Table of Contents

• Program Information (page 1)
• Current Session Information (page 4)
• Advisor Information (page 21)
• Student Roles & Leadership Opportunities (page 40)
• Rules of Order (page 53)
• Delegation Resources (page 74)
• Delegate Workbook
Mission/Vision, Core Values, Equity Statement

Vision Statement
New generations of ethical and informed, public-minded citizens

Mission Statement
Teach democratic values and skills to youth through hands-on experiences

Specific Program Goals:

- To foster the development of citizen responsibility
- To develop social competence, problem-solving ability, and communication skills
- To encourage self-reliance and a sense of purpose for youth
- To provide training and experience through active participation in the three branches of government: Legislative, Executive, and Judicial
- To stimulate careful deliberation of social issues and their possible resolutions
- To create opportunities to hear and respect varying viewpoints
- To inspire young people to be responsible & act with integrity
- To apply ethical values in making public policy
- To teach the YMCA core values of Honesty, Caring, Respect, Responsibility.

Motto
“Democracy must be learned by each generation.”

Equity Statement
The Y actively promotes a culture free from bias and injustice. We are dedicated to removing institutional and systemic barriers that result in oppression and racism. We will be accountable to marginalized communities for creating equitable and sustainable environments where social justice is woven into every facet of our programs, and by caring for our communities in a culturally versatile and respectful manner.
Historical Review of Youth Legislature

The very first YMCA Youth Legislature was held in New York State in 1936. In 1947, under the leadership of a prominent attorney named Frank S. Bayley, Jr., the Pacific Northwest Area Council of YMCAs sent two young YMCA branch executives, Dick MacMorran and Vern Emery, to observe the New Jersey program. They reported back that the program was well suited for Washington’s YMCA youth work and that they would like to start chapters in their YMCAs based in Seattle. That fall, Bayley and the Pacific Northwest Area Council founded the Washington YMCA Youth Legislature and formed a committee to organize the first legislative session for youth in the spring of 1948. John M. McClelland, Jr., a newspaper publisher from Longview, served on the 1948 Youth & Government Statewide Committee. He was joined by other prominent business and government leaders in the state to provide the policy and financial leadership to launch the program.

Details of those early years are sketchy, as very few historical documents remain. However, the first Washington YMCA Youth Legislature occurred April 16-17, 1948 at the State Capitol. There were 21 Senate bills and 54 House bills submitted by 150 high school students from 70 Hi-Y and Tri-Hi-Y YMCA youth clubs. Senators and Representatives were elected by the Hi-Y and Tri-Hi-Y clubs in the local communities. Dr. George Gallup assisted students in conducting polls on local, state and national issues as a means of generating ideas for bills. Bill topics have never been censored by the program committee. Instead, the time honored application of democracy itself determines what legislation will be recorded for posterity for the years to come.

The first Youth Governor was Walter Becker from Spokane. Several of the bills discussed at that first legislature proposed lowering the voting age to eighteen. Others would authorize the use of school buses to take students to extracurricular activities after school hours and one proposed changing the state constitution to make education the first claim on the revenues of the general fund – all things that have become current laws in Washington State.

There are many reasons why YMCA Youth & Government has remained so successful over the past 76 years. Foremost has to be a deep and abiding belief in the importance of democracy to our nation and the realization that come to participants, that each individual in society is responsible for helping to find solutions to problems and for taking part in a democratic way of life.
Participation in Youth Legislature

Any student of an age to be enrolled in grades 8-12 in the state of Washington is welcome to participate in YMCA Youth Legislature. Students must be affiliated with a YMCA, school or community organization Youth Legislature delegation. International students and/or exchange students may visit and participate in YMCA Youth & Government in any of the roles open to delegates in their grade level.

Each student in YMCA Youth Legislature must meet the minimum requirements stated below to be eligible to attend the YMCA Youth Legislature Session in Olympia:

1. Attend at least one district event.
2. Be a member in good standing with the student’s local delegation.
3. Have on file with the State Office the original signed Medical Release and Code of Conduct.
4. Pay the statewide student participation and registration fees. In many cases the local fee includes the statewide fees.
5. Submit by the due date on the program calendar all written materials required by the State Office (i.e. legislative bills, press, lobbyist materials).

Each delegation is responsible for maintaining a ratio of at least one adult advisor to every ten students (1:10) during all local, district and statewide Youth Legislature events. At least 50% of a delegation’s adult advisors to the session in Olympia must be 21 years of age or older by the time the session begins. All Advisors who do not meet the 21 years of age requirement or who have not been out of the program for at least two years must be approved by the State Office.

Student Leadership

The YMCA Youth Legislative Session is intended to be a student-run activity. All participants have a role in taking responsibility for the smooth and effective operation of the session.

The student leadership, elected and appointed, has the major responsibility for the session. Those students who assume leadership positions will be expected to take that responsibility seriously, train for, and perform the duties of their chosen office. They must be familiar with the requirements of the role and willing to take on all the responsibilities of that role.

Please see the Handbook Section: Student Roles and Leadership Opportunities for additional information.
Advisor Handbook: Current Session Information

Washington YMCA Youth Legislature 2022-2023

Major Officers

Landon Hulser - Governor
Clyde Carter III - Lieutenant Governor
Sirena Jove - President Pro Tem
Christian Luna - Speaker of the House
Rahni Singh - Speaker Pro Tem
Jaymeson Woods - Secretary of State
Jack Lindsey - Attorney General
Charlotte Galusha - Chief Lobbyist Executive
Ann Duan - Editor in Chief
Lucia Faba - Post Master General

Board of Directors

Amber Lewis | Lewis Consulting
Arlen Harris | State Board for Community & Technical Colleges
Dan McGrady | PEMCO
Gloria Ochoa-Bruck | Spokane County District Court
Harold Wright Jr | Pioneer Human Services
Holly Chisa | Lobbyist
Jeanne Cushman | Attorney/Lobbyist
Julien Loh | Puget Sound Energy
Kelly Evans | Sound View Strategies
Linda Kleingartner | TAS Consulting
Marty Brown | State Board for Community & Technical Colleges, retired
Mary Catherine McAleer | Weyerhaeuser
Mike Egan | Microsoft
Morgan Hickel | University of Washington
Neil Strege | Washington Roundtable
Robert Lewis | Clark County Superior Court
Sung Yang | Pacific Public Affairs
State Office Contact Information

Amber Wetzel
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awetzel@seattleymca.org

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Anna Hazen
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Gaby Diamond
Youth & Government Program Supervisor
gdiamond@seattleymca.org

Youth and Government Office
PO Box 193
Olympia, WA 98507
youthgov@seattleymca.org

Phone: 360.357.3475
Fax: 360.753.4615
District Coordinators:

District 1: Northwest Washington
Nolan Martin
YMCA of Snohomish County

District 2: Seattle/King County
TBD - Contact Anna Hazen
WA YMCA Youth & Government

District 3: Coast, Peninsula, & SW WA
Steven Puvogel
Grays Harbor YMCA

District 4: Southeastern Washington
Martin Fortney
Little Theatre

District 5: Spokane
James Rosenzweig
Spokane YMCA

District 6: Pierce & Kitsap Counties
Don Brevik
YMCA of Pierce & Kitsap Counties
Youth Legislature Program Committee

2022-2023 Members

Program Chair: Taneum Fotheringill
Youth Governor: Landon Hulser
District 1: Abby Sadler & Ann Duan
District 2: Becca Piel & Rahni Singh
District 3: Gerry O’Keefe & James Hastings
District 4: Martin Fortney & Mila Petit
District 5: Justin Mitchell & TBD
District 6: Darby & Sirena Jove
Staff: Amber Wetzel, Emily Lake, Gaby Diamond, Anna Hazen
Board: Arlen Harris

Purpose
To ensure the thoughtful consideration and recommendation of program changes proposed by the students, advisors and staff of Washington YMCA Youth Legislature.

Committee Member Responsibilities

1. Discuss and recommend changes to the Washington YMCA Rules of Order and Youth Legislature Program as a whole.
2. Represent their specific district to ensure a geographically diverse perspective when deliberating on proposed changes to the program.
3. Participate in in-person and remote Program Committee meetings quarterly.
4. Act as the Chair (or Co-chair) of their own program area subcommittee. Subcommittees may include student officers, advisors, board members, other volunteers.
5. Report the decisions and findings of the subcommittee at Program Committee meetings.
6. Participate in strategic conversations regarding the future and direction of the Youth Legislature program.
Fees
YMCA Youth Legislature State Fees
Registration: January 2nd - March 1st

Registration for the 4-day Session is $415/registrant
Registration for the 3-day middle school only Session is $380/registrant

**NO REGISTRATIONS WILL BE ACCEPTED AFTER MARCH 1st**

Delegations will be invoiced for the total number of registrants (delegates, advisors, and chaperones) as listed in Regy at the close of registration.

The State Office requires a ratio one adult per 10 students.

***THE YMCA YOUTH & GOVERNMENT STATE OFFICE DOES NOT ISSUE REFUNDS FOR ANY FEES***

****REQUESTS TO SUBSTITUTE DELEGATES IN AND OUT AFTER MARCH 1st WILL BE CONSIDERED BY THE STATE OFFICE ON A CASE BY CASE BASIS****
Rotating District Leadership Positions

Each year the State Office divides the student leadership roles for session among the districts. While each district will be able to provide candidates for major office, chairs, and vice chairs; other leadership roles rotate in an effort to offer opportunities across districts.

Below is the rotation chart for the next six years:

<table>
<thead>
<tr>
<th>District</th>
<th>2022-23 (76th session)</th>
<th>2023-24 (77th session)</th>
<th>2024-25 (78th session)</th>
<th>2025-26 (79th session)</th>
<th>2026-27 (80th session)</th>
<th>2027-28 (81st session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>F</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>A</td>
<td>F</td>
<td>E</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>B</td>
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<td>F</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>F</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>F</td>
</tr>
</tbody>
</table>

*Depending on program enrollment, the number of positions may change from year to year.*
## Elected Leadership Positions - Rotation A

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Attorney General*</td>
<td>Advises legislature on legality and constitutionality of legislation</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Assistant Editor*</td>
<td>Responsible for pressroom when Editor in Chief not present, assist editor in chief in production of Capitol Chronicles.</td>
<td>9th – 12th grade experience as Press in YL (or editorial staff of school paper)</td>
</tr>
<tr>
<td>Assistant Sergeant-at-Arms - Senate</td>
<td>Assists the Sergeant-at-Arms in maintaining order in the chamber, performs duties assigned by Sergeant at Arms</td>
<td>10th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Committee Chair* (1)**</td>
<td>Presides over debate in assigned Committee. Serves as a member of the House.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Vice Chair* (1)**</td>
<td>Recorder and custodian of official bills in assigned committee, presides over debate in the absence of the Chair. Serves as a member of the Senate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Fair Elections Commissioner</td>
<td>Develop, implement, and administer rules &amp; regulations for campaigning; staff polling sites</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td>House Reading Clerk (and Chaplain)*</td>
<td>Reads all bills, amendments and announcements in the House, performs roll call duties, and maintains a record of attendance, delivers invocations for all sessions of the House, delivers invocation for the Opening Joint Session</td>
<td>10th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Lobbyist Executive*</td>
<td>Assists the Chief Lobbyist, works with presiding officers and rostrum staff, meets with lobbyists</td>
<td>9th – 12th grade experience as Lobbyist in YL</td>
</tr>
<tr>
<td>Secretary of the Cherberg Senate*</td>
<td>Custodian of official documents for the Cherberg Senate, keeps official record of proceedings, performs roll call duties, reads all announcements and amendments</td>
<td>9th – 12th grade experience in Youth Leg</td>
</tr>
</tbody>
</table>

## APPOINTED POSITIONS AVAILABLE

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor’s Cabinet*</td>
<td>Assigned to specific position on the cabinet, supports and informs Youth Governor, can speak on the floor on the Governor’s behalf</td>
<td>8th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Director of Elections*</td>
<td>Oversees Major Officer election, supervises Fair Elections Commission, prepares Voter’s Guide</td>
<td>10th – 12th grade experience in Youth Leg -cannot be a candidate for any Major Office position this year</td>
</tr>
</tbody>
</table>

*asterisked positions are required to attend statewide leadership training prior to the Youth Leg. Session.

**The number of these positions are dependent on program enrollment. The State Office may add additional Chairs and Vice Chairs during the program year. Please reach out to the State Office with the runners up for these races should we be able to have additional committees at Session.
## Elected Leadership Positions - Rotation B

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Attorney General*</td>
<td>Advises legislature on legality and constitutionality of legislation</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Assistant Editor*</td>
<td>Responsible for pressroom when Editor in Chief not present, assist editor in chief in production of Capitol Chronicles.</td>
<td>9th – 12th grade experience as Press in YL (or editorial staff of school paper)</td>
</tr>
<tr>
<td>Assistant Secretary of State*</td>
<td>Assists Secretary of State with docket duties as needed, primarily with responsibilities for O'Brien &amp; Cherberg dockets (and 8th grade docket).</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Chair* (1)**</td>
<td>Presides over debate in assigned Committee. Serves as a member of the House.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Vice Chair* (1)**</td>
<td>Recorder and custodian of official bills in assigned committee, presides over debate in the absence of the Chair. Serves as a member of the Senate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Fair Elections Commissioner</td>
<td>Develop, implement, and administer rules &amp; regulations for campaigning; staff polling sites</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td>House Sergeant-at-Arms*</td>
<td>Maintain order in the chamber and gallery, supervise flag ceremonies, escort officials and dignitaries, supervise assistants and pages</td>
<td>10th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Lobbyist Executive*</td>
<td>Assists the Chief Lobbyist, works with presiding officers and rostrum staff, meets with lobbyists</td>
<td>9th – 12th grade experience as Lobbyist in YL</td>
</tr>
<tr>
<td>Senate Parliamentarian*</td>
<td>Presides over debate in assigned Committee. Serves as Parliamentarian in the House, provides parliamentary advice and counsel to presiding officer, answer written parliamentary questions, participate in debate and vote when appropriate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
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### APPOINTED POSITIONS AVAILABLE

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<thead>
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<tr>
<td>Governor's Cabinet*</td>
<td>Assigned to specific position on the cabinet, supports and informs Youth Governor, can speak on the floor on the Governor’s behalf</td>
<td>8th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Director of Elections*</td>
<td>Oversees Major Officer election, supervises Fair Elections Commission, prepares Voter’s Guide</td>
<td>10th – 12th grade experience in Youth Leg -cannot be a candidate for any Major Office position this year</td>
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<tbody>
<tr>
<td><strong>Assistant Attorney General</strong></td>
<td>Advises legislature on legality and constitutionality of legislation</td>
<td>10th – 12th grade experience in Youth Leg</td>
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<tr>
<td><strong>Assistant Editor</strong></td>
<td>Responsible for pressroom when Editor in Chief not present, assist editor in chief in production of Capitol Chronicles.</td>
<td>9th – 12th grade experience as Press in YL (or editorial staff of school paper)</td>
</tr>
<tr>
<td><strong>Assistant Reading Clerk - Senate</strong></td>
<td>Assists the Reading Clerk in keeping attendance, and the reading of bills, amendments and announcements</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td><strong>Sergeant-at-Arms – Cherberg Senate</strong></td>
<td>Maintain order in the chamber and gallery, escort officials and dignitaries, supervise pages, assist Chief Clerk as needed.</td>
<td>10th – 12th grade no experience needed</td>
</tr>
<tr>
<td><strong>Chief Clerk of House</strong></td>
<td>Custodian of official documents for the House, keeps official record of proceedings in House</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td><strong>Committee Chair</strong></td>
<td>Presides over debate in assigned Committee. Serves as a member of the House.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td><strong>Committee Vice Chair</strong></td>
<td>Recorder and custodian of official bills in assigned committee, presides over debate in the absence of the Chair. Serves as a member of the Senate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td><strong>Fair Elections Commissioner</strong></td>
<td>Develop, implement, and administer rules &amp; regulations for campaigning; staff polling sites</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td><strong>Lobbyist Executive</strong></td>
<td>Assists the Chief Lobbyist, works with presiding officers and rostrum staff, meets with lobbyists</td>
<td>9th – 12th grade experience as Lobbyist in YL</td>
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### APPOINTED POSITIONS AVAILABLE

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<tr>
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<tr>
<td><strong>Governor’s Cabinet</strong></td>
<td>Assigned to specific position on the cabinet, supports and informs Youth Governor, can speak on the floor on the Governor’s behalf</td>
<td>8th – 12th grade no experience needed</td>
</tr>
<tr>
<td><strong>Director of Elections</strong></td>
<td>Oversees Major Officer election, supervises Fair Elections Commission, prepares Voter’s Guide</td>
<td>10th – 12th grade experience in Youth Leg -cannot be a candidate for any Major Office position this year</td>
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### Elected Leadership Positions - Rotation D

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<tr>
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<td>Advises legislature on legality and constitutionality of legislation</td>
<td>10th – 12th grade experience in Youth Leg</td>
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<tr>
<td>Assistant Editor*</td>
<td>Responsible for pressroom when Editor in Chief not present, assist editor in chief in production of Capitol Chronicles.</td>
<td>9th – 12th grade experience as Press in YL (or editorial staff of school paper)</td>
</tr>
<tr>
<td>Assistant Postmaster General*</td>
<td>Assists Postmaster with paging strategy, supervises pages in various program areas, monitor page notes for appropriateness</td>
<td>9th – 12th grade experience as Page in YL</td>
</tr>
<tr>
<td>Assistant Sergeant-at-Arms - House</td>
<td>Assists the Sergeant-at-Arms in maintaining order in the chamber, performs duties assigned by Sergeant at Arms</td>
<td>10th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Committee Chair* (1)**</td>
<td>Presides over debate in assigned Committee. Serves as a member of the House.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Vice Chair* (1)**</td>
<td>Recorder and custodian of official bills in assigned committee, presides over debate in the absence of the Chair. Serves as a member of the Senate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Fair Elections Commissioner</td>
<td>Develop, implement, and administer rules &amp; regulations for campaigning; staff polling sites</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Lobbyist Executive*</td>
<td>Assists the Chief Lobbyist, works with presiding officers and rostrum staff, meets with lobbyists</td>
<td>9th – 12th grade experience as Lobbyist in YL</td>
</tr>
<tr>
<td>Senate Reading Clerk*</td>
<td>Reads all bills, amendments and announcements in the Senate, performs roll call duties, and maintains a record of attendance, delivers invocations for all sessions of the Senate, delivers invocation for the Closing Joint Session</td>
<td>10th – 12th grade no experience needed</td>
</tr>
</tbody>
</table>

### Elected Leadership Positions - APPOINTED POSITIONS AVAILABLE

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<tr>
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<th>Job Description</th>
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<tr>
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<tr>
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## Elected Leadership Positions - Rotation E

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<th>Position</th>
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<tr>
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<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Assistant Editor*</td>
<td>Responsible for pressroom when Editor in Chief not present, assist editor in chief in production of Capitol Chronicles.</td>
<td>9th – 12th grade experience as Press in YL (or editorial staff of school paper)</td>
</tr>
<tr>
<td>Chief Clerk of O’Brien House*</td>
<td>Custodian of official documents for the O’Brien House, keeps official record of proceedings, performs roll call duties, reads all announcements and amendments</td>
<td>9th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Chair* (1)**</td>
<td>Presides over debate in assigned Committee. Serves as a member of the House.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Vice Chair* (1)**</td>
<td>Recorder and custodian of official bills in assigned committee, presides over debate in the absence of the Chair. Serves as a member of the Senate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Fair Elections Commissioner</td>
<td>Develop, implement, and administer rules &amp; regulations for campaigning; staff polling sites</td>
<td>9th – 12th grade no experience grade needed</td>
</tr>
<tr>
<td>House Parliamentarian*</td>
<td>Serves as Parliamentarian in the House, provides parliamentary advice and counsel to presiding officer, answer written parliamentary questions, participate in debate and vote when appropriate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
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<tr>
<td>Lobbyist Executive*</td>
<td>Assists the Chief Lobbyist, works with presiding officers and rostrum staff, meets with lobbyists</td>
<td>9th – 12th grade experience as Lobbyist in YL</td>
</tr>
<tr>
<td>Senate Sergeant-at-Arms*</td>
<td>Maintain order in the chamber and gallery, supervise flag ceremonies, escort officials and dignitaries, supervise assistants and pages</td>
<td>10th – 12th grade no experience grade needed</td>
</tr>
</tbody>
</table>

## APPOINTED POSITIONS AVAILABLE

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor’s Cabinet*</td>
<td>Assigned to specific position on the cabinet, supports and informs Youth Governor, can speak on the floor on the Governor’s behalf</td>
<td>8th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Director of Elections*</td>
<td>Oversees Major Officer election, supervises Fair Elections Commission, prepares Voter’s Guide</td>
<td>10th – 12th grade experience in Youth Leg -cannot be a candidate for any Major Office position this year</td>
</tr>
</tbody>
</table>

*asterisked positions are required to attend statewide leadership training prior to the Youth Leg. Session.

**The number of these positions are dependent on program enrollment. The State Office may add additional Chairs and Vice Chairs during the program year. Please reach out to the State Office with the runners up for these races should we be able to have additional committees at Session.
## Elected Leadership Positions - Rotation F

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Attorney General*</td>
<td>Advises legislature on legality and constitutionality of legislation</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Assistant Editor*</td>
<td>Responsible for pressroom when Editor in Chief not present, assist editor in chief in production of Capitol Chronicles.</td>
<td>9th – 12th grade experience as Press in YL (or editorial staff of school paper)</td>
</tr>
<tr>
<td>Assistant Reading Clerk - House</td>
<td>Assists the Reading Clerk in keeping attendance, and the reading of bills, amendments and announcements</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Sergeant-at-Arms – O’Brien House*</td>
<td>Maintain order in the chamber and gallery, escort officials and dignitaries, supervise pages, assist Secretary as needed.</td>
<td>10th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Committee Chair* (1)**</td>
<td>Presides over debate in assigned Committee. Serves as a member of the House.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Committee Vice Chair* (1)**</td>
<td>Recorder and custodian of official bills in assigned committee, presides over debate in the absence of the Chair. Serves as a member of the Senate.</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
<tr>
<td>Fair Elections Commissioner</td>
<td>Develop, implement, and administer rules &amp; regulations for campaigning; staff polling sites</td>
<td>9th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Lobbyist Executive*</td>
<td>Assists the Chief Lobbyist, works with presiding officers and rostrum staff, meets with lobbyists</td>
<td>9th – 12th grade experience as Lobbyist in YL</td>
</tr>
<tr>
<td>Secretary of the Senate*</td>
<td>Custodian of official documents for the Senate, keeps official record of proceedings in Senate</td>
<td>10th – 12th grade experience in Youth Leg</td>
</tr>
</tbody>
</table>

## APPOINTED POSITIONS AVAILABLE

<table>
<thead>
<tr>
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<th>Job Description</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>8th – 12th grade no experience needed</td>
</tr>
<tr>
<td>Director of Elections*</td>
<td>Oversees Major Officer election, supervises Fair Elections Commission, prepares Voter’s Guide</td>
<td>10th – 12th grade experience in Youth Leg -cannot be a candidate for any Major Office position this year</td>
</tr>
</tbody>
</table>

*asterisked positions are required to attend statewide leadership training prior to the Youth Leg. Session.

**The number of these positions are dependent on program enrollment. The State Office may add additional Chairs and Vice Chairs during the program year. Please reach out to the State Office with the runners up for these races should we be able to have additional committees at Session.
NOMINATIONS FOR MAJOR OFFICE POSITIONS
Candidates for a Major Office must have at least one year of experience in the Youth Legislature, not including the current session. Candidates who are successful at their District’s elections event will go on to run a campaign at the Youth Legislative Session in Olympia in May. Candidates do not attend leadership training that is held in April, unless they hold an elected position for the current session.

CANDIDATES NOMINATED BY DISTRICT

Attorney General
(must be in 10th or 11th grade, or equivalent)
The State Attorney General shall represent the state’s legal and constitutional interests in considering all legislation before the legislative chambers and the Executive, assign and supervise Assistant Attorneys General and advise the Governor.

Governor
(must be in 11th grade, or equivalent)
The Youth Governor addresses the opening and closing joint sessions of the Youth Legislature, considers each bill passed by the legislature, solicits advice on legislation from the Cabinet, Attorneys General, Legislators and Lobbyists, and hosts the Governor’s Ball. He or she also serves as a member of the Youth and Government Board of Directors and attends the Youth Governor’s conference in Washington DC.

Lieutenant Governor
(must be in 10th or 11th grade, or equivalent)
The Youth Lieutenant Governor presides over the Senate, ensures that the will of the majority prevails and the rights of the minority are respected, maintains order and decorum in the Senate, presides over the Senate Rules Committee and presides over the opening joint session.
*runner up in general election will serve as President Pro Tem

Secretary of State
(must be in 10th or 11th grade, or equivalent)
The Youth Secretary of State prepares the docket for House, Senate, Freshman Chambers and 8th Grade Senate sessions, maintains custody of all legislation, certifies time of passage on official bill copies and time of delivery to Governor’s desk.

Speaker of the House
(must be in 10th or 11th grade, or equivalent)
The Youth Speaker of the House presides over the House, ensures that the will of the majority prevails and the rights of the minority are respected, maintains order and decorum in the House, presides over the House Rules Committee, and presides over the closing joint session.
*runner up in general election will serve as Speaker Pro Tem

SELF-NOMINATED CANDIDATES

Chief Lobbyist Executive
(must be in 10th or 11th grade, or equivalent)
The Chief Lobbyist Executive coordinates the activities of the lobbying corps, assigns lobbyist executives and lobbyists to firms, oversees assignment of legislation to firms, and liaises with the Governor’s Office to provide lobbyist expertise.
**this position does not require district nomination, and is only voted on by the current session Lobbyist Corps

Editor-in-Chief
(must be in 10th or 11th grade, or equivalent)
The Editor-in-Chief coordinates activities in the press room during session, supervises assistant editors in the production and layout of the newspaper, writes editorials for the paper, and assigns reporters to tasks related to the press program area (printed news, online presence, video production).
**this position does not require district nomination, and is only voted on by the current session Press Corps

Postmaster General
(must be in 9th - 11th grade, or equivalent)
The Postmaster General coordinates the paging efforts during session to promote the smooth delivery of official documents and communication between members of all program areas, assigns pages to duties as needed, and monitors page notes for appropriateness.
**this position does not require district nomination, and is only voted on by the current session Page Corps
<table>
<thead>
<tr>
<th>Position</th>
<th>Description of Role</th>
<th>Grade level &amp; Document(s) required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative (House)</td>
<td>Sponsors or co-sponsors a legislative bill, proposes bills in the House, considers legislation in the House</td>
<td>9th – 12th grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legislative Bill</td>
</tr>
<tr>
<td>Senator (Senate)</td>
<td>Sponsors or co-sponsors a legislative bill, proposes bills in the Senate, considers legislation in the Senate</td>
<td>10th – 12th grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legislative Bill</td>
</tr>
<tr>
<td>O’Brien Representative</td>
<td>Sponsors or co-sponsors a legislative bill, proposes bills in the O’Brien House, considers legislation in the O’Brien House</td>
<td>8th - 9th grade (and 1st yr in YL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legislative Bill</td>
</tr>
<tr>
<td>Cherberg Senator</td>
<td>Sponsors or co-sponsors a legislative bill, proposes bills in the Cherberg Senate, considers legislation in the Cherberg Senate</td>
<td>8th - 9th grade (and 1st yr in YL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legislative Bill</td>
</tr>
<tr>
<td>Lobbyist</td>
<td>Works for assigned firm, co-sponsors bills, testifies in committee and on the floor, creates handbills for legislation</td>
<td>8th – 12th grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-sign bill, with a member of a chamber</td>
</tr>
<tr>
<td>Reporter (Press)</td>
<td>Writes articles for the Capitol Chronicles, prepares questions for interviews and press conferences, produces video interviews &amp; social media updates</td>
<td>8th – 12th grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article (and can co-sponsor bill with a member of a chamber)</td>
</tr>
<tr>
<td>Page</td>
<td>Delivers page notes (communication) and official documents between program areas, distributes materials as requested by Major Officers</td>
<td>8th – 10th grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can co-sponsor a bill with a member of a chamber</td>
</tr>
</tbody>
</table>
Event Descriptions

Youth Legislature Program Events:

Listed below are the various events that can occur each year both during and separate from the Youth Legislative Session.

Proclamation Signing: Each year, there is a Proclamation announcing the commencement of our Legislative Session. In the past, this signing took place early in the year on a weekday morning at the Legislative Building. The Youth Governor, and statewide elected officials would sign the Proclamation calling the Youth Session to order and youth had the opportunity to mingle with elected officials.

Y-Advocacy Day: On this day each year YMCA executives from around the state come to Olympia to lobby for the things that are important to YMCA's. The morning is filled with information concerning YMCA's statewide and on a national level, lunch is served, then individuals meet with their respective representatives. Students are encouraged to attend with an executive from their area and see how this process works. There may also be opportunities for Youth Leadership to speak during informative sessions. This is an opportunity for students to see the process first hand as well as bring their concerns directly to legislators. If you have any questions or would like to participate in this event, please contact the State Office.

Advisor Trainings: Held in the Fall each year, these events allow advisors from across the state to network with each other and participate in program related training sessions. These trainings are highly recommended especially for new advisors.

Leadership Training: On a weekend prior to the Youth Legislative Session, the elected officers come together to plan for Session and learn how to execute their specific jobs. Advisors train students in their respective areas and leaders begin to learn how to work within their groups. Leadership Training is required for most students in elected and appointed leadership positions. See the specific position description to find out for sure if your students are required to attend to serve in their leadership role.

Governor’s Ball: The Governor’s Ball takes place on the last evening of the Youth Legislature and is typically held in the Rotunda of the Legislative Building. It is required that all students, staff, and volunteers attend. Dress Code is semi-formal to formal (see code of conduct and dress). While at the Governor’s Ball, students
may dance to music mixed by the DJ, hang out with their friends, or join the fun in the game room. The home delegation of the current Governor is responsible for decoration (supplies and preparation) and clean-up of the ball. All Advisors are responsible for chaperoning this activity and for setting up clear guidelines for their students before arriving at the dance.

**State Reception**: The State Reception generally takes place on the second evening of Session. In the past, Candidates for Major Office have delivered their speeches for their candidacy. Dinner is provided during this reception for all delegates and advisors.

**If you have questions regarding any of these events please contact the State Office at youthgov@seattlymca.org or (360) 357-3475.**

**If you are planning your own event (community night, fundraising event, round table discussion, etc.) please contact the State Office. We may be able to offer support and resources. It is also important that your events do not conflict with State sponsored program events.**
District Events: Training Legislature & Mock Legislature

*All delegates are expected to attend a district event prior to attending Session in May.

Each district is unique in what they offer for delegates. Many districts host events such as Training Legislature, which aims to orient delegates to the Youth Legislature program. There are often various team building exercises, elections, and workshops for all levels of participation in the program. Some topics covered may include:

- Youth Legislature program information
- Bill idea and writing workshops
- Debate
- Networking and team-building exercises
- District-wide elections/primaries

In preparation of the Statewide Conference, Mock Legislature is an event to practice what it will be like in Olympia for the legislative session. Mock Legislature (Mock Leg.) simulates the legislature on a smaller district-wide scale. Often districts will hold Mock Leg. as a one day event. Delegates are assigned roles (such as Senator or Representative) and participate in committees and floor sessions centered on the debate of legislation. Delegates will practice Parliamentary Procedure and receive feedback on their bills.

Statewide Event: Youth Legislative Session in Olympia

The culmination of the program occurs at the YMCA Youth Legislature. It is at this time that students from around the state converge on the State Capitol to conduct their model youth legislature over a four-day conference. Here students take on the roles of Representative, Senator, Lobbyist, Reporter, or Page and do their part in passing legislation that is important to them. In addition to those roles, experienced participants also have the opportunity to take on leadership roles such as Governor, Secretary of State, and Speaker of the House etc..
Advisor Handbook: Advisor Information
Washington YMCA Youth Legislature 2022-2023

Being an advisor for Youth Legislature is a rewarding and fulfilling experience. Not only will you recruit and lead a group of teens throughout the year in the Legislative Process, but you will get to see their growth and be a part of a state-wide community. In this section of the Handbook, we will give you resources to help you in your journey of advising your delegation throughout the year.

Delegation Advisor Requirements

- A ratio of **one adult to every ten participants** (1:10) is to be in place at all Youth & Government activities on the local, district, and state level.
- At least half of the advisors from each delegation must be at least 21 years of age. Advisors under the age of 21 must be approved by the State Office.
- **Program alumni are required to be at least two years out of high school** to volunteer as a delegation advisor.
  - Alumni interested in volunteering who are less than two years out of the program should contact the state Youth & Government office to learn about additional opportunities.

Each delegation must have one “Lead Advisor” for their group.

- This individual will be the main point of contact for the state office and be responsible for providing leadership and direction for the delegation at all levels of the program.
- This individual must be well versed in emergency response protocols.
- This individual is expected to ensure that all of the responsibilities listed in this section are taken care of (either by themselves or by another advisor in the group).

It is every advisor’s role to provide appropriate adult leadership and direction for student delegates. It is imperative you are clear with your students about your role as an advisor and that you maintain a professional manner in dealing with the students and their parents.

**Who to call for help**...

Chain of Concern during the year – when you have a problem, question, or concern contact:

1. Delegation Lead Advisor
2. District Coordinator
3. State Office
Local/Delegation Responsibilities

1. **Meet as a delegation regularly.** Meeting as a group regularly is important for students to get the full Youth Leg. experience and to stay engaged. The state office recommends meeting at least bi-weekly. This gives delegates ample time to write bills, hone debate skills, practice public speaking and learn parliamentary procedure.

2. **Meet program deadlines.** Each year a Statewide Program Calendar is published for the upcoming year's activities. It is important for your delegation that you submit all required registration materials, forms, and fees to the State Office by these deadlines.

3. **Develop a budget and local program calendar.** This should include the due dates for delegation fees and other materials (this should be before the state deadlines).

4. **Work with students to develop a fundraising goal** (if fundraising is needed in your delegation) and a plan to achieve the goal. Help them implement fundraising activities. All fundraising events need adult supervision. It is also a good idea to be sure that any fundraising that you plan does not conflict with other scheduled events of the YMCA or school.

5. **Plan and organize recruitment of delegates and other advisors.** Contact local schools/teachers, post flyer, etc. It is also important to have another advisor ready to step in in your absence.

6. **Facilitate leadership opportunities within the delegation.** Since our Legislative Session is student-led, it is important to know the limits and abilities of your students and set them up for success. Make sure they have all of the skills they need in order to lead effectively.

7. **Develop Student Leadership.** Youth Legislature thrives with its student leaders. Review elected positions with your delegation and encourage students to run for office.

8. **Act as a resource base.** Know your parliamentary procedure and the YMCA Rules of Order (in your Advisor Handbook). Be able to help students in the use of the RCWs (Revised Code of Washington) and help students identify other sources of information and knowledge.

9. **Facilitate the creation of a strong team within your delegation.** Work with your delegation to develop a healthy group identity based on their shared experience and interests. Be sure to plan social activities in addition to your regular business meetings.

10. **Communicate with parents/guardians.** Make sure parents/guardians are aware of the calendar of events as well as the fees involved with the program. Also alert them to all opportunities that come up for their students.
Delegation Allotment Guidelines

This document is designed to help you and your delegates select their first choice for position assignment. However, the State Office reserves the right to make changes based on overall registration numbers.

The chart on the next page shows the number of House and Senate seats to which your delegation is entitled, based upon the total number of delegates in your group and the other positions your delegates fill. In order to fill all positions fairly, this system must be adhered to by all delegations. Each delegation is responsible for filling all of their available positions, based on delegation size.

Decisions about student roles are made within the delegation, with the active involvement of delegation advisors. Please give priority for Senate & House positions to upperclassmen and returning students.

For additional positions in any particular category, contact the State Office.

**Step 1. Determine your “Delegation Subtotal”**

This number will be used on the next page to determine the number of House and Senate seats to which your delegation is entitled.

Write down the total number of students in your delegation

Subtract the number of students who are elected/appointed officials (Fair Elections Commissioners are not subtracted)

Subtract the number of pages in your delegation (ideally 1-2)

This is your preliminary subtotal

Subtract your Cherberg/O’Brien Chamber members (they will be divided evenly between chambers)

Subtract your Press participants (should be 10-20% of your delegation’s preliminary subtotal)

Subtract your Lobbyist participants (should be 15-30% of your delegation’s preliminary subtotal)

This is your delegation subtotal
Step 2. Use your Delegation Subtotal (previous page) to determine how many House and Senate seats your delegation is entitled to:

<table>
<thead>
<tr>
<th>Delegation Subtotal</th>
<th>House Seats</th>
<th>Senate Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
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</tr>
<tr>
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<td>1</td>
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<td>4</td>
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<td>19</td>
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<td>7</td>
</tr>
<tr>
<td>20</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

The State Office will consider requests for exceptions to these guidelines on a case-by-case basis.

Eligibility for Positions (based on school grade level):

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>House</th>
<th>Senate</th>
<th>Lobbyist</th>
<th>Press</th>
<th>Pages</th>
<th>Cherberg/O’Brien*</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>10</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Cherberg and O’Brien Chambers are generally geared toward 8th and 9th grade delegates who are first-year students. Students in grades 10-12 are not eligible to participate in these chambers. When registering, please split your Cherberg and O’Brien delegates evenly between the two chambers.
Things to keep in Mind:

**Chairs & Vice Chairs**

Chairs will automatically be assigned to the House and Vice Chairs will automatically be assigned to the Senate following district elections. These seats do not count against the number of House and Senate seats allotted for your delegation.

**Cherberg/O’Brien Chambers**

The Cherberg and O’Brien Chambers will be predominantly filled with 8th grade delegates; however, older first-year students can request a seat in these chambers, if their advisor thinks it is a better fit. Students in grades 10-12 who have at least one year of experience are not eligible to participate in these chambers.

**Press & Lobbyists**

Press and Lobbyist positions are available to delegates who do not have a seat in one of the legislative chambers. Please make time to discuss these roles with your delegation and encourage delegates to select them. Most delegations should have some delegates serving in each of these roles.

**Pages**

8th – 10th grade delegates can select the position of Page. There is no limit on the number of pages a delegation may bring (within reason). Delegations are encouraged to provide at least one page to help support our program processes.
Budgeting & Fundraising

There is a cost associated with participating in Youth Legislature. While there are scholarships available, we recommend setting a delegation budget for the year.

When creating a program budget there are two main things to consider. Expenses are things that will cost money, and revenue is money being brought in. In the end your expenses and revenue should balance – or your revenue should be just a little more than your expenses so you come out positive. The following tables outline some things you will need to consider in terms of expenses and revenue when creating your budget for Youth Legislature or Mock Trial.

<table>
<thead>
<tr>
<th>Expenses, overhead and indirect costs:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing</strong></td>
<td>In school based delegations this may take the form of a teacher stipend. In YMCA’s it may be a percentage of an employee’s total salary (based on the amount of time spent running the Y&amp;G program. It may also include a small portion of an administrative person or supervisor’s salary.</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td>Both Youth Legislature and Mock Trial advisors/coaches are encouraged to attend annual training/orientation events. The fees for these trainings are listed in your program materials.</td>
</tr>
<tr>
<td><strong>Volunteer support</strong></td>
<td>Account for any thank you gifts or meals for volunteers during Y&amp;G events, trainings or meetings.</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>Account for the cost of gas or mileage reimbursement or the amount to rent a school or charter bus when planning for statewide events. District events may also require a transportation budget if students are not able to transport themselves to events.</td>
</tr>
</tbody>
</table>
| **Lodging**                          | Some things to keep in mind when shopping for hotels:  
- # of students per room (usually 4 is OK for students)  
- # of adults per room (usually 1-2)  
- Is the hotel in walking distance to event  
- Is breakfast included (decreasing $ needed for meals) |
<p>| <strong>Food</strong>                             | Know in advance what meals you will provide during events and what students will be responsible for. Make sure students can get at least two nutritious meals each day (something other than fast food or pizza is good). Also make sure to budget |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>$ needed for meeting/practice facilities</td>
</tr>
<tr>
<td>Program Materials</td>
<td>If you will print handbooks for your students, team/delegation t-shirts or bags; if you’re going to do a fundraiser make sure to include the cost of materials needed.</td>
</tr>
<tr>
<td>State Program Fees</td>
<td>These are listed in your program materials</td>
</tr>
<tr>
<td>District Program Fees</td>
<td>Check with your district coordinator or convener to see if there are additional fees to pay for facilities/food/materials at district events.</td>
</tr>
<tr>
<td>Revenue:</td>
<td></td>
</tr>
<tr>
<td>Programs fees</td>
<td>It’s important for students to pay at least a small amount of the cost of the program.</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>Make sure to get student input before planning fundraisers. Having students set their own goals for fundraising is usually a great way to start.</td>
</tr>
<tr>
<td>Sponsorships/donations</td>
<td>Have students write letters to local business people about supporting your program. Invite sponsors to attend an “open house” with your team/delegation.</td>
</tr>
<tr>
<td>Grant/foundation support</td>
<td>If applying for a grant keep in mind that all applications are not successful and many applications may take 6-8 months for a foundation to process.</td>
</tr>
<tr>
<td>Y&amp;G scholarships</td>
<td>All students are encouraged to apply for financial assistance. Forms are available online.</td>
</tr>
<tr>
<td>ASB funding</td>
<td>If your program is set up through a school there may be ASB or other funds available.</td>
</tr>
<tr>
<td>Local YMCA support</td>
<td>Whether or not your program is set up through a local YMCA, local Y’s may be interested in offering support in the form of scholarships, staffing, facilities, fundraising opportunities or a donation.</td>
</tr>
</tbody>
</table>

### Fundraising Ideas

Fundraising is a large job for many delegations. It is important to start early and have a clear goal in mind. It also works well to find a fundraiser that works well for your delegation and stick with it year after year. People will begin to expect and plan for it, and prepare to support you in your endeavors.

Listed below are several fundraising ideas that have worked for local delegations:

- **YMCA Kids Night Out:** Kids night out is an opportunity for parents to drop off their youngsters at the YMCA for an evening of fun and games. Several Y&G delegations around the state plan and staff these events and take in
the profit that is made. Planning a Kid’s Night Out takes time and commitment form students and Advisors alike, but has been shown to work well for several groups from around Washington.

- **New Year’s Eve Overnight**: A popular night for a Kids Night Out is New Year’s Eve. Parents all want to go out and need trustworthy individuals to watch their children.

- **Concessions**: During big events at Y’s or school’s delegations can run the concession stand. You can also create your own by making snacks and bringing soda to sell at the door. At many places there is a sign up process and groups must get on the list to do this so make sure to follow proper procedure.

- **Snack Bar**: One day/week turn off the vending machines in your YMCA/school and sell concessions instead.

- **Letter writing**: Local community groups such as the Lions Club and Rotary have money that they want to give away to worthy local programs. Have students write a letter to these groups explaining your program and outlining the costs and benefits involved (a sample letter can be found in this section of your handbook). Most groups will then want you to bring your students to present on the program at one of their meetings.

- **Community Night**: Invite parents and community members to one of your delegation meetings. Provide snacks/drinks, and encourage them to participate in debate. During the evening have a raffle or simply ask for donations.

- **Raffles**: At any of your events you can sell raffle tickets and solicit local vendors for prizes. This is great because it is at no cost to you! Make sure to check with your organizations to make sure you’re following all state and local regulations regarding gambling when organizing a raffle.

- **Teen Phone Night**: Compile a list of past program supporters, Y members, parents, etc. to solicit for donations. Prepare a script for students and have them practice a few times. Set them up on phones spend the evening calling individuals and asking for donations. Make sure you approve your call list so that it does not conflict with other fund raising campaigns going on in your organization.

- **Personal Ads**: Sell advertisements in your school newspaper or YMCA bulletin.
Sample Fundraising Letter

Tips on writing a fundraising letter:

- make it personal by telling your story
- make a contact and let them know to expect a letter from your student
- students should write letters, not advisors
- follow up the letter with a phone call 3-5 days later
- research the giving organization to find out what is important to them and incorporate that into your letter
- let them know what you are going to do with the money they give you

Dear Hawks Prairie Rotary,

I am a delegate in the Washington State YMCA Youth & Government Program and a member of the local delegation here at the South Sound Family YMCA. For the past 3 years I have been learning about how our state government works by actually participating in it.

After spending the week as a page in the House, watching debate and meeting individuals from around the state, I was hooked. Since then I have sponsored 4 bills ranging in topic from cancer research to requirements for building in planned communities. Last year I attended Leadership Training and lead debate at the state event as a Committee Chair. I learned from that experience how much I truly love parliamentary procedure and the process of sending an idea through the legislature.

In order to continue my participation in this program I need your help. I ask that you support me in my efforts by donating $200 to cover my program fees for the year. In addition to these funds, I am also responsible for my transportation costs, district fees, meals, and campaign costs over the course of the next year.

This year I am taking the next step and running for Lieutenant Governor. I want to take every opportunity that I can to give students new to the program the encouragement that I received as a young delegate. Through my involvement in Youth Legislature I have realized the importance of our legislative branch and gained a respect for my democracy that I could not have achieved without actually being part of it.

I would like to ask you to help support me in my efforts to bring a love of the democratic process to my peers around our state. As I move along in my journey through the Youth & Government Program I am realizing that with more opportunities come more costs.

Throughout the year I will be traveling around the state to campaign as well as to support delegates in their efforts to get their voice heard.

I thank you for your time.

Sincerely, Joan Schmoe
District Information:
Youth Legislature splits the state into 6 districts by geographical location.

- District 1: Northwestern Washington (North of King County)
- District 2: King County
- District 3: Olympic Peninsula and SW Washington (South of Pierce County)
- District 4: Southeastern Washington
- District 5: Northeastern Washington
- District 6: Pierce & Kitsap Counties

Each district has a District Coordinator (DC) who is your point person between your delegation and district events, the state office, and elections. In the Winter, each district will host elections and other training events. Make sure to coordinate with your DC for these events.

District Responsibilities

1. Communicate with your District Coordinator and other advisors in your district.
2. Meet your district’s program deadlines. Stay in touch with your district coordinator. (District Coordinator contact information is listed in the front section of this handbook.)
3. Participate in and share leadership responsibility for conducting district training events.

Youth Legislature Responsibilities

During the four day YMCA Youth Legislative session in Olympia, each advisor is asked to assume specific program area responsibilities in addition to supervising and transporting your delegates.

Program Areas Though advisors are assigned to specific program areas, they may be requested to help with other tasks. All advisors are responsible for supervision at the Governor’s Ball.

Daily Advisor Meetings There are daily advisor meetings during the session where additional questions can be resolved and assignments revised or added. Advisors need to attend one of these meetings each day.

Remember that there are a lot of people around to help you out so don’t be afraid to ask a lot of questions! Remember that this chain is just a guideline, use your best judgment and get the answers you need.
Chain of Concern in Olympia For questions/concerns dealing with specific program areas go to:

1. PAL (Program Area Lead)
2. State Office
Specific program area responsibilities are described in the following pages.

Program Area Lead Advisor Expectations

The YMCA Youth Legislature is intended to be student-run. It is the job of the student leadership in each area to provide the leadership, direction, and control for that program area. Program Area Lead Advisors (PAL) and other advisors should step in only in circumstances where there is a major difficulty.

There are thirteen program areas, with one or two PALs within each program area:

- Governor’s Office
- Senate
- House
- Cherberg Senate
- O’Brien House
- Press
- Lobbyists
- Pages
- Secretary of State
- Director of Elections
- Attorney General
- 8th Grade
- Info Table

In each program area, the PAL is the authority on the policy and rules for that area. If a PAL feels there is a need to deal with a situation immediately, they may send a note to the student leader requesting an immediate conference. Only a PAL may make such a request. Such conferences must take place out of the hearing and visibility of other students and participants. If there is a disagreement with a student that is unresolved, that student’s delegation lead advisor should be contacted. If there is a disagreement between advisors, state office staff should be contacted immediately. The state director will make the final decision if the conflict cannot be resolved to solve the issue.

Advisors other than the PAL who feel there is an issue or problem that needs to be addressed must first speak to the Program Area Lead. If a program area advisor feels that the Program Area Lead or student leadership is not responding, they need to immediately contact state program staff. Under no circumstances should any advisor correct a student leader in the public arena.
Similarly, disagreements among adult advisors should be discussed in as private a manner as possible.

**PALs are the “lead” in a specific area.** As a PAL you are responsible for ensuring that there is adult supervision of the area at all times. This does not mean you need to be present at all times, but at least two advisors need to be in the area always. It may be helpful to develop a sign-up sheet or schedule of shifts so all advisors know when they are needed and when they can take a break. It might also be helpful to appoint an “assistant” that you can count on to oversee things when you are unable to be around.

**As a PAL you are asked to attend and participate in leadership training in April.** You will be responsible for developing curriculum and training major officers and student leaders in your area.
General Advisor Responsibilities

Committee Advisors Expectations

1. **Know where and when your committee meets.** Please be there at least 5 minutes before the committee is scheduled to convene. At least one lead committee advisor must be present during all committee and executive sessions. Make sure that committee chair has the committee packet prior to calling the committee to order.

2. **Ensure that at least two advisors are present during all program hours.**

3. **Know the YMCA Youth & Government Rules of Order.** These are found in the Advisor Handbook as well as the bill book. The Committee leadership has a copy of the full Committee Session Guidelines & Rules of Order.

4. **When requested, act as a resource to the committee chair & vice-chair.** Plan to meet with the committee leadership before the full committee meets to discuss the tone the students want to set. Questions often arise regarding committee procedure, amendment process and use of the forms, location of various offices & other committees. Your role is primarily advisory or support; however, if the committee leadership is floundering or not doing its job it is your responsibility to intervene. Do so by asking the chair or vice-chair to call a short break, at which time you can talk to the leadership to resolve the difficulty. If the committee leadership is encouraging or allowing inappropriate behavior, it is important to deal with the problem immediately.

5. **Supervise pages assigned to your committee and assist the pages from other committees and the page station.** As the legislators are getting organized, take a few minutes to meet pages. Reinforce to pages that inappropriate messages - excessive, abusive, or otherwise unnecessary memos - should be delivered directly to the Page PAL at the Page Table.

6. **Review all amendments before they are sent to the Code Reviser’s Office.** After amendments are made, the proponent of the bill should take their bill directly to the Code Revise’s Office. All amendments must be to the Code Reviser’s Office no later than 4:30pm. The bill proponent should wait for the bill and return the amended bill to the committee vice-chair.

7. **Provide supervision for the use of the committee room facilities.** The committee chair and vice-chair should maintain proper decorum and direct final cleanup of the room. Chairs and tables should be replaced if they were moved.
Rules Committee Advisors Expectations

1. **Be familiar with the Rules of Order and the function and operation of the Rules Committee.**
2. **Meet with the presiding officers.** Make sure they have a clear understanding about what needs to be done and the time limits for completion.
3. **Assist the Secretary of State in getting the calendar typed and distributed.**
4. **Ensure that at least two advisors are present during all program hours.**

Senate, House, O’Brien House & Cherberg Senate Advisor Expectations

1. **Assist in the orientation, as requested by the Youth Leadership.**
2. **Be present at all times when the chamber is in session.** It is recommended that you be present at least 15 minutes prior to each session and available for consultation.
3. **Confirm opening and adjourning times for each session with the presiding officers.** You should also remind them to check with the Reading Clerk for announcements before adjourning. (This should be done by the PAL)
4. **Review session logistics.**
5. **Act as a resource to the student leadership.** Be available to the student leadership to assist when called upon. If the advisors present agree there is a major disruption that is not being dealt with effectively by the student leadership, request that the PAL contact the student leadership. It is the students’ job to maintain order. Advisors should step in only in circumstances where it is apparent that the presiding officer is not doing an effective job controlling the chamber.
6. **Serve as the adult liaison with Capitol staff.** This is most important!! It is only because of our strong relationship with these individuals that we are able to use the facilities each year, and it is important to maintain these relationships.
7. **Ensure that at least two advisors are present during all program hours.**

Lobbyist Advisors Expectations

1. **Introduce yourself to the student lobbyist officers before the orientation.**
2. **Ensure that at least two advisors are present during all program hours.** A signup sheet may be helpful in ensuring this expectation is met.
3. Assist in the orientation, as requested.
4. **Be available to the student lobbyist leadership to assist when called upon.** Confirm the starting and adjourning times for each session, help set daily lobbyist meeting times, and remind about any announcements during the daily meeting, if needed. Review the session logistics such as how to be recognized on the floor to speak, individual speaker time limits, where and when to distribute written testimony. Help with the organization of the Lobbyists’ Reception and any scheduled press conferences

5. **Review and initial any material that is to be photocopied.** An advisor’s initials must be present before material will be photocopied. It is the advisor’s responsibility to ensure that any handbills adhere to the standards

**Press Corps Advisors Expectations**

1. **Introduce yourself to the student editors prior to the session.** Help the editors decide how many issues will be printed, with a schedule of copy deadlines for getting each newspaper printed, and ensure they can realistically accomplish their goals. The first edition is laid out and printed prior to Session by the editor.

2. **Be sure that at least two advisors are present during all program hours.** A signup sheet may be helpful in ensuring this expectation is met. Several pieces of expensive equipment are loaned to the press corps for the session and it is important that adequate adult supervision be maintained. This is especially important for several hours before a print deadline and until the deadline has been met.

3. **Assist in the orientation, as requested by the Editor-in-Chief.**

4. **Be available to the student editors to assist when called upon.** Confirm with the editors the starting and adjourning times for each session, help them to set daily press corps meeting times, and remind them to make any announcements during the daily meeting. Assist with the typing of stories, layout, or other support functions requested by the editors.

**Youth Governor and Secretary of State Advisor Expectations**

1. **Serve as the adult liaison between the YMCA Youth Legislature officers and the staff and elected officials whose offices are used by our students.** This is an extremely important role and can serve either to support or erode the program’s relationship with the Governor and the Secretary of State. The State Director will also be in contact with these offices and staff during the session, but the advisors assigned to these areas need to be alert to the activities of the students and work with the staff to ensure good relations.
2. **Agree with the Youth Governor or Secretary of State about a regular, brief meeting time each day to check in about how things are going.** You have an important role to fill in helping the student do the best job that is possible, and to support and advise the student about resolving difficulties. Most youth officers feel increasing pressure as the session progresses - you can help them by being a familiar presence and supporting them.

3. **Plan to be in the office with the student at the beginning of each day, before the lunch break, at the end of the afternoon session, before the evening session, and at the day's conclusion.** These are important times for an adult to be present to ensure that the office is being supervised and that things are being left in order at the end of each session. **There should always be at least two adult Advisors in the office at all times when students are present.** A signup sheet may be helpful in ensuring this expectation is met.

4. **Attend Major Officer Meetings at the beginning of each day.** It is important for MO’s to meet each morning to discuss issues in each area and coordinate communication. At least one advisor should attend this meeting to answer questions and act as a resource to students.

**Page Advisors Expectations**

1. **Introduce yourself to the pages before the orientation.**
2. **Conduct the orientation for pages.** Include a tour of the Legislative Building program areas, the page station locations for committee and general sessions. For pages assigned to committees, have one page advisor take pages for each building and show them where the committee rooms are in that building.
3. **Be sure that at least two advisors are present during all program hours.** Advisors are assigned to page stations and each chamber - please arrange for coverage at all times.
4. **Set daily meeting times – at the beginning of each day, the beginning of the afternoon session and before the evening session.** These are important times for adult contact to check attendance, to provide supervision and support, and to make sure that things are left in order. Confirm with the students the starting and adjourning times for each session. Review logistics for pages, such as where to sit in committees and each chamber, how members will request a page to deliver a message, what to do with inappropriate messages, etc.
5. **Screen messages, help pages locate committee hearing rooms, make sure the message is addressed to the right place and troubleshoot.** Remind pages to screen (read) messages and to deliver inappropriate messages to a page advisor.
Program Policies

Washington YMCA Youth & Government is governed by a Board of Directors. The following are guidelines and policies adopted by the Board:

Adult Leadership Policy

All phases of the Youth Legislature program include adult responsibilities. To ensure adequate supervision and leadership for student delegates, adult leaders function in the following capacities:

- As advisors and facilitators assisting students
- As sources of unbiased, objective information, as requested by delegates
- As a responsible adult acting on behalf of the student delegates’ parents, the local YMCA or high school, and the statewide organization of YMCA Youth & Government

All adult advisors and program volunteers are expected to maintain appropriate relationships with their students. Dating and personal relationships with individual students are strictly prohibited. Social media actions with students such as friending, messaging, liking or commenting are strictly prohibited. Advisors should never be alone with a student. All program related transportation of students must be with a YMCA or school approved driver and vehicle.

Drug, Alcohol & Tobacco Policy

The YMCA commitment to a healthy spirit, mind and body requires consistent enforcement of the Youth & Government drug, alcohol, & tobacco policy as follows:

- There will be no tolerance of drug, alcohol or tobacco use in any form during Youth & Government events and activities.
- Failure to comply with this policy could result in immediate expulsion from the program. Delegates and advisors may be sent home at their own expense.

Learning Policy

Strong differences of opinion exist among student delegates in the YMCA Youth Legislature and can be reflected in their statements and their proposed legislation. The State Board believes these differences are essential to the learning experience of student participants. However, the ideas and issues brought up for consideration by the student delegates are their own and do not necessarily reflect the opinions of YMCA Youth & Government as an organization.

Expectations

- Youth Legislature is available to all students in grades 8-12 without regard to race, creed, gender, or national origin.
- Student delegates select their own legislative issues.
• Student delegates are trained and encouraged to objectively consider all points of view when researching and drafting their legislative bills.
• Student delegates are encouraged to debate the bill or topic at hand rather than the person presenting.
• Student delegates are expected to author their own work, i.e. bills, newspaper articles, or other written materials.
• Student delegates are encouraged to seek adult counsel in researching and drafting their work so it as nearly as possible resembles actual legislation.
• Adult counsel can include delegation advisors, parents, teachers, specialists in the field of research, legislators, lobbyists, attorneys, and other professionals.
• YMCA Youth Legislature Student Leadership at the statewide session in Olympia is selected by their peers.
• Every effort is made to ensure delegations accurately reflect the ethnic makeup of the communities they represent.
• All program materials and fees will be received on time by the deadlines set forth each year in the statewide calendar. Only delegations that have met this obligation will receive bill books and other appropriate program materials.
**Things to Remember for Youth Leg.**

**Advisor Packing List**

- Session Clothes – advisors must adhere to the same dress code as delegates; anyone failing to meet dress code standards may be asked to leave and come back dressed appropriately
- Session Shoes – it is important to wear shoes that are both comfortable and in adherence to the dress code
- Walking Shoes – not a bad idea to pack some tennis shoes for walking downtown for lunch
- Governor’s Ball Attire – while it is completely acceptable to wear session clothing, some advisors choose to dress up for the event
- Casual Clothing – while there isn’t much time to wear casual clothing, it is nice to have for van rides and evenings at the hotel

As an advisor for the Youth Legislature Program you are walking into a labyrinth of hangnails, run nylons and forgotten clothing. And, while it is impossible to be prepared for every unfortunate event, having these items on hand may save you from spending lunch looking for a Rite Aid.

- Lots of pens
- Duct Tape
- Band Aids
- Extra nylons
- Feminine products
- An extra neck tie
- Safety pins
- Snacks for your delegation
- Breath mints

**Student Packing List:**

- Lunch – on the first of session delegations will have lunch at the Capitol prior to area orientations. It is a good idea to bring a lunch for this because there is not time to explore restaurant options.
- Session clothes/shoes – please see Youth and Government Dress Code
- Casual clothes/shoes – There is not a lot of down time, however, there are times where delegates can relax at the hotel
- Formal dress attire for the Governor’s Ball
- Spending money for lunches – the Y&G State Office will provide breakfast and dinner for teens, please have delegates pack money for snacks and lunches for 3 days
- Pens/Scratch paper/electronic devices for bill research
- Water bottle
- Bag/backpack – Students will be given bill books and will be moving areas and locations often. It is helpful to have a bag to carry belongings in.
- Healthy snacks
The YMCA Youth Legislative Session is intended to be a student-run activity. All participants have a role in taking responsibility for the smooth and effective operation of the session.

The student leadership, elected and appointed, has the major responsibility for the session. Those students who assume leadership positions will be expected to take that responsibility seriously, train for, and perform the duties of their chosen office. They must be familiar with the requirements of the role and willing to take on all the responsibilities of that role.

All elected and appointed student leaders (with the exception of the Major Office Candidates, Assistant Sergeant-at-Arms, Fair Elections Commissioners, and Assistant Reading Clerks) must attend the spring leadership training weekend.

Students running for office must be made aware of the additional responsibilities and time commitments that come with a leadership position. These responsibilities are listed on the sheets describing each individual position and may include, but are not limited to: attending Leadership Training, attending Program Committee Meetings, attending other program events throughout the year.

Replacement of District Elected Officers (including Major Office Candidates):

Elected student officers who, for any reason, are unable to attend training or fulfill their responsibilities will be replaced by the person who received the next highest number of votes at their District Event. District Coordinators are responsible for filing the names and contact information for those alternates with the State Office at the same time as they notify the State Office of the election of their officers.
Positions in the Youth Legislature

This list of positions and their descriptions is meant to give a general idea of what is expected for each role, and is not intended to be referred to when questions about the rules arise. In those circumstances, please refer to the position descriptions that can be found in the Rules of Order. If you have questions about the responsibilities of any particular role, contact the State Office.

Most of these positions are elected, either at the district level, or in the general elections held during Legislative Session. Positions that are allotted to all delegations and can be selected by any eligible delegate are marked by an asterisk (*), and positions that are appointed by an elected student leader are marked by a double asterisk (**).

Speaking Privileges:

- During Committee Sessions, all delegates in our program have speaking privileges during any committee hearing, regardless of their position; however, only legislative chamber members have voting privileges in their assigned committee.

- During Floor Session, speaking and voting privileges in any chamber are limited to delegates assigned to a seat in that chamber. Delegates serving on the Rostrum do not have speaking or voting privileges, with the exception of the Parliamentarian and the Presiding Officer (some limitations apply). Lobbyists, Governor’s Cabinet members and Attorneys General have limited speaking privileges, but do not vote. Delegates serving in any other position have no speaking or voting privileges on the floor.

Executive Offices

**Governor** – Serves on several committees during the program year, and represents our program to the general public. Responsible for selecting and overseeing their Cabinet. Prepares and presents speeches at Opening and Closing Joint Session, reviews and takes action on legislation brought before them, meets with delegates to discuss issues, holds press conferences and meets with Reporters.

**Governor’s Cabinet (GC)** – Resource for Governor on policy issues (represent area(s) (i.e. transportation, education, etc...), program areas (lobbyist liaison, press liaison, etc...), or office functionality (Chief of Staff). When requested by the Governor, can testify on a piece of legislation in the chamber, at the discretion of the Presiding Officer.
State Attorney General (AG) – Reviews all pieces of legislation submitted to the bill book, advises the Governor on the legality and constitutionality of Legislation, supervises team of AAGs.

Assistant Attorneys General (AAG) – Reviews pieces of legislation as assigned by the AG, advises the legislature on legality and constitutionality of legislation, prepares and presents amendment language for legislation for consideration in committee and on the chamber floor.

Secretary of State (SOS) – Custodian of all official bill copies following committee sessions, prepares docket for sessions, monitors all legislation passed through chambers. Appoints Director of Elections, serves as Vice Chair of the Fair Elections Commission.

Assistant Secretary of State (ASOS) – Assists SOS with bill tracking and docket maintenance.

**Director of Elections (DOE) – Chair of the Fair Elections Commission, responsible for official campaign publications (Voter’s Pamphlet, elections website, etc…), prepares ballots and oversees fair and accessible election process for all elections held during session (general elections and program area elections). Maintains confidential elections documents and maintains confidentiality with regards to elections proceedings.

Fair Elections Commissioners (FEC) – Develop, implement, and administer rules & regulations for campaigning; staff polling sites, and support DOE in elections efforts. Maintains confidentiality with regards to elections proceedings.

**Lobbying Corps**

Chief Lobbyist Executive (CLE) – Oversees the Lobbyist Corps, assigns Lobbyist Executives and Lobbyists to Firms, supports and encourages LEs and Lobbyists during session, maintains awareness of action in chambers and the legislative focus of each Firm. Can testify and present legislation as a Lobbyist (see below for all speaking privileges).

Lobbyist Executive (LE) – Supervises Lobbyists in their Firm, prepares Firm agenda with list of bills to work on, work with presiding officers and rostrum staff for lobbyist speaking privileges, supports Lobbyists in their Firm. Can testify and present legislation as a Lobbyist (see below for all speaking privileges).
**Lobbyist** – Must co-sponsor at least one bill (up to two) with a member of a chamber. Can ask questions and testify during debate in committees, testify on legislation on the floor of any chamber, or create handbills, posters and other printed materials to aid in passing bills in their assigned firm. Can be yielded to in order to present legislation in any chamber. Does not vote in committees or on the floor of any chamber. Can provide information to Governor, Press, AGs, etc… to assist in furthering their Firm’s legislative agenda.

**Press Corps**

**Editor-in-Chief (EIC)** – Supervises production and layout of Capitol Chronicles, coordinates operation of press room and oversees Assistant Editors. Communicates with student leaders in all program areas to ensure balanced media coverage.

**Assistant Editor (AE)** – Responsible for pressroom when Editor-in-Chief not present, assist Editor-in-Chief with production of newspaper and other media efforts, can be assigned area of focus (Layout Editor, Photography/Art, etc…) or team of Reporters to supervise.

**Reporter** – Must write one article prior to session for use in the Capitol Chronicles. During session, may be assigned by EIC or AE to write articles for the paper, or prepare other items for publication and social media (polls, cartoons, photography, etc…). May be asked to prepare questions for interviews and press conferences with student leaders or special guests. Can ask questions, testify, and propose legislation during debate in committees, but no speaking privileges during floor debate in any chamber. Does not vote in committees or on the floor of any chamber.

**Pages**

**Postmaster General (PG)** – Supervises Assistant Postmaster General, coordinates Pages efforts to distribute communication and official paperwork, monitors page notes for appropriateness, prevent and address inappropriate communication, and ensure sufficient Page coverage in each program area.

**Assistant Postmaster General (APG)** – Assists PG in coordinating Page efforts, monitoring page notes, preventing inappropriate communication, and serving as a resource to Pages.

**Page** – Delivers messages of official business (page notes & official documents), distributes printed materials in the chambers with permission of the Presiding Officer. May be asked to assist in chamber flag ceremonies. Can ask questions,
testify, and propose legislation during debate in committees, but no speaking privileges during floor debate in any chamber. Does not vote in committees or on the floor of any chamber.

**House (of Representatives)**

*Speaker of the House* – Presides over the House, ensures the will of the majority prevails and the rights of the minority are respected, preserves order and decorum of the chamber, announces results of votes taken, casts deciding vote in case of a tie. Serves as a member of a legislative committee, with full speaking and voting privileges. When not presiding, has full speaking and voting privileges in the House. Presides over Closing Joint Session, and serves as Chair of the House Rules Committee.

*Speaker Pro Tem* – Presides over the O’Brien House, and presides in the House when Speaker is absent. Serves as a member of a legislative committee, with full speaking and voting privileges. When not presiding in either chamber, has full speaking and voting privileges in the House. Serves as Vice Chair of the House Rules Committee.

*House Parliamentarian* – Provides parliamentary advice and counsel to presiding officer, has a seat on the rostrum, may be asked to preside in the absence of the Speaker and Speaker Pro Tem. Has speaking and voting privileges in the House.

*Chief Clerk of the House (CC-H)* - custodian of official documents for the House, keeps official record of proceedings in House, transmits forms and documents to the SOS in a timely manner.

*House Reading Clerk (and Chaplain) (HRC)* – In capacity as Reading Clerk, reads all bills, amendments and announcements in the House, performs roll call duties, and maintains a record of attendance. In capacity as Chaplain, delivers opening messages for all sessions in the House, delivers invocation at Opening Joint Session.

*Assistant Reading Clerk in the House (ARC-H)* – Assists the Reading Clerk in their duties of roll call and record of attendance.

*House Sergeant at Arms (HSAA)* – Maintains order on the floor and in the galleries, supervises flag ceremonies, organizes assistants.

*Assistants to the House Sergeant at Arms (ASAA-H)* – performs duties assigned by Sergeant at Arms
*Representative – Must sponsor or co-sponsor at least one (up to two) legislative bill. Assigned to a legislative committee based on their bill topic, with voting privileges in their assigned committee. May ask questions, testify, and present legislation in any committee. Expected to propose their own bill(s) in committee and on the House floor (if considered there). Has speaking and voting privileges in the House, and expected to attend House floor sessions in full. No speaking or voting privileges in any other chamber.

**Senate**

**Lieutenant Governor** – Presides over the Senate, ensures the will of the majority prevails and the rights of the minority are respected, preserves order and decorum of the chamber, announces results of votes taken, casts deciding vote in case of a tie. Serves as a member of a legislative committee, with full speaking and voting privileges. When not presiding, has full speaking and voting privileges in the Senate. Presides over Opening Joint Session, and serves as Chair of the Senate Rules Committee.

**President Pro Tem** – Presides over the Cherberg Senate, and presides in the Senate when Lt. Governor is absent. Serves as a member of a legislative committee, with full speaking and voting privileges. When not presiding in either chamber, has full speaking and voting privileges in the Senate. Serves as Vice Chair of the Senate Rules Committee.

**Senate Parliamentarian** – Provides parliamentary advice and counsel to presiding officer has a seat on the rostrum, may be asked to preside in the absence of the Lt. Governor and President Pro Tem. Has speaking and voting privileges in the Senate.

**Secretary of the Senate** – custodian of official documents for the Senate, keeps official record of proceedings in Senate, transmits forms and documents to the SOS in a timely manner.

**Senate Reading Clerk (and Chaplain) (SRC)** – In capacity as Reading Clerk, reads all bills, amendments and announcements in the Senate, performs roll call duties, and maintains a record of attendance. In capacity as Chaplain, delivers opening messages for all sessions in the Senate, delivers invocation at Closing Joint Session.

**Assistant Reading Clerk in the Senate (ARC-S)** – Assists the Reading Clerk in their duties
Senate Sergeant at Arms (SSAA) – Maintains order on the floor and in the galleries, supervises flag ceremonies, organizes assistants

Assistants to the Senate Sergeant at Arms (ASAA-S) – performs duties assigned by Sergeant at Arms

*Senator – Must sponsor or co-sponsor at least one (up to two) legislative bill. Assigned to a legislative committee based on their bill topic, with voting privileges in their assigned committee. May ask questions, testify, and present legislation in any committee. Expected to propose their own bill(s) in committee and on the Senate floor (if considered there). Has speaking and voting privileges in the Senate, and expected to attend Senate floor sessions in full. No speaking or voting privileges in any other chamber.

O’Brien House (of Representatives)

Speaker Pro Tem – Presides over chamber (see position description above)

Chief Clerk of the O’Brien House – Serves as custodian of official documents. Keeps official record of proceedings in O’Brien House, reads all bills, amendments and announcements in the chamber, performs roll call duties, and maintains a record of attendance.

*O’Brien Representative – Must sponsor or co-sponsor at least one (up to two) legislative bill. Assigned to a legislative committee based on their bill topic, with voting privileges in their assigned committee. May ask questions, testify, and present legislation in any committee. Expected to propose their own bill(s) in committee and on the O’Brien House floor (if considered there). Has speaking and voting privileges in the O’Brien House, and expected to attend O’Brien House floor sessions in full. No speaking or voting privileges in any other chamber.

Cherberg Senate

President Pro Tem – Presides over chamber (see position description above)

Secretary of the Cherberg Senate – Serves as custodian of official documents. Keeps official record of proceedings in Cherberg Senate, reads all bills, amendments and announcements in the chamber, performs roll call duties, and maintains a record of attendance.
*Cherberg Senator* – Must sponsor or co-sponsor at least one (up to two) legislative bill. Assigned to a legislative committee based on their bill topic, with voting privileges in their assigned committee. May ask questions, testify, and present legislation in any committee. Expected to propose their own bill(s) in committee and on the Cherberg Senate floor (if considered there). Has speaking and voting privileges in the Cherberg Senate, and expected to attend Cherberg Senate floor sessions in full. No speaking or voting privileges in any other chamber.

**Committee Officers**

*Committee Chair (CC)* – Presides over debate in assigned Committee, ensures that the will of the majority prevails and the rights of the minority are respected, maintains order and decorum in their committee, announces results of votes taken, casts deciding vote in case of a tie. Responsible for leading the committee in Executive Session, and serves on the House Rules Committee, which sets the order of the docket for the House. Serves as a member of the House (see description of Representative responsibilities above).

*Committee Vice Chair (CVC)* – Serves as recorder and custodian of official bill copies in assigned committee, presides over debate in the absence of the Chair. Responsible for keeping an official record of committee proceedings and delivering all bills and records to Rules Committee. Serves on the Senate Rules Committee, which sets the order of the docket for the Senate. Serves as a member of the Senate (see description of Senator responsibilities above).

**8th Grade Program**

*8th Grade Chair* – Presides over debate in their assigned 8th Grade Committee, ensures that the will of the majority prevails and the rights of the minority are respected, preserves order and decorum of the committee, announces results of votes taken, casts deciding vote in case of a tie. Responsible for leading the committee in Executive Session, and works with their Vice Chair to set the docket for their session(s).

*8th Grade Vice Chair* – Presides over debate when Chair yields the gavel, custodian of official documents for their chamber, keeps official record of proceedings in chamber, reads all bills, amendments and announcements in their committee, performs roll call duties, and maintains a record of attendance. Works with the Chair to set the docket for their session(s).
**8th Grade Legislator** – Must sponsor or co-sponsor at least one (up to two) legislative bill. May ask questions, testify, vote on, and present legislation in their committee. Expected to propose their own bill(s), or arrange for another proponent (co-sponsor or Lobbyist) when appearing on the docket in their committee. Expected to attend their assigned committee sessions in full. No speaking or voting privileges in any other committee or chamber.

**8th Grade Lobbyist** - Must co-sponsor at least one bill (up to two) with an 8th Grade Legislator. Can ask questions and testify during debate in committees, testify on legislation on the floor of any chamber, or create handbills, posters and other printed materials to aid in passing bills in their assigned firm. Can be yielded to in order to present legislation in any committee or chamber. Does not vote in committees or on the floor of any chamber. Can provide information to Governor, Press, AGs, etc… to assist in furthering their Firm’s legislative agenda.

**8th Grade Reporter** - Must write one article prior to session for use in the Capitol Chronicles. During session, may be assigned by EIC or AE to write articles for the paper, or prepare other items for publication and social media (polls, cartoons, photography, etc…). May be asked to prepare questions for interviews and press conferences with student leaders or special guests. No speaking privileges during floor debate in any committee or chamber. Does not vote in committees or on the floor of any chamber.

**8th Grade Page** - Delivers messages of official business (page notes & official documents), distributes printed materials in the chambers with permission of the Presiding Officer. May be asked to assist in chamber flag ceremonies. No speaking privileges during floor debate in any 8th grade committee or chamber. Does not vote in committees or on the floor of any chamber.
Elections: Info and Procedure

Major Officers Selection Process

Descriptions and duties of all Major Officer positions, and of all other student roles, can be found in the Rules of Order.

Election of the following major officers occurs at the Legislative Session:

- Governor
- Lt. Governor*
- Speaker of the House*
- Secretary of State
- Attorney General

*The second-place candidates in these elections assume Pro Tempore positions.

These seven major officers serve for the following program year.

The rules governing campaigning and the election process are issued from the Fair Election Commission, a student committee consisting of one member from each district and chaired by the Director of Elections, under the supervision of the Secretary of State. Fair Election Commissioners, under the supervision of the Director of Elections, are responsible for publication, implementation and enforcement of the adopted rules.

The election of the:

- Chief Lobbyist Executive
- Editor in Chief
- Post Master General

...positions also occur during session. These positions are elected within their respective areas at the end of session and serve throughout the next program year. Campaigning does not take place for these positions.

Replacement of Major Officers

Elected Major Officers who are not able to attend training or fulfill their year-long term will be replaced by the candidate who received the next highest amount of votes during the previous year’s statewide election.
Fair Elections Rules

I. General Campaign Rules
   a. All campaign activity must be mindful of the fact that we are on the Capitol Campus. Appropriate materials, dress, and behavior must be maintained at all times. It is particularly important that we not litter and/or in any way damage, mark, or make a mess of Capitol grounds and facilities.
   b. All candidates will emphasize and abide by the YMCA core values:
      i. Honesty
      ii. Respect
      iii. Responsibility
      iv. Caring
   c. There will be no negative campaigning. Materials will refer to each delegate’s own candidacy, qualifications and achievements.
   d. Each candidate is responsible for his or her campaign materials including message, cleanup, and appropriate placement of campaign items.
   e. There will be no campaigning during committees, inside the House, Senate, O’Brien House, Cherberg Senate, or 8th Grade Committees, or within other offices while regular Youth Legislature business is being conducted. Campaigning is also prohibited within 20 feet of designated polling places.
   f. Endorsements are allowed, however, candidates may be held responsible for actions taken on their behalf.
   g. Speeches are to be given by the candidate only, and no introductions aside from those assigned by the Director of Elections are permitted. Candidate speeches must be approved by the Director of Elections at least two (2) hours prior to the time that speeches are scheduled to take place. Approval requires the official stamp, mark, or signature of the Director of Elections on the final version of the speech.
   h. Speeches may not be more than 2 minutes.
   i. Candidates must inform their advisor and the Program Director of any absence during Youth Legislature before the event.
   j. Candidates MUST be present for all campaign–related activities, including; speeches, awards and acceptances. An absence may result in a forfeit of the candidate’s campaign and/or office.

II. Campaign Finance
   a. The maximum amount that each candidate may spend on the campaign is One Hundred Dollars ($100.00). This amount includes in-kind and direct contributions and all amounts spent by supporters. For example, if a friend prints up a flyer on paper from his parent’s office, the fair market value of that flyer (paper and copying or printing costs) must be included in the $100.00. Expenses such as glue, printer
paper, ink, etc. must be included – the costs of these items may be estimated if necessary.

b. All candidates must prepare and submit a draft plan/budget to their advisor and a final plan/budget to the Director of Elections on the first day of session. Each candidate must also submit an itemized expenditure report including valid receipts and/or fair market value for all expenditures to the Director of Elections prior to the opening of the polls.

III. Campaign Materials

a. All campaign materials (signs, posters, flyers, etc.) must include a disclaimer which clearly states the person(s) responsible for its production. The words “paid for by” or “prepared by,” with the person’s name must be on each campaign item. Two (2) copies of each item must be submitted to and approved by the Director of Elections prior to distribution or display. Approval requires the official stamp, mark, or signature of the Director of Elections.

b. Materials may be posted only in designated areas. No materials may be stuck to any part of the interior of the Legislative Building. You will be instructed as to where you can place campaign materials.

c. The following are NOT allowed:
   - Banners or signs over 2’ X 2’
   - Balloons
   - Glitter or confetti may not appear either alone or on any materials or signs
   - Use of government or Youth & Government resources, i.e. printers, computers, copiers, etc.
   - Stickers

IV. Elections of Chief Lobbyist Executive / Editor-in-Chief / Postmaster General

a. Elections of the Chief Lobbyist Executive, Post Master General and Editor-in-Chief will be run by the Fair Elections Commission.

b. FEC’s will address each group on the first day of session to explain election rules and the duties of respective positions.

c. Candidates will follow the same guidelines as all other major officer candidates.

d. Candidates intending to run for Post Master General, Editor-in-Chief, and Chief Lobbyist Executive, will need to declare their intent to the Director of Elections, on the appointed date before Leadership Training.

e. FEC’s will distribute and collect ballots at an assigned time on Friday.

f. FEC’s will deliver ballots in a sealed envelope to the Director of Elections directly following the vote.
g. Ballots will be counted in the Secretary of State’s Office by the Director of Elections and the Secretary of State.

h. The Director of Elections and Secretary of State will certify the votes.

V. Enforcement

a. If a candidate or candidate’s supporters choose to break any of these rules, the candidate may be disqualified from the race or, if the election has concluded, may be asked to forfeit the elected role. In this case the nearest challenger will assume the office.

Complaints regarding a rule violation will be submitted to the Director of Elections, in writing, with specific facts and evidence provided. Complaints will be considered and decided upon by the Director of Elections, Fair Elections Commissioners and Secretary of State with oversight by the State Director, and the appropriate delegation advisor within four hours.
I. DUTIES OF NON-PRESIDING OFFICERS
   A. Governor
      1. The Governor shall make an address during the opening and closing joint
         sessions of the YMCA Youth Legislature. This address shall include a
         reading of the Governor’s action taken on legislation passed out of the
         chambers of the legislature.
      2. The Governor shall consider each bill passed by the Legislature, soliciting
         information and advice from major office holders, legislators, and
         lobbyists.’
      3. The Governor shall sign or veto legislation within 45 minutes of the moment
         at which the Governor’s consideration of said legislation has begun. The Governor shall begin consideration of all legislation within 45 minutes of the final passage by both houses, following certification of delivery by the Secretary of State. If the Governor fails to act in the time allotted, the legislation becomes law without their signature.
      4. If the Governor vetoes a piece of legislation, the official copy of the bill shall be returned immediately to the Secretary of State for recording, then delivered immediately to its house of origin, with written reasons for the veto. Simultaneous notification is given, in writing, to the bill’s sponsor.
      5. The Governor shall appoint a Cabinet Member for each district. The Governor may also appoint one Cabinet Member to serve as their Chief of Staff.
      6. The Governor shall host the Governor of the State of Washington or other dignitaries whenever the Youth Legislature is honored by their presence.
      7. The Youth Governor shall host the Governor’s Ball with the assistance of their delegation.
      8. The Governor shall perform other duties, as the office requires, such as attending press conferences, meeting with legislators, lobbyists, etc.
      9. Just prior to final joint session, the Governor shall transmit all bills considered, signed, and vetoed, to the Secretary of State.
     10. The Governor shall act as the chief representative of the YMCA Youth Legislature to YMCA Boards and assemblies, as requested, for the year following their election.
     11. The Governor shall serve as the Youth Legislature’s student representative on the Youth & Government Board of Directors for the year following their election.
     12. The Governor shall attend the National Youth Governor’s Conference in Washington, D.C. the summer following their election.
     13. The Governor may submit two Executive Request Bills per legislative session.
     14. The Governor may testify in committee, but cannot vote. The Governor may not observe debate from the wings or galleries of a legislative chamber without being announced by the presiding officer.
B. Governor’s Cabinet
   1. Each member of the Cabinet shall be assigned appropriate roles and responsibilities by the Governor to meet the needs of the executive branch. In the event that the Governor names a Chief of Staff, that Cabinet member’s responsibilities shall include oversight of the administration of the Governor’s Office at session, as defined by the Governor.
   2. Meet at least once per day with the Governor, as a cabinet, to brief the Governor on the status of bills and other matters pertinent to the business of the office.
   3. As requested, the cabinet shall advise the Governor, support executive decisions, and lobby on behalf of the Governor.
   4. The Cabinet shall seek the opinions of key legislators for the Governor.
   5. The Cabinet shall provide editorial and clerical assistance to the Governor in preparing speeches.
   6. The Cabinet member shall observe legislative sessions on the Governor’s behalf and report back.
   7. The Cabinet shall perform other assignments as requested by the Governor.

C. State Attorney General / Assistant Attorneys General
   1. The State Attorney General shall represent the state’s legal and constitutional interests in considering all legislation before the legislative chambers and the Executive.
   2. The State Attorney General shall advise the Governor.
   3. The State Attorney General shall assign and supervise the Assistant Attorneys General.
   4. Assistant Attorneys General shall be elected, one from each district, and shall be assigned duties by the State Attorney General.
   5. The Assistant Attorneys General shall review legislation and advise legislators on the constitutionality and legality of proposed bills. They shall notify the bill’s sponsor(s) if there are any questions regarding a bill’s legality or constitutionality. This notification must take place prior to any public statements or amendments offered by an Attorney General regarding the bill in question.
   6. With the consent of the bill’s sponsor(s), Assistant Attorneys General may suggest amendments that bring the language of a bill into consistency with the Washington State Constitution. Assistant Attorneys General may not change the intent of legislation, or significantly alter wording, except to meet constitutional or legal criteria. The motion to amend is only in order on the floor of the legislative chambers if the content of that motion has first been suggested to the chamber by a member of the Attorney General’s office.
   7. Amendment suggestions by the Attorneys General shall be allowed during committee hearings and legislative chamber sessions.
   8. The Attorney General may offer constitutional opinions and suggest amendments on the floor of the legislative chambers with the permission of the presiding officer, who will announce the AG’s
presence in the wings and invite the AG onto the floor to address the body. The AG shall not use the upper rostrum microphone.

D. Secretary of State, Assistant Secretary of State, and Director of Elections

1. The Secretary of State shall be the custodian of all legislation passed by the legislative chambers.
2. The Chief Clerk or secretary for each chamber’s rostrum shall speedily transmit the official copy of legislation passed to the Secretary of State, who must certify the time of final passage and delivery of each bill to the Governor’s desk.
3. The Secretary of State shall, with the help of the Assistant Secretary of State, ensure that the legislative chambers have reasonable access to updated flash calendars over the course of the legislative session.
4. The Secretary of State shall receive an official record of the session proceedings from the rostrum staff of each of the legislative chambers.
5. The Secretary of State shall be responsible for transmitting a full set of all flash calendars and the record of proceedings, including the Governor’s actions, to the State Director after the closing of the final joint session.
6. The Secretary of State serves as Vice Chair of the Fair Elections Commission.
7. The Secretary of State supervises the election of Youth Legislature major officers.
8. The Secretary of State, Director of Elections, and the Fair Election Commissioners are prohibited from exercising any authority over races they are candidates in.
9. The Assistant Secretary of State shall assist in ensuring that all official duties of the Secretary of State’s office are accomplished in a timely manner, at the direction and request of the Secretary of State.
10. The Director of Elections, as selected by the Secretary of State, serves as the Chair of the Fair Elections Commission.
11. The Director of Elections shall implement and enforce the campaign rules and administer the election of Youth Legislature major officers and perform other duties as requested by the Secretary of State.
12. The Secretary of State, Assistant Secretary of State, and the Director of Elections may testify in committee, but cannot vote.

E. Editor-in-Chief / Assistant Editors

1. The Editor-in-Chief shall supervise the production and layout of the Capitol Chronicles Newspaper, including the control and proofreading of the final copy. The Editor-in-Chief shall also be responsible for ensuring that the press employs digital social media platforms to share Capitol Chronicles content.
2. The Editor-in-Chief shall coordinate the general operation of the pressroom and supervise all Assistant Editors.
3. The Editor-in-Chief and Assistant Editors shall write and publish at least three editorials on topics related to Youth and Government, e.g., calling for passage/defeat of bills, choice of officers, etc.
4. Assistant Editors shall be elected, one from each district, and the Editor-in-Chief shall assign them to a specific position. The
Editor-in-Chief shall also assign reporters to work in the appropriate areas during sessions.

5. See also Duties of Other Delegates: Reporters (III.C.).

F. Chief Lobbyist Executive / Lobbyist Executives
   1. The Chief Lobbyist Executive shall assign Lobbyist Executives to be in charge of firms made up of equitable numbers of lobbyists, support the Lobbyist Executives in their work, and shall ensure that the firms are active in lobbying on behalf of their assigned bills across legislative chambers.
   2. Lobbyist Executives shall be elected, one from each district, and shall be responsible for the active leadership of the lobbyists assigned to their firm, ensuring that their firm’s assigned bills are effectively promoted and that each lobbyist remains active in pursuit of the firm’s goals.
   3. The Chief Lobbyist Executive shall act as liaison to the Governor’s Office, providing lobbying expertise to the Governor and Governor’s staff.
   4. See also Duties of Other Delegates: Lobbyists (III.D.).

G. Post Master General / Assistant Post Master General
   1. The Post Master General shall coordinate with page program advisors to coordinate all page efforts.
   2. One Assistant Post Master General shall be elected at the district level. The Post Master General shall assign them specific duties, as needed.
   3. The Post Master General shall also assign pages to work in the appropriate area during sessions, ensuring that each chamber and program area has adequate paging support for their communication needs.
   4. The Post Master General and Assistant Post Master General shall monitor page notes for appropriateness, maintain smooth, efficient and timely delivery of notes, and prevent and/or stop inappropriate communication as soon as possible.

II. DUTIES OF THE OFFICERS OF THE HOUSE AND SENATE
   A. President of the Senate and Speaker of the House
      1. The President and Speaker shall preside over and act as the representatives of their respective houses at all times. All presiding officers shall ensure that the will of the majority prevails and that the rights of the minority are respected.
      2. The presiding officer shall take the chair precisely at the hour appointed for the session, call the members to order, and, if a quorum is present, proceed with the business of the body.
      3. The presiding officer shall preserve order and decorum in the chamber. In the case of a disturbance or disorderly conduct within the chamber, the presiding officer shall order the Sergeant-at-Arms to suppress the disruption.
      4. The presiding officer may speak to points of order in preference to other members rising for that purpose, and shall decide all questions of order, subject to an appeal of the body by not less than ten percent of the membership of the body.
5. The presiding officer shall answer all parliamentary inquiries, but is advised to consult with the parliamentarian.
6. The presiding officer shall announce the results of all votes taken and shall cast the deciding vote in the case of a tie.
7. The presiding officer or their designee shall sign all acts, memorials, and resolutions passed by the body.
8. Each presiding officer will serve on a legislative committee and may vote in that committee. They may also provide expertise when called upon by other committees.
9. All special committees of the body shall be named by the presiding officer.
10. The President shall chair the Senate Rules Committee. The Speaker shall chair the House Rules Committee.
11. The President shall preside over the opening joint session. The Speaker shall preside over the closing joint session.
12. The President and Speaker shall organize the officers of their respective chambers into efficient working teams. They shall meet with the officers before the formal session begins and as often as is necessary during the session. They shall make sure that the officers are aware of their duties.
13. In the absence of the President Pro Tem/Speaker Pro Tem, the President of Speaker shall have the right to leave the chair and call any member to the chair to preside. While acting as presiding officer, the member shall not lose their right to vote. The President or Speaker may resume the chair at any time.
14. The President and Speaker may participate in debate and vote only when not presiding over the chamber, except as noted in rule II.A.6.

B. President Pro Tem of the Senate and Speaker Pro Tem of the House
1. The President Pro Tem shall preside over the Cherberg Senate and the Speaker Pro Tem shall preside over the O’Brien House during Session.
2. When not presiding, the President Pro Tem and Speaker Pro Tem may participate in debate and vote in their respective upper house.
3. The President Pro Tem and Speaker Pro Tem shall serve on a legislative committee and may vote in that committee.
4. The President Pro Tem shall be the Vice Chairperson of the Senate Rules Committee. The Speaker Pro Tem shall be the Vice Chairperson of the House Rules Committee. In Rules Committee, the President Pro Tem and the Speaker Pro Tem must set the docket for their respective chambers.
5. The President Pro Tem and Speaker Pro Tem are entitled to chair their respective upper houses for no less than one and a half hours during the first and second regular sessions.

C. Secretary of the Senate and Chief Clerk of the House
1. The Secretary and Chief Clerk shall preside over the organizational session of their respective houses.
2. The Secretary and Chief Clerk shall serve as custodian of all official documents of their respective house. They shall receive and place bills on the docket as each is reported out of the Rules Committee of the opposite house. They shall be responsible for speedily transmitting bills that have passed the Senate/House to the Secretary of State’s office.
They shall ensure that members are informed of all passed committee amendments. They are responsible for receiving all official messages to their respective house.

3. The Secretary and Chief Clerk shall direct the activities of the officers of the lower rostrum.

4. The Secretary and Chief Clerk shall keep the official record of the proceedings in their respective house.

5. The Secretary and Chief Clerk may testify in committee, but may not vote. They shall have no debate or voting privileges in their assigned legislative chambers.

D. Reading Clerks/Chaplains and Assistant Reading Clerks

1. The Reading Clerks shall be alert to all opportunities to keep the YMCA core values – honesty, caring, respect, and responsibility – before the members of the Youth Legislature.

2. The Reading Clerks also serve in the capacity of Chaplains.

3. The Reading Clerks shall prepare and deliver inspirational messages for the opening of all sessions of their respective chambers.

4. The Senate Reading Clerk shall prepare and deliver the closing message at the joint session(s). The House Reading Clerk shall prepare the opening message at the joint session(s).

5. The Reading Clerks shall read all bills, amendments and announcements as directed by the presiding officer and Secretary or Chief Clerk, and perform other duties, as requested.

6. The Reading Clerks or Assistant Reading Clerks shall take all roll calls and keep a record of attendance, as well as a continuous tally of the number of legislators present.

7. The Reading Clerks and Assistant Reading Clerks may testify in committee, but may not vote. They shall have no debate or voting privileges in their assigned legislative chambers.

E. Sergeant-at-Arms and Assistant Sergeants-at-Arms

1. The Sergeant-at-Arms shall efficiently organize the work of their Assistant Sergeants-at-Arms, and assign any specific duties as required.

2. The Sergeant-at-Arms shall maintain order in the chamber and visitor’s gallery.

3. The Sergeant-at-Arms shall permit only authorized persons to be on the floor of the chamber.

4. The Sergeant-at-Arms shall supervise all flag ceremonies.

5. The Sergeant-at-Arms shall act as a chamber escort for all official dignitaries and visitors.

6. The Sergeant-at-Arms and Assistant Sergeants-at-Arms may testify in committee, but may not vote. They shall have no debate or voting privileges in their assigned legislative chambers.

F. Parliamentarians

1. The Parliamentarians shall provide parliamentary advice and counsel to presiding officers. Parliamentary decisions shall be based upon the “Washington YMCA Youth Legislature Rules of Order” and Reed’s Rules: A Manual of General Parliamentary Law, respectively. These rulings shall be issued in writing, and made available to the members of the
chamber for reference, as they will remain in force for the duration of the legislative session.

2. The Parliamentarians shall also, whenever possible, answer written parliamentary questions of members of the chamber.

3. The Parliamentarians shall attend all sessions of their respective bodies, and are entitled to a seat on the rostrum for the convenience of consulting with the presiding officer.

4. The House Parliamentarian shall serve as Committee Chair in a legislative committee. The Senate Parliamentarian shall serve as a Committee Vice Chair in a legislative committee.

G. Committee Chairs

1. The Chair shall preside over the discussion and debate of bills considered by the committee. The Chair shall ensure that the will of the majority prevails and that the rights of the minority are respected. The Chair shall ensure that the committee gives each bill thorough consideration and makes all necessary amendments.

2. The Chair shall be a member of the House and shall serve as a member of the House Rules Committee.

3. The Chair shall be the proponent for all House bills from their committee during Rules Committee.

4. The Chair shall be the proponent of committee amendments when they are considered on the floor of the House.

H. Committee Vice Chairs

1. The Vice Chair shall serve as recorder and custodian of the official copies of bills for the committee.

2. The Vice Chair shall perform the duties of the Chair in their absence, and is entitled to the opportunity to chair no less than one bill during committee session. When assuming the Chair’s duties, the Vice Chair shall appoint another committee member to serve as recorder, selecting the Chair for this purpose if they are present and available.

3. The Vice Chair shall ensure that all official bill copies, including passed amendments, are brought to Rules Committee. The Vice Chair shall be a member of the Senate and shall serve as a member of the Senate Rules Committee.

4. The Vice Chair shall be the proponent for all Senate bills from their committee during Rules Committee.

5. The Vice Chair shall be the proponent of committee amendments when they are considered on the floor of the Senate.

I. 8th Grade Chairs

1. 8th Grade Chairs preside over the discussion and debate of bills considered in the 8th Grade Chamber(s). They shall ensure that the will of the majority prevails and that the rights of the minority are respected. They shall ensure that each bill is given thorough consideration.

2. 8th Grade Chairs shall preserve order and decorum in the 8th Grade Chamber(s), and answer all parliamentary inquiries. They should give instruction in parliamentary procedure as necessary.

3. 8th Grade Chairs shall introduce guest speakers that are scheduled to speak in the 8th Grade Chamber(s)
J. **8th Grade Vice Chairs**

1. The 8th Grade Vice Chairs shall serve as recorder and custodian of the official copies of bills for the 8th Grade Chamber(s), and shall speedily transmit official bill copies to the proper authority upon passage.

2. The 8th Grade Vice Chairs shall perform the duties of the Chair in their absence. When assuming the Chair’s duties, the 8th Grade Vice Chairs shall appoint another committee member to serve as recorder.

III. **DUTIES OF OTHER DELEGATES**

A. **Legislators**

1. Legislators, including Senators, Representatives, Cherberg Senators and O’Brien Representatives, must sponsor or co-sponsor a legislative bill. It must be filed in time for inclusion in the official bill book. No more than two names may appear on a bill, as of the printing of the bill book. No delegate’s name may appear as a sponsor or co-sponsor on more than two bills. Each bill must be sponsored or co-sponsored by a Legislator, with the exception of Executive Request legislation as described in I.A.14.

2. Legislators shall study their bills, including background, current laws, and other legal implications, to become knowledgeable about all aspects which their legislation might address.


4. Legislators shall act as the proponent for their bill before its assigned legislative committee. The sponsoring legislator(s) will be made voting members of the committee where their bill has been assigned for hearing.

5. Legislators shall study the other bills introduced in their assigned committee and chamber, in order to prepare for thoughtful debate.

6. If a committee votes to recommend passage of a legislator’s bill to Rules, the Senate/House Rules Committee will place it on the appropriate docket. Cherberg and O’Brien bills will be placed on their respective docket regardless of passage in committee. When the bill comes up for consideration in its respective chamber, the legislator will be called upon to act as its proponent. This includes presenting statements to open and close debate, as well as responding to questions from the body.

7. If a bill passes the sponsoring legislator’s chamber, it will be forwarded to the opposite chamber. The legislator should enlist support in that body, but may not neglect responsibility to consider and vote upon all other legislation before their chamber. The legislator shall not disturb the opposite chamber by entering the wings or floor of that chamber while it is gavelled into session.

8. If a bill passes both houses, the legislator should work with others to provide the Governor with the necessary information to make an informed consideration.

9. Upon passage, Cherberg and O’Brien bills are sent directly to the Secretary of State and then to the Governor for consideration rather than being forwarded to the opposite chamber.
10. Legislators should evaluate all proposed legislation with concern for the welfare of the citizens of the State of Washington. Delegates should not hesitate to address fellow legislators with pertinent information.

B. Pages
1. Pages shall be assigned responsibilities for specific legislative committees, chambers, officers, and/or program areas during the Youth Legislature.
2. Pages shall deliver official business messages that aid other delegations in successful pursuit of their assigned duties. Pages have the right to read all messages and shall not deliver messages that are not official business.
3. Pages shall obtain the approval of the presiding officer before distributing any printed materials on the floor of any legislative chamber.
4. Pages may debate in committee, but may not vote. Pages have no debate or voting privileges in any legislative chamber.

C. Reporters
1. Each reporter shall submit one article or news release to the State Office by the deadline for publication in the first issue of the Capitol Chronicles.
2. Each Reporter shall work as a member of the Press Corps to produce the issues of the Capitol Chronicles while in Olympia, and to produce other social media content as assigned by the editorial staff.
3. Each Reporter will be given designated responsibilities, and will contribute a minimum of one piece per day for the Capitol Chronicles, or other social media outlet, as assigned by the editorial staff.
4. Each Reporter shall work closely with their assigned supervisor on content and revisions.
5. Each Reporter shall prepare questions for interviews and press conferences.
6. Each Reporter is encouraged to prepare one pre-session and one follow-up article or news release to be sent to the local media in the reporter’s home community. The articles should provide substantive information about the YMCA Youth Legislative Session.
7. Each Reporter shall keep the Press room informed of their location and attend all scheduled Press Corps meetings.

D. Lobbyists
1. Each Lobbyist must co-sponsor at least one bill with a Legislator.
2. Members of the Lobbyist Corps will be assigned to a firm. Each firm will be assigned specific bills to support. Each bill is entitled to the support of a lobbyist firm.
3. Lobbyists may speak and answer questions on the floor of the Legislative Chambers, provided that permission has been granted by either the bill sponsor or one member of the legislative chamber, but my not ask questions of a proponent.
4. Lobbyists are encouraged to provide information relevant to legislation at all levels of consideration, up to and including the Governor’s Office.
5. Lobbyists shall attend all scheduled Lobbying Corps meetings and press conferences related to their assigned legislation.

6. Any lobbying handbills, posters, or printed materials shall be approved and signed by the firm leader and a lobbyist advisor before duplicating or posting.

E. 8th Grade Legislators
1. 8th Grade Legislators must sponsor one legislative bill. Bills must be filed by the date specified in the program calendar for inclusion in the Bill Book.
2. 8th Grade Legislators shall study the subject of their bill and be knowledgeable about its general topic.
3. 8th Grade Legislators shall use parliamentary procedure during debate.
4. 8th Grade Legislators shall act as a proponent for their bill before the 8th Grade Chamber(s).
5. 8th Grade Legislators will participate in 8th grade legislative committees.

IV. PROCEDURES

A. Organizational Sessions
1. The Senate and House will be called to order promptly at the scheduled time on the opening day of the session.
2. The Secretary of the Senate will preside in the Senate and the Chief Clerk will preside in the House.
3. Agenda:
   a. Call to order
   b. Presentation of colors and flag salute
   c. Invocation by Chaplain
   d. Roll call and announcement of presence of a quorum
   e. Administration of oaths of office
   f. Transfer of the gavel to President/Speaker
   g. Senate moves to the House for the joint session. House awaits the arrival of the Senate.

B. Joint Sessions
1. Opening Session
   a. The Senators, let by the Lt. Governor, proceed to the House chamber and are seated.
   b. The Lt. Governor calls the joint session to order.
   c. The Lt. Governor invites special committees to escort dignitaries to the rostrum.
   d. The oaths of office are administered to the officers of the executive branch of state government.
   e. The Youth Governor and invited dignitary address the joint session.
   f. The joint session adjourns.

2. Closing Session
   a. The Senators proceed to the House chamber and are seated.
   b. The Speaker calls the joint session to order.
   c. The Speaker invites special committees to escort dignitaries to the rostrum.
   d. The Youth Governor address the joint session.
e. Awards and recognitions are given.
f. The Director of Elections announces the results of major officer elections.
g. The session adjourns sine die.

C. Committee Sessions

1. The primary purpose of the committee sessions is to give in-depth consideration to all bills. Each committee’s assigned bills focus on a designated subject area.

2. Public Hearing

a. The Chair and Vice Chair shall establish the order in which the bills will be heard in committee prior to the session convening, which order the committee shall approve as its first order of business.

b. The Committee may adopt a less formal method of debate in order to facilitate in-depth discussion of the bills. However, all amendments and motions must be moved and voted upon according to the Rules of Order.

c. All amendments, except for amendments suggested by an Attorney General, will be made in committee. They will be written and submitted on the provided amendment forms. Minor amendments will be written in committee. Major amendments will be taken by the bill’s proponent(s) to the Code Reviser’s Office for official composition and revision. They must be signed by the sponsor, Chair or Vice Chair, and Committee Advisor.

d. Similar bills may be combined by amendment, and the co-sponsors given equal credit.

e. After a bill has been given consideration, the committee shall vote upon it. Only a “do pass,” with or without amendments, or a “do not pass” recommendation can be given. All tabled bills must be considered before the committee adjourns.

3. Executive Session: The purpose of Executive Session is to determine which of the House and Senate bills given a “do pass” after their public hearing will be given a “do pass to Rules” and a priority ranking.

a. House and Senate bills given a “do pass” after their public hearing will be considered for passage to the Rules Committee.

b. Five bills may be given a “Do pass to Rules” vote. These may be any combination of Senate or House bills, e.g., 1 Senate, 4 House.

c. Of the five bills given a “Do pass to Rules” vote, two bills are given Priority 1 and 2. The remaining three are unranked and will be prioritized during Rules Committee. The final priority list of bills shall be approved by a majoring vote of the committee.

d. The Chair and Vice Chair shall fill out and sign a prioritized list in ink with no errors to be given to the Secretary of State.

e. The Vice Chair shall ensure that all official bill copies, including passed amendments, are brought to Rules Committee.

f. Cherberg Senate and O’Brien bills, regardless of committee passage, are brought to Rules Committee to have the Speaker
Pro Tem and the President Pro Tem set their respective dockets. These dockets, and bills, are then given to the Secretary of State.

D. Rules Committee

1. The Senate Rules Committee shall be chaired by the Lt. Governor, who is also the President of the Senate, and vice chaired by the President Pro Tem. The House Rules Committee shall be chaired by the Speaker of the House and vice chaired by the Speaker Pro Tem.

2. Membership of the Senate Rules Committee consists of committee Vice Chairs. Membership of the House Rules Committee consists of committee Chairs.

3. At the commencement of the Rules Committee hearing, the Lt. Governor and Speaker of the House will take the bills which passed out of committee prioritized first or second and prepare a calendar of these bills for their chambers. Bills introduced in the House will be placed on the House Docket, and bills introduced in the Senate will be on the Senate Docket. This calendar will be promptly transmitted to the Secretary of State so that an interim docket of the first bills scheduled in each chamber can be prepared and published prior to the first legislative session.

4. In the absence of the Lieutenant Governor and Speaker of the House, the President Pro Tem and Speaker Pro Tem shall preside. Rules Committee members will be given the opportunity to make brief statements on the remaining bills transmitted by their committees. At the completion of these remarks, each voting member of the Rules Committee shall place “pulls” with the following stipulations:
   a. Each member can place up to three pulls;
   b. Committee members will be given at least 10 minutes to place their pulls;
   c. No member may place more than one pull on a bill; and
   d. Once affixed to a bill, no pull can be removed.

5. When time for placement of pulls has elapsed, the Rules Committee Vice Chair will count the pulls in public session for the inspection of all Rules Committee members. The bill with the most pulls will be prioritized first, second-most pulls second, and so on. These bills will be placed on the docket immediately after the bills prioritized as first and second during the committee process. Any ties in the tally of pulls will be broken by the President Pro Tem or the Speaker Pro Tem.

E. Floor Session and Parliamentary Rules

1. Order of Business
   a. Call to order by the Presiding Officer
   b. Roll call and announcement of the presence of a quorum by the Reading Clerk
   c. Presentation of colors and flag salute by the Sergeant-at-Arms
   d. Invocation by the Chaplain
   e. Consideration of bills in chamber of origin:
      i. Announcement of bill number by Reading Clerk
      ii. Reading of amendments – Reading Clerk, questions to Chair or Vice Chair
iii. Request for a proponent(s) for the bill by Presiding Officer

iv. Debate on final passage of the bill – 20 minutes includes opening and closing remarks by proponent(s) and all debate

v. Vote on final passage of the bill

f. Consideration of bills from the opposite chamber may begin at any point after the Chief Clerk or Secretary of the Senate has received the official copy. The presiding officer may request a motion to consider bills from the opposite chamber, inserting these bills one at a time into the existing calendar in the order in which the bills are received. After an arranged time, only legislation from the opposite chamber may be considered. The process for debate is the same as under "Order of Business" above.

g. Consideration of vetoed bills may take place at any point in the chamber's calendar, provided that a majority vote is taken and is successful. Vetoed bills may come up for a vote only once and cannot interrupt debate already in progress.

2. Decorum

a. When a member wishes to speak, they shall so indicate and wait for recognition from the presiding officer. The member shall then address the presiding officer as Mr./Madame/Honorable President in the Senate or Mr./Madame/Honorable Speaker in the House, according to the presiding officer's preference.

b. When a member wishes to relinquish the floor, they shall so indicate, either by taking their seat or by informing the presiding officer that they yield the remainder of their time.

c. Members shall speak only to the issues, avoiding personal attacks and not mentioning the proceedings of the other chamber.

d. Members will respectfully listen to all debate and avoid private conversations with other members on the floor.

e. No members, officers, pages or other persons shall cross between the member having the floor and the presiding officer.

f. No member may leave the chamber for longer than 15 minutes except when excused by the presiding officer.

g. Electronic devices are permitted during YMCA Youth & Government activities only when used for Youth & Government work. This includes, but is not limited to, bill research, RCW research and looking at the constitutions of Washington State or the United States. Recreational use of electronic items including, but not limited to personal music devices, cell phones and laptops is only permitted during session breaks and is never permitted on the House/Senate floor. The Sergeant-at-Arms, Major Officers and/or Program Area Lead Advisors will determine if a device is being used in an improper
way. After one warning has been given, individual delegates will lose all privileges to use electronic devices during session.

3. Rules of Debate

a. Once the calendar has been set, it cannot be changed except by a majority vote to consider a vetoed bill, or to consider a bill that has been erroneously omitted from the docket (this consideration occurs only by a motion from the Chari or Vice Chair from the omitted bill’s committee). All bills from the opposite house will be considered in the order received. By a majority vote, a house may take up the calendar of bills from the other house temporarily, in a manner specified by the motion’s proponent (example: 1 Senate bill for every 2 House). After an arranged time, only bills from the opposite house may be considered.

b. The first reading of a bill shall be considered publication of the bill in the bill book, or addendum to the bill book.

c. The presiding officer shall have the Reading Clerk read the bill number, sponsors, and the first and last line of the bill to be considered. The presiding officer shall then announce that the bill is on second reading and ask the Reading Clerk to read any amendments. The presiding officer shall then ask the committee Chair or Vice Chair to explain the amendments. Reading the amendments shall constitute a passage of those amendments. From there, it should be announced that the bill is on Third Reading and a request be made for a proponent for the bill. The clerk in charge of the lower rostrum shall ensure that debate does not proceed unless the rostrum is in possession of the official bill copy with an accurate cover sheet attached.

d. The proponent shall have the right to open and close the debate on the third reading and final passage of the bill. The bill’s sponsor or designee shall be the proponent of the bill.

e. No member other than the proponent (for the purpose of responding to questions during debate) may speak longer than the following time limits
   i. Opening remarks – three minutes
   ii. Individual speakers – three minutes
   iii. Closing remarks – three minutes

f. The proponent may yield to a question or a series of questions, however the questioning and answering shall be considered part of the questioner’s three-minute debate time. The questioner shall maintain the floor until the three-minute debate time limit is reached. When the member is finished asking questions the same member may maintain the floor and speak for or against the issue until the three-minute debate time expires.

g. Debate time limits may be shortened by the body by a two-thirds majority vote. If the body deems additional debate on a particular piece of legislation is warranted and necessary,
and the time allotted for debate has expired with at least one fourth of the chamber's delegates still requesting recognition from the presiding officer, a motion may be made by a member of the body, only after total debate time has elapsed and prior to closing remarks. If the body passes this motion by a two-thirds majority vote, additional debate time for said legislation would be increased only once, not to exceed one minute personal debate time and five minutes total debate time.

h. No member may yield the floor to another member except for the purpose of asking a question, yielding to one’s co-proponent, or allowing a lobbyist to address the body.

i. Debate privileges:
   i. Parliamentarians are allowed debate privileges, except in cases where a conflict exists between debate and performance of the individual’s official duties. Parliamentarians shall not participate in debate in an issue after offering an opinion on a parliamentary ruling.
   ii. Sergeant-at-Arms staff and rostrum clerks do not have floor speaking privileges.
   iii. Lobbyists may speak on the floor of the legislative chambers only when yielded the floor by a voting member. Lobbyists' privileges include testifying for or against a bill and answering questions from members. Lobbyists may make opening and/or closing remarks on a bill. They may not ask a proponent to yield to a question or series of questions.
   iv. Members of the Governor's Cabinet may only speak on the floor of the legislative chambers on behalf of the Governor. They may speak with the permission of the presiding officer, who will announce the Cabinet member’s presence in the wings and invite them onto the floor to address the body. The Cabinet member shall not use the upper rostrum microphone. Cabinet members may not ask the proponent to yield to a question or a series of questions.
   v. The Attorney General may speak in the legislative chambers within the boundaries prescribed in I.C.8. Assistant Attorneys General may only speak on the floor of the chambers on behalf of the Attorney General. The Attorney General or one of their Assistant Attorneys General may speak with the permission of the presiding officer, who will announce their presence in the wings and invite them onto the floor to address the body. The AG shall not use the upper rostrum microphone. Attorneys General may not ask a proponent to yield to a question or series of questions.
j. When there is no further debate, the time has expired, or the previous question has been called, following closing remarks, the presiding officer shall put the question to a vote.
   i. If, after the final vote on the bill, the bill passes in the original house, the Chief Clerk or Secretary for each chamber’s rostrum shall immediately transmit the official copy of the bill to the Secretary of State, who will certify passage in the original house and transmit the bill to the opposite house.
   ii. If a bill passes both the House and Senate, the official copy of the bill will be immediately transmitted to the Secretary of State by the Secretary of the Senate or Chief Clerk of the House to be recorded and delivered to the Governor.
   iii. The Governor shall sign or veto legislation within 45 minutes of the moment at which the Governor’s consideration of said legislation has begun. The Governor shall begin consideration of all legislation within 45 minutes of final passage by both houses, following certification of delivery by the Secretary of State. If the Governor fails to act in the time allotted, the legislation becomes law without their signature.
   iv. If the Governor vetoes a piece of legislation, the official copy of the bill shall be returned immediately to the Secretary of State for recording, then delivered immediately to the house of origin, with brief written reasons for the veto. Simultaneous notification must be given, in writing, to the bill’s sponsor.
   v. When the rostrum receives word of a vetoed bill from the Secretary of State, they shall notify the chamber. The Governor’s written reasons for the veto shall be read, after which a motion to override may be made by a member of the chamber. If the motion passes, the vetoed bill will be placed on the docket calendar. Vetoed bills may come up only once for a vote and cannot interrupt debate already in progress.
   vi. The veto may be overridden by a 2/3 majority vote of both houses.
   vii. In the House or Senate, if a vetoed bill is overridden, then the official copy shall be transmitted immediately to the Secretary of State, who will transmit it to the opposite chamber for action.

4. Motions
   a. Parliamentary motions are classified and ranked in precedence as follows:
      i. **Principal motions** are the new business considered by the body. All bills, memorials and resolutions must be introduced by principal motions, which have no precedence. All principal motions require the support of
a second member, and while these motions cannot be amended, the bill they relate to can be amended in committee and under limited circumstances on the floor specified under I.C.6. and I.C.7.

a. **To consider**- The introduction of legislation is accompanied by a motion to consider it. Bills paced on the calendar by the Rules Committee are considered automatically.

b. **To take from the table**- Motion used to consider a previously tabled bill. This is the sole principal motion which is not subject to debate.

c. **To rescind**- Motion used to revoke passage of a bill adopted earlier by the body. This motion must be made by a member who originally voted for the bill, and is not in order after the Governor has taken action.

d. **To limit debate**- Motion used to limit debate time on all subsequent bills (consistent with IV.E.3.g.).

ii. **Subsidiary motions** modify or advance the business of the body, and as a consequence relate solely to the individual bill in question. Subsidiary motions must be resolved before the motion to which they refer can be considered.

a. **To object to the consideration**- Motion to deny consideration of a bill. This is not in order once debate has started. Bills stricken from the docket in this manner must be reintroduced under a “motion to consider” in order to be heard.

b. **To lay on the table**- Motion to remove a bill from the calendar by postponing debate indefinitely on the measure. The bill can be reconsidered by moving to take the bill from the table.

c. **To call for the previous question**- Motion to end debate, and to proceed immediately to closing remarks, followed by a vote on the bill.

d. **To postpone**- Motion to delay debate on a bill for any specified period of time. If the initial motion is to postpone debate indefinitely, the motion cannot be amended.

e. **To amend**- Motion to change the content of a bill. On the floor of the legislative chambers this motion can only be made after its content has been formally suggested by an Attorney General. (See I.C.7. and I.C.8.).

iii. **Incidental motions** arise out of questions that already exist. These motions take precedence over principal and subsidiary motions.
a. **Points of order**—General motion to challenge the actions of the presiding officer in relation to the rules of order. In practice, this motion is a reminder to the chair to adhere to the rules. Should the presiding officer rule against the motion, a motion to appeal the decision of the chair requires a majority vote to pass.

b. **To appeal the decision of the Chair**—Motion to overturn any ruling made by the presiding officer.

c. **To withdraw a motion**—Motion to end consideration of a pending motion made by the same member. While this motion can be applied to any motion, in practice it is only used by proponents as a mechanism to end consideration of their own bill, particularly in cases when bills are combined in committee.

d. **To ask for a reading of a paper**—Motion to have the Reading Clerk read aloud the whole text of the bill currently being considered by the body, including any amendments.

iv. **Privileged motions** are of the highest rank and priority.

a. **To call for the orders of the day**—Motion to have the Reading Clerk read aloud the calendar of bills about to come before the body.

b. **To adjourn Sine Die**—Motion to conclude the legislative session for the year.

c. **To adjourn to a certain time**—Motion to end the session for a finite period of time, generally for the day.

d. **To recess**—Motion calling for an intermission in the session, usually for lunch. A roll call is not required after a recess, but may be taken at the presiding officer’s discretion.

e. **To call a division**—Motion calling for a thorough accounting of a vote. On the floor of the legislative chambers this necessitates that member’s vote be individually tallied.

f. **To raise a question of privilege**—This motion is raised as a device to correct any injustice that affects the proceedings of the body, its integrity collectively as well as the rights, reputation and conduct of individual members. Similar to the point of order motion, it is up to the presiding officer to rule on its validity, subject to majority vote if appealed. Once recognized as valid by the chair, the body sets aside pending business until the question of privilege is resolved. Actions by the body vary in accordance to the seriousness of
the question. For example, disorder in the gallery would generally evoke a recess until the Sergeant-at-Arms has restored order. Likewise, disclosure that a member has been bribed would typically be resolved by the member being censured or expelled.

b. Special provisions of debate
i. The rules of order cannot be suspended. As a consequence, no action contrary to these rules may be undertaken without the unanimous consent of the body. The legislative chambers shall never do business of the floor as a committee of the whole, nor adopt any other parliamentary model to supersede the rules of order.

ii. Between considerations of items on the calendar, all non-subsidiary motions are in order. During consideration of bills and other calendar items, all non-principal motions are in order.

iii. No amendments to bills shall be accepted from the floor, with the exception of amendments formally suggested by an Attorney General (see I.C.6. and I.C.7.).

iv. If a motion is amended, the amendment must be considered and resolved prior to resolution of the original motion. Should the amendments be agreed to, the motion, as amended, will then be considered. If the amendment fails, the motion will be considered in its original form. It shall be the general policy that time spent debating amendments shall be consumed from the debate time allotted to the bill in question – in the case of non-friendly amendments, it will be up to the discretion of the Chair.

c. The following motions will not be entertained for any reason:
   i. To suspend the rules
   ii. To reconsider
   iii. To proceed under committee of the whole
   iv. To do business under the call of the Senate/House
   v. To impeach

d. When a question is under debate, no principal motions shall be received.

e. The motion to postpone indefinitely shall not be heard twice on the same issue.

5. Voting
a. All members present must vote. An abstention will be counted as a no vote. No member may leave the chamber while a vote is being taken.

b. A quorum is fifty percent plus one member of the specified body. A quorum is assumed to be present unless challenged before the announcement of the result of the vote.

c. No motion is in order while a vote is in progress.
d. All votes shall be by raising a placard. If a division is demanded or the presiding officer is in doubt, an individually tallied vote shall be taken.

e. A majority is defined as any number over fifty percent of the members listed as present by the Reading Clerk or Assistant at the time that the motion being voted upon was made, provided that a quorum is present. For all bills, the time that the motion is made is the moment when the presiding officer places the bill on Third Reading and asks for the bill’s proponent.

f. There shall be no oral roll call votes.

g. Legislators are prohibited from voting if they were not present for the entire debate on the bill in question. No legislator may enter the chamber once closing remarks have commenced until the conclusion of voting on final passage of that bill.

h. Acts and Memorials require a simple majority vote to pass. Resolutions require a 2/3 majority vote to pass.

6. General Rules

a. Only members, officers, and other persons authorized by the Executive Director of the Youth and Government Program shall be allowed on the floor of the legislative chambers.

b. When any member wishes recognition to be given to any visitor or delegation, that member shall notify the presiding officer in writing. At the nearest appropriate time, proper recognition shall be extended.

c. Recognition of outstanding delegates in all aspects of the program shall be made at the closing joint session.

d. When issues arise that are not specifically covered by these rules, consult Reed’s Rules and the Washington State Constitution, in that order.

7. Spoken Forms for Some Motions, Questions, and Rulings

a. Proper form for speaking on the floor at any time includes first being recognized, then to address the presiding officer “Mr./Madam/Honorable President” or “Mr./Madam/Honorable Speaker”... This is followed by any of the following forms (each addressed to the rostrum):

i. To ask a question of the proponent:
   a. “Will the proponent yield to a question?”

ii. To ask more than one question:
   a. “Will the proponent yield to a series of questions?”

iii. To speak in support:
   a. “I wish to speak in favor of this bill.”

iv. To speak negatively about a bill:
   a. “I wish to speak against this bill.”

v. To yield the floor:
   a. “I wish to yield the floor to...”

vi. To refer to a comment made by another member:
a. “In reference to the statement of
Senator/Representative name, I wish to state...
[follow with your point]”

vii. To make a motion:
   a. “I would like to move...” or “I move that...”

viii. To call for the previous question (end debate):
   a. “I call for the previous question” or “Previous Question”

b. When calling for the vote, the presiding officer shall use these forms:
   i. For the affirmative vote:
      a. “Those in favor, please raise your placard.”
   ii. For the opposing vote:
   iii. If the presiding officer is in doubt, or if a division is called, the body shall divide as above, each vote will be individually tallied to represent the vote of either affirmative or opposed.

c. Process for Appealing the Decision of the Chair: Appeal must be made immediately following the decision of the Chair and applies only to points of order.
   i. Spoken form: “I appeal the decision of the Chair.”
   ii. Chair’s response: “Do one tenth of the members agree to the request for appeal? If so, please so indicate.”
   iii. If 10% support the request the maker of the motion is allowed three minutes to speak in favor of the appeal, followed by one spokesperson against also for three minutes.
   iv. Chair: “Shall the decision of the Chair stand as the decision of the House/Senate?”
   v. The questions is then voted upon. If there are a majority of “ayes” or the vote is a tie the decision of the Chair is sustained. If the “nays” hold a majority the Chair’s decision is reversed. If the ruling of the chair applied to a motion that required two-thirds majority, a motion to appeal the decision of the chair shall also require a two-thirds majority.
Advisor Handbook: Delegation Resources  
Washington YMCA Youth Legislature 2022-2023

Each delegation around the state will most likely take a different approach in their program planning for delegation meetings. Delegations vary in size, how often they meet, and how many new/returning students they have, so planning activities or curriculum could look very different for each delegation. This portion of the handbook is meant to be used as a resource for advisors when planning their delegation activities.

Below is a list of sample topics to cover with your delegation, and a suggested month to start some of the key items.

**Sample Topics for Program Year**

**Topics to cover:**

- The Youth & Government Program
- U.S. Constitution: understanding constitutionality and federal/state differences
- Understanding elections & voting: as a concept and in practice
- Servant Leadership
- Select a topic to write legislation on
  - *Students should begin to think about the topic they are interested in October/November*
- Differing points of view
- Bill writing and research
  - *Students should learn about this prior to January, so they are ready to attend district events with their bills.*
- Rules for debate (Parliamentary Procedures)
- Public speaking
- Prepare for district events
  - *Each district around the state has different district events leading up to the Youth Legislature in May. Your district coordinator will communicate these dates and deadlines to you, so plan accordingly!*
- Practice debate

**Topics we strongly encourage you to cover:**

- The Common Good vs. Individual Interest
- The Responsibilities of Citizenship
- Political Ideology
- Current events discussions
- Service Project
- Fundraiser
- Guest Speaker/Field Trip
- Host a Community Night
- Write a letter to your legislators
Sample Lesson Plan for Program Year
(Please refer to Advisor Curriculum Document for resources)

September

- Formation & Group Building
  - Recruiting participants
  - Starting to create a safe environment for students to share their thoughts
    - Activity: “Values Continuum”
    - Activity: “Human Bingo”
    - Activity: “Island Activity”

- The Youth & Government Program
  - Overview
  - Expectations/Time Commitment for your group

- U.S. Constitution
  - Core democratic Values – where are each of the core democratic values in the constitution and why did the founding fathers include them?
    - Activity: “Draw the Constitution”
    - Activity: “Why Must Democracy Be Learned”
  - The Three Branches of Government
    - Discussion: Students should discuss why it is important that there is a separation of powers and what the roles are of each governmental branch. Is one branch more or less important than another? Does one theoretically or actually have more power?

October

- The Common Good vs. Individual Interest
  - Discuss how these two things are related and how they effect change in society and political policy.
    - Activity: “Significance of Individuals to a Movement”

- The Responsibilities of Citizenship
  - Talk about the importance of actively participating in your government and how to do so.
    - Discussion: What are our freedoms as citizens of the US and Washington State? What responsibilities come with those freedoms? (Relate these questions back to the Constitution and what freedoms and responsibilities, such as paying taxes, are outlined.)

- Introduction to Bills/Bill Writing
  - Using the Delegate Workbook, read through page 4
    - Activity: Bills, Bills, Bills (Page 5 of Delegate Workbook)
• Activity: How a bill becomes a law in Washington State (page 6 of Delegate Workbook)

• Servant Leadership
  o Discuss the basics of servant leadership and why it is important that our political leaders are servant leaders – what happens when they’re not? Have students identify leaders that they respect and what traits make them good leads.
  ▪ Reading: “What is Servant Leadership” & “10 Principles of Servant Leadership”

**November**

• The Role of the Press in the Legislature
  o How do they affect policy? What tools do they use? What do they gain by effecting policy?
    ▪ Activity: “YAG Writing Activity”
    ▪ Activity: Each student will research and write an article to turn into the local paper.

• Coming up with a Bill Idea
  o What’s going on in the world around you?
  o Use pages 8-13 of the Delegate Workbook

• Fundraising Project Planning
  o Decide if the group would like to do a fundraising project and look at possible options
    ▪ See “Fundraising Ideas” in Advisor Handbook

**December**

• The Role of Lobbyists in the Legislature
  o Discuss what a lobbyist is, who they are, and the role they play in the legislature. Relate this role back to the constitution and discuss how special interest groups could be considered a constitutional right.
  o Activity: Position Papers

• Writing and Research
  o Give students time to work on putting their ideas on paper and begin looking at formatting issues
  o Discuss the 3 types of legislation (Acts, Resolutions, Memorials)
  o Bring research sources in and have students help each other brainstorm useful sources
  o Begin using RCW’s
    ▪ See “Bill Drafting Guide”
    ▪ See Delegate Workbook pages 14-42

• Service Project
  o Discuss and plan a service project that your delegation will take on.
January

• **Public Speaking & Debate Skills**
  - Communication: Verbal and nonverbal
    - See “Senate Chambers-March 28, 2000” in Delegate Workbook
    - See Delegate Workbook pages 43-47
  - Rules for Debate (Parliamentary Procedures)
    - Practice using Parli Pro during debate and have students take turns chairing sessions
    - Practice making amendments and using proper terminology
    - See:
      - “Rules of Order” in Advisor Handbook
      - “Outline of Parliamentary Motions” in Delegate Workbook
      - Activity: “Debate Cheat Sheet” in Delegate Workbook
• **Select Officer Candidates**
  - Students should decide who from their group will run for elected positions at the District event. Students may do this through an election process though it is not required.
    - See “Positions in the Youth legislature”- located in Handbook
    - Activity: Y&G Jeopardy
• **Prepare for District Events**
  - Bills should be drafted and students should understand all of the positions within the Youth Legislature. Students should also be fairly comfortable with Parli Pro.
• **Determine House/Senate assignments**
  - Once officers have been selected students and advisors may choose what roles students will be in during the Youth Legislature.
    - See “Delegation Allotment Chart” in Advisor Handbook
• **Fine Tune Bills**
  - Proofread each other’s bill and, if possible, have members of the community and elected officials read over bills.
• **Practice Debate**
  - Have delegates practice standing in front of the delegation and proponing their bill. Make sure to leave time at the end for constructive feedback.
    - See pages 48-58 of Delegate Workbook
• **Fundraiser**
  - Host a fundraiser for your delegation.
    - See list of fundraising ideas in Advisor Handbook
• **District Events**
  - Participate in any District Events occurring during this month.

February

• **Prepare for District Events**
  - Bills should be drafted and students should understand all of the positions within the Youth Legislature. Students should also be fairly comfortable with Parli Pro.
• **Determine House/Senate assignments**
  - Once officers have been selected students and advisors may choose what roles students will be in during the Youth Legislature.
    - See “Delegation Allotment Chart” in Advisor Handbook
• **Fine Tune Bills**
  - Proofread each other’s bill and, if possible, have members of the community and elected officials read over bills.
• **Practice Debate**
  - Have delegates practice standing in front of the delegation and proponing their bill. Make sure to leave time at the end for constructive feedback.
    - See pages 48-58 of Delegate Workbook
• **Fundraiser**
  - Host a fundraiser for your delegation.
    - See list of fundraising ideas in Advisor Handbook
• **District Events**
  - Participate in any District Events occurring during this month.
March

- **All Delegate Bills, Articles, Position Papers, Candidate Materials, Fees, & Registration materials due**
  - Check with your District Coordinator & state office for due dates
- **Practice Debate**
- **Guest Speaker/Field Trip**
  - At this point in the year it’s great to have a guest speaker (local elected official, state representative, local tribe member, etc.) come visit or attend local community meetings such as City Council or help with a campaign

April

- **Leadership Training (for students in elected leadership positions)**
  - See “Position Chart” for who is REQUIRED to attend
- **Bill Books Available**
- **Host a Community/Parent Night**
  - This is an opportunity to showcase all the hard work your delegation has done throughout the year. Make sure to include debate!
- **Write a letter to your legislators**
  - See sample letter in Advisor Handbook

May

- **Youth Legislature Conference**
- **Elections for incoming Major Officers**

June/July

- **Conference on National Affairs (CONA)**
  - Application opens January
Fun activities to Add to the Experience

It’s important to keep students interested by learning from others and going out into the “real” world to gain experience. It’s also important to remember that in addition to learning about government and law making, students are learning how to use interpersonal skills and work as a group, so non-government related activities can be a useful tool as well.

Field Trips

- To the courthouse
- Civics Photo Scavenger Hunt – clues at the courthouse, city hall, library, etc.
- City Hall
- Planning Commission Meeting
- Public Hearing
- Community Meeting
- Parks Department Meeting
- Tour State Capitol
- City Council Meeting
- Thrift Store – some students may not have access to business clothing to wear during session, so help take away from the economic hardships of some by making it fun for the whole group to get inexpensive suits, ties, shirts, shoes, and dresses.
- Plan a trip to an agency/organization or area that is specific to a student’s bill

Guest Speakers

- Judge
- Attorney
- Representative
- Senator
- Superintendent
- Local Official
- Legislative Assistant
- Governmental Affairs journalist
- Professional Lobbyist
- Mayor

Fun Days

- Go to the park
- Ropes Course
- Laser Tag
- Hiking
- Roller Skating
- Bowling

Events

- Community/Parent Night - Invite individuals from the community to come and participate in debate and give students feedback on their bill and articles.
- Alumni Event – Invite alumni in your area to join your delegation in debating bills (new and old) and having an alumni social.
Bill Writing

As an advisor, your role is to make sure that the bills that students in your delegation are writing follow the standards of bill writing. You will be the final person who approves a bill before it is printed in the bill book. Bills must be formatted correctly and be in the spirit of the core values of the Y (Caring, Honesty, Respect, and Responsibility).

You can find helpful worksheet pages in the Delegate Workbook. These will give you a sense of how to guide students through the process.

In addition to what is there, as an advisor, pay extra attention to the following.

1. **A solid idea.** Students will need to make sure that they have researched the bill, that it is debatable, feasible, and an issue of importance.

2. **Correct scope.**
   a. **Acts** propose changes in the laws of our state. Students will use the Revised Code of Washington to add, amend, or remove RCWs.
   b. **Memorials** provide a means of telling the federal government what the legislature thinks about an issue, but does not have any real impact or “clout” in making real changes. These are formal letters passed by the legislature addressed to Congress suggesting action on the federal level.
   c. **Resolutions** make changes to the state constitution.
   d. **Program Resolutions** recommend changes to the WA Youth & Government program policies and Rules of Order.

**Format.** After you approve your delegation’s bills, they will be printed in the bill book. It is important that you adhere to the correct format (in the Delegate Workbook) so that there are no discrepancies. It is possible that formatting errors can cause issues with the meaning of the bill itself. If bills are not formatted correctly, it can take up time in Legislative Committees and possibly affect the success of the bill.

Finding an RCW

The Revised Code of Washington (RCW) is the compilation of all permanent laws now in force. It is a collection of Session Laws (enacted by the Legislature and signed by the Governor, or enacted via the initiative process), arranged by topic, with amendments added and repealed laws removed. The RCW is published by the Code Reviser's Office and Statute Law Committee and is the official version of the code.
An RCW section includes the citation (number), caption, RCW text, history, and notes (not all sections have notes). An RCW title digest includes the title number, the title name, and the list of chapters in that title. An RCW chapter digest includes the chapter number, the chapter name, and the list of sections in that chapter. The RCW is updated once a year with the changes from that year's session; an updated version is generally available by early Fall following a legislative session.

1. Make sure that your issue is statewide. If your issue is a national issue it must take the form of a memorial, rather than a legislative act. If your issue is too local then it might not be appropriate for an Act, but should be pursued within your local community.

2. Consult the *RCW (Revised Code of Washington)* and find any laws that pertain to your issue. You must cite the *RCW* in your bill (unless your bill is a resolution or memorial).

To search the *RCW* by general topic words:

[http://search.leg.wa.gov/](http://search.leg.wa.gov/)

To search the *RCW* by index of title:


a. Type your keywords in the “Search Term(s)” box, under the “Search Terms” tab near the top and under “Legislative Search.”
b. For “Search Type” click “Legislative Documents” and then scroll down to “Law Documents” and click ONLY the button for RCW (unless you are sure you want to search other documents).
Delegate: _______________________________
YMCA Youth & Government Youth Legislature is designed to educate and civically engage teens in grades 8-12 about our State Legislative process by giving them a “hands-on experience”. During delegation meetings you will be encouraged to research and write your own piece of legislation, learn about parliamentary procedure, debate practices, learn the importance of opening and closing statements and have the opportunity to take on various roles of the state government.

Throughout the year you will spend time in your local delegation learning the basics of our state government. You will practice public speaking skills and learn parliamentary procedure, research and draft legislation, and discuss the roles of the press, lobbyists and pages in the legislative process. Your delegation meetings prepare you for your participation in district events, held during the winter, where you will share their ideas with others from your district and possibly run for a statewide leadership position.

The culmination of the program occurs at the 76th YMCA Youth Legislature from May 3-6, 2023. It is at this time that hundreds of delegates from around the state converge in Olympia to conduct their model youth legislature. There delegates take on the roles of Legislator, Lobbyist, Reporter, or Page and do their part in passing legislation that is important to them. In addition to these roles, experienced participants also have the opportunity to run for leadership positions, like Committee Chair, Reading Clerk, Editor, etc. Major leadership roles, such as Governor, Secretary of State, and Speaker of the House, are elected a year in advance.

Objectives:

- Learn about state government and democracy in a fun way
- To become familiar with the types of legislation and how they pertain to state and federal government
- To become familiar with the various roles of state government and take on one of those roles during the 76th Youth Legislature
- Build self-confidence through public speaking
- Develop strong leadership skills
- Communicate effectively
- Adhere to our YMCA Core Values (Responsibility, Honesty, Respect, and Caring) while supporting our fellow delegates

Expectations:

- That teens attend delegation meetings on a regular basis
- That ALL teens participate in writing a minimum of one piece of legislation, no matter what role they play
- That teens abide by the Code of Conduct & Dress Code of the YMCA Youth Legislature Program
- That teens represent their delegation in a positive manner during all delegation & district meetings, and at the 76th Youth Legislature
- That all required paperwork (i.e. bills, articles, nomination forms etc.) be turned in by the deadlines

Everyone is Welcome

The Y is a membership organization open to all people. We welcome women, men, non-binary people, girls, and boys of all ages, races, ethnicities, religions, abilities, sexual orientations and financial circumstances. Our programs and branches embrace diversity, reflecting the people and needs of our communities.
YMCA Youth & Government

Motto: Democracy must be learned by each generation

Core Values

**Honesty** – All delegates are asked to research current events, take a stand on the issue, and write a piece of legislation. Intellectual honesty and a strong sense of academic ethics are critical to the Youth Legislature process of research and debate. Tell the truth, speak for yourself, speak out against injustice, mean what you say—say what you mean.

**Respect** – Youth Legislature delegates will encounter arguments and positions that are at times contrary to their own personal beliefs or feelings. Teens learn to confront these ideas head on in a respectful manner, without the need for personal attack on other delegates. Listen to all opinions, treat others with respect and take care of areas that we are guests in.

**Caring** – Teens become members of a delegation that supports and at times will challenge their beliefs and will provide a platform for their voices to be heard by other delegates, adult advisors and elected officials. Avoid putdowns, choose to see the positive, help someone in need. Our caring adult advisors are there to provide guidance, support, structure and boundaries.

**Responsibility** – A Youth Legislature delegation only works as a cohesive unit when each member contributes to the goals for the program. Delegates are taught and are expected to act with a Servant Leader’s heart. It is the responsibility of every delegate and advisor to measure their actions and decisions against the standards of Servant Leadership. Do the right thing, meet all deadlines and take responsibility for your learning and actions.
YMCA 76th Youth Legislature

Major Officers

Governor
Landon Hulser | Franklin Pierce Delegation

Lieutenant Governor
Clyde Carter III | Mill Creek Delegation

President Pro Tempore
Sirena Jove | Korum Delegation

Speaker of the House
Christian Luna | Walla Walla Delegation

Speaker Pro Tempore
Rahni Singh | Seattle Academy Delegation

Attorney General
Jack Lindsay | Korum Delegation

Secretary of State
Jaymeson Woods | Walla Walla Delegation

Editor-In-Chief
Ann Duan | Mill Creek Delegation

Chief Lobbyist Executive
Charlotte Galusha | Everett Delegation

Post Master General
Lucia Faba | Walla Walla Delegation
Legislation in Youth Legislature

Legislative bills and their preparation comprise the most important and basic part of the total Youth Legislature. Bills are the catalysts for Committee Sessions, Chamber debate and actions by the Youth Governor. Experience has proven that the better a bill is prepared, the better the entire experience is for you, the delegate. Consequently, it is important that you understand all types of legislation thoroughly: how to write them, the process by which they become laws, etc. Writing a bill is quite simple – if you know a few secrets. The next few pages will reveal some of them to you.

The most important part of writing a bill is choosing a topic which is meaningful to you. The strength of commitment you feel toward your bill topic will surely influence your overall experience in the Youth Legislature. Whether your interests are in the environment, education, law enforcement, or social services, your bill should be about something in which you believe.

Every piece of legislation that is signed into law makes some change, great or small, in the lives of the people of Washington State. Each legislator should carefully consider the intent of the proposal and weigh the public need against the suggested solution before sponsoring or voting on any bill.
Bills, Bills, Bills

**ACT** – This piece of legislation applies to Washington state laws. It can either propose a new law, amend an existing law, or repeal an existing law. These pieces of legislation usually get the most serious consideration, because they actually propose changes in the laws of our state and have a real impact upon our quality of life. This piece of legislation can be enacted in an emergency or take a couple of years to implement. This type of legislation must refer to an RCW.

RCW stands for: **Revised Code of Washington**

**Memorial** – Is a letter to Congress, the President or federal agencies on matters affecting the state or our nation. This type of legislation provides a means of telling the federal government what the legislature thinks about an issue, but does not have any real impact or “clout” in making real changes. The Youth Governor cannot veto a Memorial.

**Resolution** – Applies to matters external to the legislature. This piece of legislation also has a big impact on our daily life if it relates to the Constitution, which provides the framework for our government.

**Program Resolution** – For Youth & Government purposes. This type of legislation recommends changes to the Youth Legislature Program policies and the Rules of Order.
How a bill becomes a law in the Washington State Legislature

1. A bill may be introduced in either the Senate of House of Representatives by a member

2. It is referred to a committee for a hearing. The committee studies the bill and may hold public hearings on it. It can then pass, reject, or take no action on the bill.

3. The committee report on the passed bill is read in open session of the House or Senate, and the bill is then referred to Rules Committee.

4. The Rules Committee can either place the bill on the second reading calendar for debate before the entire body, or take no action.

5. At the second reading, a bill is subject to debate and amendment before being placed on the third reading calendar for final passage.

6. After passing one house, the bill goes through the same procedure in the other house.

7. If amendments are made in the other house, the first house must approve the changes. When the bill is accepted in both houses, it is signed by the respective leaders and sent to the governor.

8. The governor signs the bill into law or may veto all of part of it. If the governor fails to act on the bill, it may become law without a signature.
Life of a Bill in Youth Legislature

Publication of Bill Book
Introduction by Title, Bill Number and Committee Assignment
This is the First Reading

Committee Chair determines the calendar of bills within their committee

Committee acts on bills and recommends:
A. "Do Pass"
B. "Do Pass as amended"
C. "Do Not Pass"
This is the Second Reading

Committees select their top priority bills during Executive Session, and report out that list of bills to Rules Committee

Senate and House Rules Committees determine the calendar for their chambers

Bill sponsor presents and debates bill in originating chamber
This is the Third Reading

Rising vote on bills

If passed, deliver to House
House bills assigned to Senate Calendar
Bills presented for debate
Rising vote on bills

All movement of bills is tracked by the Secretary of State

If passed, deliver to Senate
Senate bills assigned to House Calendar
Bills presented for debate
Rising vote on bills

Bills passing both Senate and House are delivered to the Governor

Governor considers legislation and has 45 minutes to take action

Secretary of State certifies Governor’s action

If Governor vetoes an Act, chambers can vote to Override the Veto

The process of bills moving through two chambers (like this flow chart) is called Bicameral

Bills in O’Brien and Cherberg only go through one chamber before being considered by the Governor

Governor’s actions:
A. Sign (any bill)
B. Veto (Acts only)
C. No action

SENATE

HOUSE
Where to find bill ideas

Write down at least 5 places you can think of where you might find bill ideas and why that would be a good place to look. Then pair up and compare your list with your partner.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________
Within 24 hours

Take a moment and think back to everything that you did the other day. Then write down in “bullet points” what you did. Afterwards, take a look at your list and “mark” those things you did that you feel there are no laws governing what you did.

• ______________________________________________________________________________________

• ______________________________________________________________________________________

• ______________________________________________________________________________________

• ______________________________________________________________________________________

• ______________________________________________________________________________________

• ______________________________________________________________________________________
Choosing your topic

It may be helpful to ask people around you for ideas.

Consider any condition, which exists in your school, city, state or nation, which makes it difficult for people to get the most out of their education, recreation, health, or employment. Items in the local news or newspaper constantly are always good issues. Obstacles that are always in the way of you and those you know are good since you have experience and knowledge of the subject.

• Ask yourself – What do I consider to be a burning issue for Washington, the nation or global community?

• The following is a list of possible ideas for legislation. Do not simply select one of the topics in the list, but use this list to stimulate your thinking.

  o Economics – labor unions, wages, tourism, incentives, budget deficits
  o Education – school funding, teachers, special needs, school activities
  o Environment – pollution, recycling, waste, fuel, alternative energy
  o Government – taxes, term limits, elections, school funding
  o Health – abortion, STD’s, HIV/AIDS, substance abuse, immunizations
  o Human Services – public assistance, child abuse, mental health
  o Law – police, juveniles, prisons, gun control
  o Social Justice – agency reform, civil rights, decriminalization
  o Transportation – motor vehicles, speed limits, trains, busses, tolls
Bill Idea Worksheet

Use this sheet to brainstorm 5 potential bill ideas you have. Remember to use your resources on where to find bill ideas.

Bill Idea #1
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #2
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #3
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #4
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #5
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Possible Bill Ideas

Listed below are some bill ideas that were used in previous Youth Legislature sessions:

1. Washington should raise the minimum drinking age to 25.
2. Restore all voting rights to felons.
3. School uniforms should be mandatory in public schools.
4. The school week should be extended to include Saturday if school days are shortened.
5. The maximum speed limit should be reduced to 45 mph.
6. Cultural Competency courses should be mandatory to graduate from public high school.
7. The legal age to get a tattoo should be increased to 21.
8. Stereos should be banned from all motor vehicles.
9. Driver’s licenses should be revoked for one year for individuals found guilty of littering.
10. Lower the voting age to 16
11. Ban all testing on animals.
12. Ban zoos in the US.
13. National high school graduation requirements.
14. Allow 14 year olds to get their drivers license.
15. All public middle and high school students drug tested if participating in school sports.
16. A national tax vs. state sales/income tax.
17. Required mental health and de-escalation training for police officers.
19. College sports players should be paid for playing their sport.
20. Freedom of speech should be protected no matter how offensive.
22. Mandatory recycling programs in all public schools.
23. Free HIV testing available in all public high schools.
24. Those receiving state assistance be drug tested randomly/do community service hours.
25. Allow states to nullify federal laws.
26. Term limits for US Supreme Court Justices
27. Sale of firearms online banned.
28. Ban smoking in vehicles while minors are present.
29. Ban tattoos and body piercings for anyone under the age of 18.
30. Removal of “In God We Trust” on all currency.
31. Institute a national ID card.
32. US should stay out of the affairs of other countries.
33. Mandatory concussion testing for all student athletes.
34. Weekday curfew of 10 pm to those under the age of 18.
35. Forest preservation.
36. All public school lunches free to all students.
37. Ban the sale of E-Cigs.
38. Military recruitment on public high school property.
39. Get rid of the death penalty within the US.
40. Lower the age to purchase state lottery scratch tickets to 16.
41. Airlines passengers pay by weight for airline tickets.
42. All public schools have closed circuit cameras in all classrooms.
43. Police brutality.
44. Prove of car insurance in order to receive car tabs.
45. All public school sports must have a doctor on site during games.
46. State legislators may only serve two terms in office.
47. Legislators will not be paid for their time if they go into extended session.
48. All public schools will start later in the day and go later into the day.
49. US should not offshore drill for oil within US waters.
50. Purchase of any animal/reptile/insect must require written knowledge test.
51. Remove gender identifiers from ID cards and driver’s licenses.

Resource for more ideas: www.procon.org
Tips on writing your piece of legislation

The first thing to remember is: a good idea won’t necessarily mean that your bill gets to the Governor’s desk. In other words, just because something would help the State of Washington or our nation doesn’t mean that it is a bill topic that will make it all the way through the Youth Legislature.

Seem strange? Well, here’s why: the bills that are going to be most successful making it through the process will be more than just a good idea. Youth legislators have to consider a lot of factors when choosing the few bills that will be prioritized to move forward, and thinking about those factors can help you choose a topic that will garner their support. Here’s a list of some factors to consider when designing your bill:

- **Debatability** – If your bill is something people are going to want to argue from both sides of the issue, it may add excitement that helps it move forward in the process. If you can’t think of an argument against your bill idea, this factor probably isn’t going to work in your favor.

- **Importance** – If your bill is something that affects a wide variety of people, or makes a big impact on a smaller group, that may help it gain support in the process. If your bill’s topic is very narrow, or if it’s not clear what impact it will have, this factor probably won’t help you.

- **Passion** – If your bill is something that you are personally passionate about, and you can describe that passion in ways that reach others, that may help you find a wider collection of supporters for moving it forward. If your idea is something you chose because someone else suggested it, or because you think it maybe matters to other people (but it doesn’t matter to you), it’s not likely this factor will assist your bill.

- **Researchability** – If your bill is about a subject you can really research, so that when people hear it presented they learn a lot from you and are amazed at how much you’ve invested in studying the topic, that may persuade them to see it advance in the process. If it’s a subject you don’t know much about, and aren’t sure how you’d learn more, this factor won’t help you much.

The key to designing a piece of legislation that can pass committee and chamber votes and get the Governor’s support is that it is not just a good idea, but a good idea that benefits from as many of these other factors as possible. If you don’t see a way to connect your good idea with ANY of these factors, it’s probably time to consider making some changes to your bill: talking about this with your delegation or your advisors may help you a lot.
Mapping Out Your Legislation

Once you have chosen your idea, you need to start putting it together piece by piece so in the end you have a fully formed piece of legislation.

Use this worksheet to help “map” out your idea.

Identify the problem. Explain your idea in the space below.

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

List some possible options for solving the problem. What will happen if nothing is done to address the problem?

Option #1
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Option #2
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Option #3
____________________________________________________________________________________________________
Mapping Out Your Legislation (cont.)

Which option do you think is the best and why?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

Who would benefit from or be impacted by your idea and why?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

Would the implementation of your idea cost any money or would it save money? If so, how much do you think?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

Is this a state issue or national issue and why?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

What type of legislation do you need to write? Refer back to the types of bills in the workbook.

_____________________________________________________________________________________________________________________

Now you are ready to start researching and writing!
Bill Drafting Guidelines

There are four different types of proposed legislation in the YMCA Washington State Youth Legislature:

1. **A Legislative Act** – proposes a new law, amendments to an existing law, or the repeal of an existing law
2. **A Memorial** – in essence a letter to Congress, the President, or federal agencies on matters of national interest
3. **A Resolution** – applies to matters external to the legislature, such as the State Constitution
4. **A Program Resolution** – proposed changes to the Youth Legislature program, to be sent to the Program Committee & staff

In each case, there are specific guidelines that must be followed in drafting your bill. A sample of each of these types of legislation is included in this section.

**Acts** usually get the most serious consideration, because these bills actually propose changes in the laws of our state, and have a real impact upon our quality of life. Acts require a simple majority vote to pass.

**Memorials** provide a means of telling the federal government what the legislature thinks about an issue, but does not have any real impact or “clout” in making real changes. Memorials require a simple majority vote to pass.

**Resolutions** also have a big impact on our daily life if they relate to the Constitution, which provides the framework for our government. Resolutions which alter the state constitution require a 2/3 majority vote to pass.

**Program Resolutions** can impact the experience of future delegates in our program, by recommending changes to the Rules of Order or other program policies for the YMCA Washington State Youth Legislature. Program Resolutions require a simple majority vote to pass.
How to Say It

Be Direct

Bill drafts should be precise and understandable. This is usually achieved by avoiding excessively long sentences, wordiness, and legalese. Sentences should be no longer than about 17 to 21 words to be easily understood. Excessively long sentences make statutes difficult to read and interpret. Never use many words where a few will do. Always try to use language used in normal conversation and correspondence.

Use Present Tense

Bills should be written in the present tense. (i.e. – “It is illegal to...” rather than “It will be illegal to...”) Do not say what you want to happen, say what will happen.

Avoid Jargon

Certain words are used in bill drafting either because they sound and look legal and important, or because they have been used since time immemorial. Occasionally some of this legalese may actually be needed, but generally it should be avoided.

Feeling Words

Avoid using the words “I feel” and “I want”. Bills should be void of feeling. This is what your opening and closing statements are for.
Words to Avoid

The following is a list of words to avoid in bill drafting and some suggested substitutes:

<table>
<thead>
<tr>
<th>Avoid Using</th>
<th>Use Instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aforesaid or aforementioned</td>
<td>The, that or those</td>
</tr>
<tr>
<td>It is lawful to</td>
<td>May</td>
</tr>
<tr>
<td>Is authorized/entitled to</td>
<td>May</td>
</tr>
<tr>
<td>It is their duty to</td>
<td>Shall</td>
</tr>
<tr>
<td>Is directed to</td>
<td>Shall</td>
</tr>
<tr>
<td>For the reason that</td>
<td>Because</td>
</tr>
<tr>
<td>Until such time as</td>
<td>Until</td>
</tr>
<tr>
<td>For the duration of</td>
<td>During</td>
</tr>
<tr>
<td>Wheresoever</td>
<td>Wherever</td>
</tr>
<tr>
<td>Whenssoever</td>
<td>When or if</td>
</tr>
<tr>
<td>Make payment</td>
<td>Pay</td>
</tr>
<tr>
<td>In the event that</td>
<td>If</td>
</tr>
<tr>
<td>Forthwith</td>
<td>Immediately</td>
</tr>
<tr>
<td>Absolutely null and void and of no effect</td>
<td>Void</td>
</tr>
<tr>
<td>Bonds, notes, checks, drafts, and other evidences</td>
<td>Evidences of indebtedness</td>
</tr>
</tbody>
</table>
BILL FORMAT REQUIREMENTS

All Acts, Memorials, Resolutions and Program Resolutions

1. Bills must be submitted electronically using the format provided to delegations by the Y&G state office.

2. Each bill may be sponsored by a maximum of two (2) people, at least one of whom MUST be a Senator, Representative, Cherberg Senator, O’Brien House Representative or 8th Grade Legislator.

3. The first legislator listed on the bill will be the Prime Sponsor.

4. Bills will be assigned to the chamber of the Prime Sponsor.

5. The lines of each bill must be numbered consecutively. Blank lines should not be numbered.

6. Bills are limited to 2 pages in length. Additional pages will not be included in the Bill Book.

7. All bills should be written in Verdana font, size 10.

8. The position of each sponsor of the bill should be listed with their names.

LEGISLATIVE ACTS

1. **HEADING** (required)
   - The heading (the line immediately preceding the first line) of a legislative act reads “AN ACT”

2. **SHORT TITLE** (required)
   - The first line of a legislative act reads:
     An Act relating to (insert the short title of the bill); amending/repealing/adding (select the appropriate action) RCW (insert RCW number).
   - The first line should always be indented
   
   **Example:**
   1. An Act relating to allowing the use of dogs to hung cougars;
   2. amending RCW 77.15.245; adding a new section to 77.36 RCW; and
   3. creating new sections.

3. **ENACTMENT CLAUSE** (required)
   - The next line of a legislative act reads:
     "BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:"
4. **SECTIONS** (NOTE: Not every section is required/needed in "An Act." See the sample Act)

- Each section must be indented and numbered consecutively.
- There are 3 types of sections that may be in a legislative act
  
  a. New Sections
  b. Amendatory Sections
  c. Repeal existing law that conflicts with new language or is no longer necessary.

**A. NEW SECTIONS**

a. **NEW SECTION - NEW LAW – WHAT IS THE NEW LAW?**

- First line should be indented.
- "NEW SECTION" should be in all caps and underlined.
- The "Sec." and corresponding number should be in bold print.
- Pay attention to RCW citation:
  - Do not assign RCW numbers to new sections.
  - Adding a new section, write chapter number RCW (ex: chapter 77.36 RCW)
  - Adding a new chapter, write title number RCW (ex: title 28A RCW)
- The "NEW SECTION" should read:
  
  **NEW SECTION. Sec. 2.** A new section is added to (insert RCW number) to read as follows: *(Explanation of new law)*

**Example:**

```
1 NEW SECTION, Sec. 2. A new section is added to chapter 77.36 RCW to read as follows:
2 (1) The commission shall adopt rules to establish seasons for hunting cougar with the aid of dogs consistent with this section.
3 (2) All rules adopted by the commission regarding the hunting of cougars with the aid of dogs must:
4 (a) Ensure viable cougar population levels;
5 (b) Be reflective of the best available science pertaining to cougar management and conservation.
```

b. **NEW SECTION - DEFINITIONS**

- Define all vocabulary in your bill that could be confusing or may have more than one meaning or interpretation. Definitions can be:
  
  i. Out of the dictionary
  ii. Previously defined in an existing RCW
  iii. Defined in a textbook
  iv. Made up on your own
• First line should be indented.
• “NEW SECTION” should be in all caps and underlined.
• The “Sec.” and corresponding number should be in bold print.

Example:
1. **NEW SECTION. Sec. 3.** The definitions in this section apply
2. throughout this chapter unless the context clearly requires otherwise.
3. (1)” None of These Candidates” means when a voter wishes to register
4. their opposition to all candidates properly qualified for that office, they may
5. do so by voting for none of these candidates.
6. (2) “General Election” is as defined in RCW29A.04.073
7. (3) “Statewide Office” means an elected office is one voted on by all
8. the people of Washington State that serves the people of Washington in
9. state government. These are Governor, Lieutenant Governor ...

c. **NEW SECTION – LEGISLATIVE FINDINGS (WHY THIS IS IMPORTANT?)**
• Note: this type of section is rarely used in our program. If you find it necessary
to include, and have the space for it, it should be the first section of the Act.
• The “NEW SECTION” should read:

  **NEW SECTION. Sec. 1.** The Youth Legislature finds ...

   (Provide brief

   explanation of bill – why should this be the law?)

• First line should be indented.
• “NEW SECTION” should be in all caps and underlined.
• The “Sec.” and corresponding number should be in bold print.

Example:

1. **NEW SECTION. Sec. 1.** The Youth Legislature finds that the
2. lawful, regulated use of dogs to hunt cougar can:
3. (1) Be the most effective and biologically responsible tool for
4. cougar population conservation and management;
5. (2) Benefit public safety and protect private property; and
6. (3) Address a localized concern that a cougar population has
7. exceeded a community’s tolerance.
B. AMENDMENTS

- Amendments to legislative acts and resolutions must be set out in full. This means that the wording to be amended must be shown, as well as the new wording proposed. Care must be taken that punctuation is not altered in the existing text, unless that is part of the amendment. Proposed language must be underlined, while the text to be deleted must be ([double bracketed and stricken out]).
- It’s also important to reference the RCW that you are amending.
- If the text being deleted is several paragraphs or pages long, in order to stay under the 2 page limit, delegates may cut the sentence off with a “…”.
  - If you are striking language out, be sure to keep any language that explains the bill/amendment to avoid confusing readers.
- The “Sec.” and corresponding number should be in bold print.

Example:

1 Sec. 3. RCW 82.08.0204 is amended to read as follows:
2 (1) The tax levied by RCW 82.08.020 does not apply to the sale of the
3 Apis Mellifera species of honey bees to an eligible apiarist, ([This
4 exemption is available only if the buyer provides the seller …])

C. REPEALING

- Removing an existing law is accomplished by repealing, which removes entire sections of an RCW (it is not necessary to include all of the text of the RCW in your bill).
- As a section of a larger bill, you can repeal existing section of a law that conflicts with proposed new language or is no longer necessary.
- Note: Only entire sections may be repealed. If you would like to remove a portion of an existing section of RCW, use the amendment instructions above.

Example:

1 AN ACT Relating to repealing the authorization for automated traffic
2 safety cameras amending RCW 46.12.655 and 46.63.073; and repealing
3 RCW 46.63.170
4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON
5 NEW SECTION. Sec. 1 RCW 46.63.170 [Automated traffic safety
6 cameras -- Definition] and 2010 c 161 s 1127, 2009 c 470 s 714, 2007
7 c 372 s 3, & 2005 c 167 s 1 are each repealed.
5. EFFECTIVE DATE

A. Do NOT include if the date is effective 90 days from adjournment.

B. Later than 90 days?
   Include only if you want a date further out than 90 days from adjournment (the end of session).
   NEW SECTION. Sec. 4. This act takes effect October 1, 2023.

C. Expiration date/limited time period?
   Include only if you want an expiration date.
   NEW SECTION. Sec. 4. This act expires July 1, 2025.

D. Emergency? Effective immediately?
   Include only if you want a date prior to the 90 days from adjournment.
   NEW SECTION. Sec. 4. This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.
AN ACT

AN ACT Relating to counties; amending RCW 36.82.040; adding a new section to chapter 36.82 RCW; and repealing RCW 36.33.220.

BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON

Sec. 1 RCW 36.82.040 is amended to read as follows:

For the purpose of raising revenue for establishing, laying out, construction, altering, repairing, improving, and maintaining county roads, bridges, and wharves necessary for vehicle ferriage and for other proper county road purposes, the board shall annually at the time of making the levy for general purposes make a uniform tax levy throughout the county, and any road district ((thereof)) of the county, of not to exceed two dollars and twenty-five cents per thousand dollars of assessed value of the last assessed valuation of the taxable property in the county, or road district ((thereof)) of the county, unless other law of the state requires a lower maximum levy, in which event such lower maximum levy shall control. All funds accruing from such levy shall be credited to and deposited in the county road fund ((except that revenue diverted under RCW 36.33.220 shall be places in a separate and identifiable account within the county current expense fund)).

NEW SECTION. Sec. 2. A new section is added to chapter 36.82 RCW to read as follows:

A board of county commissioners may spend up to one percent of the county road fund tax levy, and may rent county road equipment from the county road equipment rental and revolving fund, for the maintenance and operation of garbage disposal sites within the county.

NEW SECTION. Sec. 3. RCW 36.33.220 (County road property tax revenues, expenditure for services authorized) is repealed.
MEMORIALS

1. The heading of a Memorial reads: "A MEMORIAL"

2. The first lines of a Memorial read: "TO THE HONORABLE JOSEPH BIDEN, PRESIDENT OF THE UNITED STATES, AND TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED:

We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:"

3. Each new section of a Memorial is headed: "WHEREAS,"...(continue with text)
   a. Each "WHEREAS" you include should give information to the reader about your idea, to help them understand why it is important.
   b. With the exception of the final "WHEREAS" immediately before the "NOW, THEREFORE," each "WHEREAS" should end with a semi-colon, followed by the word "and," without any punctuation at the end of the line. The last "WHEREAS" should end in a semi-colon.
   c. It is beneficial to include current facts and statistics that support your idea, and include references for that factual information.
   d. There is no minimum or maximum number of "WHEREAS" statements to include, but between 3 and 5 is a good place to start.

4. The next to the last section of a Memorial is a summary of the request or petition and is headed: "NOW, THEREFORE, We your Memorialists, respectfully request..." (followed by request or suggestion summarized).
   a. This is the portion of your bill that outlines what you would like the new law to be, effectively what you are asking Congress to do.
   b. You do not need to draft the specific language of the proposed law, but you should be specific in what you are asking for.

5. The last section of a Memorial outlines to whom copies of the Memorial shall be sent (those listed in the first lines) and normally reads as follows: BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable Joseph Biden, President of the United States, the President of the Senate, the Speaker of the House of Representatives, and each member of Congress from the State of Washington."

6. All sections/paragraphs of a Memorial are indented.
A MEMORIAL

TO THE HONORABLE JOSEPH BIDEN, PRESIDENT OF THE UNITED STATES, AND
TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF
REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF
REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED:

We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth
Legislature of the State of Washington, in legislative session assembled, respectfully
represent and petition as follows:

WHEREAS, In Vitro Fertilization (IVF) is a revolutionary reproductive technology that has
helped thousands of people struggling with infertility; and

WHEREAS, IVF is rarely the first step in treating infertility, and according to WebMD,
only around 5% of couples with infertility seek it out; and

WHEREAS, during an IVF cycle, one or more embryos are deposited in a uterus with the
hope of one of them implanting and resulting in a live birth; and

WHEREAS, recent studies published in the British medical journal, “The Lancet,” have
found that depositing more than two embryos in someone under the age of 40 does not
increase the odds of a successful pregnancy, and in fact, might diminish the rate of success;
and

WHEREAS, depositing three or more embryos can increase the rate of pregnancy with
multiples, which in turn increases the likelihood of selective reduction, miscarriage, pre-
term birth and other complications;

NOW, THEREFORE, We your Memorialists, respectfully request that limits be established
on the number of embryos deposited during an individual IVF cycle, with no more than two
embryos per cycle for patients under forty years of age, and no more than three embryos
per cycle for patients over forty years of age.

BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable
Joseph Biden, President of the United States, the President of the Senate, the
Speaker of the House of Representatives, and each member of Congress from the
State of Washington.
RESOLUTIONS

1. The heading of a Resolution reads: "A RESOLUTION"

2. The first lines of a Resolution read: "BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION ASSEMBLED:"

3. The next line of a Resolution begins; "THAT, At the next general election to be held in this state the secretary of state shall submit to the qualified voters of the state for their approval and ratification, or rejection," (see below for continuation, determined by the action you are taking)

   a. If amending existing language of the State Constitution, refer to the Article and Section of the Constitution - "an amendment to Article __, section ___ of the Constitution of the State of Washington to read as follows:"

      i. Set out the amendment language in full. That means that proposed language must be **underlined**, and text to be deleted must be ((double-bracketed and stricken out)).

   b. If adding a new section to the State Constitution – "an amendment to Article ___ of the Constitution of the state of Washington by adding a new section to read as follows:"

      i. Refer to the Article of the Constitution, but leave the Section number blank.

   c. If repealing a section of the State Constitution, refer to the Article and Section of the Constitution that you wish to remove – “an amendment to Article ___ of the Constitution of the state of Washington by repealing section ___ thereof in its entirety.”

4. All sections/paragraphs of a Resolution are indented.

5. All changes in the Constitution must be submitted to the people for a vote, and the Resolution should so provide with the following paragraph: "BE IT FURTHER RESOLVED, that the Secretary of State shall cause notice of this constitutional amendment to be published at least four times during the four weeks next preceding the election in every legal newspaper in the state.”

6. Resolutions which amend the state Constitution require passage with a 2/3 majority vote of both houses and must be signed by the presiding officer of each house.
SAMPLE RESOLUTION

A RESOLUTION

BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION ASSEMBLED

THAT, At the next general election to be held in this state the secretary of state shall submit to the qualified voters of the state for their approval and ratification, or rejection, an amendment to Article IV, section 3a of the Constitution of the state of Washington to read as follows:

Article IV Section 3a. A judge of the supreme court or the superior court shall retire from judicial office at the end of the calendar year in which he attains the age of ((seventy-five)) eighty years. The legislature may, from time to time, fix a lesser age for mandatory retirement, not earlier than the end of the calendar year in which any such judge attains the age of seventy years, as the legislature deems proper. This provision shall not affect the term to which any such judge shall have been elected or appointed prior to, or at the time of, approval and ratification of this provision. Notwithstanding the limitations of this section, the legislature may by general law authorize or require the retirement of judges for physical or mental disability, or any cause rendering judges incapable of performing their judicial duties.

BE IT FURTHER RESOLVED, that the Secretary of State shall cause notice of this constitutional amendment to be published at least four times during the four weeks next preceding the election in every legal newspaper in the state.
PROGRAM RESOLUTIONS

1. The heading of a Program Resolution reads: “A PROGRAM RESOLUTION”

2. The first lines of a Resolution read: “TO THE DIRECTORS OF THE WASHINGTON STATE YMCA YOUTH AND GOVERNMENT PROGRAM, AND TO THE WASHINGTON STATE YMCA YOUTH LEGISLATURE PROGRAM COMMITTEE:

We, the members of the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:"

3. Each new section of a Program Resolution is headed: “WHEREAS,”...(continue with text)
   a. Each “WHEREAS” you include should give information to the reader about your idea, to help them understand why it is important.
   b. With the exception of the final “WHEREAS” immediately before the “NOW, THEREFORE,” each “WHEREAS” should end with a semi-colon, followed by the word “and,” without any punctuation at the end of the line. The last “WHEREAS” should end in a semi-colon.
   c. It is beneficial to include current facts and statistics that support your idea, and include references for that factual information.
   d. There is no minimum or maximum number of “WHEREAS” statements to include, but between 3 and 5 is a good place to start.

4. The next to the last section of a Program Resolution is a summary of the request or petition and is headed: “NOW, THEREFORE, BE IT RESOLVED, that…” (followed by request or suggestion summarized), ending with a semi-colon and the word “and.”
   a. This is the portion of your bill that outlines the change to Youth Legislature program policy you are proposing.
   b. You do not need to draft specific language of the proposed policy change, but you should be specific in what you are asking for.

5. The last section of a Program Resolution outlines to whom copies of the Resolution shall be sent and reads as follows: “BE IT RESOLVED, That copies of the Program Resolution be sent to the Executive Director and Program Director of the Washington State YMCA Youth and Government program and to the Program Chair of the Washington State Youth Legislature Program Committee.”

6. All sections/paragraphs of a Program Resolution are indented.

7. Note: Program Resolutions that pass the legislature and are signed by the Youth Governor are placed on the agenda for consideration at the first Program Committee meeting following the session in which they are approved. Any Program Resolution published in the bill book could be considered by the Program Committee at a future date, regardless of passage. Passage of a Program Resolution does not guarantee that the change will be adopted by the YMCA Youth Legislature Program.
TO THE DIRECTORS OF THE WASHINGTON STATE YMCA YOUTH AND GOVERNMENT PROGRAM, AND TO THE WASHINGTON STATE YMCA YOUTH LEGISLATURE PROGRAM COMMITTEE:

We, the members of the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:

WHEREAS, the Youth and Government Youth Legislature provides an excellent opportunity for teens to learn about government in a hands-on way; and

WHEREAS, it is an important part of the process for teens to get to present their bill on the floor of the House or Senate chamber; and

WHEREAS, during scheduled session time, we are rarely able to get through the entire published docket; and

WHEREAS, we have scheduled activities, such as the Governor’s Ball, which are not related to learning about the process of democracy;

NOW, THEREFORE, BE IT RESOLVED, that the Governor’s Ball is removed from the schedule in future years, to be replaced by a 3-hour block of additional session time; and

BE IT RESOLVED, that copies of this resolution be sent to the Executive Director and Program Director of the Washington State YMCA Youth and Government program, and to the Program Chair of the Washington State Youth Legislature Program Committee.
Act Outline Worksheet

1. What do you want to do? (be brief) ________________________________________________________________
   __________________________________________________________________________________________

2. What RCW(s) does this relate to? _________________________________________________________________
   __________________________________________________________________________________________

3. Are you creating, changing or getting rid of an RCW? ______________________________________________
   __________________________________________________________________________________________

4. What terms, if any, do you need to define? _________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

5. What do you want to do? (be specific) ______________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

6. Is there a penalty? ______________________________________________________________
   __________________________________________________________________________________________

7. If so, what is it? _____________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

8. Which governmental department would enforce this penalty? _______________________________________
   __________________________________________________________________________________________

9. Is there any money needed to fund your bill? ______________________________________________________
   __________________________________________________________________________________________

10. If so, where would these funds come from? (be specific) __________________________________________
    __________________________________________________________________________________________
    __________________________________________________________________________________________

11. Is money generated by this law? ________________________________________________________________
    __________________________________________________________________________________________

12. If so, how much and how? _________________________________________________________
    __________________________________________________________________________________________
    __________________________________________________________________________________________

13. What would that money be used for? _____________________________________________________________
    __________________________________________________________________________________________

14. How soon would you want this to become law? ____________________________________________________
How to turn your Act outline into an Act

Questions 1, 2, & 3 – Together these become the Short title of the bill. Your Short Title must begin, “AN ACT Relating to...,” briefly refer to the topic of your bill, and must include citation for all of the RCWs you intend to affect, and the affect (amending, adding a section, repealing, etc...).

Between the Short Title and body of your bill, you insert the Enactment Clause:

BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:

Question 4 – If you would like to include these term definitions in your bill, this would typically become your first section (NEW SECTION, Sec.1: Definitions).

Questions 5–13 – These become the body of your bill, separated into appropriate sections. You may not need to include all of this information in the body of your bill. Refer to the Bill Drafting Guide for details on how to draft sections of a bill.

Question 14 – This is when you want your law to go into effect. If you would like your law to go into effect the standard 90 days after passage, you do not need to include an effective date section in your bill. (It cannot go into effect sooner than 90 days after passage, except for emergency situations.)
Memorial Outline Worksheet

1. What do you want to do?  ___________________________________________
________________________________________
________________________________________
________________________________________

2. What are your reasons or facts? (list as least 3)
   a)  __________________________________________
       __________________________________________
       __________________________________________
   b)  __________________________________________
       __________________________________________
       __________________________________________
   c)  __________________________________________
       __________________________________________
       __________________________________________
   d)  __________________________________________
       __________________________________________
       __________________________________________
   e)  __________________________________________
       __________________________________________
       __________________________________________
How to turn your Memorial outline into a Memorial

The beginning of all Memorials have two paragraphs of standard language:

TO THE HONORABLE JOSEPH BIDEN, PRESIDENT OF THE UNITED STATES, AND TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED:

We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:

For the body of your Memorial, use each of your reasons from Question 2 (a-e) to write WHEREAS statements (remember that each WHEREAS statement ends with “; and” – except the last one, which just ends in a semi-colon)

After all of the WHEREAS statements, use your answer to Question 1 to write the NOW, THEREFORE statement (which ends in a semi-colon).

Following your NOW, THEREFORE, statement, there is another paragraph of standard language:

BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable Joseph Biden, President of the United States, the President of the Senate, the Speaker of the House of Representatives, and each member of Congress from the State of Washington.

Remember, a Memorial is a letter to the President, Congress and Department Heads and you do not need to be absolutely specific about how the law will read.

Be concise – the less words you use to convey what you want the better.
Sample Bills Small Group Exercise

The following pieces of legislation are examples written by students in the YMCA Youth Legislature. These bills were chosen for their format & writing style, however no bill is perfect. As a group discuss these bills in terms of the following questions:

- Does the formatting of this bill follow the guidelines listed?
- Are all lines numbered correctly?
- Is the bill concise or does it use too many extra words?
- Does the bill have the correct header? If something is missing, what is it?
- Does this bill state what the intent of the bill is?
- Does the bill contain all necessary definitions? If not, what else would you need to define?
- Are all amendments underlined and stricken as necessary? (Acts and Resolutions)
- Are there “feeling” words included in the bill? If so, how could you change it?
- Are RCWs cited correctly and in all the right places? (Acts only)
- Does the effective date make sense with regard to the topic of the bill?

Don’t stop there! Think of new questions and practice evaluating other past pieces of legislation. This will not only help you in the writing of your own bill, but it will make you more able to think critically about bills when you arrive in Olympia.
AN ACT

An Act relating to the legal age of obtaining firearms amending RCW 9.41.050

BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:

1. (1)(a) Except in the person's place of abode or fixed place of business, a person shall not carry a pistol concealed on his or her person without a license to carry a concealed pistol.

(b) Every licensee shall have his or her concealed pistol license in his or her immediate possession at all times that he or she is required by this section to have a concealed pistol license and shall display the same upon demand to any police officer or to any other person when and if required by law to do so. Any violation of this subsection (1)(b) shall be a class 1 civil infraction under chapter 7.80 RCW and shall be punished accordingly pursuant to chapter 7.80 RCW and the infraction rules for courts of limited jurisdiction.

2. (a) A person shall not carry or place a loaded pistol in any vehicle unless the person has a license to carry a concealed pistol and: (i) The pistol is on the licensee's person, (ii) the licensee is within the vehicle at all times that the pistol is there, or (iii) the licensee is away from the vehicle and the pistol is locked within the vehicle and concealed from view from outside the vehicle.

(b) A violation of this subsection is a misdemeanor.

3. (a) A person at least eighteen years of age who is in possession of a loaded pistol shall be in possession, with the obligation of a permit or concealed license.

(b) A violation of this subsection is a misdemeanor.

4. Nothing in this section permits the possession of firearms illegal to possess under state or federal law.

NEW SECTION. Sec. 5. This act takes effect October 1, 2015.
A MEMORIAL

1 TO THE HONORABLE JOSEPH BIDEN, PRESIDENT OF THE UNITED STATES, AND
2 TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF
3 REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF
4 REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED
5
6 We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth
7 Legislature of the State of Washington, in legislative session assembled, respectfully
8 Represent Washington State YMCA Youth and Government and petition as follows:
9
10 WHEREAS, Education is tremendously important in today’s society; the requirements
11 of jobs are now requiring more education.
12
13 WHEREAS, every state is different, each city is different and all schools are not the
14 same.
15
16 WHEREAS, the federal government has too much control on the issue of education.
17
18 WHEREAS, the increase in funding is getting us nowhere and the government is
19 falling deeper and deeper in debt.
20
21 WHEREAS, students are capable of succeeding and graduating, but the Federal
22 Government is using “loopholes” to fix the nation’s problems. Requiring tests to
23 graduate or completely shutting down schools because they are not reaching
24 standards is not going to fix the problem; instead of just opening our wallets, we
25 have to dig deeper to find a solution.
26
27 NOW, THEREFORE, We your Memorialists, respectfully request local educational
28 leaders, such as members of school boards, and local community partnerships with
29 schools be the entities in control.
30
31 BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable
32 Joseph Biden, President of the United States, the President of the Senate, the
33 Speaker of the House of Representatives, and each member of Congress from the
34 State of Washington.
BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE
YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE
SESSION ASSEMBLED

THAT, At the next general election to be held in this state the secretary of state
shall submit to the qualified voters of the state for their approval and ratification, or
rejection, an amendment to Article IV, section 3 of the Constitution of the state of
Washington to read as follows:

Article IV Section 3. The judges of the supreme court shall be (elected by the
qualified electors of the state at large at the general state election at the times and
places at which state officers are elected, unless some other time be provided by the
legislature. The first election of judges of the supreme court shall be at the election
which shall be held upon the adoption of this Constitution and the judges elected
thereat shall be classified by lot, so that two shall hold their office for the term of
three years, two for the term of five years, and one for the term of seven years. The
lot shall be drawn by the judges who shall for that purpose assemble at the seat of
government, and they shall cause the result thereof to be certified to the secretary
of state, and filed in his office.) appointed by the Governor and approved by the
Senate by a majority vote. Those justices serving upon the adoption of this
amendment shall remain on the court. The supreme court shall select a chief justice
from its own membership to serve for a four-year term at the pleasure of a majority
of the court as prescribed by supreme court rule. The chief justice shall preside at all
sessions of the supreme court. In case of the absence of the chief justice, the
majority of the remaining court shall select one of their members to serve as acting
chief justice. (After the first election the terms of judges elected shall be six years
from and after the second Monday in January next succeeding their election.) If a
vacancy occur in the office of a judge of the supreme court the governor shall
appoint a person to ensure the number of judges as specified by the
legislature(․․․to hold the office until the election and qualification of a judge to fill the
vacancy, which election shall take place at the next succeeding general election, and
the judge so elected shall hold the office for the remainder of the unexpired term)).
The term of office of the judges of the supreme court, first elected, shall commence
as soon as the state shall have been admitted into the Union, and continue for the
term herein provided(․․․and until their successors are elected and qualified)). The
sessions of the supreme court shall be held at the seat of government until otherwise
provided by law.

BE IT FURTHER RESOLVED, that the Secretary of State shall cause notice of this
constitutional amendment to be published at least four times during the four weeks
next preceding the election in every legal newspaper in the state.
A PROGRAM RESOLUTION

TO THE DIRECTORS OF THE WASHINGTON STATE YMCA YOUTH AND GOVERNMENT PROGRAM, AND TO THE WASHINGTON STATE YMCA YOUTH LEGISLATURE PROGRAM COMMITTEE:

We, the members of the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:

WHEREAS, the Governor’s Ball is an excellent opportunity for delegates to socialize and meet new people,

WHEREAS, the chance to connect with people from other parts of the state is an integral part of the Youth Legislature experience,

WHEREAS, the Governor’s Ball occurring on the final night of Youth Legislature leaves little time for socializing after the event.

NOW, THEREFORE, BE IT RESOLVED, that the Governor’s Ball be moved from Friday night to Thursday night to create a better social experience for delegates.
Bill Writing Checklist

Technical correctness
__ Act has RCW citation/reference
__ Resolution has Constitution Article reference
__ Memorial is addressed to the current President
__ Numbers and figures are expressed in words
__ Monetary sums are expressed in words
__ Spelling and grammar are correct
__ Typed in 10 point Verdana
__ Every sentence is a statement in the third person
__ No opinions, questions or statements of intent
__ No use of “feeling” words in body of the bill

Research/Preparation
__ Solution proposed in the legislation is appropriate to the problem
__ Solution is thorough and clear
__ Definitions are clear

Clarity of Bill’s Purpose
__ The title of the bill is broad and does not editorialize or mislead
__ Act definitions are clear
__ Any conditions placed on the application of the bill are clear (exceptions, limitations); use “if” at the start of the sentence
__ The last section contains a specified effective date, if not using standard 90 days after passage
__ The purpose of the bill is clear – i.e. what will happen if it is enacted
__ Sections are consistent (no contradictions within the bill)
__ Actions are clearly stated

Feasibility
__ Bill resolves problem in a reasonable way
__ Administration of bill’s requirements are clear – who is responsible
__ Method of penalty is clear
__ Penalties fit the crime

Relevance
__ Addresses a problem that requires legislation to solve
__ Problem is one that can be addressed at the state level (Acts) or Federal level (Memorial)

Provision if cost is a factor
__ Source of income is provided
__ Collection method is provided
__ Administration of any disbursement of funds is provided
# Electronic Resources

**YMCA Youth & Government – www.youthandgovernment.org**

## Legislative Sites

<table>
<thead>
<tr>
<th>Site</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislature, general</td>
<td>leg.wa.gov</td>
</tr>
<tr>
<td>WA State House of Representatives</td>
<td>leg.wa.gov/House/</td>
</tr>
<tr>
<td>WA State Senate</td>
<td>leg.wa.gov/Senate/</td>
</tr>
<tr>
<td>District finder-State and Congress</td>
<td>app.leg.wa.gov/DistrictFinder</td>
</tr>
<tr>
<td>Revised Code of Washington (RCW)</td>
<td>app.leg.wa.gov/rcw/</td>
</tr>
<tr>
<td>Office of the Code Reviser</td>
<td>leg.wa.gov/CodeReviser/</td>
</tr>
<tr>
<td>Bill Drafting Guide</td>
<td>leg.wa.gov/CodeReviser/bill_drafting_guide.aspx</td>
</tr>
<tr>
<td>Washington State Constitution</td>
<td>leg.wa.gov/CodeReviser/Pages/WAConstitution.aspx</td>
</tr>
<tr>
<td>Elected Officials</td>
<td>sos.wa.gov/elections</td>
</tr>
<tr>
<td>Washington Votes</td>
<td><a href="http://www.washingtonvotes.org">www.washingtonvotes.org</a></td>
</tr>
</tbody>
</table>

## Executive and State Agencies

<table>
<thead>
<tr>
<th>Agency</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State</td>
<td>wa.gov</td>
</tr>
<tr>
<td>Governor</td>
<td>governor.wa.gov</td>
</tr>
<tr>
<td>Attorney General</td>
<td>atg.wa.gov</td>
</tr>
<tr>
<td>Department of Agriculture</td>
<td>agr.wa.gov</td>
</tr>
<tr>
<td>State Board of Education</td>
<td>sbe.wa.gov</td>
</tr>
<tr>
<td>Employment Security Department</td>
<td>esd.wa.gov</td>
</tr>
<tr>
<td>Office of Financial Management</td>
<td>ofm.wa.gov</td>
</tr>
<tr>
<td>Department of Fish and Wildlife</td>
<td>wdfw.wa.gov</td>
</tr>
<tr>
<td>Wash. State Gambling Commission</td>
<td>wsgc.wa.gov</td>
</tr>
<tr>
<td>Department of Health</td>
<td>doh.wa.gov</td>
</tr>
<tr>
<td>Student Achievement Council</td>
<td>wsac.wa.gov</td>
</tr>
<tr>
<td>Human Rights Commission</td>
<td>hum.wa.gov</td>
</tr>
<tr>
<td>Labor and Industries</td>
<td>Ini.wa.gov</td>
</tr>
<tr>
<td>Department of Licensing</td>
<td>dol.wa.gov</td>
</tr>
<tr>
<td>Liquor and Cannabis Board</td>
<td>lcb.wa.gov</td>
</tr>
<tr>
<td>Lottery Commission</td>
<td><a href="http://www.walottery.com">www.walottery.com</a></td>
</tr>
<tr>
<td>Public Disclosure Commission</td>
<td>pdc.wa.gov</td>
</tr>
<tr>
<td>Secretary of State</td>
<td>sos.wa.gov</td>
</tr>
<tr>
<td>Sentencing Guidelines Commission</td>
<td>sgc.wa.gov</td>
</tr>
<tr>
<td>Social and Health Services</td>
<td>dshs.wa.gov</td>
</tr>
<tr>
<td>Supreme Court</td>
<td><a href="http://www.courts.wa.gov">www.courts.wa.gov</a></td>
</tr>
<tr>
<td>Department of Transportation</td>
<td>wsdot.wa.gov</td>
</tr>
</tbody>
</table>
Opening Statement Worksheet
Your opening statement is the first introduction to your idea. First impressions are key when trying to inform people just what your bill is about and what impact it will have. Use this template to help you organize your thoughts.

Write down 3 solid facts about your bill/topic.

• __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

Write down the impact or consequences if your bill is not passed.

• __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

Write down the impact or benefits if your bill is passed.

• __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

Do you have an example or story that relates to your bill idea?

• __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

Take a moment and read the example on the following page. Can you sense the speaker’s passion? How does he begin the speech and why is his approach effective? What type of persuasive language does he use in his speech? Can you apply either of the observations made above to your speech?
...Mr. President, when I came home from Vietnam a little over thirty years ago, I came home to a nation divided. I was assigned by the U.S. Marine Corps to head up a major officer recruiting program on college campuses all across America. It was 1969 and anti-war fever was consuming the nation. As you can imagine, my Marine uniform on a college campus became a lightning rod for protests and protesters. In this assignment, Mr. President, incoming bullets, rockets and artillery were replaced by insults, jeers and demonstrations.

But Mr. President, I rise today to defend the rights of those individuals 30 years ago to protest me and my uniform. Freedom of speech is the foundation of our democracy—and silencing that speech would have been against everything I had fought for in Vietnam. To paraphrase an old saying: I didn’t agree with what they said. But I had been willing to die to protect their right to say it.

Mr. President, I am repulsed by any individual who would burn the flag of my country to convey a message of dissent. It is an act I abhor and can barely comprehend. But in the democracy that our forefathers founded, and that generations of Americans have fought and died to preserve, I simply do not have the right to decide how another individual expresses his or her political views. I can abhor those political views, but I cannot imprison someone for expressing them. That’s a fundamental tenet of democracies and it’s what makes America the envy of the world, as the home of the free and the brave.

Last week, I received an e-mail from a retired U.S. Marine Corps Colonel from Virginia. Like many Americans (and many American veterans), he had struggled with this issue and searched his conscience for what’s right. In his message to me, he said: ‘I have seen our flag torn in battle, captured by our enemies, and trampled on by protesters. In all those events I never felt that the American way of life was in grave peril... for whenever our flag fell or was destroyed there was always another Marine to step forward and pull a replacement from his helmet or ruck sack.’

He continued: ‘The Constitution is the bedrock of America, the nation... the people. It is not possible to pull another such document from our national ruck sack.’ We have but one Constitution, and it should be the object of our protection...”

...Mr. President, since speech that enjoys the support of the majority is never likely to be limited, the Bill of Rights, by its very design, protects the rights of a minority in key areas that the founders held dear. And it is the freedom to dissent peacefully that separates the greatest democracy the world has ever known from other regimes like those in China, Cuba, Iraq, and others where political dissent has been met with imprisonment and sometimes death.

If we reach past our natural anger and disgust for a few publicity-hungry flag-burners, we know in our hearts that a great nation like ours, a nation that defends liberty all over the world, should not imprison individuals who exercise their right to political dissent. And we know in our hearts that a few repulsive flag-burners pose no real danger to a nation as great as ours.

Mr. President, I want that flag to be the proud symbol of a nation that is truly free. And for it to be that proud symbol, we must also protect the sacred freedoms placed in the first amendment of the Constitution by our forefathers.

I say that because the flag represents freedom to me. But the first amendment guarantees that freedom. And when we seek to punish those who express views we don’t share, then we--not the flag burners--we begin to erode the very values, the very freedoms, that make America the greatest democracy the world has ever known. I support our flag, and the republic for which it stands. But I cannot, with the faith I have in that republic, support this constitutional amendment.

Senator Robb from Virginia
Opening Statement Draft
Taking all the information that you gathered on the previous pages, you are now ready to write out the first draft of your opening statement.

______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
Public Speaking

Public speaking is an important skill for a delegate, since there are many demands on them to share their ideas and persuade others of their views. Delegates also need strong public speaking skills when presenting their bill. Your goal during your presentation to your delegation is to inform and defend the merits of your bill and to persuade them to support it with their vote. Use the public speaking guidelines below to help you prepare for your oral presentation.

Know Your Content

- Research your bill as exhaustively as possible
- Know your side of the issue as well as opposing positions
- Organize your thoughts into this structure: problem, solution, benefits
- Be persuasive by appealing to the needs of your audience

How to improve the content of your presentation

- Read it aloud to yourself and ask the following questions
- Does it make sense?
- Is it persuasive?
- Is your message clear?

Vary Your Voice

- Volume - Be sure you can be heard without shouting
- Tone - Your voice tone may represent enthusiasm, fear, sorrow or another emotion. Be sure you are using a tone appropriate to your presentation
- Pitch - Is your voice too high or too low? Can you manipulate it for clearer understanding and fewer distractions?
- Pace - Speak slowly so your audience can understand your message

How to improve your voice

- Listen to your voice!
- Practice your presentation and monitor your voice
- Tape your presentation and evaluate your voice for volume, tone, pitch and pace
Maintain Positive Posture

- Eye contact
  Maintain eye contact with your audience in order to communicate your interest in their ideas and a willingness to engage them in conversation.
- Facial Expression
  Smile when appropriate to convey warmth and comfort with your topic
- Gestures
  Balance your use of gestures. Too many wild gestures may be a distraction from your message and too few may seem stiff and unnatural.

How to improve your posture

Practice reading your presentation three times. It will be helpful to practice with a partner or in front of a mirror in order to receive immediate feedback.

- During the first reading, focus on making eye contact
- During the second, be aware of your facial expressions
- On the third reading, pay attention to your gestures

Making Your Case

1. Opening Statement
   a. States the purpose of your piece of legislation
   b. Clears up any confusing vocabulary at the beginning of debate
   c. States your opinion or why you wrote the bill
   d. Is clear and concise

2. Closing Statement
   a. Clears up any confusion caused by people speaking out on your bill
   b. Restates pivotal points
   c. Responds to untrue statements made by legislators
   d. Is clear and concise

3. Bill FAQ Sheet
   a. Write down all of the commonly asked questions about your bill and to come up with good answers to those questions so that you can be prepared in the future
   b. Keep it in front of you during debate so that you can reference it quickly.
**Parli Pro Cheat Sheet**

To be recognized to speak on a bill or make a motion, *raise your placard.*

After you are recognized you thank the presiding officer and then say:

______________________________, ___________________________ Delegation

Your name here      your delegation

If you want to ask multiple questions, you say:

“Will the proponent yield to a series of questions?” or “Will the proponent yield to a series?”

If you want to ask one question, you say:

“Will the proponent yield to a question?”

If you want to talk about the bill or amendment, without asking questions, you say:

“I would like to speak out in favor of this bill/amendment”

Or

“I would like to speak out against this bill/amendment”

Or

“In reference to Representative/Senator ______ remarks:” or “In reference to a previous speaker”

After you have asked all of your questions, if you want to speak out for or against the bill or amendment, you say:

“I would like to spend the remainder of my time speaking in favor of this bill/amendment”

“I would like to spend the remainder of my time speaking out against this bill/amendment”

If you have changes you want to make to a bill (only during committee), you say:

“I move to amend this bill to read as follows” (state your changes, be specific).

If you want someone else (a Lobbyist, usually) to use your time to speak, you say:

“I would like to yield my time to…“ (state their title and name).

*important note – if you yield time to another member of your chamber, they can only ask one question

When you are done speaking, you say:

“I yield my time”

To debate the bill later, you say:

“I move to table this bill”

If you think that debate should end, you say:

“I call for the previous question” or “PQ”

If someone forgets to state his or her name, delegation or intent, you say:

“Point of order”

If you think the vote is close, before you leader gives you their verdict, you say:

“Division”
Parliamentary Procedure (Parli Pro)

Amending a bill.

During committee session, you can propose changes to another person’s bill. When proposing an amendment, be specific on what line the text is located in and the exact wording you want to use. Your proposed amendment must receive a second, then you are able to give an opening statement. There is debate on your amendment only, then closing statement, then voting. If your amendment passes by a simple majority vote, the language you proposed is added to the bill and the original proponent of the bill resumes debate.

It shall be the general policy that time spent debating amendments shall be consumed from the debate time allotted to the bill in question – in the case of non-friendly amendments (ones opposed by the bill’s proponent), it will be up to the discretion of the Chair.

Tabling a bill.

If a bill needs to be debated later because the proponent isn’t available or the official copy of the bill is missing, you can make the motion to “lay a bill on the table.” This is a non-debatable motion and requires a majority vote.

Removing a bill from the table.

This motion is valid only if a bill has been previously tabled and is seconded by a voting member of the body. This is a non-debatable motion and requires a majority vote.

To postpone indefinitely.

A motion used to not hear a bill on the floor. This motion is only made prior to hearing a bill and requires a second. This motion is debatable and requires a majority vote. If this motion passes, the bill will never be considered on the floor.

To rescind.

This motion is used to take back the passage of a bill adopted earlier by the body. This motion must be made by a member who originally voted in favor of it and is not in order after the Governor has taken action. This motion is debatable and must have a majority vote.

To call for the orders of the day.

A motion made by a member of the body asking for the reading of the docket (or the order in which bills will be heard). This motion is not debatable, doesn’t require a second and doesn’t require a vote. This motion can be made at any time.
To call for the previous question.

A motion the body votes on to end debate, and to proceed immediately to closing remarks, followed by a vote on the bill. This motion requires a second and a 2/3 majority vote.

To raise a question of privilege.

A motion made by a member of the body to correct any injustice that affects the proceedings of the body or its integrity. Similar to Point of Order, it is up to the presiding officer to rule on its validity. If the presiding officer deems it valid, all business stops until the issue is resolved.

To limit debate time.

Any member of the body can move to shorten debate time. This motion is only valid in between debate of bills. Be specific on the amount of time you are shortening debate to: opening/closing statements, personal debate and overall debate time. This motion does require a second and is debatable. This motion requires a 2/3 majority vote for passage. Once passed, debate time cannot be lengthened.

To ask for the reading of the paper.

This is a motion to have the Reading Clerk read the bill currently being considered in its entirety to the body. This motion does require a second, is not debatable and requires a majority vote.

To appeal the decision of the chair.

A motion made to overturn a ruling of a presiding officer. This motion must be made immediately following the decision of the Chair and applies only to points of order.

*Spoken form:* "I appeal the decision of the Chair."

*Chair’s response:* "Do one tenth of the members agree to the request for appeal? If so, please rise."

*If 10% rise the maker of the motion is allowed three minutes to speak in favor of the appeal, followed by one spokesperson against also for three minutes.*

*Chair:* "Shall the decision of the Chair stand as the decision of the House/Senate?"

The question is then voted upon. If there are a majority of "ayes" or the vote is a tie the decision of the Chair is sustained. If the "nays" hold a majority the Chair’s decision is reversed. If the ruling of the chair applied to a motion that required a two-thirds majority, a motion to appeal the decision of the chair shall also require a two-thirds majority.
The following motions will not be entertained for any reason:

- to suspend the rules nor adopt any other parliamentary model to supersede the rules of order
- to reconsider
- to proceed under committee of the whole
- to do business under the call of the senate/house
- to impeach

Other debating tips:

When you have been recognized by the Chair, you have 3 minutes (if time has not be shortened) to do with as you see fit. If you choose to ask the proponent a series of questions and the proponent agrees, proceed with your questions. You do not have to wait until the proponent has finished answering before you ask you next question. In other words, you can cut off the proponent and ask your next question. Be careful with this as it might come across as you being a “bully”.

Also, when asking the proponent a series of questions and they are in mid-sentence, if you sit down the speaker must stop talking. Again, another move you can use, but be careful with this.

Voting:

All members present must vote. An abstention will be counted as a no vote. No member may leave the chamber while a vote is being taken.

A quorum is fifty percent plus one member of the specified body. A quorum is assumed to be present unless challenged before the announcement of the result of the vote.

No motion is in order while a vote is in progress.

All votes shall be by raising a name card. If a division is demanded or the presiding officer is in doubt, a standing vote shall be taken.

A majority is defined as any number over fifty percent of the members listed as present by the Reading Clerk or Assistant at the time that the motion being voted upon was made, provided that a quorum is present.

There shall be no oral roll call votes.

Legislators are prohibited from voting if they were not present for the entirety of debate on the bill in question. No legislator may enter the chamber once closing remarks have commenced until the conclusion of voting on final passage of that bill.
## Outline of Parliamentary Motions

<table>
<thead>
<tr>
<th>Motions (in order of precedence)</th>
<th>Second?</th>
<th>Amendable?</th>
<th>Debatable?</th>
<th>Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Privileged Motions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To call for the orders of the day</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>Maj. Yes</td>
</tr>
<tr>
<td>To adjourn</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To adjourn to a certain time</td>
<td>Yes</td>
<td>Yes</td>
<td>Limited</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To recess</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Maj.</td>
<td>Yes</td>
</tr>
<tr>
<td>To demand a division</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>Yes</td>
</tr>
<tr>
<td>To raise a question of privilege</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>*</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Subsidiary Motions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To object to consideration</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>To lay on the table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
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<tr>
<td>To call for the previous question</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td>To postpone indefinitely</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To postpone to a definite time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
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</tr>
<tr>
<td>To refer to committee</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To amend</td>
<td>Yes</td>
<td>Yes</td>
<td>**</td>
<td>Maj.</td>
<td>No</td>
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<tr>
<td><strong>Principal Motions</strong></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>To consider a bill, memorial, or resolution</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To take from the table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To rescind</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To limit debate</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td><strong>Incidental Motions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points of order</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>*</td>
<td>Yes</td>
</tr>
<tr>
<td>To appeal the decision of the chair</td>
<td>No</td>
<td>No</td>
<td>**</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>To withdraw a motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To ask for the reading of a paper</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Notes:
- * Requires only the presiding officer’s decision; majority vote if appealed from the chair
- ** Debatable only when the motion to which it was applied was debatable.

The Parliamentary Motions above have been adapted from Reed’s Parliamentary Rules to ensure a uniform understanding and practice in the Senate, House and all legislative committees of YMCA Youth Legislature. If issues arise which are not specifically resolved above, consult the full Rules of Order (YMCA Youth Legislature Advisor Handbook) or Reed’s Parliamentary Rules.
Position Privilege Chart

<table>
<thead>
<tr>
<th>Position</th>
<th>Committee Assignment</th>
<th>Committee Speaking Privileges</th>
<th>Committee Voting Privileges</th>
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<td>X</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>

* - has privileges when not presiding over debate
** - limited speaking privileges in chambers, see position descriptions for limitations by role
*** - after offering a parliamentary ruling/opinion, cannot participate in debate on that issue
## Position Requirements Chart

<table>
<thead>
<tr>
<th>Position</th>
<th>Grade</th>
<th>Experience</th>
<th>Selection Process</th>
<th>Required materials</th>
<th>Supervised by</th>
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<tr>
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<td>Press/School Paper</td>
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</table>

In “Experience Requirements” column, “Session” means that the delegate has attended WA Youth Leg. Session at least once. In “Supervised by” column, “PAL” means Program Area Lead Advisor.

* - Major Officer
** - Candidates for Governor, Lt. Governor, Speaker, AG, and SOS are nominated by their district prior to running at session.
*** - Director of Elections and FECs cannot be candidates for office in the general election that they are overseeing.
**** - Fair Elections Commissioner is a part-time role. Delegates serving as FEC will need to follow requirements for their primary role.
Hints to successful debate

- **Make eye contact!!**
- **Show the five C’s**
  1. Competitive (serious demeanor, ready to debate)
  2. Confident (proper research, up on time, act like you feel good about what you are saying)
  3. Courteous (not schmoozing, friendly, mature)
  4. Credible (you want to be, dynamism can really help)
  5. Commanding (dress appropriately, don’t be afraid, don’t be rude, don’t swear)
- **Prepare**

  Know your information, don’t memorize or read at the audience, speak to them. Starting off opening statements with the phrase, “What my bill is about…” isn’t very effective. People can read, let them. Instead, grab their attention. Pull on their “heartstrings,” tell them a personal story, something that will get them thinking that this is an important piece of legislation and that they want to vote for it. Practice presenting your opening; prepare to listen during the debate and write down key questions that arise in order to address them and to persuade during your closing.

  When asked if you want closing remarks, always take them. This is your last chance to correct some wrong information that might have come up during debate and your last chance to persuade folks to vote for your legislation. Even if you state, “Please vote for this very important piece of legislation,” at least that is something.

**Mechanics of Speech**

- **Variation** – don’t do the same thing over and over again in any of your speaking habits. Mix it up.
- **Naturalness** – be yourself; if it looks like you are faking it, no one will believe you.
- **Emphasis** – use your delivery (voice, gestures, etc.) to emphasize and highlight the important arguments and the important works in your evidence.
- **Voice** – change it for emphasis but don’t talk too loudly or to softly.
- **Tone** – change for emphasis but don’t speak in an unusual or out of the character tone.
- **Speed** – slow down for the important stuff, but don’t go too slow or too fast.
- **Gestures** – use your hands to emphasize important points; a lot of gestures makes you look more energetic, which increases your dynamism.
- **Face** – your face is the most expressive part of your body, and studies show people pay attention to the expression on your face. Make sure to use facial expressions which match the points you are making. Don’t send mixed signals.
- **Movements** – don’t be afraid to move around a bit, but don’t stray too far from your information and notes.
Techniques for Legislative Debating

Politics involves the art of persuasion. Persuasion requires one to engage in intellectual debate. Intellectual debate requires the formulation of an argument based on logic and facts.

Debating legislation in committee or in the chambers requires legislators to adhere to certain standards of conduct. The following is intended to provide you with the tips you need to know how to be a good and effective debater during Youth Legislature.

1. Debate is conducted through The Presiding Officer/Chair

When you are recognized to speak, remember that you are speaking to the presiding officer. The only time you are speaking directly to the proponent is when they have yielded to a question or a series of questions. All other remarks are directed to the presiding officer.

2. Recognition to debate is a Privilege

You are not entitled to be recognized to speak by a presiding officer. Therefore, when you are recognized, the first utterance from your mouth should be one of the following: “Thank you, Mr./Madame/Honorable Chair.” (in committee) or “Thank you Mr./Madame/Honorable Speaker.” (in the House/O’Brien) or “Thank you Mr./Madame/Honorable President.” (in the Senate/Cherberg).

3. Make sure you identify yourself.

Youth & Government rules require that after thanking the P.O. you state your Name and Delegation before you do anything else.

4. State why you are being recognized.

Always begin by being specific about your intent or what you’d like to do. Too often, delegates give speeches that are intended to be one way, but end up sounding like just the opposite.

5. Never get personal.

When debating, fellow delegates should always be referred to respectfully. Debate should be about the issue at hand, not the people who are debating. Personal attacks are not acceptable.

6. Debate is scholarly, not an insult contest!

It is inappropriate to be derogatory to a bill (for example, using words like: “sucks”, “stinks”, “pathetic”, “worthless”, etc.). If you oppose a bill, describe its flaws; don’t insult the bill. It is in order to say something such as, “I don’t believe this bill will achieve the results the prime sponsor is seeking...” You could be ruled out of order, or point of privilege called on you, for using derogatory terms to describe a bill.
7. This is the democratic process, not Broadway!

It is appropriate that you believe in what you are saying and that you are passionate about what you believe. However, the chambers and committee session are not theaters for delegates to perform in, but rather distinguished chambers for the purpose of thoughtful debate. It is completely inappropriate for any delegate to engage in attention-getting maneuvers (banging a podium, yelling into the microphone, etc.) that disrupts the flow of debate.

8. State your main points clearly and succinctly.

If you support or oppose a bill for several reasons, make certain that you draw lines of distinction between your points. "Run-on" speeches can leave the other delegates puzzled about what you are saying. A word of advice, write before you speak. That way you will have everything in written form in front of you.

9. Put the Prime Sponsor to work!

If you support the bill, you can assist the sponsor by asking him/her if they would yield to a series of questions and then ask "leading" questions to help clarify the intent. If you oppose the bill, then you can also ask the prime sponsor if they would yield to a series of questions and ask tough questions that might catch the sponsor giving misinformation.

10. Do not argue from a middle school or high school perspective.

At Youth Legislature, you are considered to be a young adult representing a broad and diverse constituency. How a bill impacts you as a student or as students in general is completely irrelevant to whether or not the bill is worth its merit. Construct your argument based on the bill’s impact on its intended audience and state whether it will or won’t be helpful to that group. Use case law, factual information and appropriate anecdotal evidence to support your argument.

11. Closing your speech properly can make a difference.

When you begin to finish your speech, close by urging your colleagues to either support or oppose the bill. A strong finish would go something like this, "My fellow delegates, House Bill 23 represents the strongest possible message we can send to our senior citizens that their health care concerns are all of our concerns! I urge you to support House Bill 23. Thank you Mr./Madame/Honorable Speaker.

Know your time:

What are the standard amounts of time given for debate?

- Total number of minutes given to each piece of legislation is: 20 minutes
- The proponent has this many minutes for your opening statement: 3 minutes
- Question and Answer period of time is a total of 14 minutes with 3 given to each speaker.
- The proponent has this many minutes for your closing statement: 3 minutes
- Debate on a bill can only be extended once by 5 minutes.
- If debate has been extended, personal debate is limited to a total of 1 minute.
Most Common Mistakes

Made by members of the Legislative body

● Failure to obtain recognition before speaking.
● Failure to identify oneself and one’s delegation.
● Failure to identify one’s intent.
● Failure to limit one’s remarks to the immediately pending question.
● Arguing at a personal level, attacking opponents for their past actions or comments, instead of limiting discussion to the subject itself.
● Failure to ask questions when uncertain about what is going on.
● Failure to raise a point of order when the chair infringes on the rights of members, as for example, when discussion is arbitrarily cut off by the chair or when the chair does not respond to a request for a division of the members of the body.
● Nitpicking insistence on trivial parliamentary technicalities which prevent an assembly from focusing its attention on the substance of what is being discussed.

Made by the Chair

● Taking unnecessary votes on non-controversial matters instead of using general consent.
● Cutting off discussion arbitrarily, instead of permitting the members of the body to decide when debate should end.
● Refusing to permit the making of a motion with which the chair disagrees.
● Failure to remain impartial (or to relinquish the chair) when a controversial matter is being discussed.
● Failure to stifle promptly out-of-order remarks, such as non-germane discussion of derogatory comments about another member.
● Allowing discussion to become too informal, bypassing the chair, and thereby causing the chair to lose control.
● Failure to call for a final vote on a motion after it has been amended.
● Failure to restate each motion carefully before taking a vote, so that every member understands what is being voted on.
● Failure to confirm, after a vote, what has been decided, so that the secretary and every member of the body understand clearly what was done.
Glossary of Legislative Terms

The following terms are used in the YMCA Youth Legislature to describe our procedures. Many of them are also used in the Washington State Legislature and/or the United States Congress, but in some cases the meaning of the term for Youth Legislature purposes is different than the meaning used elsewhere.


Adjourn – To conclude a day’s session with a time set to meet again, or conclude a meeting.

Adjourn Sine Die – To conclude a regular or special session without setting a day to reconvene.

AG – Attorney General. Reviews legislation and advises legislature and Governor on constitutionality and legality.

Amend – To modify, delete or add to a piece of legislation or a motion.

Amendment – A change in the text of an Act, a Resolution, or a Memorial. Amendments can be amended.

Appeal the decision of the Chair – A parliamentary procedure for challenging the decision of a presiding officer by asking the members to uphold or reject the decision.

At ease – A pause in the proceedings of either chambers, usually for an indefinite time. Members must remain in their seats/on the floor, as there is no roll call when business resumes.

Bicameral – Composed of two chambers or two legislative bodies.

Bill – A proposed measure presented to the Legislature for consideration.

Bill Books – Binders containing all bills proposed by the legislative body, and other necessary information for the session.

Calendar – A list or schedule of pending business/bills to be heard.

Call to Order – Notice given indicating the Legislature is officially in session. Also used to restore order during floor action/debate.

Capitol Campus – The grounds and group of buildings surrounding the domed Legislative building, holding the offices of most of the state’s elected officials.

Chair – Presiding officer of a committee.

Chamber – Official hall for the meeting of a legislative body.

Cherberg Senate – A legislative chamber for newer/less experienced delegates. This chamber is typically led by the President Pro Tempore.
Chief Clerk – Elected person to record the official actions of the House and to be the chief administrative officer of the House.

Committee – A portion of the legislative body charged with examining matters specifically referred to it.

CONA – Conference on National Affairs. Nationwide gathering of YAG delegates in July to discuss national topics.

Constitutional Majority – Number of “aye” votes needed to pass a piece of legislation.

Co-sponsor – Two or more persons proposing any document, including a bill.

Debatable – Open for discussion or argument.

Debate – Discussion of a matter following parliamentary rules.

Division – A method of voting by counting off.

Docket – (See Calendar)

DOE – Director of Elections. Responsible for overseeing the general election at session.

Effective Date – The date an Act, once passed, becomes law. Unless a different date is specified, an Act become law ninety days after Sine Die.

Entertain a motion – An invitation from the presiding officer for a member of the body to make a specific motion. The member wishing to make the motion must be recognized, state their name and delegation, and then either make the suggested motion, or say, “I so move”.

Executive Order – A directive or command from the Governor to agencies in the executive branch.

Executive Session – A meeting for committee members to discuss and vote on bills they wish to prioritize out of committee or to move on.

FEC – Fair Elections Commissioner. Supports the Director of Elections in running the general election at session.

Floor of House/Senate – The actual floor space, committed primarily to legislators desks, on which the business of the Legislature is conducted. Only members of the chamber and other in the course of their official duties are allowed on the floor.

Gallery – Area of the chambers where public visitors may observe the Legislature in session.

Governor – The chief executive officer of the state.

House of Representatives – One of the two legislative chambers for more experienced delegates. This chamber is led by the Speaker of the House, and tends to be the larger of the two chambers.

Legislator – Member of a legislative body, with a seat in a chamber, and full speaking and voting privileges in that chamber only.
Legislature – The body made up of the members of all legislative chambers in our program.

Lieutenant Governor – Presiding officer of the Senate.

Lobbyist – A person who tries to get legislators to introduce or vote for measures favorable, and against measures unfavorable, to an interest that they represent.

Memorial – A piece of legislation that affects national policy, requesting that congress take action.

Motion – A proposal that the legislative body takes a certain action on. Most motions require a second and a vote (see Outline of Parliamentary Motions for details).

Move – To make a motion. A legislator asking the body to take an action begins by saying, “I move…”

O’Brien House – A legislative chamber for newer/less experienced delegates. This chamber is typically led by the Speaker Pro Tempore.

Order of Business – The usual order of daily activities of a body, set out in its rules.

Page – delegates who assist the legislature by delivering messages and other official business.

PAL – Program Area Lead Advisor. The advisor responsible for overseeing a program area, and training/mentoring the student leaders for that area.

Parli Pro – Parliamentary Procedure. The accepted rules, ethics and customs employed by legislative bodies to facilitate meetings.

Passage of Bill – A constitutional majority of the chamber voted in favor of the measure.

Point of Order - A demand or request by a member for a legislative body to adhere to its rules of procedure.

Postpone Indefinitely – To remove a bill from the calendar, with no possibility of considering it during the current session.

PMG – Post Master General. Oversees all of the Pages and ensures efficient flow of official paperwork between program areas.

PQ – Previous Question. A motion to close debate and bring the pending question or questions to an immediate vote.

President of the Senate – (See Lieutenant Governor)

President Pro Tempore – A major officer charged with leadership responsibilities in the Senate and Cherberg Senate.

Prime Sponsor – The originator or first name on a bill or amendment that has been introduced.

Proponent – Legislator introducing and taking responsibility of bill being debated in committee or legislative chamber.
Quorum – A necessary amount of members that must be present to conduct business. Calculated as a majority of members of the group concerned.


Recess – A brief pause in legislative business, usually lasting between 5 minutes and 1-2 hours. Roll call must be conducted following a recess.

Rescind – To undo the passage of a bill. (The motion can only be made by someone who originally voted in favor of the bill)

Resolution – A piece of legislation that affects the Washington State Constitution.

Rules Committee – Committees in each house responsible for setting the final calendars (dockets) of the Senate and House. The President of the Senate and Speaker of the House serve as chairs of these committees.

Secretary of the Senate – Elected person to record the official actions of the Senate and to be the chief administrative officer of the Senate.

Senate – One of the two legislative chambers for more experienced delegates. This chamber is led by the Lieutenant Governor, and is typically the smaller of the two chambers.

Sergeant At Arms – Enforces protocol of the chamber and ensures that only authorized delegates access the wings and floor of the chamber.

SOS – Secretary of State. Responsible for keeping track of all official bill copies.

Speaker of the House – Presiding officer of the House of Representatives.

Table – To set aside a matter or bill for possible consideration at a future time.

Veto – Rejection of a Legislative Act by the Governor (Resolutions and Memorials cannot be vetoed). Overriding the Governor’s veto requires a two-thirds vote.

Wings – An area adjacent to a chamber floor that is occupied only by delegates who, in their official capacities, have the right to access the chamber floor.

Withdraw a Motion – To recall or remove a motion prior to its vote, according to parliamentary procedure.

Yield – To relinquish the floor of the chamber to allow another delegate to speak who has debate privileges in the chamber.