. Asher. This strategy is used to create movements that are associated with
70 words or phrases help students with their learning. These movements mimic how
71 we learn our native language, therefore helping us acquire and deepen our
72 knowledge of a new language. Using the Total Physical Response strategy engages
73 the parts of our brains responsible for memory, language processing and motor
74 skills.

75 Overall, incorporating mandatory American Sign Language for students in Grades
76 K-5 would greatly improve the learning, language and social outcomes for the
77 students in New York State.

78



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Blue Assembly

Committee: 8

Bill #:32

79 **Fiscal Implications:** The ASL courses will be paid for by each New York school
80 district. Cost will vary based on the contractual agreement of the school district. If
81 a teacher wants to teach this course or is being asked by their respective school
82 district to do so, that teacher will need to take an additional course to receive a
83 teaching certification. Schools will have the choice of whether they wish to train
84 existing teachers or higher new teachers for this position and will budget for this
85 according to their contract. Each school district will manage what resources are
86 used for this course and will budget accordingly.

87

88 **Environmental Implications:** N/A

89

90 **Effective Date:** This bill will go into effect March 2025, so as to align with the
91 district's budget. This also gives schools enough time to prepare for the 2025-2026
92 school year implementation.



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Blue Senate

Committee: 9

Bill #:33

1 **Sponsors:** Nicole Hysi, Dominic Caceres, Aaron Khan, Kaeson Lui,

2

3 **An Act To:** Require all New York State students who attend a New York State High
4 School are to take a financial literacy course as a requirement for graduation.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** This bill will help prepare New York high school students for life beyond
9 high school. Embedding these courses into the graduation expectations would
10 prepare the students for real-world responsibilities like paying taxes, managing
11 their money, using credit cards, and knowing how to get a loan without going into
12 unmanageable debt. By equipping students with these important skills, they would
13 be able to contribute positively to society and the State of New York.

14

15 **Summary of Provisions**

16 Section 1: Financial Literacy- Knowledge and confidence in how to manage your
17 money and finances. This includes the responsibilities that come with taking loans,
18 paying taxes and managing debt.

19 Mortgage- Money that you borrow from a bank to buy a house. You must pay it
20 back in a set amount of years, with interest (extra, accumulated fee).

21 Interest - A fee you must pay to a lender or bank for borrowing their money. It is
22 usually based on a percentage of the original loan.

23 Loan- Money that you borrow from a lender, usually the bank, and must pay back,
24 most of the time with interest.

25 Taxes- A percentage of money that you must pay to the government each year,
26 which is taken from your paycheck and based on your income.

27 Credit - the ability to acquire money, a good or service under the promise of paying
28 for it in the future.

29 Debt - Money that is borrowed or owed beyond money that you have.

30

31 Section 2: To graduate with a New York State Regents Diploma, every New York
32 State public high school student will take a Financial Literacy course. This course
33 will prepare students, New York State citizens, for life after high school. This course
34 will have three main components: setting financial goals (which will include income,
35 budgeting and investments), Taxes and Insurance and Credit (which will include
36 credit cards, loans and mortgages.)

37

38 **Justification:** Before graduating, all New York State public high school students
39 will take a life financial literacy course. The current New York State public high



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Blue Senate

Committee: 9

Bill #:33

40 school curriculum includes subjects like science, math, opportunities for
41 certifications in numerous trades and more, but does not include any real-life
42 financial preparation for life post graduation. Currently only 20 NYS schools offer a
43 personal finance course as a requirement to graduate. The number of Americans
44 who are financially literate is hovering around 50% according to a recent survey
45 conducted by the World Economic Forum which is why this bill is so important.
46 Even New York State Education Department Commissioner Betty A. Rosa agrees
47 that NYS High School students would benefit from a Financial Literacy course. In
48 an article written in February of 2024, she writes students “become better equipped
49 and informed to make important financial decisions in the future that could impact
50 their long-term financial success and quality of life.” In states like Georgia, Texas
51 and Idaho, students who took financial literacy classes had better credit scores and
52 stayed out of trouble more when compared to students who didn’t take the course.
53 Since 2007, the average federal student loan debt has doubled which is problematic
54 for young people who are looking to start successful adult lives. According to the
55 Education Data Initiative, 42.8 million people currently have federal student loans
56 with the average amount ranging from \$38,000 to \$41,000. Carrying this much
57 debt at such a young age makes it difficult to find financial stability at a time when
58 your career is just beginning.
59 In New York, the average overall debt per person sits at \$53,830, which is about
60 \$2,000 below the national average. New Yorker’s credit card debt has been higher
61 than the national average since 2014. Having that amount of debt can put a great
62 financial and emotional strain on a person and their family. This can lead to other
63 problems like low self esteem, trouble sleeping, social isolation and more!
64 These statistics could be changed by exposing more high school students to the
65 information they need to know about their finances at an early age. For example,
66 understanding how and when to pay your taxes can be quite tricky and require a
67 certain level of knowledge and understanding. Through this course, students can
68 learn how to appropriately file their taxes with the IRS to ensure that they can pay
69 the amount owed in April each year. If a person doesn’t fill out their taxes
70 correctly, it can lead to high financial penalties and possibly even jail. A financial
71 literacy course would teach about the tax process, so that these young adults could
72 get the best deals on taxes and ensure that they’re filed correctly and on time.
73 Overall, incorporating a Financial Literacy course into the graduation requirements
74 for students in New York State could greatly improve the quality of life and the
75 contributions of those students to the State of New York and in the world around
76 them.
77



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Blue Senate

Committee: 9

Bill #:33

78 **Fiscal Implications:** The individual school districts will decide how to pay for this
79 bill. The cost to the schools will vary based on the contractual agreements of each
80 district. Depending on the backgrounds and certifications of the teachers at each
81 school, a teacher may be asked to take additional courses in order to prepare or
82 might be asked to use their existing knowledge to design a course. A district may
83 also choose to buy an existing program and test from a company such as Personal
84 Finance Lab and W!se. The resources that are needed for the course will also be
85 managed by the districts' individual budgets.

86

87 **Environmental Implications:** N/A

88

89 **Effective Date:** This bill will go into effect March 2025, so as to align with the
90 district's budget. This also gives schools enough time to prepare for the 2025-2026
91 school year implementation.



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Blue Assembly

Committee: 10

Bill #:34

1 **Sponsors:** Margaret Heintz, Isabella Ciliberto, Dylan Baxter, Sayge Damico-Becker,
2 Elizabeth Noll, Mia Sullivan, Maiyah Mann, Kymille Munn, and Noah Patterson.

3
4 **An Act To:** Increase ambulance services and availability.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** Increase availability of ambulance services in New York State by making
9 emergency medical service personnel New York State employees, similar to New
10 York State Police with similar salary and benefits. Ambulance services will be
11 provided by New York State in cooperation with the local government.

12
13
14 **Summary of Provisions**

15 **Section 1:** Definitions:

16 Ambulance Desert: People who live more than 25 minutes away from the nearest
17 ambulance service

18 EMS: Emergency Medical Services clinicians provide pre-hospital emergency care
19 and include emergency medical responders, emergency medical technicians, and
20 paramedics.

21 Ambulance: a vehicle specially equipped for taking sick or injured people to and
22 from the hospital, especially in emergencies.

23 EMT: a specially trained medical technician certified to provide basic emergency
24 services (such as cardiopulmonary resuscitation) before and during transportation
25 to a hospital

26
27 **Section 2:** Explanation: This bill will relieve the ambulance and emergency service
28 crisis in New York State by making ambulance personnel, including EMTs and EMS
29 clinicians, New York State employees with salary and benefits similar to other public
30 servants in the emergency services.

31
32 **Justification:** 4.5 million Americans live in an ambulance desert and New York
33 State is experiencing an emergency service crisis that many New Yorkers are not
34 even aware of. When someone calls 911 for an ambulance, they expect immediate
35 response in those critical moments when immediate care is needed. That isn't
36 happening across much of New York State. In New York City, the average wait time
37 can be up to 5 hours and in some areas, there is no ambulance service available
38 much of the time. Many areas rely on volunteers and those that are paid are often
39 paid close to minimum wage, which does not provide a sustainable salary. This bill



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Blue Assembly

Committee: 10

Bill #:34

40 would pay those much needed workers fairly and save money at the local level with
41 towns, cities, and counties.

42

43 **Fiscal Implications:** Payments will come from New York State instead of counties
44 and towns.

45

46 **Environmental Implications:** none

47

48 **Effective Date:** 45658



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Blue Senate

Committee: 3

Bill #:35

1 **Sponsors:** Audriana Miller Cannan, Damien Woods, Madelyn Pollack, Madelyn
2 Radder, Winree Steinwandel,
3

4 **An Act To:** Integrate Safe Wildlife Interaction Education in New York State
5 Elementary School Curriculum.
6

7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
8

9 **Purpose:** Mandatory training for all elementary students about New York State
10 wildlife safety. Schools will work with the local DEC officers to educate students
11 about wildlife safety at the discretion of both the DEC and the school district.
12
13

14 **Summary of Provisions**

15 Section 1: Wildlife- is wild animals collectively; the native fauna of New York State.
16 DEC- Department of Environmental Conservation
17

18 Section 2: Students will be educated about the proper way to interact with wildlife.
19 Problems develop when humans feed wildlife and the wildlife become
20 dependent or too familiar with humans. The danger for humans is that they could
21 get hurt from feeding the animals and can cause more vehicle accidents if the
22 animals start coming up to main streets or highways.
23

24 **Justification:** There are over 600 species of mammals, birds, and reptiles in New
25 York State. Our parks and wildlife are one of our greatest treasures. In order to
26 protect their safety and ours, this bill will allow the Department of Conservation
27 Officers to work in conjunction with elementary schools to educate children about
28 the needs of wildlife. Last year, 54 black bears were euthanized due to contact with
29 human beings. This shouldn't happen in our great state. Elementary school children
30 across New York State can change this. When they learn about wildlife safety, they
31 can then educate their family members.
32

33 **Fiscal Implications:** Zero fiscal implications.
34

35 **Environmental Implications:** This will keep wildlife wild and protect them from
36 unsafe human interactions.
37

38 **Effective Date:** January 1, 2025



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Yellow Assembly

Committee: 7

Bill #:36

1 **Sponsors:** Jeimy Arriaza, Aasira Muhammed, Mahiya Thomas-Rahman, Fernando
2 Vargas, Mia Lizarraga, Alexander Umana Chicas

3
4 **An Act To:** Make armed security around the school premises mandatory.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** The purpose of this bill is to add protection to a wider range of schools by
9 mandating armed security.

10
11 **Summary of Provisions**

12 **Section 1:** Mass Shooting- a violent crime in which one or more attackers kill or
13 injure multiple individuals simultaneously using a firearm.
14 Substantial- of considerable importance, size, or worth.
15 Simultaneously- At the same time

16
17 **Section 2:** The purpose of this bill is to have armed security surrounding the school
18 premises. This should be mandatory because school security guards have an
19 extremely important job of keeping us safe from potential threats that may harm
20 and injure us.

21 This bill would be substantial because it can lower the death rate of mass school
22 shootings due to people using firearms irresponsibly. If this bill passes, we can save
23 many lives from K-12th grade.

24
25 Furthermore, in the long run money can be saved. Gun Violence is a Public Health
26 Issue (www.ny.gov) it states, "Gun violence is the leading cause of premature
27 death in the United States, costing the country approximately \$557 billion per year
28 and New York approximately \$11.4 billion per year." We might pay a minimal
29 amount, but we would also save a lot of money because we wouldn't have to deal
30 with people suing schools. So, if we pay a small fee, we can save money AND lives.
31 Statistics show that in 2021, gun violence claimed 45,027 lives (including 20,937
32 suicides), with 313 children aged 0-11 killed and 750 injured, along with 1,247
33 youths aged 12-17 killed and 3,385 severely injured. (Source: Gun Violence
34 Archive) Although this bill might cause some students, staff, and maybe even
35 parents to be concerned or even fearful, this bill can propose the well-being and
36 safety of students. The security officers will go through vigorous training to make
37 sure the firearm will not go into the wrong hands or at least someone that we can
38 trust. This training will include de-escalation techniques to make sure they know



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Yellow Assembly

Committee: 7

Bill #:36

39 how to respond to serious situations without mishandling a firearm and how to
40 properly use a firearm safely.

41

42 **Justification:** We are trying to put this bill into place to make school a safer place
43 and one where students will not have to experience loss, grief, and misery. Every
44 student and parent should feel confident in the school's ability to protect the
45 students. Moreover, students should feel safe when at school, and even though
46 education is of the utmost importance, what is education without a safe
47 environment to learn in.

48

49 **Fiscal Implications:** The only fiscal implications are the cost for the firearm,
50 training for security guards (handling a firearm safely and de-escalation techniques)
51 and the gun license. This would be an estimate of \$885 per security guard. These
52 costs would be part of a school's safety budget.

53

54 **Environmental Implications:** There are no environmental implications.

55

56 **Effective Date:** This bill will go into effect in the 2026-2027 school year. This will
57 give districts time to train security guards in de-escalation techniques and obtain
58 their license for a firearm.



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Yellow Senate

Committee: 8

Bill #:37

1 **Sponsors:** Jesslie Mateo, Genesis Ramirez,

2

3 **An Act To:** Require all schools in New York State to have a set of double doors in
4 the main entrance of the school building.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** The purpose of this bill is to require that all schools have a set of double
9 doors in the main entrance of schools from K-12 in New York State to ensure more
10 security and protection from any potential intruder or threat to school buildings.

11

12 **Summary of Provisions**

13 Section 1: Man Trap: A small space having two separate sets of interlocking doors.
14 Double Doors: an opening with two vertical doors that meet in the middle of the
15 opening when closed.

16

17 Section 2: This bill is to add double doors (which create a "man trap") Into all
18 schools in NYS K-12, To prevent Intruders from entering the school.

19

20 **Justification:** According to the latest government data on school shootings
21 (usafacts.org), the most common entrances for shooters to enter though are the
22 main entrances of school buildings. Also, according to CNN News Analysis, it claims
23 that recent years saw a significant increase in school shootings in JUST the United
24 States. Within 2021-2023, all setting records since at least 2008. There were at
25 least eighty-two shootings in 2023, but 2022 was one of the deadliest years with
26 forty-six fatalities. These double doors could prevent these incidents from
27 happening in the future because they provide another layer of protection. The doors
28 will lock the person in a Man Trap where they cannot enter the school or exit the
29 building which is how the trap is created. Any person trying to gain access to the
30 school must show an ID/ School Key Card to enter. A school staff member will be in
31 charge of checking IDs or School Key Card. The person will not step into any part of
32 the physical school. With this process of entry, this could more than likely prevent
33 the intruder from causing harm to the school. According to an article on
34 "Brentwood School District To Install 'Man Traps' After Texas Shooting | Brentwood,
35 NY Patch" The Brentwood school district is starting the process of adding double
36 doors to their schools after what happened in Texas. At Robb Elementary school in
37 Texas, Nine-teen children and two Adults were murdered due to a school shooting.
38 The article states that the Superintendent at the time Richard Loeschner announced
39 that the district would be installing Man Trap where a person must be buzzed into



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Yellow Senate

Committee: 8

Bill #:37

40 the first set of doors, present identification, and is buzzed through the second set of
41 doors. This shows that the idea of adding double doors has already started even in
42 schools as large as the Brentwood School District with over 19,000 students. This
43 would prevent the devastating phone call home saying there is an intruder in your
44 child's school, and they are in danger.

45

46 **Fiscal Implications:** Each building will have to pay an estimated fee of \$25,000
47 dollars per main entrance. This would cost taxpayers just a few dollars at most
48 although these safety improvements may be already budgeted in most school
49 districts safety budgets.

50

51 **Environmental Implications:** There are no environmental implications.

52

53 **Effective Date:** The process of starting to add double doors will go in effect in the
54 2025-2026 school year.



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Blue Senate

Committee: 9

Bill #:38

1 **Sponsors:** Avianna Jaye Gibbons, Gianni Vazquez, Genesis Lemus, Juan Murillo,
2 Matthew Pacheco,

3
4 **An Act To:** Mandate the use of metal detectors in schools to prevent school
5 shootings.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** To promote a safe environment in schools and prevent anyone from
10 coming into school buildings with a weapon.

11
12 **Summary of Provisions**

13 Section 1: EXISTING LAW: Under this current law it is not mandatory for schools to
14 be equipped with metal detectors in New York State. Metal detectors should be
15 mandatory for all schools so it's a safer place for students.

16
17 Section 2: The "under current law" should be mandatory for all schools including
18 elementary schools. There are multiple reasons there should be metal detectors
19 because there have been tons of shooting all over NYS estimating it to 385
20 shootings across the whole year of 2024 not only by outsiders but by student in the
21 school.

22
23 **Justification:** Metal detectors are necessary because they could prevent a school
24 shooting caused by a student or even a staff member. Moreover, the available data
25 suggests that schools with metal detectors are actually more successful in
26 identifying weapons during searches of students without scanning devices. New
27 York City schools, for example, reported that of the weapons they confiscated in a
28 single school year, 57 percent were found without using scanning devices (Winn,
29 2017)

30
31 **Fiscal Implications:** The only fiscal implications are the cost of the metal
32 detectors which cost anywhere from \$30,000 to \$80,000 dollars depending on how
33 many a school may require. This would only affect school budgets and schools may
34 have money in their budgets to pay for the metal detectors without raising taxes.

35
36 **Environmental Implications:** Metal detectors can make schools feel safer and
37 high-security zones for learning environments. If metal detectors become outdated
38 or are replaced, they contribute to electronic waste, which can be challenging to
39 dispose of properly and may lead to environmental contamination if not handled



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Blue Senate

Committee: 9

Bill #:38

40 responsibly. The production and installation of metal detectors require materials,
41 energy, and water, contributing to resource depletion and environmental impact
42 associated with manufacturing processes.

43

44 **Effective Date:** This bill will go into effect in the 2025/2026 school year.



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Yellow Assembly

Committee: 5

Bill #:39

1 **Sponsors:** Israel James, Riley Constantin, Delfina Prus-Shearer, Theo Karanikolas,
2 Remi Wong,

3
4 **An Act To:** enforce the use of biodegradable cigarette filters by placing a tax on
5 cigarettes sold without non-biodegradable cigarette filters.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** to reduce pollution and the negative effects of non-biodegradable
10 cigarette filters on our environment.

11
12 **Summary of Provisions**

13 Section 1: Biodegradable-capable of being broken down into harmless products by
14 livings things such as bacteria

15
16 Section 2: This bill references Section 27-0721 in the Environmental Conservation
17 Law that calls for all cigarette filters to be biodegradable. In order to enforce this
18 bill a \$4.00 tax will be placed on all cigarette filters that are not biodegradable. It is
19 intended that the ultimate incidence of and liability for the tax shall be upon the
20 consumer or purchaser, and that any agent or dealer shall pay the tax to the
21 commissioner. A stamp will be placed on all cigarettes that will have a tax on them.
22 Agents will affix the stamps on all taxed items. The commissioner will collect the
23 tax in a fund that will be used to ensure that business receives a tax credit when
24 they switch their filters to be biodegradable.

25
26 **Justification:** Cigarette filters are the most littered item in the world, making an
27 estimated 1.69 billion pounds of waste each year. In addition, they get into all our
28 water and break down into microplastics, which eventually go into our food and
29 water. It is estimated that it would take over \$26 billion dollars to clean up all the
30 pollution that cigarettes have caused. This is why it is so important to create a tax
31 now so we can stop the pollution.

32
33 **Fiscal Implications:** This bill will add a \$4.00 tax on cigarettes that do not use
34 biodegradable cigarette filters. After five years, the revenue from the tax will be
35 offered to companies who create biodegradable cigarette filters as a tax incentive.
36 This will encourage businesses to create cigarettes that are more environmentally
37 sound.

38



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Yellow Assembly

Committee: 5

Bill #:39

39 **Environmental Implications:** This bill will reduce the pollution and negative
40 effects of nonbiodegradable cigarette filters on our environment. As previously
41 mentioned, the environmental impacts of cigarette filters on our earth are
42 astounding. They are responsible for 5 % of global litter, and they are the top
43 marine pollutant. Something must be done to stop the continued

44

45 **Effective Date:** January, 1 2025



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Yellow Assembly

Committee: 6

Bill #:40

1 **Sponsors:** Grayson Jordan, Dylan Flesichman,

2

3 **An Act To:** Guarantee at least one lunch line per 50 students in public schools.

4

5 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

6

7 **Purpose:** Oftentimes in school cafeterias, there are too many students on line for
8 lunch and some students have to wait for too long to get their food. These students
9 miss out on valuable socialization time with peers and miss out on other
10 opportunities because they haven't had enough time to get their food and eat it.
11 To have students have more time to eat and if the school has outdoor recess they
12 will also have time for that. This also prevents food waste and makes sure that
13 every kid has enough food to get through the rest of the day.

14

15 **Summary of Provisions**

16 **Section 1:** Lunch Line: A counter with lunch staff on the other side serving kids
17 their lunch.

18

19 **Section 2:** For every 50 students, there must be a new lunch line so that students
20 can get their food and eat it in a reasonable amount of time.

21

22 **Justification:** Students miss out on time with their friends at outdoor recess. Giving
23 students more time to eat will cut back on food waste.

24

25 **Fiscal Implications:** This will save a lot of money that is wasted with discarded
26 food. However, districts may need to hire additional food service staff.

27

28 **Environmental Implications:** This will have a large impact on the environment
29 and NY because there will be less food waste and NY landfills will not have as much
30 waste as before.

31

32 **Effective Date:** This bill will be enforced by July 20, 2025.



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Blue Assembly

Committee: 3

Bill #:41

1 **Sponsors:** Jazly Perez, Justin Hernandez Palacios, Aileen Sanchez,

2

3 **An Act To:** Require people above the age of 65 to renew their license and
4 retake their driver's test.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** The purpose of this bill is to ensure the safety of elders, young adults,
9 and adults. This bill will make a positive change because it will decrease the
10 number of car accidents, and it will increase safety on the road.

11

12 **Summary of Provisions**

13 Section 1: Dementia- a chronic condition that causes a person to lose the ability to
14 think, remember, and reason to the point that it interferes with their daily life.

15 Alzheimer's Disease- a brain disorder that causes a gradual decline in memory,
16 thinking skills, and the ability to perform simple tasks.

17 Arthritis- a disease that causes inflammation in the joints.

18 Driver's Permit- a restricted license that allows one to practice driving under the
19 supervision of a licensed adult.

20

21 Section 2: To ensure the safety of everyone involved in moving vehicles, having
22 people above the age 65 renew their license should be necessary. Research shows
23 that the starting age of Dementia, Alzheimer's disease, and Arthritis begin at the
24 age of 65. This leads to the elders and other drivers to get involved in fatal
25 accidents, some of which result in death. Statistics show that drivers older than 65
26 have higher crash rates per 1,000 crashes than drivers aged 35-54. Our bill will
27 help ensure lower crash rates. If an elderly person does not pass the test they will
28 be given a driver's permit, but only to go to and from their workplace. This bill will
29 help prevent accidents because instead of placing elderly people with slower
30 reaction times behind the wheel we will ensure someone who successfully
31 completes the test will drive in their replacement.

32

33 **Justification:** Every New York State Senior citizen 65 years or older should retake
34 their drivers test and renew their driver's license to better ensure the safety of
35 everyone on the road. According to our research, in 2022 there were 214 fatal car
36 accidents in New York due to drivers of the age 65 or above, compared to 124 fatal
37 car accidents due to drivers of the age 16-20. That is almost 2 times the number of
38 crashes, which shows how dangerous it really is to allow seniors of age 65 or older
39 to drive on the road without first retaking their drivers test. Retaking their drivers



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Blue Assembly

Committee: 3

Bill #:41

40 test can demonstrate that they are truly mentally and physically able to drive
41 safely.

42

43 **Fiscal Implications:** The DMV already upholds employees for cases like these, so
44 no fiscal implications will need to be provided for in the succession of this bill.

45

46 **Environmental Implications:** There are no environmental implications.

47

48 **Effective Date:** January 1st, 2025



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Yellow Assembly

Committee: 7

Bill #:42

1 **Sponsors:** Arismendy Lozada, Edward Villalta, Ryan Green,

2

3 **An Act To:** prevent parents and guardians who have children with mental issues
4 from owning firearms in New York state.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** To prevent the percentage of school shootings, suicide, and murder.

9

10 **Summary of Provisions**

11 **Section 1:** Firearms: a rifle, pistol, or other portable gun

12

13 Mental illness: Mental illnesses are health conditions involving changes in emotion,
14 thinking or behavior.

15

16 Background check: A background check, also known as a background investigation,
17 is a search for information about someone's past.

18 Justification

19

20 **Section 2:** <https://gunsafety.ny.gov/school-safety>

21 They crack down on possession of a gun on school grounds or a school bus and also
22 support school districts in implementing effective school safety plans.

23

24 Keeping children safe at school starts with coordinated planning between the school
25 administrators and first responders.

26

27 Following the Sandy Hook shooting, the New York State SAFE Act created the school
28 Safety Improvement Team comprised of experts from the Division of Homeland and
29 Security and Emergency Services, the State Police, the Division of Criminal Justice
30 services and the State Education Department.

31

32 Working with school administrators and local law enforcement, the team works with sch
33 ool districts to identify areas of improvement in the Building Level Emergency Response
34 Plan.

35

36 <https://education.virginia.edu/>

37 Addressing the most pressing challenges in education and human development.

38



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Yellow Assembly

Committee: 7

Bill #:42

39 Join a supportive community working to change lives through education, health and hu
40 man movement, language and hearing, and innovative youth programming.

41

42 Building just and equitable education systems begins with our own community.

43

44

45 **Justification:** Our bill prevents parents and guardians from owning an automatic
46 firearm if their child is diagnosed with a mental illness while in the k-12 school
47 system. If our bill is established this will help decrease suicide, murder, and school
48 shootings by 49.0066225166%. All the numbers combined from school shootings is
49 in total 151 while 74 having mental illnesses, 24 were unclear, 17 had no signs of
50 mental issues, and 36 were unknown or to be determined. Parents and guardians
51 with an automatic firearm will be allowed to sell their firearm back to the local
52 police department. If you decide not to turn in your automatic weapon, then the
53 police will have the right to take it back with no financial compensation. This bill will
54 only focus on automatic weapons as they are easier and more common to commit
55 mass murder with. Parents and guardians will be allowed to keep small non
56 automatics like pistols, rifles, and shotguns. The mental illness that will be included
57 are PTSD (post dramatic stress disorder), schizophrenia, manic depression (bipolar
58 disorder), OCD (obsessive compulsive disorder), paranoia, and IED (intermittent
59 explosive disorder).

60

61 **Fiscal Implications:** The effects on the financial effects will be a buyback
62 program. The police department will have people come in with the weapons and
63 take the weapons and pay for the weapons back, taking the weapons and giving the
64 citizens with their money.

65

66 **Environmental Implications:** The implication to the environment is that the
67 citizens' cars that drive to the police department will give off some fossil fuels from
68 the cars.

69

70 **Effective Date:** December 20, 2024



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Blue Assembly

Committee: 10

Bill #:43

1 **Sponsors:** Scarlet Jimenez, Alicia Martinez, Jaritza Alvarez, Liyah Colon, Emily
2 Ramos, Naomy Vigil

3
4 **An Act To:** Add Night Locks to public schools.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** The purpose of this bill is to prevent school shootings by adding night
9 locks to school doors

10
11 **Summary of Provisions**

12 **Section 1:** A type of lock that provides resistance against forced entry attempts. It
13 anchors itself to the floor or wall, creating a strong barrier that is difficult to breach.

14
15 **Section 2:** This bill will help students and school staff be safe in school during
16 educational hours and after-school programs. This bill will ensure the safety of
17 people in school from school shootings. If this bill passes, the safety of school staff
18 and students will be increased and resulting in less deaths from school shootings.

19
20 **Justification:** It states in the article www.criminaljustice.ny.gov that "through
21 September 2024, 28 police departments collectively reported 476 shooting
22 incidents involving injury." "In the month of September 2024, there were 11
23 individuals killed by gun violence." This shows that school shootings are deadly to
24 students and school staff. This can make a big impact of the safety of students and
25 staff in the building and can also give them trauma, injuries, or even death. One's
26 family can also be affected by this if they lose a loved one due to a school shooting.

27
28 **Fiscal Implications:** The night locks will cost around 75 dollars per room. Night
29 locks are a better option than others. If there were armed or more security guards
30 at every school in New York, it would cost more than Night Locks since a guard
31 makes \$44,117-\$57,534 a year. Paying that much will cost more and not be as
32 useful as the Night Lock. Our Night Lock bill is not only cheaper than other ideas,
33 but it proves to be safer as well. NYS taxpayers will see a slight increase in their
34 taxes; however, this is a small price to pay for the safety of our children.

35
36 **Environmental Implications:** People who try to harm children/teachers in the
37 school would not be able to kick down the door or hurt people inside of the room,
38 but by the time they try to open at least one of the doors, the police will be here to
39 escort the harmful person. This has a positive impact on schools and colleges.



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Blue Assembly

Committee: 10

Bill #:43

40

41 **Effective Date:** September 1, 2025



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Blue Assembly

Committee: 3

Bill #:44

1 **Sponsors:** Mitzy Rincon Ruiz, Miley Perla Larios, Andrea Archila Linares, Alana
2 Perez Contreras, Dalkirys Pichardo, Allison Hernandez-Gomez

3
4 **An Act To:** Provide a therapist in public school's grades from K-12 whose parents
5 are going through a divorce.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** This bill is to help children with mental health issues from the cause of
10 divorced parents. This bill is necessary because over the years children having
11 mental health issues have increased by 20% as a result of divorce.

12
13 **Summary of Provisions**

14 **Section 1:** Adolescent- the transitional phase of growth and development between
15 childhood and adulthood

16
17 **Section 2:** This law is to help children get the help they need. If this bill passes this
18 will help with a decrease in mental health issues between the ages 5 through
19 sixteen. Most children grow up having a record of crime because they never got the
20 help they needed. If this bill passes not only will there be there will be a decrease in
21 mental issues but also in crime rates.

22
23 **Justification:** It states in the article www.cdc.gov it states that "The quality of the
24 relationships and environments where children and adolescents grow up shapes
25 their well-being and development." Since these children are still developing and
26 having issues like this can affect their growth.

27
28 **Fiscal Implications:** There will be no cost.

29
30 **Environmental Implications:** This will help the general public by helping children
31 deal with their emotions and being to express them the right words

32
33 **Effective Date:** As soon as the bill passes.



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Yellow Assembly

Committee: 7

Bill #:45

1 **Sponsors:** Nicole Saravia, Andrea Portillo, Karla Tejada, Sabrina Gomez Melendez,
2 Kathy Guardado Pineda, Sheily Peralta Torres

3
4 **An Act To:** Decrease overdoses and drug addictions in the state of New York.

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** The purpose of this bill is to have a family member, or an acquaintance
9 forcibly put a person in rehabilitation after two overdoses.

10
11 **Summary of Provisions**

12 **Section 1:** Rehabilitation- An establishment that treats those who are suffering from
13 addiction to drugs and/or alcohol.

14 Addiction- Having no control of doing something in excess to the point that it can
15 harm you.

16
17 **Section 2:** Drug and alcohol abuse is a huge problem in New York State and can
18 lead to many problems. These problems can be physical, for instance, liver failure
19 or lung damage. These problems can also be mental, such as depression and
20 anxiety. Many addicts and their families want acceptance into rehabilitation, but
21 some can't afford it, and others are just unable to get into one. Some addicts,
22 however, refuse to get help, even if they do have access to rehab.

23
24 **Justification:** Many people in the U.S. suffer from drug addiction. In 2022, 6,358
25 overdose deaths occurred in NY state. An addiction is not something a person can
26 get rid of easily, it's something that takes time and patience. Many of the families
27 of these struggling addicts suffer seeing their loved ones lose themselves. Many
28 addicts do not believe they need help, and it is hard for their loved ones to see
29 them the way they are. After having two overdoses, a family member or an
30 acquaintance can request this by calling for this addict to be put in rehabilitation
31 but there must be proof of overdose.

32
33 **Fiscal Implications:** All funds required will be covered by New York State
34 residents' taxes. Residents will see an increase in tax.

35
36 **Environmental Implications:** There are no environmental implications.

37
38 **Effective Date:** January 1st, 2025



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Blue Senate

Committee: 1

Bill #:46

1 **Sponsors:** Adair Gust, Eva Lennon, Juliet O'Connell,

2

3 **An Act To:** Mandate a 4 day school week for grades Pre-K through 12th grade in
4 all New York State Public Schools.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** The purpose of this proposal is to reduce cost and reduce stress in
9 students, faculty, and families mental health by implementing a four-day school
10 week in New York State public schools. In doing so, families can have freedom in
11 their week to be able to clear their minds. This will give them more time to reset
12 before the school week starts. Furthermore also reducing prices in transportation to
13 and from school, i.e. buses, and heating and cooling costs.

14

15 **Summary of Provisions**

16 **Section 1:** 4 day week for Pre-K through 12th grade -Attend school only 4 days a
17 week instead of 5 days.

18

19 **Section 2:** New York state, high school, middle schools, and elementary schools.

20

21 **Justification:** We believe that students and adults should have days where they
22 can relieve themselves from the stresses of school. Over 24 states have at least
23 one school district that has 4 day weeks. There was an increase of over 600% since
24 1999. Approximately 850 of the nation's school districts use a 4 day schedule, up
25 from 650 in 2020. When you take that one day off of our school week it opens up
26 so many schedules. So many opportunities are open for kids and teens.

27

28 **Fiscal Implications:** If this was to be put into action, schools would save money.
29 On average, the savings from school districts who have 4 day weeks is about
30 0.55%

31 In Buffalo, the average budget is about \$1,000,000,000. If they were to have a 4
32 day week, they would save about \$5,500,000.

33 In New York City, the average budget is about \$40,000,000,00

34

35 **Environmental Implications:** Less days using school buses decreases pollution.
36 Also, one day less heating and cooling uses less energy. These adjustments are
37 positives for New York State and even outside state borders.

38

39 **Effective Date:** September 1, 2025



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Blue Assembly

Committee: 6

Bill #:47

1 **Sponsors:** Haley Mitroka, Alyssa Hurtado, Shane Dodge, Karina Loja, Sakura
2 Tesoro,

3
4 **An Act To:** Reduce the amount of injuries during school shootings by requiring a
5 panic lanyard systems in all New York State public schools.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** The purpose of our bill is to help protect students, teachers,
10 administrators and school employees during a school shooting by requiring a GPS
11 based panic system on teachers badges. When teachers press the button on the
12 back multiple times it immediately sends authorities to the exact location where the
13 threat is located. Since the police are already notified where the active shooter is, it
14 saves time and saves lives.

15
16
17 **Summary of Provisions**

18 Section 1: Definitions: School shooting- The act of an armed person(s) entering a
19 building with education purposes with intentions to harm others.
20 Panic button lanyard system -A GPS based lanyard button is used as a signal to
21 alert authorities to threat location in case of an emergency.

22
23 Section 2: This bill will work to save many lives during a life threatening situation in
24 an educational environment. This can also increase the speed in which emergency
25 services can take action.

26
27 **Justification:** This GPS panic button on teachers' lanyards has been done before in
28 Georgia at Apalachee high school, this idea saved many students from getting
29 injured during a school shooting. Utilizing similar technology in New York State
30 could save lives.

31
32 **Fiscal Implications:** These panic button lanyard systems can cost anywhere from
33 \$2,000-\$8,000 a year per school. School districts can budget for these devices with
34 the time allowed for implementation. Additionally fundraising efforts can be utilized
35 if needed, as well as possible grants to support the technology.

36
37 **Environmental Implications:** None

38
39 **Effective Date:** Jaunary 1, 2026



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Yellow Assembly

Committee: 7

Bill #:48

1 **Sponsors:** Sawyer Barr, Preston Brooks, Olly Buchheim, Brandon Chen, Brennan
2 Guerra, Michael Cahill and Logan DeTemple

3
4 **An Act To:** To Promote Safety and Equity in the Competition of High School Sports
5 by maintaining gender distinction in public school sports teams

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** Prevent Injuries and promote equitable competition in public high school
10 sports by requiring biological gender participation in school athletics programs.

11
12
13 **Summary of Provisions**

14 **Section 1:** Section 1

15 This is not to discriminate or exclude transgender athletes or any identifying groups
16 but rather focus on safety, equity, and competition. In high school sports,
17 transgender people are allowed to participate in opposite sex sports in New York
18 State. We believe that due to safety and equity, New York State public schools
19 should require biological gender in determining athletic participation.

20
21 **Section 2:** Section 2

22 According to Heritage.org, "In 2022 North Carolina Volleyball player Payton McNabb
23 suffered serious injury after a trans-identified male player spiked a ball at her head
24 and rendered her unconscious." This injury resulted because a biological male was
25 able to compete against biological females which resulted in catastrophic injury.
26 According to the same site, in 2023 a female athlete was injured by a trans-
27 identified male opponent during a field hockey game in Massachusetts when a ball
28 he threw at her knocked her teeth out.

29
30 **Justification:** Males tend to be taller with longer limbs. The breadth of their
31 shoulders allows for more muscle on a larger shoulder girdle, the main contributor
32 to post pubescent males' advantage is upper-body strength. Adult males have more
33 overall muscle mass and less body fat than females. In high school sports, when
34 females compete only against each other, there is already a 46% injury rate, as
35 stated the National Institutes of Health. When females compete against the males,
36 there is a significant increased risk of injury.

37
38 **Fiscal Implications:** There will be No Fiscal Implications

39



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Yellow Assembly

Committee: 7

Bill #:48

40 **Environmental Implications:** There are no environmental implications.

41

42 **Effective Date:** 46569



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Yellow Senate

Committee: 4

Bill #:49

1 **Sponsors:** Xavier Buckley, Andrew Liyim, Pedro Salazar,

2

3 **An Act To:** Regulate Artificial Intelligence in social media to reduce misinformation
4 in New York State.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** Our goal is to regulate use of artificial intelligence that can spread
9 misinformation to the people of New York and to create legislation to punish those
10 that request social media ransoms from minors.

11

12

13 **Summary of Provisions**

14 **Section 1:** Section 1 Artificial intelligence spreading misinformation could have
15 disastrous effects on not only the state but the country because it could split the US
16 even more as if voters switched their votes because of A.I. videos being shared
17 across the internet that are inappropriate or ones that have violence in them.
18 Artificial intelligence is changing the way people think about other people and what
19 they say when the information provided to them is false or manipulated.

20

21 **Section 2:** Section 2 Artificial intelligence is also used online in and social media to
22 trick minors into paying ransoms.

23

24 **Justification:** Artificial Intelligence has been used to trick minor into thinking that
25 they are involved in actual relationships and friendships. Children are often asked
26 for inappropriate images and are then embarrassed when it is discovered that they
27 were tricked or harmed. Many children have committed self harm and suicide due
28 to this influence. This AI use places minors in danger.

29

30 **Fiscal Implications:** This regulation may require the creation of a task force but
31 also may simply be supported by adjusting the current structure of the police
32 departments or regulatory agencies.

33

34 **Environmental Implications:** none

35

36 **Effective Date:** January 1st, 2026



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Yellow Senate

Committee: 3

Bill #:50

1 **Sponsors:** Emilie McGonigal, Mila Buchheim, Amelia Armstrong, Olivia Dennis,
2 Samantha Van Pelt, Claire Van Pelt and Ava Mandile

3
4 **An Act To:** Enforce Metal Detector usage in all New York State public schools to
5 help prevent weapon violence.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** To protect all students and employees in New York State public schools
10 from weapon related violence and to prevent weapons from entering the schools.

11
12
13 **Summary of Provisions**

14 **Section 1:** Enforce metal detectors in all New York state public schools.
15 Metal detector- A device that gives a signal when close to metal

16
17 **Section 2:** Prevent weapons from entering schools

18
19 **Justification:** 712 weapons were found in the 2013-2014 school year by metal
20 detectors. 93% of school shooters plan ahead and can be stopped by metal
21 detectors. Using metal detectors in schools is a reliable effective way to not only
22 prevent school shootings but use of weapons in general. Every day 12 children die
23 from gun violence and another 32 are shot and injured. With these increasing
24 numbers it is at most important that we stop students before entering the door.
25 Having metal detectors on schools is not a new plan; many schools with high
26 violence have implemented them in hopes to create a safer school environment.
27 Many schools have seen positive results using this. By implementing these in all
28 entries it could not only increase safety for students and teachers but also give
29 parents a piece of mind that there are things stopping students from bringing
30 weapons.

31
32 **Fiscal Implications:** The financial impact that this bill will have on New York State
33 will be provided by the schools. A class A school has an enrollment of 885 and more
34 students would need at least 12 metal detectors allowing an estimate of 74
35 students through each metal detector. A Class B school would need 11 metal
36 detectors assuming they could have anywhere from 398-884 students. For class C
37 schools 194-397 students could pass through so a minimum of 5 metal detectors
38 would be needed. Class D schools can have 193 and below students so they would
39 be required to have 2 metal detectors. The most effective metal detectors are the



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Yellow Senate

Committee: 3

Bill #:50

40 walk through type of metal detector. For a reliable metal detector that will last
41 many years reserach suggests the use of the brand "Metal Defender" and the model
42 "Walk Through Metal Detector Single Wall" This has a width of 36 inches. It costs
43 \$3,325.00 but, is now on sale for \$2,399.99

44

45 **Environmental Implications:** None

46

47 **Effective Date:** This bill should go into effect January 1, 2027. This is so The New
48 York public schools have time to raise their budget.



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Yellow Assembly

Committee: 9

Bill #:51

1 **Sponsors:** Sy Duhaney, Attara Tucker, Assata Tucker, Madison Edmond, Giselle
2 Samuels, Kahla Carrington, Arielle Webber, Ashley Luis, Kemaro Miller, Madison
3 Burrus, Avi Duhaney
4

5 **An Act To:** Create an additional New York State Lottery to net revenue that
6 supports higher education costs for middle-income families.
7

8 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
9

10 **Purpose:** The bill's purpose is to direct New York State Lottery net revenue to help
11 middle-income families who fall into the "financial aid gap" - those who make too
12 much to qualify for traditional financial aid but still struggle with college costs.
13

14 **Summary of Provisions**

15 **Section 1: ELIGIBILITY REQUIREMENTS**

- 16 - Family household income must be less than \$300,000 per year
- 17 - Student must not qualify for existing federal or state need-based financial aid
- 18 - Student must be enrolled full-time at an accredited New York State college or
19 university
- 20 - Student must maintain a minimum 2.5 GPA
- 21 - Student must be a New York State resident for at least 12 months prior to
22 application
23

24 **Section 2: FUNDING ALLOCATION**

- 25 - 85% of net lottery revenue shall be directed to the Higher Education Support Fund
- 26 - Maximum annual award of \$10,000 per eligible student
- 27 - Awards shall be distributed proportionally based on available funds and number of
28 eligible applicants
- 29 - Funds shall be paid directly to the educational institution
30

31 **Justification:** The bill's core purpose is to redirect New York State Lottery net
32 revenue to help middle-income families who fall into the "financial aid gap" - those
33 who make too much to qualify for traditional financial aid but still struggle with
34 college costs. Currently, these families face significant challenges:

35 Key Objectives:

- 36 1. Bridge the Financial Aid Gap
- 37 - Help families making between financial aid cutoffs and \$300,000
- 38 - Support students who don't qualify for federal/state need-based aid
- 39 - Reduce the burden of college costs on middle-class families



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Committee: 9

Bill #:51

- 40 1. Address Current System Issues
41 - Target families who typically fall into the "too rich for aid, too poor for college"
42 category
43 - Provide relief for families who may appear wealthy on paper but struggle with
44 high living costs in NY
45 - Create a new pathway for education funding
46 1. Economic Benefits
47 - Reduce student loan debt burden
48 - Increase college accessibility for middle-income students
49 - Strengthen NY's educated workforce
50 - Keep talented students in NY state schools
51 1. System Reform
52 - Repurpose lottery funds for targeted higher education support
53 - Create transparent oversight of fund distribution
54 - Ensure equitable access to higher education
55 The bill essentially aims to create a middle-class scholarship program funded by
56 lottery revenue, helping families who are often overlooked by traditional financial
57 aid programs while maintaining their children's access to higher education.
58

59 **Fiscal Implications:** REVENUE IMPACT

- 60 - Estimated annual funding pool: \$2.55 billion (85% of current \$3 billion lottery
61 revenue)
62 - Administrative costs: 3% of total fund (\$76.5 million)
63 - Net available for student support: \$2.47 billion

64 **PROJECTED REACH**

- 65 - Estimated number of students served annually: 247,000 (at maximum award
66 amount)
67 - Potential to serve more students with proportional award distribution

68 **ECONOMIC BENEFITS**

- 69 - Reduced student loan burden for middle-income families
70 - Increased college attendance rates
71 - Enhanced workforce development
72 - Potential increase in lottery participation due to new purpose
73

74 **Environmental Implications:** None

75

76 **Effective Date:** 45839



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Yellow Assembly

Committee: 10

Bill #:52

1 **Sponsors:** Madeline Mayer, Keira Van Exter, Scarlett Van Exter, Rebecca Mayer,
2 Elsa Dew, Harper Deis

3
4 **An Act To:** Improve the quality of school meals

5
6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7
8 **Purpose:** We initiate this bill to make public school meals more nutritious and
9 healthy for the students.

10
11 **Summary of Provisions**

12 Section 1: Obesity) Most commonly defined by having an excess of body fat
13 Nutrients) A substance that provides nourishment. It is important for growth and to
14 maintain a healthy life

15 ADHD) Stands for Attention-deficit/hyperactivity disorder. A developmental disorder
16 marked by persistent symptoms of inattention and/or hyperactivity and impulsivity
17 that interfere with functioning or development according to the National Institute of
18 Mental Health.

19 Grant) Ways that government helps funds ideas to provide for public services
20 Abstain) restrain oneself from doing or enjoying something.

21
22 Section 2: 1. Announce to all schools in New York state that the requirements for
23 nutrition in school meals will be changing as of 8/1/26

24 2. Apply for all school to get grants to pay for healthier meals

25 3. Change food regulations to meet grade appropriate requirement

26
27 **Justification:** We are creating this bill to help support students in schools. Since
28 there is so much sugar in these school meals, students aren't getting enough
29 nutrients to support their mental and physical health. The CDC states most
30 students with good grades eat one or more vegetables per day, they don't drink
31 soda or anything from a can or bottle, and they eat fruit or drink 100% fruit juices
32 one or more times per day. Their studies also have shown that when students eat
33 healthier foods and drinks, they are more likely to get good grades. There are also
34 reports of school lunches in New York being moldy or expired. Senator Iwen Chu
35 stated "No student should be presented with moldy, unappetizing, slimy, and
36 incomplete food options. Insufficient meals harm a child's memory, concentration,
37 motor skills, energy, and overall mood" (nysenate.gov). There are many students
38 who rely on school lunches and they are sometimes choosing to abstain rather than
39 eat school lunches. Another thing that should be put into consideration is the



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Yellow Assembly

Committee: 10

Bill #:52

40 amount of calories in school lunches, which can cause obesity.
41 Digitalcommons.unf.edu states that "Research has found that many school food
42 programs are not sufficiently providing adequate nutrients and providing far too
43 many calories and fat." Some schools provide each grade level with the same
44 amounts of food, but because they are different ages, they need different portions
45 to consume the right amount of nutrients. johnmuirhealth.com states, "As your
46 teen grows, he or she will require more calories and an increase of key nutrients
47 including protein, calcium, and iron." Along with the schools needing to provide
48 healthier food, they must also follow the USDA school lunch program, so that kids
49 get the proportions that they need. Many school lunches and drinks can contain a
50 large amount of sugar and this can cause students with ADHD to have a hard time
51 studying since the sugar can make them more fidgety and the sugar can also cause
52 them to be distracted during class. Not only children with ADHD are affected by
53 sugars but it can also cause kids without ADHD to face similar side effects such as
54 not being able to sit still. Kids with ADHD who consume too much sugar can have
55 the same effects on the brain as a stimulant drug.

56

57 **Fiscal Implications:** We intend to get the profits to support this new bill by
58 applying for federal grants. This way, they have money to make this transition in
59 the first few years

60

61 **Environmental Implications:** None

62

63 **Effective Date:** This bill will go into effect August 1st, 2026



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Blue Assembly

Committee: 4

Bill #:53

1 **Sponsors:** Leyna Greenberg, Yasmina Bache-Seraphin, Katelyn Santiago, Samuel
2 Vega Rosales,

3
4 **An Act To:** Amend the education law, in relation to mandating that Spanish be
5 taught in all New York State Public schools grades K-8

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
8

9 **Purpose:** to enable all NYS students to achieve competitive academic assessment
10 scores, better job opportunities, and the ability to communicate, interact with and
11 participate in multilingual communities at home and around the world.

12
13 **Summary of Provisions**

14 Section 1: Bilingual: A person that is fluent in two different languages
15 Foreign language: of form in or characteristic of a country or language of the other
16 then its own

17
18 Section 2: Spanish is an individual class and will not be embedded into the
19 curriculum of another class.

20 All student in N.Y. state schools are mandated to take Spanish language classes
21 beginning in Kindergarten and continuing until 8th grade K-8th. Once a student
22 enters high school continuing Spanish would be optional.

23 Each school will determine how they would prefer to accommodate the scheduling
24 for this course. This includes making it a pass/fail or graded course and where it will
25 be included in the schedule.

26
27 **Justification:** According to the research kids who learn different languages can do
28 great things in their later life. It would help them with their academic career,
29 entrance exams, colleges, jobs, travel and much more. This could improve kids
30 memories, brain power and it also builds multitasking skills and grows test scores.

31
32 **Fiscal Implications:** The cost of curriculum development will vary by school.
33 There are 731 school districts in NYS with varying enrollment. There are about
34 2,422,494 students enrolled.
35 NYS would allocate more of the lottery earnings, already earmarked for education,
36 to pay for additional Spanish Language teachers.

37
38 **Environmental Implications:** N/A
39



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Blue Assembly

Committee: 4

Bill #:53

40 **Effective Date:** September 1st, 2025



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Yellow Senate

Committee: 5

Bill #:54

1 **Sponsors:** Malika Rivers, Maria Nardi, Kaylie Price, Vanesa Ahmetaj, Aryanna Irby,

2

3 **An Act To:** An act to impose fines on companies who include a "Pink Tax" on
4 certain products advertised towards women.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** The bill is necessary so the prices of hygiene products will be equal, as it
9 is not fair for feminine products to be more expensive due to discrimination.

10

11 **Summary of Provisions**

12 **Section 1:** Pink tax refers to state sales on feminine products like stick deodorant,
13 perfume and any other feminine products. The pink tax inflates the price of goods
14 found on retail shelves, and small price differences can add up to women paying
15 more than men over time.

16

17 **Section 2:** This bill is needed so women are treated fairly, and prices are fair.
18 Because women should not have to pay ridiculous prices to keep clean and keep
19 their hygiene up. Women have been getting treated unfairly since the early 1900's
20 from not being able to vote to having unfair prices, sometimes women have to use
21 mens products which causes problems as mens products were not made for women
22 but these ladies have no other choice but to use products not meant for them and
23 by women not being able to buy pads, etc can lead to infection. By women not
24 being able to change pads/tampons regularly from fear of running out of pads

25

26 **Justification:** Women have cheaper alternatives for hygiene products but they
27 don't work well forcing us to buy more expensive hygiene products or forcing us to
28 use all of the product really fast because it doesn't work well. Men are only paying
29 90% of what us women pay for deodorant! Products for menstrual cycles are also
30 overpriced. As women are paying over 40\$ for a diva cup. The study found that
31 women were paying more for many common goods, such as an average of 48
32 percent more for shampoo and conditioner. This bill will help young ladies
33 struggling with money, or young teens that can't get the products they need
34 because of the price tag.

35

36 **Fiscal Implications:** This bill will save consumers money, but will cost the
37 companies quite a bit of money so we will ask millionaires/billionaires to donate for
38 this cause and ask celebrities to sponsor this bill to help the less fortunate but this
39 will also increase stocks within women's hygiene product companies as people are



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Yellow Senate

Committee: 5

Bill #:54

40 more likely to buy from more known companies if their prices are lower. So all of
41 the people investing will get their money's worth. The pink tax prohibits California
42 businesses from pricing similar products higher merely because those products are
43 marketed to women. The pink tax can contribute to economic inequality between
44 genders. If women are consistently paying more for essential goods and services, it
45 can result in financial challenges, especially for lower-income individuals. Pink tax
46 also helps with Financial burden and Health and safety implications. The pink tax
47 can significantly impact women's budgets and pink tax helps the women that may
48 be less likely to afford or choose the most effective and safe products. Overall, pink
49 tax bans gender-based price discrimination.

50

51 **Environmental Implications:** Pink tax will implicate the environment by having
52 less plastic inside of products and products will be packaged with less plastic,
53 causing products to be more environment friendly, causing them to be cheaper as
54 some products will be made with cardboard. Causing less pollution as products will
55 be eco friendly and biodegradable, causing products to harm less animals such as
56 fish, and sea turtles. The products will be cheaper = less packaging. And ladies will
57 be able to recycle these products, as the packaging will be reusable and people can
58 buy refills for these products like deodorant, shampoo, conditioner, shaving cream,
59 etc these refills will be very cheap so ladies can buy them over and over again
60 without throwing the package out.

61

62 **Effective Date:** December 21st, 2024



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Blue Senate

Committee: 1

Bill #:55

1 **Sponsors:** Jessica Saciolo, Claudia Smith, Khloe Jordy, Holly Surerus, Kimberly
2 Duncan,

3
4 **An Act To:** Make the passing grade in New York State Public Schools from a 65 to
5 a 75 in math only.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
8

9 **Purpose:** This must happen because too many people could be passing with a
10 score just above a 65, and we don't think that is enough. Raising the score will also
11 help kids study more and actually start working harder than what they would do if
12 the grade was 65 to pass. While I do know that this makes it more difficult, That's
13 all part of the process. It takes time to become a better student, and I am more
14 than happy to help other kids see that

15
16 **Summary of Provisions**

17 Section 1: Our law would be making kids study because if the score to pass is 75,
18 whoever is getting anything less will have to study in order to not fail. The whole
19 point of this law is getting students to take their grades more seriously and not just
20 trying to pass their classes with a 65. That is what the law is basically about, why it
21 should happen is reasonable and what it is is simply just changing the passing
22 grade from 65 to a 75.

23
24 Section 2: The legal passing math score is way too low. 65 is too generous and way
25 too easy in my eyes. Me and some of my classmates trust that 75 is a better choice
26 as a passing grade. We are convinced that this is better because 75 as a passing
27 math score will get kids working harder and studying for tests. Studying ensures
28 that students will understand basic math and that they don't fail. If a student is
29 currently passing with a 67, and it gets raised to 75, the student will most likely
30 start failing. That is where my justification comes in.
31 more.

32
33 **Justification:** The fact that kids cannot understand basic math just shows that this
34 subject needs to be focused on more by teachers AND students. Also, this law is
35 mainly focusing on our math grades because math is important in many life skills,
36 such as cooking or could even be helpful with our jobs in the future. Therefore, we
37 aren't focusing on ELA or science because it isn't as significant as math in terms of
38 difficulty. School is supposed to be challenging, for educational purposes. School is



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Blue Senate

Committee: 1

Bill #:55

39 not something that exists just to have fun, it helps you understand what to expect
40 in the future of mathematics and life.

41

42 **Fiscal Implications:** While there aren't many financial implications, there are a
43 few. This includes hiring and paying smarter teachers to teach kids how to do
44 things better in order to get better grades. Some teachers are smart but also don't
45 know how to teach, this basically means they graduate with a bachelor's degree
46 because they are smart when it comes to being smart themselves but bad at
47 explaining it to other people. I am speaking from experience. So if we are going to
48 spend money then we should make it worth the teacher and pick good teachers.
49 For example, when you are signing a job application you should have to explain a
50 few questions. This should lead to paying teachers more so they are also more
51 motivated to do a better job with teaching the students who don't understand.

52

53 **Environmental Implications:** When you start having better grades, like stated in
54 the justification, you will be overall smarter as a person. When you are a smart
55 person with good reasoning, you can become more confident in yourself, which
56 affects the people and environment around you. When you have good reasoning
57 and high confidence, you can have a positive effect on the environment keeping
58 your math grades in check. Students seem to have the most trouble with math, like
59 we stated before. So getting something higher than a 65 will most likely have an
60 effect on their attitude and boost their confidence. Math also helps with everyday
61 things like baking or measuring. For example, you need to be able to measure
62 fractions to bake sometimes. If kids want to bake, they can use fractions to help
63 them in measurements. In conclusion, if we set higher standards for students early
64 in life it can help with their IQ later on in life and help the environment. Math can
65 help people with everyday activities, which will affect the environment around
66 them.

67

68 **Effective Date:** July 1st, 2025



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Yellow Assembly

Committee: 9

Bill #:56

1 **Sponsors:** Surey Delgado, Amelia Foreman, Jacob Lemus, Samantha Saciolo,

2

3 **An Act To:** Mandate that all New York State public schools install metal detectors
4 at main entrances.

5

6 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

7

8 **Purpose:** to deter the number of school violence and school shootings incidents
9 that occur each year.

10

11 **Summary of Provisions**

12 **Section 1:** Prevent: keep (something) from happening or arising.

13 Safer: Protected from or not exposed to danger or risk; not likely to be harmed or
14 lost.

15 Metal detectors - a device that detects the presence of metal objects by using
16 electromagnetic fields.

17

18 **Section 2:** To ensure safety of students in New York Public Schools. Research
19 reveals that students who do not feel safe in school struggle with depression and
20 anxiety.

21 Metal detectors could prevent anyone from entering the school with a weapon and
22 injuring people. When an armed person is caught by a metal detector, many people
23 would remain uninjured and alive. A study found out that when metal detectors are
24 installed, students are 43% less likely to attempt to come to school armed.

25 Depending on the material that it was made of, vapes could also be detected by
26 metal detectors. This would keep a student from making a mistake that would
27 make their lives harder in the future.

28 An increase in school shooting's and school violence have contributed to an increase
29 in absenteeism amongst students and mental health issues.

30

31 **Justification:** There have been over 50 school shootings in the United States in
32 2024. In less than a year in the United States there have been 48 deaths and 108
33 injuries in mass school shootings. School shootings impact students' mental health
34 and lead to drops in students' average test scores. The worst period of time in the
35 act of school violence has been between 2021 through 2022 which saw nearly
36 quadruple the average number of gunfire incidents since 2013. The detection of a
37 weapon allows for security to respond faster to lock down the school and
38 restrain the assailant.

39



**New York State YMCA
Youth And Government**

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Yellow Assembly

Committee: 9

Bill #:56

40 **Fiscal Implications:** Metal detectors have a starting price of \$200 and can go up
41 to \$6,000. Installing School district will have the discretion of deciding which
42 detectors best fit the needs of their entrances.

43

44 **Environmental Implications:** N/A

45

46 **Effective Date:** August 1st, 2025



New York State YMCA
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Yellow Senate

Committee: 2

Bill #:57

1 **Sponsors:** Aaliyah Gordillo, Sonja Henry, Katherine Juarez Cadena, Samuel Vega
2 Rosales,

3
4 **An Act To:** Mandate that every town, village, hamlet and/or city in NY have an
5 open and functional recreational center for its residents.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*

8
9 **Purpose:** To create a neutral ground where people of all ages, ethnicities, and
10 socioeconomic statuses can meet, interact, and engage with each other to keep the
11 community strong and keep citizens active.

12
13 **Summary of Provisions**

14 Section 1: Recreational centers-a building that is open to the public where meetings
15 are held, sports are played, and there are activities available for young and old
16 people.

17 Citizen-a legally recognized subject or national of a state or commonwealth, either
18 native or naturalized.

19 Community-a group of people living in the same place or having a particular
20 characteristic in common.

21
22 Section 2: Mandating for towns and villages to build recreational buildings
23 accessible to everyone in said village/town. These recreational buildings will be
24 mandated to have multiple activities available for all age groups.

25
26 **Justification:** To start, Community recreation centers can provide guidance and
27 build leadership among community youth with studies indicating that around 80%
28 of U.S. adults seek high-quality parks and recreation when choosing a place to live
29 and most youth report participating in at least one recreational activity, suggesting
30 widespread access to recreation centers can positively impact a large percentage of
31 people

32
33 **Fiscal Implications:** This bill would have minor implications. While this bill would
34 require funding to build the recreational facilities and fund activities; it would also
35 bring income to said town/village the recreational facility is in. Recreational centers
36 can also generate economic activity in the surrounding community; people often
37 spend money when they gather together at parks and recreation spaces, which can
38 increase business for nearby restaurants and other businesses.

39



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Yellow Senate

Committee: 2

Bill #:57

- 40 **Environmental Implications:** This bill will have minor environmental implications.
41 Besides the gathering in large groups with the chance of littering, recreation centers
42 usually have gardening groups, environmental health classes and so on.
43
44 **Effective Date:** January 1st, 2025



New York State YMCA
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Yellow Assembly

Committee: 6

Bill #:58

1 **Sponsors:** Yasmina Aquil, Carsyn Hoefling, Annaliese Clark, Addison Eckerson,
2 Zhara Snead,

3
4 **An Act To:** Enforce schools to provide free eyewear and sports physicals to all
5 students in need.

6
7 *The People of the State of New York, represented in the Senate and Assembly do enact as follows:*
8

9 **Purpose:** This change needs to happen because more than 20 percent of all school
10 aged children in the United States have vision problems. These vision problems are
11 affecting their learning because they don't have the resources they need. Kids also
12 need sports physicals because kids who don't get them could be unaware of an
13 injury or illness that could lead to a serious problem.

14
15 **Summary of Provisions**

16 Section 1: Eyewear-Visual Aids used in sight

17
18 Section 2: Vision to Learn- Program designed to help students in need get the
19 necessary Eyewear.

20
21 **Justification:** The reasoning behind our bill is many kids go to school without the
22 resources they need to learn. Only 5 to 8 percent of kids are provided with the
23 prescription eyewear they need to be able to learn. John Hopkins researchers from
24 the Wilmer Eye institute and School of Education found the largest clinical study of
25 the impact of glasses on education ever conducted in the United States. In addition,
26 sports physicals are crucial to prevent serious injury or illness. For example, if your
27 child wants to play a sport that involves running it could aggravate asthma that you
28 were unaware about, your child could also have muscle or joint problems that
29 interfere with their ability to play sports.

30
31 **Fiscal Implications:** There are major financial implications on our bill that can be
32 solved with the right amount of work. A program called, "Vision To Learn," has
33 helped ensure 2.3 million students received vision screenings and provided more
34 than 380,000 with glasses. Vision To Learn has found that about 27% of school
35 students need glasses, but 80% of those who need glasses don't have them. Vision
36 To Learn Founder Austin Beutner said, "By helping millions of children across the
37 country, Vision To Learn has demonstrated a school-based solution to the problem
38 can be both cost effective and scalable. But millions more children still need help.
39 It's time for federal and state leaders to take action to help make sure every child



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Yellow Assembly

Committee: 6

Bill #:58

40 in every school, everywhere in the country, has the glasses they need to succeed in
41 school and in life. We can take money from Medicaid to provide kids with glasses
42 from Vision to Learn and sports physicals.

43

44 **Environmental Implications:** On average, glasses can cost about 50 - 1000
45 dollars. An average greenhouse gas (GHG) emissions affects the environment by
46 producing eye glasses from an amount of 8.2 pounds. Glasses also contain flat -
47 gas over 60 megatons of CO2 per year. The plastics used in eyeglasses are made
48 with non-renewable fossil fuels in a highly polluting process. The eyewear industry
49 can decrease its carbon footprint by optimizing supply chains, choosing sustainable
50 transportation options, and embracing circular economy models.

51

52 **Effective Date:** June 7th 2026

1

MAKING HISTORY

Historic Program Moments

The YMCA Youth and Government program was developed at a time when some of the defining questions of the 20th century were being answered. In many ways, Youth and Government not only served as a mirror of society, but also as a window into advances in diversity, equality, youth rights, and public policy that youth legislators would approve decades before their elected counterparts.

When youth legislator Barbara Striker called the Virginia YMCA Youth and Government Model General Assembly to order in April of 1948, it was the first time in state history that a woman had presided over the legislature. In 1949, Youth and Government delegates in Michigan elected Myron Wahls, an African American student from Detroit, as Youth Governor - over 40 years before the election of the first African American Governor since Reconstruction in 1990.

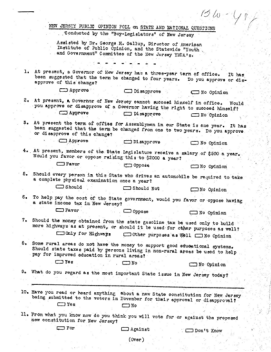
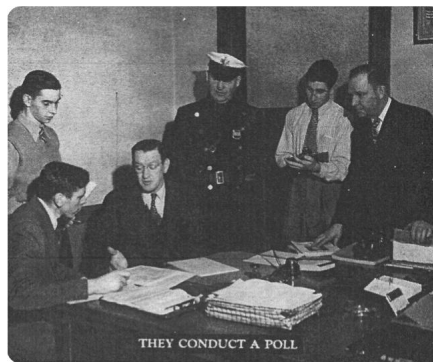
The YMCA Youth and Government program has not just been a part of history – it has and continues to make it:

George H. Gallup

When Princeton University Professor John F. Sly became Chairman of the first National Youth and Government Sponsoring Committee, he recruited one of his colleagues, Dr. George H. Gallup, to serve with him.

Dr. Gallup was the director of the American Institute for Public Opinion, and achieved notoriety for using his polling to accurately predict that Franklin Roosevelt would win the Presidency in 1936. The research firm that now bears his name, the Gallup Organization, has become one of the most recognized pollsters in the world.

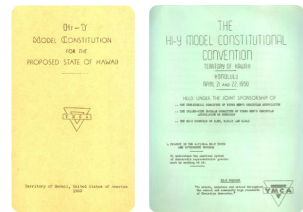
In addition to serving on Sly's Committee, Dr. Gallup used his American Institute for Public Opinion to help the YMCA Youth and Government programs in New Jersey, Maryland, and Pennsylvania conduct State Public Opinion Polls like the New Jersey Public Opinion Poll seen at right. The youth legislators in each program conducted the polls themselves, and used the findings to select bill topics for their Assembly legislation that were relevant to the needs of their communities and states.



Hawaiian Statehood



While every state program of YMCA Youth and Government has its own unique origin story, the story of the Hawaii program began before Hawaii was even a state. The program was founded during Hawaii's transition from territory to statehood in 1950. While the actual Constitutional Convention for Hawaii was being held, 71 delegates from 53 Hi-Y and Tri-Hi-Y Clubs gathered for their own Model Constitutional Convention in the throne room of the Royal Iolani Palace. Their task was the same as the actual convention - to issue a constitution for the new state of Hawaii.



Although they were gathered in a royal palace that embodied Hawaii's monarchical past, their responsibility was to help transition Hawaii to representative democracy – a responsibility their generation would carry for years to come after the Model Constitutional Convention.

A decade later, Hawaii elected Eric Shinseki from Kauai High School as Youth Governor in 1960. Shinseki, a retired four-star general, serves as Secretary of Veterans Affairs for President Obama.



The 26th Amendment



At the 1968 Youth Governors Conference, President Lyndon B. Johnson surprised not only the Youth Governors but also the White House Press Corps when he chose the conference as the venue to announce his endorsement of the 26th Amendment to lower the national voting age to 18. President Johnson delivered the same message to Congress later that week, and sent each Youth Governor a copy of his speech along with a personal request that they support the amendment in their states.

It was no coincidence that the President chose the Youth Governors Conference to make his announcement. The original sponsor of the House Resolution calling for the 26th amendment was Senator Jennings Randolph of West Virginia. Randolph was an avid YMCA Youth and Government supporter who had helped host the Youth Governors Conference for over a decade.

At the 1971 Youth Governors Conference, 3 years to the day that President Johnson announced his endorsement, Senator Randolph was being honored for his service to the program when word came during the ceremony that Ohio had voted to become the 38th and final state needed to ratify the 26th Amendment. The Senator made the official announcement while accepting the award.

After decades of YMCA Youth and Government bills passed by youth legislature to lower the voting age, high school seniors in the program were now able to vote for the first time in history.





FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

BY EACH GENERATION

The Story of YMCA Youth and Government

OUR STORY

When you share the story of Youth and Government, many people will be surprised to hear that the Y is home to one of the largest youth civic engagement and model government programs in the world.

How did the Y – birthplace of basketball and home to swimming lessons, fitness centers, summer camps, and childcare – give rise to Youth and Government?

The answer lies in 3 key elements of YMCA history:

Boys Work

The YMCA was originally founded in 1844 as an organization for young men at the start of their careers (age 20 and older). As the Y expanded, so did demand from younger boys (ages 12-18) to join. Boys Work Departments, administered by Boys Work Secretaries (staff directors), were established to provide this new generation with a space and voice in the Y movement.

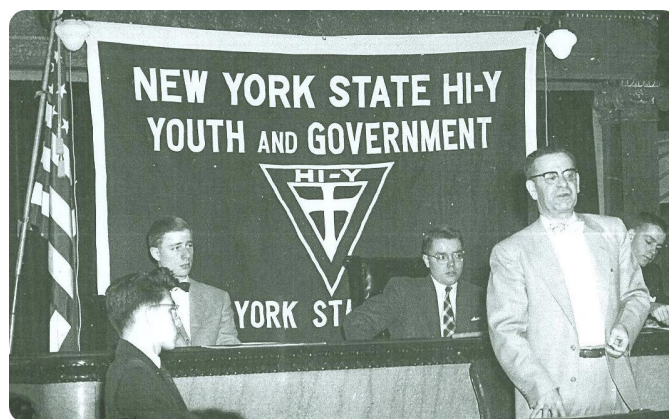
Older Boys Conferences

As boys became an increasingly larger portion of YMCA membership, Y leaders decided to give them their own forums for sharing their Y experience with other boys. These forums - Older Boys Conferences - grew into some of the largest youth gatherings in the country.

Hi-Y (High School YMCAs)

The massive growth of Boys Work programs led many participants to bring the Y to their schools, resulting in the formation of High School YMCAs, or Hi-Y Clubs, across the country. By the 1930's, Hi-Y was one of the largest student organizations in the United States. The transition to school-based YMCA clubs also brought about the creation of Tri-Hi-Y – the girls version of Hi-Y – and moved the Y away from its male-only roots.

OUR FOUNDER



In 1936, the stage was set for our founder, Clement A. "Pete" Duran, Boys Work Secretary for the Albany YMCA in New York, to bring together the 3 pieces of our story.

Boy leaders for the 1936 New York Older Boys Conference wanted the results of their conference discussions to be heard by "people who can do something about them."

William H. Burger, New York State Boys Work Secretary and a close colleague of Duran, described what happened next:

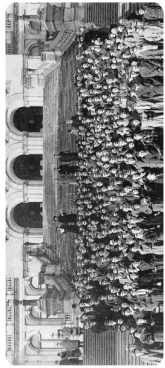
Pete and I were sitting in a car near the state capitol talking about ideas for the Older Boys Conference. Pete said, "how would it be if we held the conference in the State Capitol and centered our program around citizenship and the development of laws?"

"You would never get the capitol," I replied. But he did.

Governor Herbert Lehman enthusiastically approved Duran's request, inviting Hi-Y Clubs to select representatives for the Hi-Y Assembly at the Capitol. The rest, as they say, is history.

OUR MOTTO | Democracy must be learned by each generation

The motto of YMCA Youth and Government was adapted from a quote by Dr. Earle T. Hawkins, President of Towson State Teachers College and first Chairman of the Maryland Youth and Government program: "Democracy is more than being governed by a majority vote. It is a process in government that must be learned and earned by each succeeding generation. Youth cannot inherit democracy. They achieve it as adults provide them opportunities and leadership."



OUR STORY

YMCA YOUTH AND GOVERNMENT

DEMOCRACY MUST BE LEARNED BY EACH GENERATION

STATE TIMELINE

New York | December 11-12, 1936
www.rochesterymca.org/programs

Idaho | 1937
www.ymcatvidaho.org/programs

New Jersey | December 2-4, 1938
www.ymca.nj.org

Maine | May 1-2, 1943
www.yigimne.org

Connecticut | April 28-29, 1944
www.ctyag.org

Maryland | May 5-6, 1944
www.mdyandg.org

Minnesota | April 26-27, 1946
www.mnyig.org

Georgia | 1946
www.yclub.org

Kentucky | 1946
www.kyymca.org

Michigan | 1946
www.myig.org

Tennessee | 1946
www.tennesseeyig.org

Texas | December 12-13, 1947
www.ymcatexasyg.org

Arizona | 1947
www.facebook.com/azyouthandgovernment

Kansas | 1947
www.kansascityymca.org/programs

Oregon | April 2-3, 1948
www.youry.org/salem-family-ymca

Pennsylvania | April 2-3, 1948
www.ymcapa.org

Virginia | April 9-10, 1948
www.vaymca.org

Washington | 1948
www.youthandgovernment.org



The YMCA | 1844

The Young Men's Christian Association was founded on June 6, 1844 in London, England by 22-year old George Williams.



The YMCA in the US | 1851

The first YMCA in the United States was founded on December 29, 1851 at the Old South Church in Boston, MA by Retired Captain Thomas Valentine Sullivan.



YMCA Boys Work | 1869

To provide YMCA activities for boys ages 12-18, the first Boys Work Department was founded by William Horace Whipple in Salem, MA on April 26, 1869.



Boys Work Secretaries | 1886

Ellen Brown becomes the first employed Boys Work Secretary (Program Director), working for the YMCA in Buffalo, NY.



Older Boys Conferences | 1891

As Boys Work grew, many asked if boys should be represented at State YMCA Conferences. W.F. Moore, Boys Work Secretary in Everett, MA, proposed a conference solely for boys, run by boys. On January 28, 1891 the 1st Older Boys Conference was held for YMCA boys in Massachusetts and Rhode Island.



Hi-Y | 1889

Following earlier attempts at school-based YMCA clubs in Ionia and Ann Arbor, MI, the first High School YMCA was founded by D.F. Shirk at Dickinson County High School in Chapman, KS in 1889. The name "Hi-Y" was first used and adopted in 1911 by the High School YMCA in Pittsfield, MA.

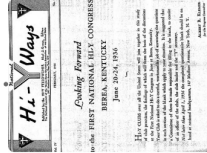


National Hi-Y Fellowship | 1932

In 1932, the National Hi-Y Fellowship was created to help charter, register, and organize Hi-Y Clubs across the country.

National Hi-Y Congress | 1936

In 1936, the 1st National Hi-Y Congress was held in Berea, KY to allow Hi-Y members to propose and discuss policies, resources, and initiatives for the National Hi-Y Fellowship.



Hi-Y Assembly at New York Older Boys Conference | 1936

After meeting with boy leaders who wanted the results of their Older Boys Conference discussions to be heard by "people who can do something about them," Clement A. "Pete" Duran, Boys Work Secretary for the Albany YMCA, sought and received permission to hold the conference at the State Capitol from December 11-13, 1936. Hi-Y Clubs selected representatives to debate and pass bills as part of the Hi-Y Assembly – the first YMCA Youth and Government Assembly.

HI-Y ASSEMBLY

By
IN ASSEMBLY

Resolved That the following resolutions be adopted by the Hi-Y Assembly at the Albany YMCA, New York, December 11-13, 1936.

- 1. That the following resolutions be adopted by the Hi-Y Assembly at the Albany YMCA, New York, December 11-13, 1936.
- 2. That the following resolutions be adopted by the Hi-Y Assembly at the Albany YMCA, New York, December 11-13, 1936.
- 3. That the following resolutions be adopted by the Hi-Y Assembly at the Albany YMCA, New York, December 11-13, 1936.
- 4. That the following resolutions be adopted by the Hi-Y Assembly at the Albany YMCA, New York, December 11-13, 1936.



California | February 1949

www.calymca.org

Alabama | April 22-23, 1949

www.alvig.org

New Hampshire | April 22-23, 1949

www.nhymcayag.org

Missouri | December 16-17, 1949

www.moymig.org

Hawaii | April 21-22, 1950

www.ymcahonolulu.org/youth_development

Illinois | April 24-25, 1950

www.ilymcayg.org

Oklahoma | January 25-27, 1952

www.ymcaokc.org/youthdevelopment

Wisconsin | December 5, 1952

www.ymcaadaneounty.org/yig

Ohio | 1952

www.ohioymcayig.org

Colorado | 1953

www.denverymca.org/programs-services

Florida | December 6-8, 1957

www.floridayig.net

Mississippi | 1960

www.msyyag.org

New Mexico | April 6-8, 1961

www.nmyig.org

Louisiana | 1962

www.layouthandgovernment.org

Massachusetts | February 14-15, 1964

www.ssymca.org

Indiana | April 2-4, 1965

www.facebook.com/innyag

Delaware | 1969

www.ymcade.org/yig/yig.cfm

Montana | 1970

www.helenaymca.org/youth-gov

North Carolina | May 3-5, 1979

www.ncyag.org

South Carolina | 1988

www.scyymcayig.org

Washington, DC | 2001

www.dcyag.org

YMCA Model UN

www.ymcace.org

First Youth Governor | 1938

When Duran accepted a new position with the YMCA in New Jersey, his Hi-Y Assembly idea took hold quickly. New Jersey held its first Assembly in 1938, and elected the first-ever YMCA Youth Governor – Harry A. Faske of Trenton.

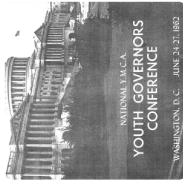


National Conference of Boy Governors | 1949

The first YMCA National Conference of Boy Governors was held in Washington, DC from June 16-19, 1949, bringing together Youth Governors and leaders from 19 states. The agenda included sessions with Prof. Sly, Clement Duran, and President Harry Truman.

National Youth and Government Assembly | 1952

In 1952, the first National Youth and Government Assembly was held as part of the National Hi-Y & Tri-Hi-Y Council in Washington, DC.



YMCA Youth Governors Conference | 1962

A decade passed before the Reader's Digest Foundation helped sponsor the 2nd Youth Governors Conference in 1962 in Washington, DC, where the conference has been held each year since. 36 states were represented.

YMCA Conference on National Affairs | 1968

After Alabama delegate Michal Hart proposed a new national Youth and Government conference, William C. Chandler of the Montgomery YMCA established the Conference on National Affairs (CONA). 7 states sent delegations to the first conference in 1968 in Stone Mountain, GA.



CONA moved to its current home at the YMCA Blue Ridge Assembly in Black Mountain, NC in 1971.

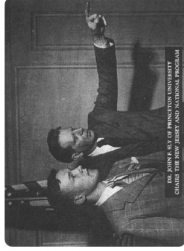
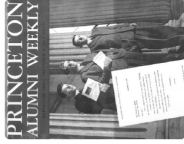
YMCA College Youth In Government | 2012

In March of 2012, college students from across the country convened a Constitutional Convention in Philadelphia, PA to found the YMCA College Youth In Government program.



YMCA National Judicial Competition | 2012

In July of 2012, the first YMCA National Judicial Competition was held in Chicago, IL.



Princeton Extension Conference | 1944

Duran's idea gained national support at Princeton University, where Professor John F. Sly chaired the first National Youth and Government Committee, developed training resources, and held a National YMCA Youth and Government Extension Conference for new states from April 20-21, 1944.

NEW YORK STATE LEGISLATIVE PROCESS GLOSSARY OF FREQUENTLY USED PHRASES

From The Association of the Bar of the City of New York-<http://www.nycbar.org/>

Not all of these terms will be used in the YMCA Model Legislature, but each plays a role in the New York Legislative process.

Amendment

A bill can be amended as many times as necessary at any time during the legislative process. When a bill is amended a letter is added to the end of the bill number. The first amendment is referred to as the "A" version of the bill; the second amendment is referred to as the "B" version of the bill, and so on (*i.e.* A.1234-A, A.1234-B, A.1234-C, etc.).

Approval memo

Memo attached to a bill that has been signed by the Governor explaining why he/she approved the bill. Approval memos are not required. If written, approval memos are included in a **bill jacket** and become a part of the bill's legislative history. (*See also* 'Disapproval memo')

Article 7

Article of the New York State Constitution governing the State's finances and budget. "Article 7 bills" are non-appropriation pieces of legislation which are intended to amend existing state laws governing programs and revenues.

Bill jacket

Includes the legislative history of a bill that has been enacted into law or vetoed by the Governor. Bill jackets include the bill, the bill's sponsor memo, **approval or disapproval memos**, financial analysis (if necessary) and any other memos, letters or comments that were submitted to the Governor's office regarding the bill. This would include comments by other agencies, organizations, or individuals. A bill jacket is an excellent resource when doing research on an issue and can be accessed through the New York State Library or by contacting the Legislative Secretary to the Governor's Counsel (for bills from the current year).

Calendar or Reading calendar

Once a bill has been considered by all necessary committees and favorably reported, it is placed on the calendar. Bills must 'age' for three consecutive legislative session days before it can be voted on by the house. This rule is intended to provide legislators sufficient time to read and consider legislation before acting on it. A bill will automatically move from its first to second reading calendar; it will then be placed on the third reading calendar, where it can remain indefinitely if no further action is taken. If it is decided that a bill should move to the floor for a vote, then it will appear on the 'Debate List' in the Assembly and/or the 'Active List' in the Senate. A bill can bypass the three-day reading rule with a **Message of Necessity** issued by the Governor.

Chapter number

Number assigned a bill once it has been signed into law by the Governor. Chapter numbers are assigned in numerical order as bills are signed and are specific to the year in which the bill was enacted. Knowing a bill's chapter number is helpful when searching for legislation enacted in past years (*i.e.* Chapter 1 of 2012).

Delivered to Governor

After passing both houses of the Legislature, bills will be delivered to the Governor. During the legislative session, the Governor has 10 days to sign or veto bills once they've been transmitted. This time period does not include Sundays, but does include legal holidays. If the Governor does not act on the bill within the 10 day period, the bill automatically becomes law. When a bill is delivered to the Governor after the Legislature has formally adjourned *sine die* (the final adjournment of a legislative session year), the Governor has 30 days (including Sundays *and* including legal holidays) to sign a bill or it will be automatically vetoed upon expiration of the time period. No veto message from the Governor is required if this happens.

Disapproval memo

Memo attached to a bill vetoed by the Governor laying out the reasons for disapproving the bill. All bills that are vetoed are accompanied by a disapproval memo, which is included in the **bill jacket** and becomes part of the bill's legislative history. (*See also* 'Approval memo')

Enacting clause stricken

When the main sponsor of a bill removes their support for the bill and the title has been deleted. Bill is considered dead unless another legislator decides to sponsor the bill.

Held for consideration

When a bill is placed on a "hold" agenda in a committee. A committee can vote to favorably, unfavorably or to hold a bill when it comes up for a vote. The bill is still able to be placed on an active agenda at any time. This action is usually taken when a committee does not want to disapprove a bill but feels further study is needed or there are amendments that should be made before the bill progresses.

Laid aside

When a bill's sponsor or the Temporary President in the Senate does not want a vote to be taken on a bill. Bills that are laid aside retain their place in the regular order of business until called for a debate. Unlike bills that are **starred on calendar**, bills that are laid aside can be voted on the same day it is laid aside if the sponsor or Temporary President of the Senate so chooses.

(See also 'Starred on Calendar') **Legislative term / session**

A **legislative term** is the two-year period during which a bill can remain active. Each term starts the January of an odd-numbered year, after the legislative election, and consists of two **legislative sessions** (running from roughly January through June). Bills introduced in the first session that are not signed into law will retain their bill number and be automatically introduced in the second session. After this two-year period a new legislative term begins and all bills not enacted into law will have to be reintroduced and obtain new bill numbers before they can be considered by the legislature. This is done by bill sponsors as a matter of course.

Message of necessity

Method by which the Governor can bypass the three-day bill aging process (or **calendar readings**) and call for an immediate vote on a bill. A message of necessity must lay out why an immediate vote is required and must be approved by a majority of members in the house where it is being requested.

Motion for reconsideration

Method by which a legislator can have a bill, resolution, message, report, amendment, nomination or motion reconsidered and voted on again. This can be done for matters before the house or for bills which have been vetoed by the Governor. In the case of bills vetoed by the Governor, a $\frac{2}{3}$ majority of members in each house must vote in favor of the bill in order to overturn the veto and enact the legislation.

Ranking member (or 'ranker') Highest ranking minority party member of a committee.

Referred

The date on which a bill is given to a particular committee for consideration. All bills are referred to a committee upon introduction; bills can be referred to other committees at the request of that committee or if the bill's subject covers multiple committees. A bill does not have to be voted on by a committee in order for it to be referred to another committee.

Reported

The date on which a bill is placed on a floor **calendar** to be considered for a house vote, or the date on which a bill is sent to another committee for further consideration. For example, when reading a bill's status: "reported, referred to Rules".

Starred on calendar

A bill that is on the **reading calendar** can be 'starred' by its sponsor and all further action on the bill is suspended until the star is removed, although the bill retains its place on the calendar. Other than for the purpose of amendment or recommitted, a star can't be removed from a bill until one day after the request was made. A bill will be automatically starred if it is **laid aside** by its sponsor on five consecutive days in the Senate or three consecutive days in the Assembly.

State of the State

Held on the "first Wednesday after the first Monday in January". Kicks off the official start to session. Governor lays out his/her agenda for the year.

Substitution of bills

Process for ensuring that a bill is identical in each house of the legislature before it is passed by both houses. Bills cannot be sent to the Governor until the identical version has passed both houses. A bill is typically substituted for when it is on the **calendar** in one house and its same-as partner has already passed the other house. A motion for substitution must be approved by a majority vote of the house.

SOURCES

Rules of the Assembly - <http://assembly.state.ny.us/Rules/>

Rules of the Senate - <http://legislation.nysenate.gov/pdf/bills/2017/R4>

New York State Constitution - <https://www.dos.ny.gov/info/constitution.htm>

How a bill becomes a law

From The New York State Senate

<https://www.nysenate.gov/how-bill-becomes-law>

The job of the Senate is to work with the Assembly and the Governor to enact, amend or repeal statutes which make up the body of laws by which we are governed. This involves drafting, discussing and approving bills and resolutions. The text shows the process in a simplified progression from "Idea" to "Law." At any step in the process, citizens can make their views known to NY State Senators.

Step 1: Someone has a new policy idea

The legislative process begins with a new policy idea. Senators often come up with those ideas, however they come from many other places such as a senator's constituents, an organization that calling for a new law, or a State official. Regardless of the source, this idea serves as the starting point for any new bill or law.

Step 2: Idea is drafted into a Bill

Once an idea for a new law has been settled on, it must be drafted as a bill before it can be considered by the Senate. A bill is a set of instructions for changing the language of the laws of New York. Bill drafting requires a specialized legal training, and it is usually carried out by the staff of New York State's Legislative Bill Drafting Commission. Sometimes, an interest group may have its own attorneys draft a bill, and lawyers working in state agencies and the executive branch often submit their ideas for legislation in bill form.

Step 3: Bill undergoes committee process

Introduction

The first step in the committee process is to introduce a bill into a committee. Bills are generally only introduced only by legislators or by standing committees of the Senate and Assembly. The only exception is the Executive Budget, which is submitted directly by the Governor.

On introduction in the Senate, a bill goes to the Introduction and Revision Office, given a number, and sent to the appropriate standing committee.

Committee Action

Members of Standing Committees evaluate bills and decide whether to "report" them (send them) to the Senate floor for a final decision by the full membership. A committee agenda is issued each week listing the bills and issues each Senate committee will handle the following week.

Committees often hold public hearings on bills to gather the widest possible range of opinion. Citizens can share their opinion on a proposed bill with their Senate representative for relay to the committee members. The committee system acts as a funnel through which the large number of bills introduced each session must pass before they can be considered. The system also acts as a sieve to sift out undesirable or unworkable ideas. After consideration, the committee may report the bill to the full Senate for consideration, it may amend the bill, or it may reject it.

Step 4: Senate and Assembly Pass Bill

After explanation, discussion or debate, a vote is taken. If a majority of the Senators approves, the bill is sent to the Assembly. It is referred to a committee for discussion, and if approved there, it goes to the full membership for a vote.

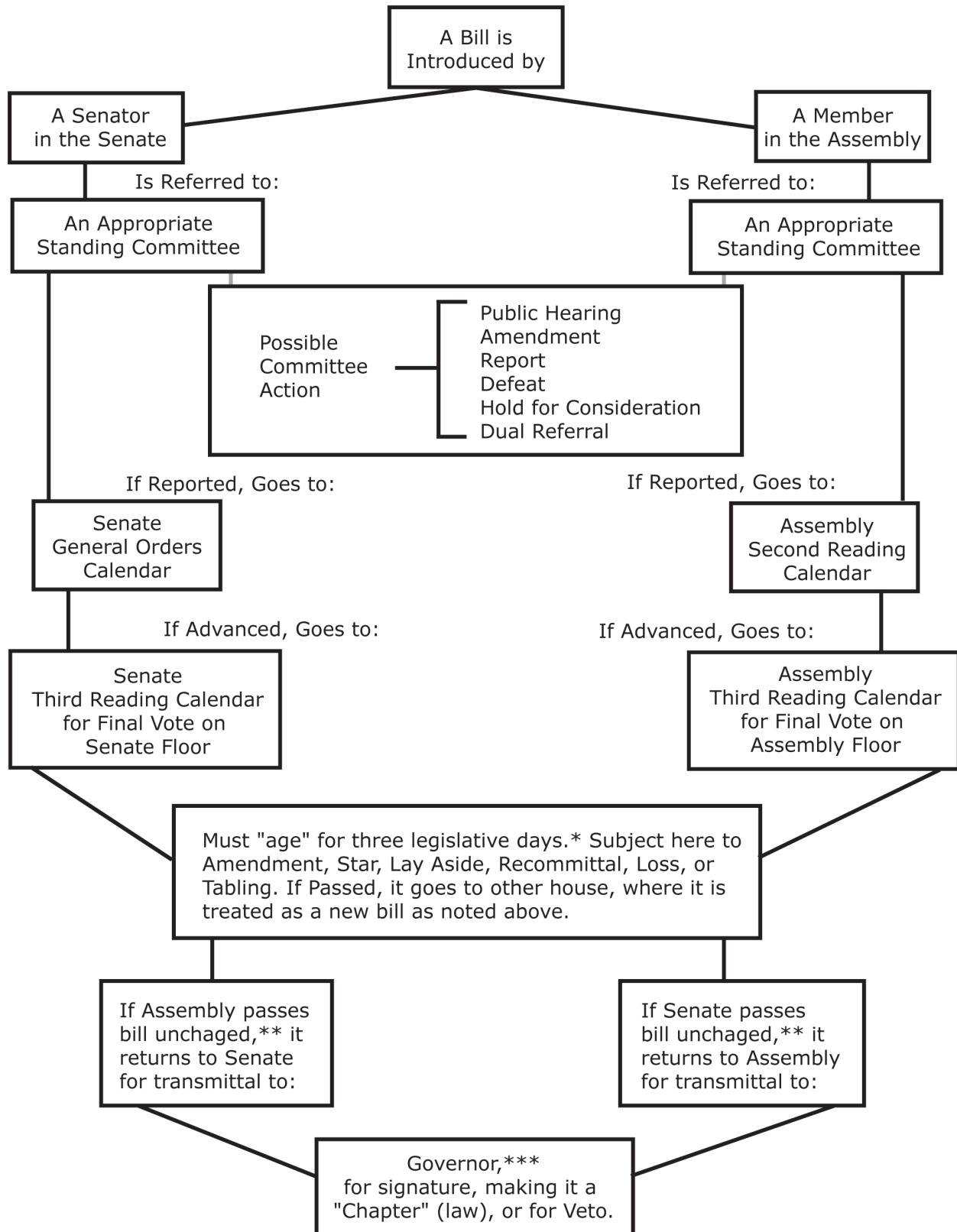
If the bill is approved in the Assembly without amendment, it goes on to the Governor. However, if it is changed, it is returned to the Senate for concurrence in the amendments.

(The reverse procedure is followed if the Assembly first passes a bill identical to a Senate measure or if the Senate amends an Assembly bill.)

Step 5: Bill is signed by Governor

While the Legislature is in session, the Governor has 10 days (not counting Sundays) to sign or veto bills passed by both houses. Signed bills become law; vetoed bills do not. However, the Governor's failure to sign or veto a bill within the 10-day period means that it becomes law automatically. Vetoed bills are returned to the house that first passed them, together with a statement of the reason for their disapproval. A vetoed bill can become law if two-thirds of the members of each house vote to override the Governor's veto. If a bill is sent to the Governor when the Legislature is out of session, the rules are a bit different. At such times, the Governor has 30 days in which to make a decision, and failure to act ("pocket veto") has the same effect as a veto.

How a Bill Becomes a Law in New York State



[*] The State Constitution requires the printed bill to be on Members' desks for three calendar legislative days. This procedure may only be shortened by "Message of Necessity" for immediate vote from the Governor.

[**] If changed, the house of origin must concur before it goes to the Governor.

[***] Governor has 10 days, excluding Sundays, to act on bills sent by 10 days before adjournment. If Governor does not act in that time, the bills automatically become law. Governor has 30 calendar days after Legislature adjourns to act on other bills; these bills may not become law without the Governor's approval ("pocket veto").

The Constitution of the United States

The signing of the Constitution took place on September 17, 1787, at the Pennsylvania State House (now called Independence Hall) in Philadelphia.

PREAMBLE

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

THE LEGISLATIVE BRANCH

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

THE HOUSE OF REPRESENTATIVES

Section 2. [1] The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

[2] No Person shall be a Representative who shall not have attained to the Age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

[3] [Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.] (Note: Changed by section 2 of the Fourteenth Amendment.) The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

[4] When vacancies happen in the Representation from any state, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

[5] The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

THE SENATE

Section 3. [1] The Senate of the United States shall be composed of two Senators from each State, [chosen by the Legislature thereof,] (Note: Changed by section 1 of the Seventeenth Amendment.) for six Years; and each Senator shall have one Vote.

[2] Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one-third may be chosen every second Year; [and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.] (Note: Changed by clause 2 of the Seventeenth Amendment.)

[3] No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

[4] The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

[5] The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

[6] The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

[7] Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

THE ORGANIZATION OF CONGRESS

Section 4. [1] The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Place of Choosing Senators.

[2] The Congress shall assemble at least once in every Year, and such Meeting shall be [on the first Monday in December,] (Note: Changed by section 2 of the Twentieth Amendment.) unless they shall by Law appoint a different Day.

Section 5. [1] Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

[2] Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

[3] Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

[4] Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. [1] The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

[2] No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7. [1] All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

[2] Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by Yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it,

unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

[3] Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

POWERS GRANTED TO CONGRESS

Section 8. [1] The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

[2] To borrow money on the credit of the United States;

[3] To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

[4] To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

[5] To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

[6] To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

[7] To establish Post Offices and post Roads;

[8] To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

[9] To constitute Tribunals inferior to the supreme Court;

[10] To define and punish Piracies and Felonies committed on the high Seas, and Offenses against the Law of Nations;

[11] To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

[12] To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

[13] To provide and maintain a Navy;

[14] To make Rules for the Government and Regulation of the land and naval Forces;

[15] To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

[16] To provide for organizing, arming, and disciplining the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

[17] To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings; —And

[18] To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

POWER FORBIDDEN TO CONGRESS

Section 9. [1] The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

[2] The privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

[3] No Bill of Attainder or ex post facto Law shall be passed.

[4] No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken. (Note: See the Sixteenth Amendment.)

[5] No Tax or Duty shall be laid on Articles exported from any State.

[6] No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

[7] No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

[8] No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. [1] No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

[2] No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

[3] No State shall, without the Consent of Congress, lay any duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II

THE EXECUTIVE BRANCH

Section 1. [1] The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice-President, chosen for the same Term, be elected, as follows.

[2] Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

[3] [The Electors shall meet in their respective States, and vote by Ballot for two persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State have one Vote; a quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice-President.] (Note: Superseded by the Twelfth Amendment.)

[4] The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

[5] No person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty-five Years, and been fourteen Years a Resident within the United States.

[6] [In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the

Powers and Duties of the said Office, the same shall devolve on the Vice President, and the Congress may by Law, provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.] (Note: Changed by the Twenty-Fifth Amendment.)

[7] The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

[8] Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation: —“I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States.

Section 2. [1] The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion in writing, of the principal Officer in each of the executive Departments, upon any subject relating to the Duties of their respective Offices, and he shall have Power to Grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

[2] He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

[3] The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III

THE JUDICIAL BRANCH

Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. [1] The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; —to all Cases affecting Ambassadors, other public Ministers and Consuls; —to all Cases of admiralty and maritime Jurisdiction; —to Controversies to which the United States shall be a Party; —to Controversies between two or more States, — [between a State and Citizens of another State;—] (Note: Changed by the Eleventh Amendment.) between Citizens of different States; —between Citizens of the same State claiming Lands under Grants of different States, [and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.] (Note: Changed by the Eleventh Amendment.)

[2] In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations

as the Congress shall make.

[3] The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. [1] Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

[2] The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article IV

RELATION OF THE STATES TO EACH OTHER

Section 1. Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State; And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. [1] The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

[2] A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

[3] [No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.] (Note: Superseded by the Thirteenth Amendment.)

Section 3. [1] New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

[2] The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article V

AMENDING THE CONSTITUTION

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of it's equal Suffrage in the Senate.

Article VI

NATIONAL DEBTS

[1] All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

SUPREMACY OF THE NATIONAL GOVERNMENT

[2] This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

[3] The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VII

RATIFYING THE CONSTITUTION

The Ratification of the Conventions of nine States shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth.

In Witness whereof We have hereunto subscribed our Names.

George Washington—President and deputy from Virginia

New Hampshire

John Langdon

Nicholas Gilman

Massachusetts

Nathaniel Gorham

Rufus King

Connecticut

Wm. Saml. Johnson

Roger Sherman

New York

Alexander Hamilton

New Jersey

Wil: Livingston

David Brearley

Wm. Paterson

Jona: Dayton

Pennsylvania

B Franklin

Thomas Mifflin

Robt Morris

Geo. Clymer

Thos. FitzSimons

Jared Ingersoll

James Wilson

Gouv Morris

Delaware

Geo: Read

Gunning Bedford jun

John Dickinson

Richard Basset

Jaco: Broom

Maryland

James McHenry

Dan of St Thos. Jenifer

Danl Carroll

Virginia

John BlairJames

Madison Jr.

North Carolina

Wm. Blount

Richd. Dobbs Spaight

Hu Williamson

South Carolina

J. Rutledge

Charles Cotesworth Pinckney

Charles Pinckney

Pierce Butler

Georgia

William Few

Abr Baldwin

Attest William Jackson Secretary

| Conference Roster By Last Name | | | | | |
|--------------------------------|-----------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Yousof | Abdelreheem | MS50 El Puente | Adult | | |
| Scarlet | Abraham | Channel View | Legislative Delegate | Blue Assembly | 8 |
| Madalynne | Ackerman | Canisteo-Greenwood | Legislative Bill Sponsor | Yellow Assembly | 2 |
| Medinatou | Agbon | Bronx of Young Leaders | Legislative Bill Sponsor | | |
| Matthew | Ahlfeld | Mineola | Presiding Officer | Yellow Senate | 7 |
| Vanesa | Ahmetaj | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 5 |
| Zachary | Alba | Channel View | Legislative Delegate | Yellow Assembly | 10 |
| Kiara | Allen | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Danna | Alvarez | Brentwood East | Legislative Bill Sponsor | Blue Assembly | 3 |
| Jaritzza | Alvarez | North | Legislative Bill Sponsor | Blue Assembly | 10 |
| Lucy | Amash | Taconic Hills Jr. High | Legislative Bill Sponsor | Yellow Senate | 1 |
| Helen | Ambrocio | Westhampton Beach | Legislative Delegate | Blue Senate | 10 |
| Emma | Anand | Resource Team | Resource Team | Resource Team | |
| Nathaniel | Ancion | MS50 El Puente | Legislative Bill Sponsor | | |
| Yasmina | Aquil | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Andrea | Archila Linares | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Lily | Arena | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 6 |
| Millie | Armstrong | Highland Falls | Legislative Delegate | Yellow Senate | 5 |
| Jeimy | Arriaza | Brentwood South | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Isabel | Ayala | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Yasmina | Bache-Seraphin | Fallsburg JSHS | Legislative Bill Sponsor | Blue Assembly | 4 |
| Paige | Backus | Channel View | Legislative Bill Sponsor | | |
| Matthew | Baker | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Sawyer | Barr | Highland Falls | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Giancarlos | Batres | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |
| Elisa | Baum | Fallsburg JSHS | Adult | | |
| Adwoa | Bawuah | Brentwood East | Legislative Bill Sponsor | Yellow Assembly | 2 |
| Dylan | Baxter | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Georgia | Beasley | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 6 |
| Madeline-Camille | Bell | Marlboro | Legislative Bill Sponsor | Blue Senate | 4 |
| Houwaida | Benhassine | Bronx of Young Leaders | Legislative Bill Sponsor | | |
| Andrew | Benskie | Fallsburg JSHS | Adult | | |
| August | Best | Myers | Legislative Bill Sponsor | Blue Assembly | 10 |
| Charlie | Blaine | Westhampton Beach | Legislative Bill Sponsor | Yellow Senate | 2 |
| Lillian | Boardman | Cabin John MS | Legislative Delegate | Blue Assembly | 10 |
| Tyler | Brandi | Westhampton Beach | Legislative Delegate | Blue Senate | 8 |
| Taylor | Breary | Marlboro | Legislative Bill Sponsor | Blue Assembly | 1 |
| Michael | Breihof | Brentwood East | Adult | | |
| Preston | Brooks | Highland Falls | Legislative Bill Sponsor | | |
| Mila | Buchheim | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 3 |
| Olly | Buchheim | Highland Falls | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Xavier | Buckley | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 4 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|-----------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Kayla | Bundick | Resource Team | Resource Team | Resource Team | |
| Clayton | Burch | Hartford Central | Legislative Bill Sponsor | Blue Senate | 8 |
| Evalyn | Burch | Hartford Central | Legislative Bill Sponsor | Blue Senate | 8 |
| Madison | Burrus | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Nancy | Byrne | Taconic Hills Jr. High | Adult | | |
| Conrad | Cabrera | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 2 |
| Dominic | Caceres | Mineola | Legislative Bill Sponsor | Blue Senate | 9 |
| Angel | Cadena Romero | Fallsburg JSHS | Legislative Delegate | Yellow Senate | 4 |
| Michael | Cahill | Highland Falls | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Kayla | Caldwell | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 1 |
| Autumn | Callahan | North | Adult | | |
| Rebecca | Campomanes | Resource Team | Resource Team | Resource Team | |
| Jordan | Caplan | Longview | Legislative Bill Sponsor | Yellow Senate | 9 |
| Cailin | Carlson | Mineola | Adult | | |
| Raquel | Carpenter | Brentwood East | Adult | | |
| Kahla | Carrington | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Kahla | Carrington | Pathways | Legislative Bill Sponsor | | |
| Crisann | Cassanova | Channel View | Legislative Delegate | Yellow Assembly | 5 |
| Jenna | Cavuto | Mineola | Adult | | |
| Leah | Centeno-Peipman | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 1 |
| Domilu | Cerezo | Channel View | Legislative Delegate | Yellow Senate | 5 |
| Xavi | Chamorro Yac | Westhampton Beach | Legislative Bill Sponsor | Yellow Senate | 2 |
| Madison | Charlemagne | Marlboro | Legislative Bill Sponsor | Blue Assembly | 1 |
| Iliana | Charway | Channel View | Legislative Delegate | Yellow Senate | 4 |
| Avery | Chase | South Orangetown | Legislative Bill Sponsor | Blue Assembly | 3 |
| Franco | Chaves-Soni | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Alice | Chen | Resource Team | Resource Team | Resource Team | |
| Brandon | Chen | Highland Falls | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Joanna | Cherian | South Orangetown | Legislative Bill Sponsor | Blue Senate | 4 |
| Julissa | Chicas | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Stephany | Chimborazo Peña | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 1 |
| Dominic | Ciampa | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 1 |
| Isabella | Ciliberto | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Grace | Clair | Canisteo-Greenwood | Legislative Bill Sponsor | Yellow Senate | 10 |
| Patrick | Clancy | North | Adult | | |
| Annaliese | Clark | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Robert | Coleman | Westhampton Beach | Adult | | |
| Kezia | Collins | Channel View | Legislative Delegate | Blue Senate | 5 |
| Antonio | Contreras | Resource Team | Resource Team | Resource Team | |
| Callen | Cook | Hartford Central | Legislative Bill Sponsor | Blue Senate | 8 |
| Gabriella | Coons | Taconic Hills Jr. High | Legislative Bill Sponsor | Blue Senate | 4 |
| Jade | Council | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|-------------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Timothy | Curley | South Orangetown | Legislative Bill Sponsor | Blue Assembly | 3 |
| Julia | D'Amico | Mineola | Legislative Bill Sponsor | Blue Assembly | 8 |
| Abigail | Dahill | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Sayge | Damico Becker | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Michael | Damms | Fallsburg JSHS | Legislative Delegate | Blue Senate | 3 |
| Leo | D'Angelo | Marlboro | Legislative Bill Sponsor | Blue Senate | 4 |
| Harper | Deis | Town of Webb | Legislative Bill Sponsor | Yellow Assembly | 10 |
| Surey | Delgado | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Emma | DelGiudice | Westhampton Beach | Legislative Delegate | Blue Senate | 6 |
| Olivia | Dennis | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 3 |
| Amelia | Deonarine | Mineola | Legislative Bill Sponsor | Blue Assembly | 8 |
| Melissa | DeSimone | Brentwood South | Adult | | |
| Logan | DeTemple | Highland Falls | Legislative Delegate | | |
| Elsa | Dew | Town of Webb | Legislative Bill Sponsor | Yellow Assembly | 10 |
| Constantine | Diamondshtayn | Channel View | Legislative Delegate | Yellow Assembly | 10 |
| Carter | Dickerson | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Assembly | 7 |
| Azael | Dimanche | Brentwood East | Legislative Bill Sponsor | Yellow Assembly | 2 |
| Amai | Disabunjong | Marlboro | Legislative Bill Sponsor | Yellow Senate | 10 |
| Marissa | Diveris | Westhampton Beach | Adult | | |
| Shane | Dodge | Highland Falls | Legislative Bill Sponsor | Blue Assembly | 6 |
| Mylaan | Dolberry | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Greyson | Doubleday | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Kaelynne | Driscoll | Resource Team | Resource Team | Resource Team | |
| Jenifer | Duarte | Brentwood East | Legislative Bill Sponsor | Blue Assembly | 3 |
| Avi | Duhaney | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Sy | Duhaney | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Kimberly | Duncan | Fallsburg JSHS | Legislative Bill Sponsor | Blue Senate | 1 |
| Addison | Eckerson | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Madison | Edmund | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Kevin | Egan | Marlboro | Adult | | |
| Reagan | Eggers | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Katia | Elizabeth Arevalo | Brentwood East | Legislative Delegate | Yellow Assembly | 2 |
| Anthony | Escobar | Brentwood South | Legislative Bill Sponsor | | |
| Jadiel | Escobar | MS50 El Puente | Legislative Delegate | Blue Senate | 5 |
| Juliana | Esteban | South Orangetown | Legislative Bill Sponsor | Blue Senate | 4 |
| Samuel J. | Etwaroo | Mineola | Legislative Bill Sponsor | Blue Assembly | 8 |
| Heather | Evangelista | Highland Falls | Adult | | |
| Hiba | Farooq | Resource Team | Resource Team | Resource Team | |
| Cole | Farruggia | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 2 |
| Bernardo | Feliz Rodriguez | MS50 El Puente | Adult | | |
| Matilda | Ferran | Westhampton Beach | Legislative Delegate | Blue Senate | 6 |
| Genesis | Fiallos | Taconic Hills Jr. High | Legislative Bill Sponsor | Blue Senate | 4 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|----------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Keith | Figuroa | Westhampton Beach | Legislative Bill Sponsor | Yellow Senate | 2 |
| Dylan | Fleischman | Marlboro | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Angelly | Flores | Brentwood East | Legislative Bill Sponsor | Yellow Assembly | 2 |
| Meybelin | Flores | Brentwood East | Presiding Officer | Blue Assembly | 3 |
| Sara | Flores Ramos | Fallsburg JSHS | Legislative Delegate | Yellow Senate | 5 |
| Mykalya | Fordyce | Channel View | Legislative Delegate | Yellow Senate | 6 |
| Amelia | Forman | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Rebecca | Fraher | Westhampton Beach | Legislative Delegate | Yellow Assembly | 9 |
| Fatima | Fuentes | Channel View | Adult | | |
| Jocelyn | Georges | Brentwood South | Legislative Bill Sponsor | Blue Assembly | 6 |
| Avianna | Gibbons | Brentwood South | Legislative Bill Sponsor | Blue Senate | 9 |
| Hanna | Gibson | Hartford Central | Legislative Bill Sponsor | Blue Senate | 8 |
| Julie | Giraldo | Westhampton Beach | Legislative Delegate | Blue Assembly | 10 |
| Kaylea | Girdharry | Channel View | Legislative Delegate | Yellow Assembly | 5 |
| Charlie | Giron Saravia | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Sabrina | Gomez Melendez | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Alexander | Gonzalez | Westhampton Beach | Legislative Delegate | Yellow Assembly | 1 |
| Miriam | Goodwalt | Marlboro | Legislative Delegate | Yellow Senate | 2 |
| Aaliyah | Gordillo | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 2 |
| Mia | Gosnell | Westhampton Beach | Legislative Delegate | Blue Senate | 6 |
| Danae | Gountas | MS50 El Puente | Legislative Delegate | Yellow Assembly | 1 |
| Ryley | Gragg | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 7 |
| Neila | Grazina | Westhampton Beach | Legislative Delegate | Blue Senate | 6 |
| Ryan | Green | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Leyna | Greenberg | Fallsburg JSHS | Legislative Bill Sponsor | Blue Assembly | 4 |
| Jonah | Greenwald | Westhampton Beach | Legislative Delegate | Yellow Senate | 2 |
| Ellen | Griffin | Westhampton Beach | Adult | | |
| Kathy | Guardado | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Brennan | Guerra | Highland Falls | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Adair | Gust | Highland Falls | Legislative Bill Sponsor | Blue Senate | 1 |
| Audrey | Han | MS50 El Puente | Legislative Bill Sponsor | | |
| Michael | Hanebuth | Resource Team | Resource Team | Resource Team | |
| Alexandra | Hansen | Channel View | Adult | | |
| Adrienne | Hardin | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 8 |
| Hudson | Harrington | Taconic Hills Jr. High | Legislative Bill Sponsor | Blue Senate | 4 |
| Olivia | Harris | Resource Team | Resource Team | Resource Team | |
| Calvin | Hartka | Taconic Hills Jr. High | Legislative Bill Sponsor | Blue Senate | 4 |
| Liam | Hartka | Taconic Hills Jr. High | Legislative Bill Sponsor | Yellow Senate | 1 |
| Sofia | Hassoune | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Betty | Haynes | Cleveland Hill | Adult | | |
| Margaret | Heintz | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Sonja | Henry | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 2 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|--------------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Michael | Heptig | Westhampton Beach | Legislative Delegate | Blue Assembly | 2 |
| Michelle | Heras | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 1 |
| Allison | Hernandez Gomez | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Justin | Hernandez Palacios | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Abigail | Hill | Canisteo-Greenwood | Legislative Bill Sponsor | Yellow Senate | 10 |
| Carsyn | Hoefling | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Dalia | Hogan | Pathways | Adult | | |
| Sharon | Huang | Hudsonway Immersion | Adult | | |
| Amare | Hudson | Brentwood South | Legislative Delegate | Yellow Senate | 5 |
| Alyssa | Hurtado | Highland Falls | Legislative Delegate | Blue Assembly | 6 |
| Nicole | Hysi | Mineola | Legislative Bill Sponsor | Blue Senate | 9 |
| Eghosa | Ikhinmwini | Resource Team | Resource Team | Resource Team | |
| Kiersten | Ingram | Taconic Hills Jr. High | Legislative Bill Sponsor | Yellow Senate | 1 |
| Haniya | Iqbal | Bronx of Young Leaders | Legislative Delegate | Yellow Senate | 5 |
| Ariella | Irby | Fallsburg JSHS | Legislative Delegate | Yellow Assembly | 6 |
| Aryanna | Irby | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 5 |
| Ryin | Isaac | Channel View | Legislative Delegate | Blue Assembly | 10 |
| Theodore | Isaacson | Westhampton Beach | Legislative Bill Sponsor | Yellow Senate | 2 |
| Isabel | Ixcoy | Westhampton Beach | Legislative Delegate | Blue Assembly | 2 |
| Ava | Jamison | Channel View | Legislative Delegate | Yellow Assembly | 6 |
| Samantha | Jamison | Channel View | Legislative Delegate | Blue Assembly | 10 |
| Josh | Jara | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 7 |
| Scarlet | Jimenez | North | Legislative Bill Sponsor | Blue Assembly | 10 |
| Grayson | Jordan | Marlboro | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Helen | Jordy | Fallsburg JSHS | Adult | | |
| Khloe | Jordy | Fallsburg JSHS | Legislative Bill Sponsor | Blue Senate | 1 |
| Femi | Joseph | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Juan | Juarez | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 7 |
| Katherine | Juarez Cadena | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 2 |
| Anya | Kaiser | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |
| Roxanna | Karrazzi | South Orangetown | Legislative Bill Sponsor | Blue Senate | 4 |
| Abel | Keeney | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Senate | 8 |
| Renaë-Marie | Kelly | Resource Team | Resource Team | Resource Team | |
| Steven | Kelly | Brentwood South | Adult | | |
| AJ | Kenny | Westhampton Beach | Legislative Delegate | Yellow Assembly | 1 |
| BrendaLynn | Kenny | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Senate | 8 |
| Michael | Kessler | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 2 |
| Aaron | Khan | Mineola | Legislative Bill Sponsor | Blue Senate | 9 |
| Logan | King | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 7 |
| Ryder | Kirchner | Westhampton Beach | Legislative Delegate | Yellow Senate | 2 |
| Marjorie | Knipfing | North | Adult | | |
| Isabelle | Kulp | Westhampton Beach | Legislative Delegate | Blue Senate | 8 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|------------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Halley | LaBrecque | Resource Team | Resource Team | Resource Team | |
| Anya | Larsen | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 7 |
| Sky | Lebron | MS50 El Puente | Legislative Delegate | Blue Assembly | 10 |
| Genevieve | Lecornu-Trim | Channel View | Legislative Delegate | Blue Assembly | 5 |
| Emma | Lee | South Orangetown | Legislative Bill Sponsor | Blue Senate | 4 |
| Shaynah | Lee | MS50 El Puente | Legislative Bill Sponsor | Blue Senate | 5 |
| Su | Lee | MS50 El Puente | Legislative Delegate | Blue Assembly | 3 |
| Vera | Lektorov | Channel View | Legislative Delegate | Blue Assembly | 6 |
| Jacob | Lemus | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Eva | Lennon | Highland Falls | Legislative Bill Sponsor | Blue Senate | 1 |
| Shelby | Lewis | Canisteo-Greenwood | Legislative Bill Sponsor | Yellow Senate | 10 |
| Emerson | Lisi | Longview | Legislative Bill Sponsor | Yellow Senate | 9 |
| Andrew | Liyim | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 4 |
| Mia | Lizarraga | Brentwood South | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Madison | Lockwood | Resource Team | Resource Team | Resource Team | |
| Karina | Loja | Highland Falls | Legislative Bill Sponsor | Blue Assembly | 6 |
| Scott | Lonsberry | Mount Morris Central | Legislative Bill Sponsor | Yellow Senate | 2 |
| Cristopher | Lopez | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |
| Lindsay | Lopez Landaverde | Fallsburg JSHS | Legislative Delegate | Yellow Senate | 3 |
| Arismendy | Lozada | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Belissa | Lucius | Pathways | Adult | | |
| Kaeson | Lui | Mineola | Legislative Bill Sponsor | Blue Senate | 9 |
| Ashley | Luis | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Brandon | Lundgren | Fallsburg JSHS | Adult | | |
| Molly | Luzim | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 6 |
| Allison | Lynch | North | Adult | | |
| Dakota | Macedonio | Westhampton Beach | Legislative Delegate | Blue Senate | 8 |
| Brynn | Mackie | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 7 |
| Liam | Macool | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Assembly | 7 |
| Kellan | Magner | Westhampton Beach | Legislative Bill Sponsor | Yellow Senate | 2 |
| Jack | Maio | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Ava Grace | Mandile | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 3 |
| Maiyah | Mann | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Matthew | Marden | Westhampton Beach | Legislative Delegate | Yellow Assembly | 9 |
| Ella | Marshall | MS50 El Puente | Presiding Officer | Blue Senate | 5 |
| Alicia | Martinez | North | Legislative Bill Sponsor | Blue Assembly | 10 |
| Leyla | Martinez | Fallsburg JSHS | Legislative Delegate | Blue Senate | 6 |
| Valencia | Massaro | Resource Team | Resource Team | Resource Team | |
| Kelly | Massaro | Westhampton Beach | Adult | | |
| Jesslie | Mateo | Brentwood South | Legislative Bill Sponsor | Yellow Senate | 8 |
| Gage | Matlock | Westhampton Beach | Legislative Delegate | Yellow Senate | 2 |
| Jade | Maxi | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|----------------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Madeline | Mayer | Town of Webb | Presiding Officer | Yellow Assembly | 10 |
| Rebecca | Mayer | Town of Webb | Legislative Bill Sponsor | Yellow Assembly | 10 |
| Mary | McCormack | Resource Team | Resource Team | Resource Team | |
| Emilie | McGonigal | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 3 |
| Thomas | McKenna | Resource Team | Resource Team | Resource Team | |
| Caleb | Mcknight | Channel View | Legislative Bill Sponsor | | |
| Euan | McLean | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 8 |
| Melissa | McNamara | Brentwood East | Adult | | |
| Dwana | McPherson | Channel View | Legislative Delegate | Yellow Senate | 4 |
| Reja | Meer | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Kaylee | Mejía Galicia | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 1 |
| Alyx | Mendoza | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 1 |
| Alisson | Menjivar Serrano | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Chris | Meyers | Westhampton Beach | Legislative Delegate | Blue Assembly | 2 |
| Ronald | Michne | Westhampton Beach | Legislative Delegate | Blue Assembly | 7 |
| Ben | Miller | Westhampton Beach | Legislative Delegate | Blue Senate | 8 |
| Ephesian | Miller | Pathways | Adult | | |
| Kemaro | Miller | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Ken | Miller | Westhampton Beach | Adult | | |
| Kenzie | Miller | Westhampton Beach | Legislative Delegate | Blue Assembly | 2 |
| Walter | Miller | MS50 El Puente | Legislative Bill Sponsor | Blue Senate | 5 |
| Audriana | Miller-Canna | Cleveland Hill | Legislative Bill Sponsor | Blue Senate | 3 |
| Heather | Milone Caplan | Longview | Adult | | |
| Jasraj | Minhas | Resource Team | Resource Team | Resource Team | |
| Haley | Mitroka | Highland Falls | Legislative Bill Sponsor | Blue Assembly | 6 |
| Isabella | Moir | Channel View | Legislative Delegate | Yellow Senate | 4 |
| Michael | Molinaro | Westhampton Beach | Legislative Delegate | Blue Assembly | 2 |
| Rebecca | Moocz | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Karter | Morse | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Assembly | 7 |
| Liam | Moses | Mount Morris Central | Legislative Bill Sponsor | Yellow Senate | 2 |
| Aasira | Muhammad | Brentwood South | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Kymille | Munn | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Anjelin | Munoz | Brentwood South | Legislative Bill Sponsor | Blue Assembly | 6 |
| Anaya | Nana Boatemaa Bawuah | Brentwood East | Legislative Bill Sponsor | Yellow Assembly | 2 |
| Maria | Nardi | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 5 |
| Samantha | Nero | Taconic Hills Jr. High | Legislative Bill Sponsor | Yellow Senate | 1 |
| Alicia | Nesbitt | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |
| Elizabeth | Noll | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Briana | Nuara | Brentwood South | Adult | | |
| Tucker | O'Neill | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 8 |
| Amelia Sofia | Ochoa Barriga | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Juliet | O'Connell | Highland Falls | Legislative Bill Sponsor | Blue Senate | 1 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|-----------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Juliet | OConnell | Highland Falls | Legislative Delegate | Blue Assembly | 8 |
| Cassandra | O'Dell | Marlboro | Legislative Bill Sponsor | Yellow Senate | 10 |
| Sydney | O'Grady | Mount Morris Central | Legislative Bill Sponsor | Yellow Senate | 2 |
| Mia | Okeefe | Longview | Legislative Delegate | Blue Assembly | 10 |
| Elise | Okubo | Westhampton Beach | Legislative Delegate | Blue Senate | 6 |
| Joe | Okubo | Westhampton Beach | Legislative Bill Sponsor | | |
| Daniel | Oliphant | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Elizabeth | Orbe Reyes | Bronx of Young Leaders | Legislative Bill Sponsor | | |
| Matthew | Pacheco | Brentwood South | Legislative Bill Sponsor | Blue Senate | 9 |
| Matthew | Palamidessi | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 8 |
| Olivia | Parker | Westhampton Beach | Legislative Delegate | Yellow Assembly | 9 |
| Peyton | Parkes | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 6 |
| Colm | Parsons | Westhampton Beach | Legislative Delegate | Yellow Senate | 2 |
| Elena | Pascale | Marlboro | Legislative Bill Sponsor | Blue Assembly | 1 |
| Holly | Passig Ragonese | Longview | Legislative Bill Sponsor | Yellow Senate | 9 |
| Noah | Patterson | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Arihana | Paul | Brentwood South | Legislative Bill Sponsor | Blue Assembly | 6 |
| Jerelly | Paulino | Bronx of Young Leaders | Legislative Bill Sponsor | | |
| Sheily | Peralta | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Evan | Pereyra | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 1 |
| Hailey | Perez | MS50 El Puente | Legislative Delegate | Yellow Assembly | 9 |
| Jazly | Perez | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Naiara | Perez | Brentwood East | Legislative Bill Sponsor | Blue Assembly | 3 |
| Yvonne | Perez | Westhampton Beach | Adult | | |
| Alana | Perez Contreras | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Emely | Perla | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Miley | Perla Larios | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Olivia | Phillips | Resource Team | Resource Team | Resource Team | |
| Dalkirys | Pichardo | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Love | Pierre | Taconic Hills Jr. High | Legislative Bill Sponsor | Blue Senate | 4 |
| Rob | Pinney | Westhampton Beach | Adult | | |
| Madelyn | Pollack | Cleveland Hill | Legislative Bill Sponsor | Blue Senate | 3 |
| Symia | Pollard | Channel View | Legislative Delegate | Yellow Assembly | 3 |
| Andrea | Portillo | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Kaylie | Price | Fallsburg JSJS | Legislative Bill Sponsor | Yellow Senate | 5 |
| Victor | Prisaznuk | Cleveland Hill | Adult | | |
| Aidan | Provost | South Orangetown | Legislative Bill Sponsor | Blue Assembly | 3 |
| Rita | Questel | Westhampton Beach | Legislative Delegate | Blue Senate | 7 |
| Madelyn | Radder | Cleveland Hill | Legislative Bill Sponsor | Blue Senate | 3 |
| Ella | Rakhlin | Resource Team | Resource Team | Resource Team | |
| Genesis | Ramirez | Brentwood South | Legislative Bill Sponsor | Yellow Senate | 8 |
| Kathryn | Ramirez | Robert Moses | Adult | | |

| Conference Roster By Last Name | | | | | |
|--------------------------------|-------------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Damion | Ramos | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Emily | Ramos | North | Legislative Bill Sponsor | Blue Assembly | 10 |
| Maria | Range | Fallsburg JSHS | Adult | | |
| Jidai | Rei | MS50 El Puente | Legislative Delegate | Yellow Senate | 5 |
| Mathew | Reis | Resource Team | Resource Team | Resource Team | |
| Matteo | Remetta | Westhampton Beach | Legislative Delegate | Blue Assembly | 7 |
| Christopher | Reyes | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 5 |
| Genesis | Reyes-Robles | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Arceny | Reynoso | MS50 El Puente | Legislative Bill Sponsor | Blue Senate | 5 |
| Rebecca | Rider | Taconic Hills Jr. High | Legislative Bill Sponsor | Yellow Senate | 1 |
| Mitzy | Rincon | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| Keiry | Rivas | Bronx of Young Leaders | Legislative Bill Sponsor | | |
| Malika | Rivers | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Senate | 5 |
| Jeser | Rizo | Channel View | Resource Team | | |
| Amy | Robbins | Canisteo-Greenwood | Adult | | |
| Claire | Robesch | Westhampton Beach | Legislative Delegate | Blue Senate | 8 |
| Catherine | Robesch | Westhampton Beach | Presiding Officer | Yellow Senate | 8 |
| Matthew | Robles | Westhampton Beach | Legislative Delegate | Yellow Assembly | 1 |
| Aileen | Rodriguez | Fallsburg JSHS | Legislative Delegate | Blue Assembly | 5 |
| Darnell | Rodriguez | Brentwood East | Legislative Bill Sponsor | Yellow Senate | 1 |
| Jacob | Rodriguez | Channel View | Legislative Delegate | Yellow Senate | 5 |
| Liyah | Rodriguez | North | Legislative Bill Sponsor | | |
| Jeybi | Rodriguez Canales | Fallsburg JSHS | Legislative Delegate | Yellow Assembly | 10 |
| Carla | Rodriguez Cruz | Westhampton Beach | Legislative Delegate | Yellow Assembly | 6 |
| Chris | Romanchock | Canisteo-Greenwood | Adult | | |
| Charlee | Ross | Canisteo-Greenwood | Legislative Bill Sponsor | Yellow Assembly | 2 |
| Josie | Rothman | Resource Team | Resource Team | Resource Team | |
| Alondra | Ruiz Urias | Brentwood East | Legislative Delegate | Yellow Senate | 1 |
| Clara | Ryan | South Orangetown | Legislative Bill Sponsor | Blue Senate | 4 |
| Jessica | Saciolo | Fallsburg JSHS | Legislative Bill Sponsor | Blue Senate | 1 |
| Samantha | Saciolo | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Meliza | Saguay Paltin | Westhampton Beach | Legislative Delegate | Yellow Senate | 8 |
| Zeynep | Sahin | Westhampton Beach | Legislative Bill Sponsor | Yellow Senate | 2 |
| Pedro | Salazar | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 4 |
| Lilyann | Samhoury | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |
| Giselle | Samuels | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Aileen | Sanchez | North | Legislative Bill Sponsor | Blue Assembly | 3 |
| German | Sanchez Amaya | Brentwood East | Legislative Bill Sponsor | Blue Assembly | 3 |
| Katelyn | Santiago | Fallsburg JSHS | Legislative Bill Sponsor | Blue Assembly | 4 |
| Nicole | Saravia | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Conor | Sarian | Westhampton Beach | Legislative Delegate | Yellow Assembly | 1 |
| Christopher | Scala | Robert Moses | Legislative Bill Sponsor | Yellow Senate | 8 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|---------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Ryan | Schleske | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Michael | Scielzi | Westhampton Beach | Adult | | |
| Nilah | Simmons | Channel View | Legislative Delegate | Yellow Assembly | 3 |
| Rohan | Singh | Westhampton Beach | Legislative Delegate | Blue Senate | 8 |
| Zylon | Small | Marlboro | Presiding Officer | Blue Assembly | 2 |
| Brady | Smith | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Assembly | 7 |
| Claudia | Smith | Fallsburg JSHS | Legislative Bill Sponsor | Blue Senate | 1 |
| Cole | Smith | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Dwayne | Smith | Channel View | Adult | | |
| Zhara | Snead | Fallsburg JSHS | Legislative Bill Sponsor | Yellow Assembly | 6 |
| Savannah | Snyder | Westhampton Beach | Legislative Delegate | Blue Assembly | 2 |
| Joylyn | Sorto | Brentwood East | Legislative Bill Sponsor | Yellow Assembly | 2 |
| George | Starks | Westhampton Beach | Adult | | |
| Malachi | Stauring | Resource Team | Resource Team | Resource Team | |
| Winree | Steinwandel | Cleveland Hill | Legislative Bill Sponsor | Blue Senate | 3 |
| Owen | Stone | Westhampton Beach | Legislative Delegate | Yellow Assembly | 1 |
| Richard | Stone | Hartford Central | Legislative Bill Sponsor | Blue Senate | 8 |
| Zachary | Stubelek | Westhampton Beach | Legislative Delegate | Yellow Assembly | 1 |
| Mia | Sullivan | Cleveland Hill | Legislative Bill Sponsor | Blue Assembly | 10 |
| Holly | Surerus | Fallsburg JSHS | Legislative Bill Sponsor | Blue Senate | 1 |
| Koko | Takemoto | Westhampton Beach | Legislative Bill Sponsor | Blue Senate | 8 |
| Lasiyah | Taylor | Myers | Presiding Officer | Blue Senate | 5 |
| Charlie | Taylor | Longview | Legislative Delegate | Yellow Senate | 9 |
| Karla | Tejeda | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Kenny | Tenezaca Loja | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Sakura | Tesoro | Highland Falls | Legislative Bill Sponsor | Blue Assembly | 6 |
| Mahiya | Thomas-Rahman | Brentwood South | Presiding Officer | Yellow Assembly | 7 |
| Amanda | Thompson | Cleveland Hill | Adult | | |
| Peyton | Tidd | Mount Morris Central | Legislative Bill Sponsor | Yellow Senate | 2 |
| Trinity | Tidd | Mount Morris Central | Legislative Bill Sponsor | Yellow Senate | 2 |
| Emma | Trejo | Brentwood South | Legislative Bill Sponsor | Blue Assembly | 6 |
| Lane | Truehart | Hartford Central | Legislative Bill Sponsor | Blue Senate | 8 |
| Assata | Tucker | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Assata | Tucker | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Attara | Tucker | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Olivia | Tucker | Canisteo-Greenwood | Legislative Bill Sponsor | Yellow Senate | 10 |
| Callen | Turza | Westhampton Beach | Legislative Delegate | Blue Assembly | 7 |
| Michelle | Twum | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Alexander | Umana | Brentwood South | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Layla | Valyou | Taconic Hills Jr. High | Legislative Bill Sponsor | Blue Senate | 4 |
| Keira | Van Exter | Town of Webb | Legislative Bill Sponsor | Yellow Assembly | 10 |
| Scarlett | Van Exter | Town of Webb | Legislative Bill Sponsor | Yellow Assembly | 10 |

| Conference Roster By Last Name | | | | | |
|--------------------------------|---------------|----------------------------|--------------------------|-----------------|-------|
| First Name | Last Name | School/ Y Name (from or Y) | Conference Role | Chamber | Comm. |
| Claire | Van Pelt | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 3 |
| Samantha | Van Pelt | Highland Falls | Legislative Bill Sponsor | Yellow Senate | 3 |
| William | VanderBeek | Brentwood East | Adult | | |
| Kevin | Vargas | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Jhony | Vasquez Videz | Fallsburg JSHS | Legislative Delegate | Blue Assembly | 3 |
| Gianni | Vazquez | Brentwood South | Legislative Bill Sponsor | Blue Senate | 9 |
| Miana | Vega | MS50 El Puente | Adult | | |
| Samuel | Vega Rosales | Fallsburg JSHS | Legislative Bill Sponsor | | |
| Diana | Velasquez | Brentwood South | Legislative Bill Sponsor | Blue Assembly | 6 |
| Jim | Ventriglia | Marlboro | Adult | | |
| Kayisha | Verdiner | Channel View | Legislative Delegate | Yellow Senate | 6 |
| Joshua | Vergara | Brentwood East | Legislative Bill Sponsor | Blue Senate | 4 |
| Naomy | Vigil | North | Legislative Bill Sponsor | Blue Assembly | 10 |
| Edward | Villalta | North | Legislative Bill Sponsor | Yellow Assembly | 7 |
| Gregory | Walter | Brentwood South | Adult | | |
| Alia | Walton | Marlboro | Legislative Bill Sponsor | | |
| Whitley | Walwyn | Marlboro | Legislative Bill Sponsor | | |
| Ian | Wang | South Orangetown | Legislative Bill Sponsor | Blue Assembly | 3 |
| Arielle | Webber | Pathways | Legislative Bill Sponsor | Yellow Assembly | 9 |
| Alexander | Wegman | Westhampton Beach | Legislative Bill Sponsor | Blue Assembly | 2 |
| Simone | Westra | Westhampton Beach | Legislative Delegate | Blue Senate | 6 |
| Riley | Whalen | Taconic Hills Jr. High | Legislative Bill Sponsor | Yellow Senate | 1 |
| Emmett | Wheatley | Marlboro | Legislative Bill Sponsor | Blue Senate | 4 |
| Chloe | White | Mount Morris Central | Legislative Bill Sponsor | Yellow Senate | 2 |
| Jaylisa | Williams | Fallsburg JSHS | Legislative Delegate | Yellow Assembly | 5 |
| Makayla | Williams | Channel View | Legislative Delegate | Blue Senate | 6 |
| Richard | Willis | Robert Moses | Adult | | |
| Jade | Wladyka | Westhampton Beach | Legislative Bill Sponsor | Yellow Assembly | 1 |
| Damien | Woods | Cleveland Hill | Legislative Bill Sponsor | Blue Senate | 3 |
| Jaycee | Woodworth | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Senate | 8 |
| Ravyn | Woodworth | Canisteo-Greenwood | Legislative Bill Sponsor | Blue Senate | 8 |
| Audrey | Zameryka | Mineola | Legislative Bill Sponsor | Blue Assembly | 8 |



New York State YMCA
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FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Committee Assignment:

Bill #:

The People of the State of New York, represented in the Senate and Assembly do enact as follows:

Sponsors: Emma Anand, Kayla Navitsky, Layna Ward

An Act To Amend § 353 of the Agriculture and Market laws to include the misuse of electric shock collars on domesticated animals without proper training by a veterinarian or licensed trainer.

Purpose This bill would advocate for animal welfare and make sure that the use of electric shock collars is purely out of necessity to the animal and others.

Summary of Provisions

Section 1

- **Domesticated Animals:** Animals that have been selectively adapted over generations to live alongside humans.
- **Shock Collar:** A type of training collar that utilizes electrical shocks to induce pain to the neck of a dog or other parts of its body, depending on the desired outcome.
- **Animal Welfare:** The state of an animal including its physical and mental state.

Section 2

§ 353-a. Aggravated cruelty to animals. 1. A person is guilty of aggravated cruelty to animals when, with no justifiable purpose, he or she intentionally kills or intentionally causes serious physical injury to a companion animal with aggravated cruelty. For purposes of this section, "aggravated cruelty" shall mean conduct which: (i) is intended to cause extreme physical pain; or (ii) is done or carried out in an especially depraved or sadistic manner; (iii) the misuse of electric shock collars without proper training by a veterinarian or licensed trainer.

Justification

86.9 million homes own a pet of some kind. Most people get pets with the intention of loving and caring for them. However, that's not the case for some. There are many breeds of dogs that tend to be more aggressive and require extra training, for this reason, an e-collar could be effective if suggested by a veterinarian or certified trainer. But some people use shock collars on animals that don't necessarily need that. There are so many more effective alternatives to training that are safe for the animal's welfare that don't include the use of electric shock. By using electric shock on animals with the intention of getting them to behave better or help them, it could result in the opposite and result in severe injury or even death.



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Committee Assignment:

Bill #:

Fiscal Implications

There would be no fiscal implications toward the state. However, if an owner wishes to use a shock collar they would have to purchase one through a certified veterinarian or licensed trainer.

Environmental Implications

There are no environmental implications.

Effective Date

This bill will go into effect on January 1, 2025.

