

# **LEGISLATIVE**

## **Student Manual**



# TEXAS YOUTH AND GOVERNMENT

## **I. THE BACKGROUND OF THE CONFERENCE**

### **A. Purpose of the Conference**

The Legislative section of the Texas Youth and Government Program gives high school-age students experience in identifying issues for legislation, bill writing, debating, bill presentation, and participation in a legislative body. Members of the youth legislature prepare bills using the bill template, in their clubs for consideration, debate, and action at the District and State Conferences.

At the District level, the legislative delegates will participate in committees. The Hearing Committees consider each bill and take appropriate action to debate, possibly amend, and vote on the recommendation of the bill. At the end of the day, delegates come together and have a joint session similar to the House and Senate.

The Youth Legislature at the State Conference is composed of the Hyde House, Hyde Senate, the House of Representatives, and the Farabee Senate with appropriate officers for each body. The Hyde Senate is dependent on the total number of registered legislative delegates and sometimes does not make.

At the State Conference all bills from Hyde House, Hyde Senate, the House of Representatives, and the Senate will be heard in a committee. Bills that are placed on the docket and then passed in either the House or the Senate will be sent to the other chamber and debated there. If the conference has both Hyde House and Hyde Senate, the bill, and if passed, will be sent to the opposing chamber, but if there is only Hyde House the bills will only be passed in that chamber and then sent to the Youth Governor. Bills that pass both chambers will be sent to the Youth Governor for their signature or veto.

A bill does not have to be favorably recommended at the District Conference level to be considered at the State Conference. All bills are considered for the State Conference if they are submitted before the deadline, written in the proper form, and written on an appropriate topic. Appropriate topics are discussed in the following sections of the manual.

## **II. LEGISLATIVE OFFICERS -SEE CANDIDATE DOCUMENT**

- A. Each club may nominate its qualified members to seek a nomination at the District Conference as the district candidate for state office. Special attention must be given to the qualifications, duties, and election procedures for each office. If any questions are not answered in the manual, club advisors should contact their District Directors for clarification. Each legislative candidate at the district level must still prepare a bill to be presented at the District Conference
- B. Legislative candidates include Hyde House Speaker, President Pro Tempore of the Hyde Senate, Speaker of the House, and President Pro Tempore of the Senate.
- C. The following are the qualifications for a candidate to run for office:
  1. You can only have 1 candidate per office from a given delegation (McKinney YMCA).
    - a) For example, if you have two students who both want to run for Speaker of the House, you will need a run-off election in your delegation for that specific position.

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2. All candidates who run for a Presiding Officer position need to have chaired a Hearing Committee at their district conference and signed up to chair a Hearing Committee at the State Conference.
3. To run for Speaker of the House, the delegate must be an 11th or 12th grader
4. To run for President Pro Tempore of Farabee Senate, the delegate must be a 12th grader.

Another opportunity for Legislative leadership is the Hearing Committee team composed of a Chairperson and Clerk. These teams will be evaluated at the District Conferences. The highest ranked teams will be assigned to serve at the State Conference.

Each delegation needs to send 1 chair clerk team for every 15 delegates coming to the state conference. Or 1 clerk/chair for each 7 delegates participating per club.

Each member of the Hearing Committee team must still prepare a bill to be presented at the District Conference.

## D. Texas Youth Governor:

1. Serves as the head of the conference
2. Will work with the Governor's Cabinet to determine what bills are signed into law after a bill is passed in House and Senate
3. Preside over their District conference as a student leader
4. Elected at previous state conference

## E. Lt. Governor-See Senate Manual

1. Serves with the President Pro-Tempore and presides over the Senate.
2. Preside over their District conference as a student leader
3. Elected at previous state conference

## F. President Pro-Tempore - See Speaker Manual

1. Presides over the Farabee Senate chambers alternating with the Lt. Governor
2. Elected from the members of the Farabee Senate at the state conference
3. Each district may send one representative to run at the conference

## G. Speaker of the House- See Speaker Manual

1. Presides over the House of Representatives
2. Elected from the members of the House of Representatives at State Conference
3. Each district will send one representative to run at the conference

## H. Speaker of the Hyde House- See Speaker Manual

1. Presides over the Hyde House chambers
2. Elected from the members of the Hyde House at State Conference
3. Each district will send one representative to run at the conference

## I. Speaker of the Hyde Senate- See Speaker Manual

1. Presides over the Hyde Senate chambers
2. Elected from the members of the Hyde Senate at State Conference
3. Each district will send one representative to run at the conference

## J. Governor's Cabinet

1. The Governor's Cabinet will be selected by the Youth Governor before the conference

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2. Delegates will lobby on behalf of the governor for the policies the Governor wants passed for signing into law

## K. Lobbyists

1. Lobbyists will be selected by State Office before the conference
2. Delegates will lobby on behalf of policies they want to see passed or defeated
3. Delegates can work with the Governor's Cabinet but can focus on policies they personally want to see on the docket

## III. BILL WRITING AND PREP – See Bill Template

### A. Timeline

1. Week 1: Overview of the Youth and Government Program
  - a) Introduction of main Y&G program areas: Legislative, Judicial, State Affairs Forum, and Media
2. Week 2: Deciding on Participation in the Legislative Section
  - a) A detailed explanation of the Legislative program and its requirements
3. Week 3: Searching for Bill Topics
  - a) Discussion of appropriate bill topics: state issues, current legislation, banned topics, websites
4. Week 4: Selection of a Bill Topic
  - a) Discussion of students' selected bill topics. Student submission of bill topic to club advisor for final approval
5. Week 5: Drafting the Bill
  - a) Determination of whether the subject matter of legislative measure should be a bill or a joint resolution. (Explained later in manual)
  - b) Discussion of required sections of bill or resolution
  - c) Directions on accessing bill template
  - d) Explanation of appropriate wording for caption, provisions, etc.
6. Week 6: Finalizing the Bill
  - a) Editing of the bill by a student author, experienced legislative students, and an adult advisor
  - b) Corrections to the bill made on the bill template
  - c) Review of the final copy of the bill by an adult advisor
  - d) Determination of students who will preside in a practice debate
7. Week 7: Submission of Bill and Practice of Committee Debate
  - a) Copy of bill sent to District Director (based on the due date for the district)
  - b) Names of committee chairs and clerks sent to the District Director
  - c) Names of candidates for Speaker and Pro-Tempore sent to District Director
  - d) Distribution of printed materials explaining committee debate
  - e) The practice of committee debate
8. Week 8: Practice Floor Debate
  - a) Distribution of printed materials explaining floor debate
  - b) The practice of floor debate
9. Week 9 and Beyond: Preparation for District Conference
  - a) Communication of details concerning location, time, and dress code of District Conference
  - b) Communication of expectations for District Conference
  - c) Continuation of practice of committee debate and floor debate of a bill or resolution
  - d) Provision of extra meeting time (if needed) for all students to practice presenting and
  - e) debating their bills before the District Conference Supplements: handouts on

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details of District Conference, materials listed previously covering committee debate and floor debate

## 10. **This timeline can be adjusted for club start dates and district conference dates if needed.**

### B. Bill Writing Advice

#### 1. Preparing a Bill

- a) It is required that a bill in Youth and Government has only one author. No bills will be allowed with two authors.

#### 2. Selecting a Topic

- a) Topics must cover state issues and not federal issues
- b) Examples would include but not be limited to the following: public education, higher education, health, and human services, workers' compensation, business, and economic development, civil practices, criminal justice, gambling, family issues, public safety, environment, transportation, financial institutions, state and local government organization. Topics should be feasible and not "daydreams".
- c) Topics should be appealing to the author so that the author can adequately and passionately defend the issue.
- d) Examples of topics that are not allowed include any subject matter that is covered by the powers of the federal government, anything that is already a current law in Texas, any bills signed by the Youth Governor during the preceding year, and any topic placed on a banned bill list by the legislative section leaders or the state director. The banned bills can be found on the State Website
- e) Based on the Texas Constitution, bill topics can cover only one subject. Bill topics that deal with one specific issue are the best to address and defend.
- f) Students should determine if this topic can be written as a bill or not. Appropriate sources should be contacted. These could include attorneys, members of the Texas Legislature, political science teachers or professors, and/or copies of the Texas Constitution itself.
- g) Topic selections should be checked and approved by a club's student leaders and the adult advisor.

#### 3. Writing the Bill

- a) A template for the bill form should be circulated by the State Director to each of the districts. This bill form will already include the parts of the bill that are required. Students should use this form and only add or delete optional sections of the bill that are appropriate for their specific bill. If a joint resolution is needed, contact the state legislative section leaders for the appropriate format.
- b) Here are some websites to look at when looking for bill ideas

- (1) [Comptroller](#)
- (2) [House](#)
- (3) [Senate](#)
- (4) [Capitol Website](#)
- (5) [First Amendment Center](#)
- (6) [Statutes Search](#)
- (7) [Legislative Reference Library](#)
- (8) [Texas State Law Library](#)
- (9) [Texas Legislative Council](#)



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(10) [Texas State Library & Archives Commission](#)

(11) [Legislative Budget Board](#)

(12) [House Interm Charges:](#)

(13) [Senate Interm Charges:](#)

## 4. Sections of the Bill -

- a) The required sections of the Texas Youth and Government bill will include the following: heading, caption, enacting clause, the body of the bill (provisions), effective date, repealer clause, severability clause, and emergency clause.
- b) Optional sections of the bill that are often used depending on the content of the bill (and are included in the body of the bill) are the definition section and the penalty section.
- c) Bill sections that are sometimes used in actual bills written for the Texas Legislature but are NOT needed for Youth and Government bills include the preamble, purpose, and savings section.

## 5. Parts of Bill

- a) Note that a sample bill is included followed by a discussion of the parts of a bill.
- b) Bill Heading:
  - (1) The heading identifies the type of measure (house bill, senate bill, etc.), the committee assignment, the bill number, the bill author, and the YMCA delegation. The student should fill in anything that is an item in gray.
  - (2) Examples: Houston Westside YMCA or Fort Worth Northwest YMCA. To write the heading on the bill template, the student should double-click. The other information will be filled in by the legislative section leaders when the bill is submitted for the state conference.
- c) Caption:
  - (1) The Caption is that portion of a bill placed at the very beginning which expresses the subject of the bill.
  - (2) It should be a general statement of the content of the act so that proper notice as to the bill's subject, nature, and contents are given to Legislators and interested parties.
  - (3) A caption cannot be amended in any way that would change the intent of the bill.
  - (4) Examples: An act to *mandate all public schools abolish summer vacation* and declaring an emergency
- d) Definitions:
  - (1) Some bills will need definitions depending on the words used in the Caption, Provisions, and/or Penalties.
  - (2) Even though the Definition Section is first on your bill, you will need to come back to this section after you have completed your provisions and penalties.
  - (3) Only words that are technical, unfamiliar, or ambiguous should be defined. If you do not need to include definitions in your bill, when you enter your bill on the template, you will delete that section from your bill template and renumber the sections.
- e) Provisions:
  - (1) The Provision Section of the bill is the most important section of the bill.
  - (2) This is where the law itself will be stated or any change to existing law will be stated. If passed, the bill's provisions become part of the Texas State Statutes. For that reason, formal language should be used.
  - (3) You should not express your personal opinions in the provisions.
  - (4) Note that provisions cannot conflict with the caption (intent) of the bill.



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- (5) Words and phrases to avoid include "would", "should", "will", or any statement not requiring or prohibiting specific actions.
- (6) Example: "The maximum speed for any motor vehicle traveling on a public roadway in the state of Texas shall be set at fifty miles per hour."

f) Penalties:

- (1) The Penalty Section is optional depending on the specific nature of the bill. Most bills will need penalties to enforce the law that is being established. Any bill that makes an act a crime must provide penalty or penalties.
- (2) Determine if your bill needs penalties to enforce the law that it is creating.
- (3) Example:

1st Offense: \$500 Fine

2nd Offense: \$1,000 Fine

3rd Offense and Beyond: \$2000 fine for every month past the issue is resolved

g) Effective Date:

- (1) The Effective Date listed on the bill template (form) is the effective date that nearly all bills should use, but some bill subjects would be exceptions.
- (2) Since the Youth and Government Youth Legislature meets and adjourns in January or February, the laws would go into effect in April or May.
- (3) If your bill changes a course requirement for the public schools in Texas, it would be impossible to add a required course in April or May. Therefore, the effective date for a law like that should be at the beginning of the following school year.

Enacting Clause:

The Enacting Clause is required by Section 29, Article of the Texas Constitution. It states, "The Enacting Clause of all laws shall be: "Be it enacted by the Legislature of the State of Texas." A Texas Supreme Court decision in 1876 held that no other similar wording could be used---the Enacting Clause must read exactly as in the Constitution. For YG, the enacting clause shall be: "Be it enacted by the YMCA Youth Legislature of the State of Texas"

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## A BILL TO BE ENTITLED

An act relating to required uniforms in public schools and declaring an emergency.

Be it enacted by the YMCA Youth Legislature of the State of Texas.

### Section I. DEFINITIONS:

School uniforms: Specific clothes that a certain school requires its students to wear for regular school attendance. Uniforms generally consist of either a dress shirt or polo shirt for both boys and girls and either dark or brown pants for both or dark or plaid skirt for girls. Shoes may be dress shoes or plain dark shoes.

### Section II. PROVISIONS:

- A. Required school uniforms for regular school attendance in all public schools in the state of Texas shall be prohibited
- B. Independent school districts shall be allowed to set dress code policies as long as uniforms for regular school attendance are not required
- C. Uniforms can still be required for physical education classes, any sports, or fine arts activities, etc.

### Section III. PENALTIES:

Any school district found to require uniforms for their students for regular school attendance shall be denied 2% of state funding for that school district for the following school year.

### Section IV. EFFECTIVE DATE:

This act shall take effect at the beginning of the 2012-2013 school year.

### Section V. REPEALER CLAUSE:

All laws or parts of laws in conflict with this bill are herewith repealed to the extent of the conflict.

### Section VI. SEVERABILITY CLAUSE:

If any portion of this act shall be declared unconstitutional, it is the intent of the Legislature that the other portions shall remain in full force and effect.

### Section VII. EMERGENCY CLAUSE:

The importance of this legislation and the crowded condition of the calendar in both Houses create an emergency and an imperative public necessity that the constitutional Rule requiring bills to be read on three separate days in each House be suspended, and this Rule hereby suspended.

C. Amendment Examples - see amendment slip

D. Pro/Con Debate -see pro/con slip

## IV. COMMITTEES - See CHAIR/CLERK SCRIPT

A. When chairing a committee, chairs should be looking around the room and alternating around the room to be sure delegates have an equal opportunity to speak. A chair should focus on selecting delegates who have spoken less. When evaluators are selecting distinguished delegates, the content is more important than the number of times someone has spoken.



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## B. Committee Procedures

BILL OR RESOLUTION LAID OUT	15 secs
AUTHORS OPENING REMARKS (3 minutes)	3 mins
AUTHORS QUESTION AND ANSWER PERIOD (1 minute total for question and answer "conversation" per person)	1 min
PRO/CON debate (3 pro/3 con)	
Pro	90 secs
Con	90 secs
Pro	90 secs
Con	90 secs
Pro	90 secs
Con	90 secs
AMENDMENT PERIOD (2 total amendments is maximum)	
Clerk reads 1st amendment	15 secs
b) Amendment author (60 seconds)	60 secs
c) Bill Author(s) (60 seconds)	60 secs
d) Optional Opponent if Bill Author is FOR Amendment (60 seconds)	60 secs
e) Amendment author closes debate (1 minute)	1 min
f) Calls for a vote on the amendment	15 secs
AUTHORS SUMMATION PERIOD (90 seconds)	90 secs
MOTION - Call for motion for favorable recommendation for House or Senate action	15 secs
VOTE - Call for vote on the motion	10 secs
<b>TOTAL TIME PER BILL without Amendments</b>	<b>19 mins</b>

1. Question and Answer period:
  - a) Delegates should ask to "question the bill author."
  - b) Each delegate gets 1 minute. If a delegate wants to question again, ask if anyone who has not questioned: "objects to his/her questioning again."
  - c) Pro/con slips are due by the end of this period.
2. Proponent/opponent debate period:
  - a) ONE question per delegate allowed
  - b) Amendment slips are due by the end of this period
  - c) If a motion for the previous question occurs, at least ONE Con speaker can be heard if any members are actually in opposition. There is no need for someone



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to speak in opposition just for the sake of debate. Any measure can be unanimously supported.

3. Amendment period:

- a) Amendment author: ONE question per delegate is allowed.
- b) Bill author: ONE question per delegate is allowed.
- c) Opponent: 2 min. Only ask if the bill author was FOR the amendment. ONE question per delegate is allowed.
- d) Amendment author: 1-minute closing. No questions are allowed.

4. Author's closing summation: 2 min

- a) No questions.
- b) Motion for favorable recommendation for House or Senate action (as amended if needed)

C. Examples of Pro/Con Slip and Amendment Slip

**PLEASE PRINT CLEARLY**

NAME \_\_\_\_\_

DELEGATION \_\_\_\_\_

Speaking on Bill # \_\_\_\_\_ as \_\_\_Proponent/For or \_\_\_Opponent/Against

YMCA CORE VALUES: Caring Respect Responsibility Honesty

**TEXAS**

Please mark the type of Bill and write in the bill number.

House     Senate     Hyde House     JuniorYG

Please print legibly so clerk(s) will be able to easily read your amendment

Amendment

Author: \_\_\_\_\_

Number: \_\_\_\_\_

**FOR CLERKS USE ONLY**      Sequence Number: \_\_\_\_\_

Originally submitted in:	<input type="checkbox"/> Committee	<input type="checkbox"/> Hyde	<input type="checkbox"/> House	<input type="checkbox"/> Senate	<input type="checkbox"/> JuniorYG	Attach all <b>passed</b> amendments to bill jacket before forwarding to next body
Passed in:	<input type="checkbox"/> Committee	<input type="checkbox"/> Hyde	<input type="checkbox"/> House	<input type="checkbox"/> Senate	<input type="checkbox"/> JuniorYG	
OR Failed in:	<input type="checkbox"/> Committee	<input type="checkbox"/> Hyde	<input type="checkbox"/> House	<input type="checkbox"/> Senate	<input type="checkbox"/> JuniorYG	

D. Hearing Committee Motions



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## HEARING COMMITTEE MOTION / SECONDS CHARTS

Motion	Citation	Required Votes	Seconds Required	Debatable Motion
Expulsion of a member of the body		2/3 membership	One	Yes
Suspend floor privileges of a member		2/3 present	One	Yes
Suspend the normal order of business	Const Art 3, Sec 5(c)	4/5 membership	One	Yes
Suspension of a Joint Rule		4/5 present	One	Yes
Suspension of a House or Senate Rule		2/3 present	One	Yes
Favorable Recommendation for House or Senate Action		Majority present	One	No
Unfavorable Recommendation for House or Senate Action		Majority present	One	No
Adoption of an Amendment		Majority present	One	No
Adopt Motion for Previous Question		Majority present	4 committee members	Yes
Motion to Lay on the Table		Majority present	One	No
Motion to Lay on the Table Subject to Call		Majority present	One	No

### E. Dress Code

- At the district conference, it will be expected for students to be in business professional attire. At the state conference, that guidance may change. Please look at the state conference guide for more details about the dress code for committees. Professional attire is expected in committee unless otherwise noted by State Office.

### Evaluation Guides

- Writing of the Bill – Substance, Grammar, Spelling, Structure
  - Did the delegate order their points understandably and appropriately?
  - Did the delegate avoid slang and use complete sentences?
  - Did the delegate ensure their key message came across clear and concisely?
- Quality of Oral Delivery – well-spoken, utilizes diction, can be heard, professional delivery
  - Did the delegate stand up straight and make eye contact?
  - Did the delegate project adequately but refrain from yelling?
  - Did the delegate speak respectfully to other delegates asking challenging questions?
- Quality of Questions – furthered the committee’s understanding, relevant, well-spoken, and understood
  - Did the delegate’s questions to others meaningfully further debate?
  - Was the delegate able to respond to other delegates’ questions about their bill with confidence and accuracy?
  - Did the delegate effectively answer questions from others in a manner that reinforced their points?
- Relevance to the Debate – utilized their pro/con delivery to further the debate
  - Did the delegate only raise questions pertinent to the topic of discussion?
  - Did the delegate answer other delegates’ questions rather than providing a non-answer?
  - Did the delegate make clear their perspective and unique framing of the issue?



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6. Relevance of Technical Questions - furthered the committee's understanding, relevant, well-spoken, and understood
  - a) Did the delegate's technical questions meaningfully further debate?
7. Evaluations are done on a 1-5 scale. 1 being poor performance, 5 being excellent performance. Committee evaluations are done out of 25 points, and done on a chart as seen below.



### Hearing Committee Delegate Evaluation Form

Evaluator: \_\_\_\_\_  
 Committee: \_\_\_\_\_  
 Room Number: \_\_\_\_\_

Overall Rating Scale		3	Good
1	Poor	4	Excellent
2	Fair	5	Superior

Rate each delegate, awarding from 1 to 5 in each category and subcategory using the scale listed above. Please total your scores and turn your sheet in at Room \_\_\_\_\_ after you have finished evaluating all Hearing Committees. Thank you for your time and expertise.

Delegate	Category 1: Bill Writing					Category 2: Debate Skills					Category 3: Relevance					Total															
Type/ Write Delegate Names below	Writing of the Bill (Substance, Grammar, Spelling, Structure)					Quality of oral delivery					Quality of questions					Relevance to the Debate					Relevance of technical questions					Out of 25 Points					
EXAMPLE: Clement Duran	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Comments:</b> Mr. Duran debated well, but was very quiet and hard to understand.																															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Comments:</b>																															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Comments:</b>																															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Comments:</b>																															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Comments:</b>																															

## V. CHAMBER BREAKDOWN

- A. District Directors should place their students in appropriate chambers based on the allotments given per chamber for their district.
- B. In addition, district directors should make an alternate list of students who should first be moved up to the higher chamber if seats become available due to drops in students.
- C. A request for a move must be communicated to the state office or other designated individuals. Before informing a student of a move, the district director should receive confirmation that the move has been made/approved by the state officials.
- D. If any district cannot fill their allotment with students who qualify for a chamber, the state office, or designated individuals should be notified and that seat was given to another district with a waiting list for the chamber. (For example, if District A is allotted 12 Senate seats and that district ends up with only 10 experienced 11th or 12th graders to fill

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those seats, the state office will open those seats to another district with the most qualified students on their Senate alternate list.)

## E. Farabee Senate

1. Chamber is limited solely to 11th and 12th graders with previous Legislative experience. Experienced 12th graders have precedence.
2. 62 seats in total

## F. House

1. Chamber is primarily for 10th and 11th graders with previous Legislative experience. If seats are available based on district allotment, outstanding 9th graders with JYG experience can be moved up at the discretion of their district directors.
2. 12th graders with no Legislative but have debate experience should be assigned to House.
3. 150 seats in total

## G. Hyde House

1. Primarily for first-year 9th or 10th grade Legislative students. Most 9th grade students with JYG experience will remain in Hyde House unless their district director approves moving them to Hyde Senate or House of Representatives based on their experience, debating skills, and availability of seats.
2. 75 seats in total

## H. Hyde Senate

1. Chamber will be added if Legislative delegates fill all available seats in Hyde House, House, and Senate. It is primarily for first-year 10th and 11th-grade students (or those who have limited Legislative experience) and possibly for 9th-grade students with JYG experience.
2. 62 seats in total

## I. Chamber Timeline

1. Bill Caption read by Clerk
2. AUTHORS OPENING REMARKS (5 minutes)
3. AUTHORS QUESTION AND ANSWER PERIOD (10 minutes)
4. AMENDMENT PERIOD (repeat the following for each amendment)
  - a) Clerk reads amendment No more than two amendments
  - b) Amendment author (2 minutes)
  - c) Bill Author(s) (2 minutes)
  - d) Optional Opponent if Bill Author is FOR Amendment (2 minutes)
  - e) Amendment author closes debate (1 minute)
  - f) Calls for a vote on the amendment
5. PROPONENT / OPPONENT DEBATE PERIOD
  - a) (repeat the following until all proponents and opponents are heard, hearing an opponent last, even if several proponents have to speak successively)
  - b) No more than two proponents and two opponent speakers
  - c) Proponent witness (2 minutes)
    - (1) Only Proponent speakers can yield their time to the Bill Author's closing summations.
  - d) Opponent witness (2 minutes)
6. AUTHORS SUMMATION PERIOD (2 minutes)



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## J. Chamber Motions

### HOUSE AND SENATE FLOOR DEBATE MOTION / SECONDS CHARTS

Motion	Citation	Required Votes	Seconds Required	Debatable Motion
Suspend floor admission rules		Unanimous	One	Yes
Authorize Conference Committee to Meet		Unanimous	One	Yes
Expulsion of a member of the body		2/3 membership	One	Yes
Override of Veto for bills originating in the other house		2/3 membership	One	No
Override of Veto for bills originating in this house		2/3 present	One	No
Suspend floor privileges of a member		2/3 present	One	Yes
Suspend the normal order of business	Const Art 3, Sec 5(c)	4/5 membership	One	Yes
Suspension of a Joint Rule		4/5 present	One	Yes
Suspension of a House or Senate Rule		2/3 present	One	Yes
Adoption of House, Senate or Joint Rules		Majority of membership	One	No
Final passage of proposed Constitutional Amendment		2/3 membership	One	No
Final passage of Bill to take effect immediately	Const Art 3, Sec 39	2/3 membership	One	No
Final passage of Bill that does not take effect immediately		Majority present	One	No
Final passage of an Amendment		Majority present	One	No
Adopt Conference Committee Report		Majority present	One	Yes
Adopt Motion for Previous Question		Majority present	25 in House 5 in Senate	Yes
Motion to Lay on the Table		Majority present	One	No
Motion to Lay on the Table Subject to Call		Majority present	One	No
Motion to Limit Amendments		Majority present	25 in House 5 in Senate	Yes

## K. Chamber Rules

### 1. Dress Code

- a) It is expected that at the Capitol building all delegates will be dressed in a business professional **and have a suit jacket.**
- b) Delegates will not be allowed to debate at the capitol without appropriate attire.

### **Chamber Calendars (Bill Dockets for Debate)**

Note that the goal of Texas Youth and Government has always been to follow the procedures followed by the actual Texas Legislature when possible. Modifications are made to adjust for our limited timeframe.

## **HOUSE/HYDE HOUSE**

The House docket is set by the House Calendars Committee. The Speaker (non-voting) chairs the Committee and appoints three House Members. The Governor appoints two members of the Governor's Cabinet to the Committee. The Calendar Committee meets during the last hour scheduled for committees and through lunch or dinner break if necessary to set at least the start of the House Calendar. The Committee then meets as necessary following the first session to set the remainder of the docket.

# **TEXAS YOUTH AND GOVERNMENT**

Bills placed on the Calendar are chosen from bills receiving recommendations by their committee. The House Calendar Committee will be solely in charge of setting the first four bills on the docket, but every other subsequent bill (#5, 6,7,8) will be chosen from remaining bills shuffled and randomly drawn by the Calendar Committee. Bills after the 8th bill will alternate selection by committee, and shuffled bills.

## **SENATE/HYDE SENATE**

The Senate Calendar Committee begins meeting as soon as one recommended bill from each committee has been received by the Senate Calendar Clerk.

The Senate Calendars Committee is chaired by the Lt. Governor(non-voting) and President Pro Tempore (non-voting) of the Senate and is comprised of two delegates appointed by the Lt. Governor and one delegate appointed by the Governor. In accordance with the Senate Rules, bills are placed on the working Senate Calendar by the Senate Calendar Clerk in the order in which he or she receives bills from each committee. The first recommended bill received from each committee will be reviewed and considered by the Calendars Committee. The House Calendar Committee will be solely in charge of setting the first four bills on the docket, but every other subsequent bill (#5,6,7,8) will be chosen from remaining bills shuffled and randomly drawn by the Calendar Committee. Bills after the 8th bill will alternate selection by committee, and shuffled bills.

1. Delegates will be given the option to opt-out of having their bill heard on the floor if selected. If this is the case the docket will move on to the next bill.
2. The section leaders will check all randomly selected bills to make sure they are good for debate.
3. Section leaders will remove any bills deemed to be inappropriate in subject matter, any bills that have not received a recommendation by the committee, or any bills that have been written by a non-voting member of that chamber.

## Legislative Technology Initiative

### Texas Youth and Government Legislative Technology Initiative

1. Delegates may use their tablet, laptop, cell phone, or iPad to research facts for debate before a session begins.
2. Delegates may NOT use technology in the committee rooms.
3. Delegates may NOT use these technology devices within the designated debate areas unless speaking at the front microphone (ex. Legislative Pro-Con debate, author presentation, and summation of bill) and using the information in the presentation.

# **TEXAS YOUTH AND GOVERNMENT**

4. The delegate must stand OUTSIDE the debate area (back of the room), research facts, and step back on the floor. The delegate should not leave the room.
5. The chair may call (with advice from the section leader) for a suspension of devices at any time if they hinder debate.
6. Sgt. at Arms, section leaders, or assigned parliamentarians will address delegates using devices within the debate area.
7. Devices will not be provided for students; they must provide their own.
8. YMCA, state capitol personnel, and assigned facilities are not responsible for any lost, broken, stolen, or damaged devices. Devices are used at the risk of the owner. Youth and Government will not provide technical support of any kind.
9. If the electronic device fails to function, the delegate will be given no extra time.
10. Wi-Fi is not guaranteed for delegates.
11. All technology must remain silent.
12. State Director and each individual section leader may coordinate the implementation of these guidelines.

## **VI. Changes from Previous Conferences:**

- A. There have been changes made to the selection of bills in all Chambers. Please go to the calendar committee section in this document for more information on the specific changes.

Index: (here are topics we should upload to the state office website, so if they want more info they can find them, but have the basics here)

### Relevant Documents

- Chair Clerk Script
- Speaker Manuals
- Pro/Con Slips
- Amendment Slips
- Evaluator Sheets
- Chair Clerk Evaluation Sheets
- Candidate Document