



**2025 68th WEST VIRGINIA
YOUTH IN GOVERNMENT**

April 23 -25, 2025

Capitol - Charleston

Bill Book Table of Contents	Pages
Officers Welcome and Your 2025 Youth in Government Officers	3 - 7
Directory of Participants	8 -12
Capitol Chambers, Bill Coordinator, Meeting Rooms – Color Maps	13 - 14
Welcome, Use & Care of Capitol,	15 - 18
Introduction and Purpose	19 - 21
Constitution – Preambles, Bill of Rights	22 – 23
Summary of Procedure – Bill Rating, Committees, Floor	24 – 33
Parliamentary Procedure for the Student Legislature	34 – 39
Youth Governor & Governor’s Cabinet Position on Legislation	40
Lobbyist Position on Legislation	41
Schedule of Legislation	42
Resolutions – Thanking the General Assembly and Granting the Press the Privilege of the Floor	43
Practice Bills	44 - 50
House of Delegates – Committee Assignments	51 - 53
West Virginia House of Delegates Seating Chart	54
House of Delegates House Bills	55 - 88
West Virginia Senate – Committee Assignments	89 - 91
Senate Seating Chart	92
Senate Bills	93 - 113
State House Floor Plans	114 - 120
Jumpstart Savings Program & SMART529	121 - 122
Officer Leadership Corps	123 - 124
Officer Responsibilities and Qualifications	125 - 133
2026 Youth in Government Officer Candidates	134 - 152
2026 Elected Officer Nomination Form	153 - 156
2026 Application for Governor’s Cabinet	157 - 158
2026 Application for Associate Justice	159 - 160
2026 Application for Committee Chair	161 - 162
2026 Application for Press Editor	163 - 164
Leadership Summit and Information	165 - 168
Cave Lake Center for Community Leadership	169
YLA Merchandise	170

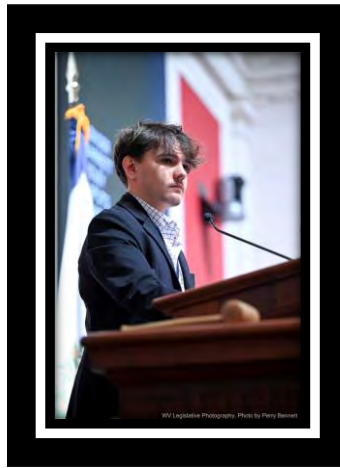
Thank You...

Thank you to all the advisors for the hard work, dedication, and support you put into your YLA Chapter and the Youth in Government program. You are the strength that keeps our staff pushing forward every year to try to produce the best program possible. You are the inspiration your students need to strive for successful futures.

Thank you to the Youth in Government officers and participants. You encourage us to keep striving to make the program better for the upcoming youth. We listen to your suggestions and do our best to implement what we can. The YLA staff hopes we have instilled in you to keep on bettering your community, school, state, country and the world. You are the future!

If this is your last year in YLA, your time with us doesn't have to be over. You now have the chance to be that alumni/mentor that uplifts a struggling youth to see who they can become and find their purpose. We hope you will keep in touch with YLA after high school. Email, call, text or volunteer...we want to know how you are, where you are, and what you are doing because YOU are going places for the betterment of the world.

Thank you for attending the 2026 Youth in Government. We hope you have enjoyed it as much as we have.



Welcome to the 68th session of the West Virginia Youth in Government!

It is such a pleasure to welcome you to a storied event like this one. This unique opportunity allows you to learn about the legislative process by directly being involved. If you feel comfortable, I implore you to take full advantage of what is being presented and make an impact on your state for the better. We, the youth, have the most powerful say in what our future holds so use that passion here to create a better future for yourself and others around you. If you don't feel as comfortable, use this space to meet new friends who might become lifelong. Push yourself to engage in a conversation or just make it an opportunity to better yourself in some shape or form. I can attest to the impact that this event has had on myself and the hundreds of people I have met.

No matter how you spend your time here, I want to thank you for attending and providing your unique input through your own experiences.

I would also like to take this opportunity to thank those who have had a hand in making this event possible. From the chapter advisors to parents and volunteers, every single one of you plays a role that is greatly appreciated. A special thank you to the administrators of the Youth Leadership Association for their immense dedication in organizing Youth in Government.

Best Regards,

Thomas Sibold
2025 West Virginia Youth Governor



Hello everyone, and welcome to the 68th Annual West Virginia Youth In Government!

To those who do not know me yet, my name is Shelby Plants, and I am from Point Pleasant, West Virginia. I have the honor of serving as the 2025 Youth Chief Justice. I am beyond excited to meet all the new people who are attending this event for the first time and reconnecting with my friends from all over our wonderful state.

I truly believe that YG is the most valuable event a high school student can attend. It can help young people like us learn about our government and how it actually works. Before attending Youth in Government, I had no idea what the 3 branches of government were. Now, not only do I understand them, but I can also explain their roles. All thanks to my time in YG. Youth in Government has inspired me to become a prosecuting attorney. After high school, I plan on going to Ohio University and majoring in pre-law, followed by law school.

I would like to thank everyone for coming to this event and for helping the future of West Virginia.

I would also like to take a moment to thank a few others. Firstly, my parents, they have put just as much time into this term as I have. From driving me to events to listening to me practice my speeches. No matter what, they are always there for me. Next, I want to express my gratitude for those who work tirelessly for this wonderful program. If it wasn't for them, we wouldn't even have this program that we all love. A special thanks to Leslie and Alicia for always answering my emails whenever I had a question, which was almost every day. To my peers, you guys are really what makes YLA so incredible. I am so thankful for each and every one of you that I have met over the years. Thank you for being a part of this journey with me.

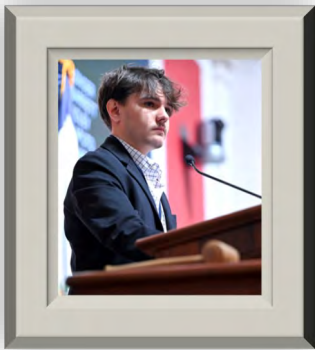
Thank you,

Shelby Plants

Shelby Plants
2025 Youth Chief Justice

MEET YOUR YOUTH IN GOVERNMENT LEADERSHIP TEAM

2025



Thomas Sibold
Youth Governor



Gavin French
Chief of Staff



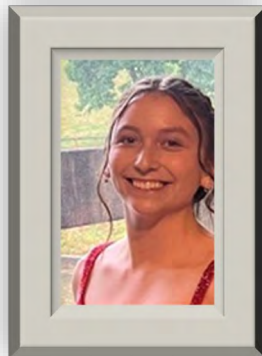
Leila "LeLe" Brock
Speaker of the House



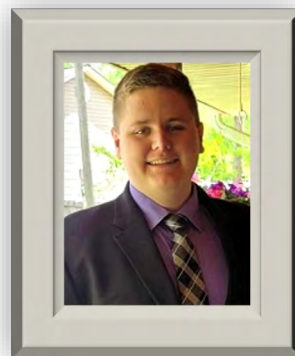
Zoe Zervos
House Clerk



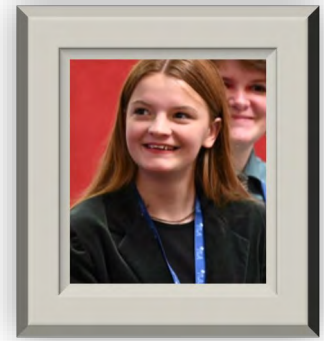
Maxine "Maxie" Brock
House Chaplain



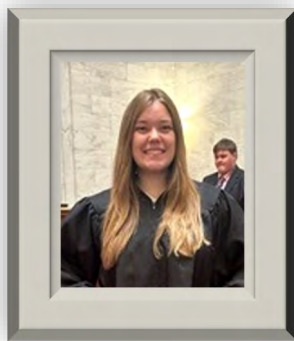
Sarah McBee
President of the Senate



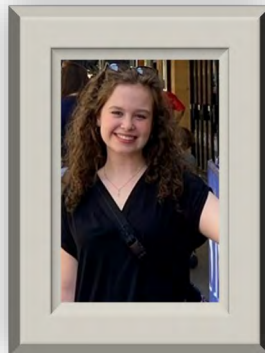
Cole Fogus
Senate Clerk



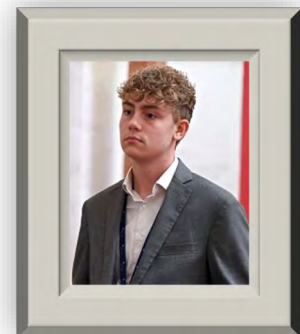
Lily Cross
Senate Chaplain



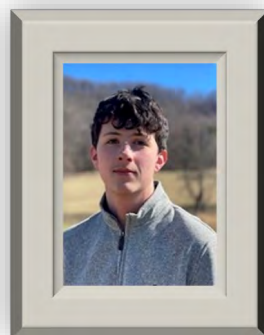
Shelby Plants
Youth Chief Justice



Cheyenne Harvey
Associate Justice



Bryce Isner
Associate Justice



John "Tripp" McMillion
Associate Justice



Delaney Pearson
Associate Justice

2025 WEST VIRGINIA YOUTH IN GOVERNMENT DIRECTORY

EXECUTIVE BRANCH

NAME	DELEGATION	TITLE
Lelia Brock	Mingo	Speaker of the House
Maxine Brock	Mingo	House Chaplain
Lily Cross	Wirt County	Senate Chaplain
Cole Fogus	James Monroe	Senate Clerk
Gavin French	James Monroe	Chief of Staff
Cheyenne Harvey	John Marshall	Associate Justice
Bryce Isner	Grafton	Associate Justice
Sarah McBee	John Marshall	President of the Senate
John “Tripp” McMillion	James Monroe	Associate Justice
Delaney Pearson	Point Pleasant	Associate Justice
Shelby Plants	Point Pleasant	Youth Chief Justice
Thomas Sibold	James Monroe	Youth Governor
Zoe Zervos	John Marshall	House Clerk

JUDICIAL BRANCH

NAME	DELEGATION
Aubreigh Anderson	John Marshall
Jacob Boyette	John Marshall
Skylar Brubaker	James Monroe
Emma Collett	Buckhannon-Upshur
Jamie Collins	Wirt County
Maggie Conrad	Wirt County
Harper Currence	Buckhannon-Upshur
Reghan Cutlip	Buckhannon-Upshur
Kaitlin Davis	Buckhannon-Upshur
Taylor Dawson	Wirt County
Danni Dunbar	James Monroe
Audrey Ferguson	John Marshall
Lora Fernatt	Wirt County
Joelle Gonchoff	John Marshall
Kristofer Halstead	James Monroe
Olivia Hanna	Point Pleasant
Gracie Hunter	John Marshall
Shyann Hurst	James Monroe
Lyda King	James Monroe

JUDICIAL BRANCH - CONTINUED	
NAME	DELEGATION
Emma Mann	James Monroe
Emily McBee	John Marshall
Gabriella Mullens	Buckhannon-Upshur
Lynsie Perdue	Wirt County
Chloe Pickett	John Marshall
Lila Roman	John Marshall
Dezmend Roth	John Marshall
Carol Russell	Wirt County
Lylla Shorter	James Monroe
Isabella Speece	Wirt County
Lilly StClair	James Monroe
Kenton Stump	Buckhannon-Upshur
Emily Suarez	John Marshall
Rylie Surface	James Monroe
Lanie Taylor	James Monroe
Mazey Thomas	Point Pleasant
Lena Rose Walker	Buckhannon-Upshur
Kamryn Watson	Point Pleasant
Rebekah Wilkerson	Buckhannon-Upshur
Brendolynn Williams	Wirt County
Alexis Wuchner	Buckhannon-Upshur
PRESS	
NAME	DELEGATION
Bailey Brubaker	James Monroe
Reghan Carson	Lewis County
Jack Eiler	Lewis County
Avery Etzel – Press Editor	John Marshall
Megan Gary	John Marshall
Shelby Hamrick	Lewis County
Hope Lamb	Lewis County
Kade Riffe	James Monroe

LEGISLATIVE				
NAME	DELEGATION	HEARD IN	MEMBER OF	SEAT
Kofi Ackon-Annan	Woodrow Wilson	--	S 01	S 30
James Alkire	Lewis County	S 02	S 01	S 16
Teonna Barton	John Marshall	H 01	H 04	H 38
Landon Beaudry	Buckhannon-Upshur	H 01	H 04	H 19
Lucas Bower	Ripley	H 04	H 01	H 77
Kellen Bruffey	Lewis County	S 02	S 01	S 15
Kate Burdette	Ripley	S 02	S 01	S 08
Morgan Carlin	John Marshall	H 01	H 03	H 25
Johnny Chen	Buckhannon-Upshur	H 02	H 01	H 21
Jax Cook	Wyoming East	H 04	H 03	H 70
Riley Cook	Wyoming East	H 04	H 03	H 69
Zane Cook	Wyoming East	H 02	H 03	H 82
Kelton Cowger	Buckhannon-Upshur	H 02	H 04	H 72
Alexa Danna	John Marshall	H 01	H 03	H 26
Josie Day	Buckhannon-Upshur	H 01	H 02	H 14
Alissa Depoy	Buckhannon-Upshur	S 02	S 01	S 03
Alexis Dillon	Wyoming East	H 03	H 02	H 65
Kyler Doss	Ripley	S 02	S 01	S 12
Teagan Drennen	Buckhannon-Upshur	S 01	S 02	S 09
Julia Fay	Lewis County	H 02	H 04	H 79
Allie Frye	Buckhannon-Upshur	S 01	S 02	S 01
Ella Games	John Marshall	S 01	S 02	S 19
Cameron Good	Ripley	H 04	H 03	H 24
Charles Harrison	Ripley	H 04	H 01	H 78
Evan Harrison	John Marshall	H 04	H 03	H 28
Kal-el Hill	John Marshall	H 01	H 04	H 31
Carder Holden	Lewis County	H 03	H 02	H 74
Blake Hollen	Hedgesville	S 01	S 02	S 07
Francis Howell	Woodrow Wilson	--	H 03	H 34
Mohammed Jaweed	Woodrow Wilson	--	S 01	S 31
Elio Johnson	Lewis County	H 02	H 04	H 80
Reid Kisamore	Tucker County	S 02	S 01	S 17
Alexander Lambert	Tucker County	S 02	S 01	S 18
Carlee Lane	Wyoming East	S 01	S 02	S 13
Isabella Lee	Ripley	H 02	H 01	H 75
Katelyn Leftler	Woodrow Wilson	--	S 02	S 28
Holly Lewis	Buckhannon-Upshur	H 02	H 01	H 20
Ava Lynch	Buckhannon-Upshur	H 04	H 02	H 64

LEGISLATIVE - CONTINUED				
NAME	DELEGATION	HEARD IN	MEMBER OF	SEAT
Kylie Marlow	Lewis County	H 03	H 04	H 16
Madelyn Martin	Ripley	H 02	H 01	H 76
Cameron McCord	John Marshall	H 01	H 04	H 37
Allie McGraw	John Marshall	S 01	S 02	S 20
Ella McNeish	Buckhannon-Upshur	H 04	H 02	H 18
Kylie Miller	Ripley	S 02	S 01	S 06
Michael Niggemyer	Grafton	H 01	H 02	H 68
Taylor Norman	John Marshall	H 01	H 04	H 30
Caleb Parsons	Ripley	H 04	H 03	H 23
Neva Perrine	Buckhannon-Upshur	H 03	H 01	H 22
Brock Phillips	Mingo	S 01	S 02	S 14
Aspen Radabaugh	Ripley	S 02	S 01	S 05
Easton Rice	Buckhannon-Upshur	S 02	S 01	S 04
Sarah Setterlund	Buckhannon-Upshur	S 01	S 02	S 10
Samantha Shay	Buckhannon-Upshur	S 01	S 02	S 02
Raina Shearlock	Wirt County	H 01	H 04	H 73
Brandon Shrewsbury	Wyoming East	H 03	H 02	H 66
Christian Sibold	James Monroe	H 03	H 02	H 27
Addison Smith	Hedgesville	H 02	H 03	H 15
Alexa Solis	Woodrow Wilson	--	H 02	H 85
Thomas Spencer	Woodrow Wilson	--	H 01	H 36
Caroline Stanley	Woodrow Wilson	--	S 02	S 29
Zane Stewart	Lewis County	H 02	H 01	H 67
Jaylin Summers	Grafton	H 03	H 01	H 71
Matthew Taylor	Woodrow Wilson	--	H 01	H 35
Cody Trainer	Buckhannon-Upshur	H 04	H 01	H 17
CJ Tucker	East Fairmont	H 03	H 02	H 83
Zoie Vance	Woodrow Wilson	--	H 02	H 84
Jackson Vanhooose	Ripley	S 02	S 01	S 11
Eli Ward	John Marshall	H 04	H 03	H 29
Vivian Webb	Woodrow Wilson	--	H 03	H 33
Zakk Wells	John Marshall	S 01	S 02	S 21
Gracie Wood-Powell	John Marshall	S 01	S 02	S 22
LOBBYIST				
NAME		DELEGATION		
Sophia Austin		Grafton		
Logan Lafferty		Wyoming East		
Madison Shrewsbury		Wyoming East		

PAGES		
NAME	DELEGATION	ASSIGNMENT
Peyton Brown	John Marshall	H 02 & House Chamber
Gracen Cline	John Marshall	H 01 & House Chamber
Iain Furman	Wyoming East	Governor
Emily Gatts	John Marshall	H 04 & House Chamber
Cole Holcomb	Cross Lanes Christian	S 02 & Senate Chamber
Emma Null	Hedgesville	H 03 & House Chamber
Josh Tilley	Wyoming East	S 02 & Senate Chamber
Elyssa Woolwine	Independence	S 01 & Senate Chamber
When committees are in session, you will page for your assigned committee. When the House or Senate are in session, you will page for your chamber floor.		
ADVISORS		
NAME	DELEGATION	ASSIGNMENT
Brian Allman	Buckhannon-Upshur	Senate Chamber Co-Advisor
Kristin DeWees	Ripley	Bill Coordinator
Jennifer Eiler	Lewis County	S 02 Advisor
Christina Gary	John Marshall	Hotel Advisor
Josh Gary	John Marshall	House Chamber Advisor
Deborah Gump	Lewis County	H 02 Advisor
Brianna Landis	Wyoming East	H 04 Advisor
Derek Landis	Wyoming East	H 04 Advisor
Abbie Loudin	Buckhannon-Upshur	H 03 Advisor
Candace McBee	John Marshall	S 01 Advisor
Rebekah McCloy	Wirt County	Judicial Advisor
Amanda Pearson	Point Pleasant	Judicial Advisor
April Petrovsky	Wirt County	H 01 Advisor
John Quesenberry	Woodrow Wilson	H 03 Advisor
Shannelle Thomas	Point Pleasant	Judicial Advisor
Stormy Thorne	James Monroe	Press Advisor
Jennifer Whaley	Cross Lanes Christian	Page Advisor
Renee Wilson & Maverick	James Monroe	Advisor
Brittney Worley	Woodrow Wilson	S 02 Advisor
Richard Zukowski	Grafton	S 02 & Senate Chamber Co-Advisor
STAFF		
David Cooper	Legislative Advisor	
David King	Executive Director	
Alicia Ridenour	Fiscal Officer & Program Coordinator – Page & Lobbyist Advisor	

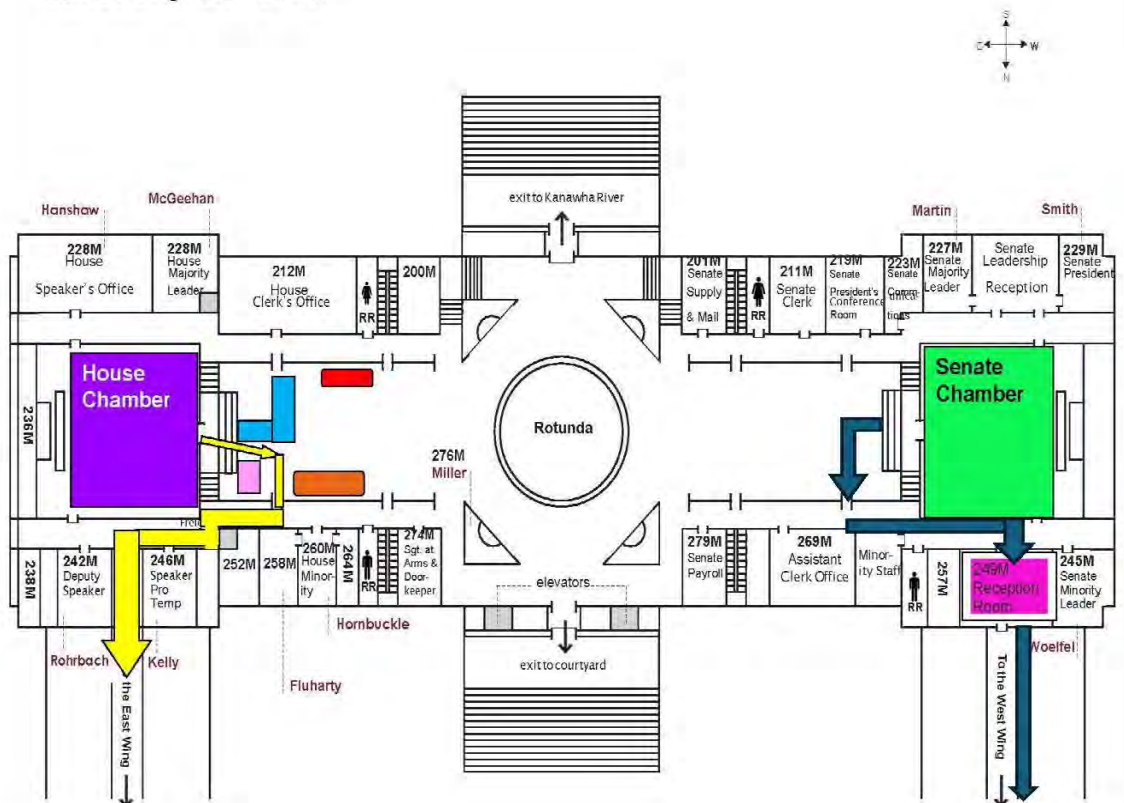
Capitol Chambers, Bill Coordinator, Meeting Rooms

On the Second floor of the main building.

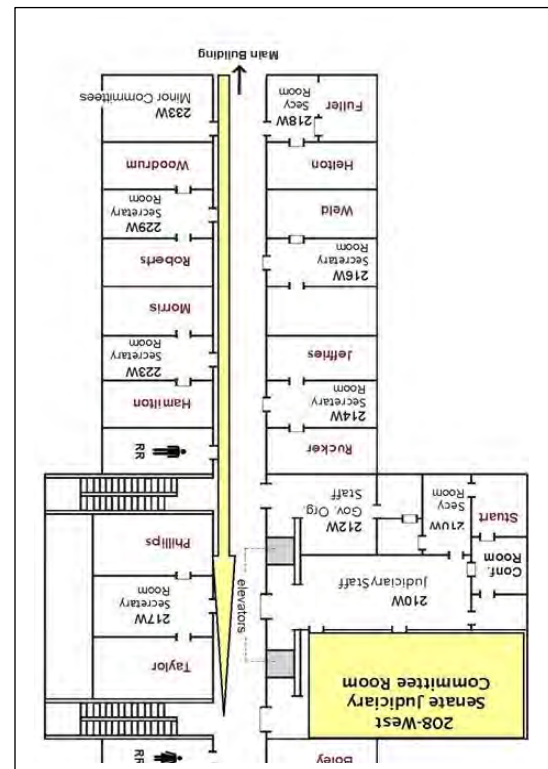
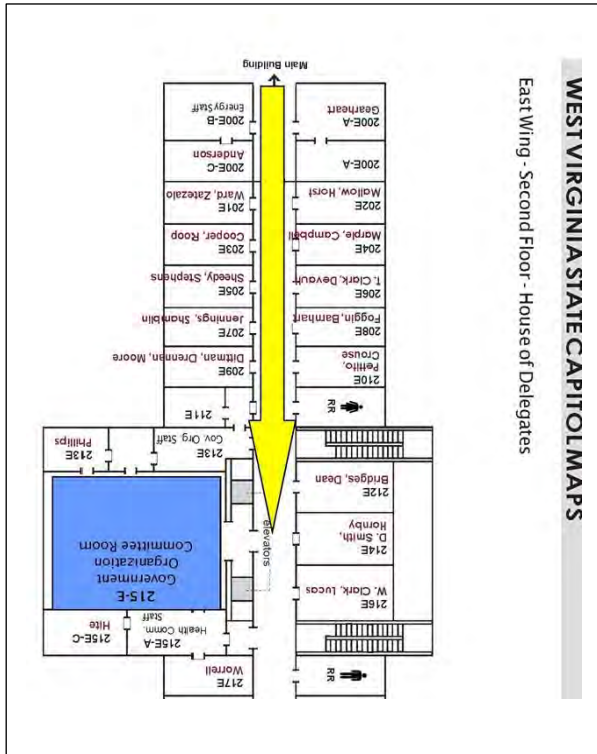
Bill Coordinator	Outside of House Chamber – Right Side of Entrance	
YLA Office	Outside of House Chamber – Left Side of Entrance	
House Chamber	2 nd Floor	
Senate Chamber	2 nd Floor	
Lobbyist	Great Hall	Table outside the House Chamber
Page	Great Hall	Table outside the House Chamber
Press	Senate 249M	Senate Reception Room

WEST VIRGINIA STATE CAPITOL MAPS

Main Building - Second Floor

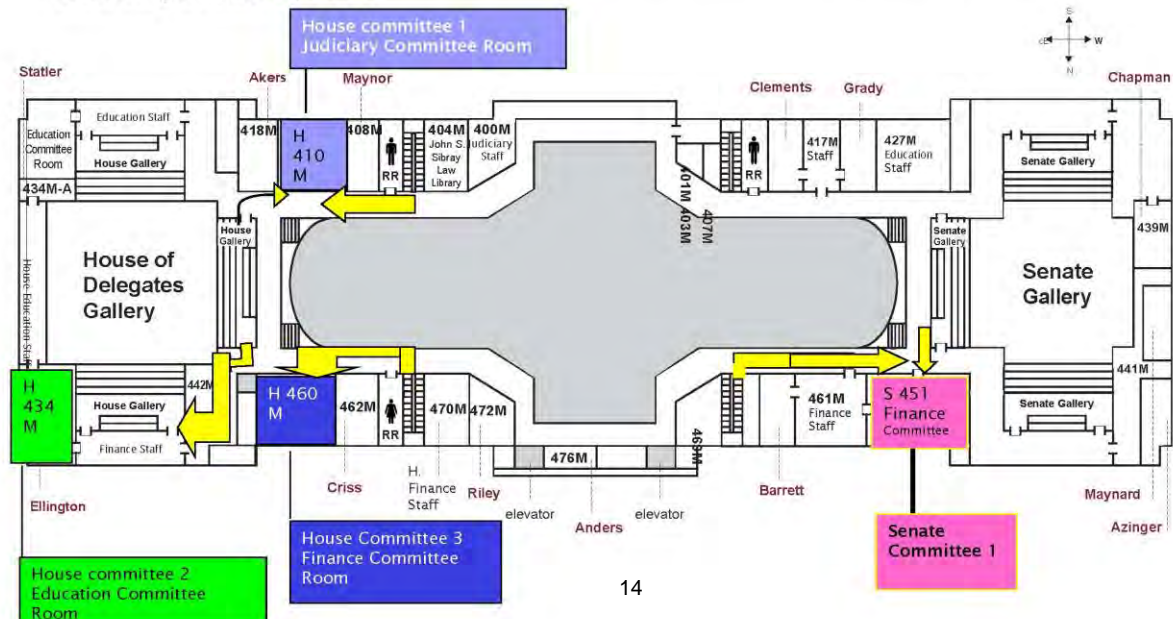


House East Wing (same floor as Chambers across roof) Senate West Wing



House Committee 1	H 410M	House Judiciary Committee Room
House Committee 2	H 434M	House Education Committee Room
House Committee 3	H 460M	House Finance Committee Room
House Committee 4	H 215-East	Government Organization Committee Room
Senate Committee 1	S 451	Senate Finance Committee Room
Senate Committee 2	S 208-West	Senate Judiciary Committee Room

Main Building - Third Floor - Up one floor from each Chamber. Set of stairs on each side of chamber Entrances plus other stairwells.





Welcome to our 68th YLA West Virginia Youth in Government!

**Ohio-West Virginia
Youth Leadership Association**

For 68 years, West Virginia's best and brightest students have been meeting annually to participate in Youth in Government! Cecil Underwood was Governor when he worked with our HI-Y students, advisors and staff to plan our first YG. Their work convened our first WV YG in 1958 at the Capitol. The founding principles Governor Underwood and those helping him built into Youth in Government remain our foundation today – integrity, volunteer service, responsibility, and citizenship.

YLA Youth in Government is distinctly different. We're about citizenship, not politics, political careers, talk, or debate. YG seeks solutions for the common good as we lift others up to become their very best, work to change conditions so all succeed, and to make our schools, communities and state better than we found them.

In these two days at the Capitol, experience the process of state government, make decisions to move West Virginia forward, create connections with peers and adults from across our state, and have a great time with a purpose. Make friends, learn all you can, put your best ideas forward, and make differences for good now and throughout your life.

YLA began as a State YMCA in 1867. The Youth Leadership Association is inclusive, signaling an invitation to all to participate. New doors of opportunity are opening for more youth to benefit in all YLA programs. YLA youth will make even greater contributions to improving our communities, states, and nation.

Now – enjoy, learn, help others, and make lasting differences for good!

Check in and Capitol Meeting Rooms:

Wednesday, April 23

Check In 10:00 – 11:00 a.m.

4 Point Hotel ~ Capitol City Suites B & C Foyer

ONLY DELEGATION LEADERS *register delegations at the Youth in Government table* in the hotel foyer, not the hotel front desk. YLA staff provide hotel keys to the Delegation Leader. Hotel rooms may not be available until the hotel's normal 3:00 p.m. check in time. DO NOT ask the hotel staff for room keys early.

Please have your delegation members dressed for the program when you arrive at the hotel. There will be rooms to store luggage until hotel rooms are available.

LUGGAGE STORAGE ~ Capitol City Suites B & C on April 23

LUGGAGE STORAGE ~ Kanawha River Suite on April 25

Delegations are responsible for their own parking fees.

Capitol

Review with your total student and adult delegation the Use and Care of the Capitol explained on page 6.

Responsibility

Responsibilities of students and adults are more completely explained in this Bill Book and in the YG Manual.

Briefly –

Every student and adult through the act of registering to attend Youth in Government has agreed to support the Code of Conduct.

Local delegations select their own participants and are responsible for their conduct at all times.

One adult supervisor is to accompany every ten youth members of a delegation. Adults are to be 21 years of age or older, registered participants with the YG program and must stay at the hotel with their delegations. The Adult Delegation Leader is responsible for the conduct, supervision, and control of all youth and adult members of their delegation. Adults also have assignments to help with the YG program.

Delegation Leaders and Advisors prepare their students in advance of YG. Adults do not influence legislation or judicial decisions. Adults encourage their students to meet students from other delegations and to interact with other students throughout the weekend. Advisors do not “keep” their students away from other students during YG sessions.

YG Office	Table outside the House of Delegates
Bill Coordinators	Table outside the House of Delegates
Senate Committee 1	Senate 451 (Finance)
Senate Committee 2	208 West (Judiciary)
House Committee 1	House 410M (Judiciary)
House Committee 2	House 434M (Education)
House Committee 3	House 460M (Finance)
House Committee 4	House 215-E (across the roof)
Lobbyists	Table outside House of Delegates
Pages	Pages at assigned locations. Page advisor table in near House Chamber
Press	Senate 249
Supreme Court	Supreme Court
Youth Governor and Cabinet	Room Back of the House Chambers

Dress

Youth in Government is a model of government in action. Included is the way we act, speak, conduct ourselves, and the way we dress. Youth in Government sessions require professional business attire.

Men wear coats and ties during the program sessions. No sport shirts or blue jeans. Women wear professional business attire. No spaghetti straps or exposed midriff allowed. Women may wear nice pants outfits.

Casual dress including blue jeans is appropriate at recreation and the hotel.

Meals – Breakfast is the only meal provided.

All other meals are “on your own”.

Housing

Everyone is required to stay at the Youth in Government hotel. Lodging is included in your program fee. Additional information is available on the Participation Agreement. Please note that if a group does not have enough students to fill up a room, expect your student(s) to be housed with students from another delegation or you may “buy” out rooms for your students. Contact the YLA for costs to buy out one or more rooms.

Parking

Parking is at your expense. Parking is available at the hotel or in nearby parking lots for a fee.

Cancellations and Refund Policy

The best laid plans can go awry. However, since all our program fees are set below our actual costs, we have no flexibility to provide refunds. Therefore, **our policy is NOT to provide refunds for the Participation Agreement or the Final Fee.** Actually the person cancelling should reimburse the program for the costs the program has incurred on their behalf by paying the scholarship received back to the program. The program does permit delegations to send a replacement.

1. Delegations who want to provide refunds need to set aside money to provide refunds to their students.
2. Delegations don't refer parents to the YG Office with billing/refund questions. Handle these locally.
3. After a delegation is registered, it is responsible for the entire payment for that number of student/adult delegates.
4. There are no refunds from the Youth Leadership Association so do not ask nor have others call to ask.

Code of Conduct: YLA Family of Programs

Participants – youth and adults - in YLA programs demonstrate responsibility and the highest levels of personal and group character. Due to that, few rules are required.

In general, our rules are summarized in these three (3) points:

1. Treat others as one wants to be treated.
2. Do not fail to do something that would help others, make the place we are using cleaner, safer, and a better experience for all.
3. Do not do anything that hurts or could potentially harm another person, place, or thing.

Some specifics may be helpful –

1. Attend all sessions of the program;
2. Wear name badges as called for by the program;
3. Names of anyone absent from a session are referred to the program director and the appropriate advisor;
4. Adult sponsors and chaperones are responsible for the supervision of their Delegation;
5. ABSOLUTELY NO FOOD, DRINK, or GUM are permitted in the House, Senate, Committee rooms, Supreme Court, or other government facilities used at YG;
6. Not permitted at YLA programs are tobacco, alcoholic beverages, illegal drugs, or weapons;
7. There is no coed visiting in housing rooms;
8. All delegates are in their own room, observe quiet hours at the time indicated by the curfew and will not leave their room until the end of curfew;
9. Room changes are not made unless made by YLA staff;
10. Participants do not invite or receive visitors unless approved by the Advisor and YLA staff. Visitors, alumni, etc. are not permitted in the lodging facility guest sleeping rooms at any time. Guests are restricted to lobbies and visitor areas.

Use & Care of the Statehouse/Capitol

Use of the Statehouse/Capitol requires the highest level of care and respect for the facility, its furnishings, equipment and its traditions. Each student participant and adult is to exercise the **highest level of individual responsibility for the Statehouse/Capitol and to hold everyone else to that same level of responsibility.**

No chewing gum in the Statehouse/Capitol.

No food, snacks, candy or drinks (including water bottles) in any Statehouse/Capitol room.

The **desks**, chairs and other furniture in the Senate and House are easily scratched or marred. Use deliberate caution in placing items on the desk or lifting things off. Do not slide anything as they easily can scratch the finish. Do not “toss” books, purses, brief cases or anything on a desk as that can easily damage the finish of the desk. Staples are a problem too. Do not put a stapler on a desk top. *Do not write on any single sheet of paper on a desk as the pencil/pen can leave an impression on the desk finish.*

Do not sit or lean on any desk top or desk.

Check the desk, chair, tables and rooms one is using. Report any damage observed to the Advisor in that room and/or YG Staff. Advisors, pass on damage reports in writing to YG Staff.

Extend to all members of the Senate and House of Representatives/Delegates as well as to all Statehouse/Capitol staff every courtesy including *Thank you*.

Clean up! Straighten up any room one uses. Any papers one no longer wants, put in trash can. Leave every room clean.

Thank you for all your efforts to follow these guidelines.

Introduction and Purpose

Both Ohio and West Virginia's Youth in Government programs grew out of and continue to extend the impact of our youth programs in both our two states. Ohio's program began in 1952 and West Virginia's in 1958.

YLA Youth in Government reflects the idea that *"democracy must be learned by each generation"* and is based on Thomas Jefferson's belief that, *"the purpose of education is to create good citizens of the community"*.



C. William O'Neill, 1952
founder of Ohio HI-YLA
Youth in Government.

Our founders, the late C. William O'Neill, the only person in Ohio history to serve as Attorney General, Speaker of the House, Governor and Chief Justice, and the late Governor Cecil Underwood, West Virginia's youngest and then oldest Governor, worked with our students, volunteers and staff to create Youth in Government in each state. Both leaders recognized our unique role engaging teenagers in improving their homes, schools and communities. They responded to teenagers who wanted to extend this influence and leadership statewide.

"This is truly a seedbed of leadership," said O'Neill. "We produce much needed local and state leadership," Governor Underwood stated when helping launch West Virginia's Youth in Government. He went on to say, "The future of our nation depends upon the caliber of young people who will soon assume positions of leadership in our country. Youth in Government will provide a year-round laboratory experience in practical politics. Youth will be able to study public issues, debate public policies, write legislation, and actually participate in the process of government."



WVYG Founder
Governor Cecil
Underwood, 40th
Youth Governor
Laurel Lackey and
1st Youth Governor
Rebecca Colebank
Duckworth at YG's
50th anniversary.

Both founders wanted Youth in Government to be more than just passing legislation. In fact, both thought the last thing needed to solve a problem was more legislation. What was needed were young people seeing what needs done to make their communities better, figuring out what to do and then doing it. Legislation is a last resort.

Student legislation proposed to Youth in Government would come out of a student's real life and volunteer experience. O'Neill and Underwood believed in and supported our approach to leadership development. They saw lives changed as teens changed their world. Our time-tested learn by doing model of leadership development works as teens identify the kind of school and community they want, create and carry out initiatives to achieve their vision and reflect on their work to strengthen future action. Both our Youth in Governments continue to build on this foundation.

Citizenship is our Purpose

Simply put, YLA Youth in Government is about citizenship, not politics or political careers. Everyone's job is to be a citizen. After that comes our life's work. From presidents to governors and janitors, we all have the same job – citizen. Youth in Government brings together students of all backgrounds, interests, and experience to broaden our understanding of democratic citizenship by engaging in the process of state government.

Youth in Government is one of YLA's programs offered to every school and community by the Ohio-West Virginia Youth Leadership Association. YLA is a resource providing technical assistance, program development, manuals, materials, training, newsletters, idea exchanges, state and national youth leadership conferences and camps.

YLA Philosophy of Leadership

YLA believes each person is responsible for the life of their community and to help others as well as the community achieve their potential.

YLA believes that civic leadership has little to do with power and everything to do with responsibility. What counts is individual and group character. YLA promotes *Respect - Responsibility - Caring - Trustworthiness - Honesty - Fairness - Citizenship*.

Learning Style

YLA's service-learning approach enables students to connect classroom lessons, life experience and active engagement in community building to their service as Legislators, Supreme Court Justices, Officers, Lobbyists, Press or Page delegates to the Model Legislature or Supreme Court. The American governmental process unfolds with deeper understanding as students seek to solve pressing issues through the Student Legislature and Supreme Court.

Board and Committee

A volunteer board of twenty members governs the Ohio-West Virginia Youth Leadership Association. Board appointed committees and volunteers secure the resources our programs require to succeed, work to achieve YLA's mission and goals, and extend YLA programs to every interested community.

Staff

The YLA Board employs an Executive who is responsible to employ other staff and to engage volunteers to carry out Board policies, the work of committees and volunteers as well as our youth programs.

Contact YLA at www.ylaleads.org; 304-675-5899; yla@yleads.org



Ohio-West Virginia Youth Leadership Association

Preparing the Next Generation of Civic Leaders

Leadership • Character • Service • Entrepreneurship • Philanthropy

YLA

YLA youth chapters are incubators of civic leadership! Teens learn what it takes to plan, organize, and work out—through trial and error—how to make their schools, communities, and world a better place to live. *This is the best thing I've done in school. I've learned so much, gained confidence I never dreamed I could have, got involved and now I am ready for the future!* YLA Chapters are most often school-based but have also been sponsored by city councils, churches, 4-H clubs and more.

YLA Fall Leadership Conference

YLA Fall Conference is a three-day opportunity for YLA members from across the region to gather for skill-building sessions, networking, and best practices, and to strengthen the bonds between local YLA chapters. Participants get an introduction to the entire program and return home with the enthusiasm and skills to become more involved. Fall Conference is held at Jackson's Mill in November.

Youth in Government

Where else do teenagers get to "take over" the state capitol for three days? *This is great! We get to be legislators sitting in the same seats and using the same facilities they use. I've learned more about civics and state government this way than from any book or classroom. We take what we learn in class and get to apply it. Some of the laws we propose have actually become state law. Judicial is great! We get to see how the judicial system works. I don't want to be an attorney, but I need to understand the court.*

Youth & Government Seminars

Youth & Government Seminars offer West Virginia 8th graders and Ohio 6th - 8th grade students an opportunity to witness first hand how their state government works through observation and interaction with government officials during a legislative session.

Model United Nations

YLA Model United Nations offers a "window on the world" opportunity for students to participate and experience a personal perspective in solving global and international issues. *Model UN is a great way to learn about the world. I came into this program with no knowledge about the UN or my nation. I left with that knowledge plus the ability to think as my nation and a greater appreciation for other nations.*

Horseshoe Leadership Center

Nestled in West Virginia's Appalachian mountains, **Horseshoe's Teen Entrepreneurship and Leadership-Service Summits** are exceptional experiences for teens to network, work together, and learn how they can "make a difference" in their world for a better future. *This literally was the best week of my life. I'm going home a new person, I know who I am!*

Later in the season, **Youth Opportunity Camps** help low income 7 - 12 year old boys and girls get on the path toward success. *I see differences Horseshoe makes to kids' lives in just one week. They feel safe here, they get to be themselves here, they can forget about their worries here. Kids may come with nothing, but are given something priceless that lets them know someone cares!*

Cave Lake

Cave Lake, a place of rare natural beauty in Ohio's Appalachian region, is being transformed into a nationally significant year-round learning center for youth, adults and families. Cave Lake's 700 acres offer unsurpassed opportunities for leadership development, as well as a peaceful atmosphere for personal and group growth, enjoyment of the out-of-doors, the arts, music, entrepreneurship, civic responsibility and stewardship of our natural heritage. Cave Lake will strengthen and expand the base of effective family, organizational and community leadership across Ohio.

Alumni

Alumni bring commitment, experience and new support to all our youth programs. Our new Alumni Program offers many ways to stay involved, to share leadership advancing all our programs and to offer YLA experiences to many more young people.

Visit our website www.ylaleads.org, call 304-675-5899, or email yla@ylaleads.org for additional information or assistance with any of our programs.

server/typ/jg/bill book sheets that change yearly / YLA summary sheet



United States of America – Preamble to the Constitution - 1787

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

Bill of Rights

The first ten Amendments to the Constitution of the United States Ratified effective December 15, 1791

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Constitution of West Virginia - Preamble

Since through Divine Providence we enjoy the blessings of civil, political and religious liberty, we, the people of West Virginia, in and through the provisions of this Constitution, reaffirm our faith in and constant reliance upon God and seek diligently to promote, preserve and perpetuate good government in the state of West Virginia for the common welfare, freedom and security of ourselves and our posterity.

Summary of Procedure

How a YLA Youth in Government "Bill" Becomes a "Law"

A Bill is a proposed law. Only legislative delegates can introduce Bills into the Student Legislature. A Bill must successfully complete the following steps to become a "law".

1. Be rated for position in the Bill Book.
2. Be assigned to a Committee for consideration and passed on to the Floor.
3. Be introduced on the Floor of the House or the Floor of the Senate of its origin and passed.
4. Be signed by the Governor.

STEP 1 - BILL RATING

Bills are rated on a scale of 1-75 points (see How to Write a Bill). Each Bill is given a number and is considered in its numerical order both in Committee and on the Floor. Before each Legislative Session, the Order of the Day is re-arranged with the highest ranked Bills considered first.

STEP 2 - COMMITTEE CONSIDERATION

Bills are assigned to a Committee other than the author's. To speak for their Bill, the authors appear before the Committee hearing their Bill. Legislative Committees give each Bill a complete hearing and determine the Bills reported out to the House or Senate and to prepare Committee members to take an active part in Floor debate.

STEP 3 - FLOOR CONSIDERATION

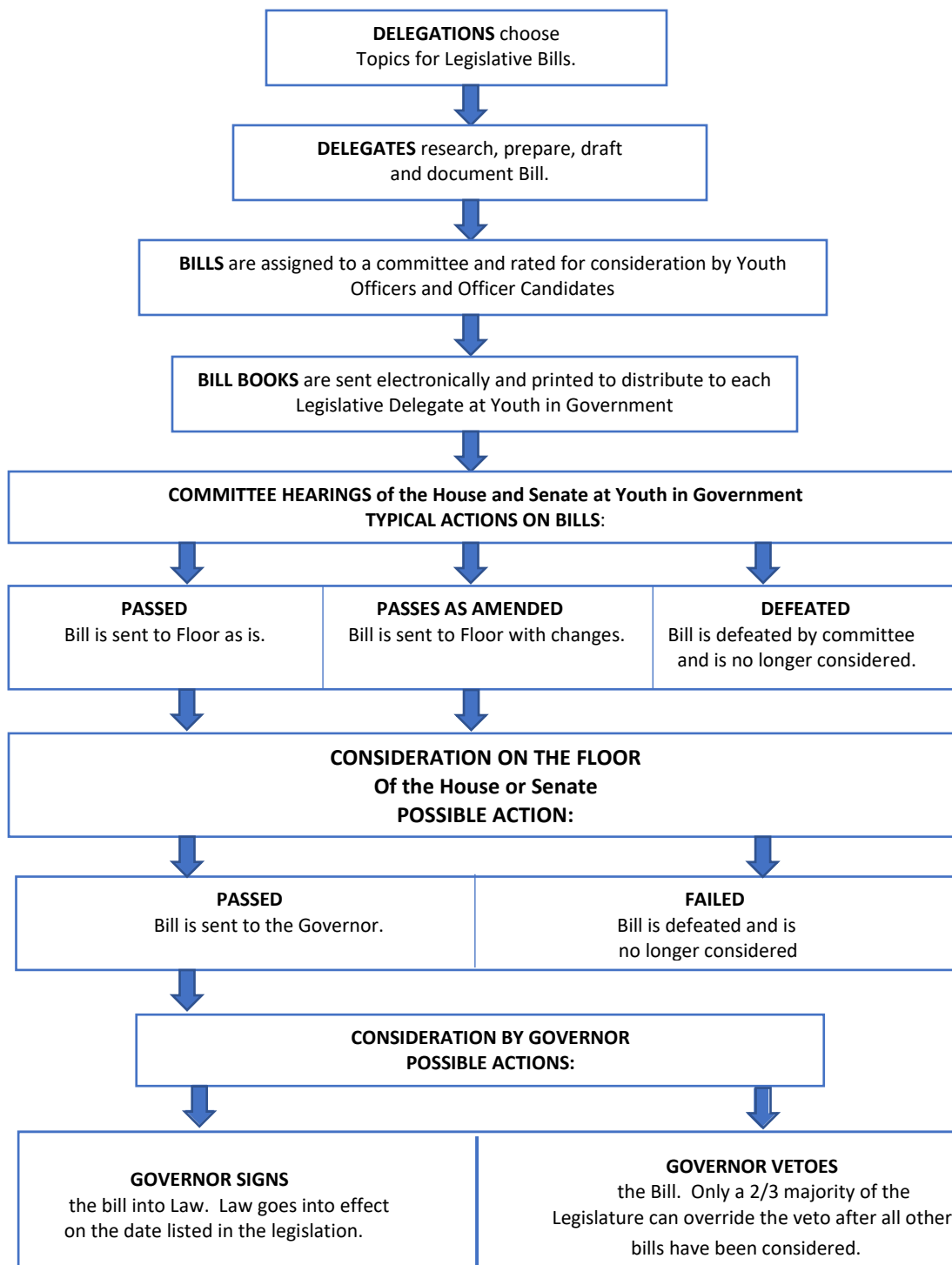
Bills reported out of Committee are scheduled for consideration by the House or Senate. Time may not allow consideration of all Bills referred to the Legislature. Those Bills passed by the House or Senate are then sent to the Governor.

STEP 4 - GOVERNOR CONSIDERATION

Bills passed by both the House or Senate are sent to the Governor. The Governor may sign or veto the legislation.



How a Bill Becomes Law at the Student Legislature



Committees

Committees are the first to consider proposed legislation.

Committees accomplish three (3) tasks

1. Committees decide what legislation is sent to the House or Senate.

Committees give each Bill a complete and respectful hearing including presentations by Authors, Cabinet, and Lobbyists as well as a thorough discussion and debate by all Committee members.

The procedure Committees use is somewhat different than that used by the Legislature. Please read both procedures carefully. Since Committees are smaller groups than a legislature, they do not need all the procedures required by a legislature. Committees are only as formal as needed to effectively get their work done.

Committees work to send good legislation to the floor. If a Bill is a good idea but needs improved, then amend it. ***Bills rated # 1 - 5 should pass Committee as student Committee Chairs, Vice Chairs, legislative leaders and candidates rated these the best bills to improve our state. There is no reason to kill them in Committee.***

2. Committees prepare their members to take the lead on the floor to pass (majority of the members) or defeat (minority of the members) legislation the Committee sends to the floor.

It is the responsibility of the Committee sending legislation to the floor to have all their members take an active role in floor discussion and debate of the Bill.

3. Committees clearly and completely inform members of the Legislature what the Committee found out about the Bill, why it should be passed (majority) and why it should be defeated (minority).

The Majority and Minority Reports inform the Legislature of the content of the Committee's consideration of the Bill, tell the Legislature the answers to any significant questions asked the Authors, give the Legislature any significant information provided by the Authors, Cabinet or Lobbyists, and explain why the Bill should pass (majority) or be defeated (minority).

The time for questions is in Committee. The Legislature has very limited time for questions (actually only three questions) as their time needs to be in considering the Bill . . . discussion, statement of positions, debate.

Committee Members and Chairpersons are Responsible Individually and as a Group to:

Participate

- Every member participates
- Everyone creates a positive atmosphere that encourages involvement by everyone
- Every member helps everyone else do their best
- Every member sits in a different chair beside different people at each committee meeting

Be Prepared

- Know and understand the procedure and use it
- Understand and be informed on the legislation in your Committee before YG

Be Respectful, Extend Courtesy to Everyone

- Show respect for the Committee, the room and its equipment, Authors, Lobbyists, Cabinet, Advisor
- Be informed on the subject of the Bill
- Consider the merits of the Bill, listen with full attention

Bill Authors, Lobbyists and Cabinet

- Ask permission of the Chair to appear before the Committee
- Know when to appear in Committee and be on time
- Respond to questions when asked
- Remember, the final decision on legislation is the Committee's

Advisors

- Advisors are in Committee to help on procedure. Benefit from their knowledge and experience.

Presence of Authors, Cabinet and Lobbyists

- Authors give their testimony before any given by others
- When testimony is complete and Committee questions have been answered these persons may leave or may stay for the Committee's consideration of the Bill. While these persons may not ask to join in the Committee's consideration of the Bill, they may respond to questions if asked by the Committee. Committees would be wise to remember these persons know the most about the proposed legislation and are a valuable source of information on the Bill.
- Authors, Cabinet and Lobbyists who may still be in the Committee leave for Bill's final consideration and the vote.

Inform the Authors

- The Committee tells the Authors the vote on the Bill by giving them a completed Form Z.

What is Done with Similar Bills?

- Bills on the same topic are often presented. Committees consider them separately on their own merits.

Scheduling Committee Time

1. Committees meet for the total time assigned each session.
2. The Committee's time in each session is managed to accomplish three (3) things:
 - To consider Bills and determine those to be sent to the floor;
 - To prepare complete reports to the Legislature on the Committee's consideration of each

Bill sent to the floor including information learned during the testimony, answers to significant questions, and why the Committee wants the Bill passed by the Legislature (majority) or defeated (minority);

- To prepare every Committee member to participate in the Legislature's consideration of Bills sent to the House or Senate. Committees are to go on the floor with their members ready to get the Bill passed (majority) or defeated (minority).
3. Bills are assigned a time (session) so Authors, Cabinet and Lobbyists know when to appear in Committee. The assigned Bill times cannot be changed. If Authors, Lobbyists or Cabinet are unable to appear before Committee at that time, the Bill will be considered without them.
 4. Bills not completed in the session they are assigned, may be carried over to the next Committee session.
 5. Committees may not go ahead in the schedule to consider Bills scheduled for a later session of the Committee.
 6. By the end of the final Committee, all Bills have had a complete hearing by their Committee.

Committee Procedure

****Before going to committee, the Chair picks the bills up from the Bill Coordinator.**

1. The Chair welcomes everyone to the meeting and introduces anyone there to give testimony.
2. The Clerk (or Vice Chair) reads the Bill
3. The Authors present their Bill, explain why it is important for the state and should be passed, and answer any questions the Committee may have.
4. Lobbyists and Governor's Cabinet testify on the Bill and answer questions.
5. The Committee discusses the Bill, asks any questions to the Bill experts - Authors, Cabinet, Lobbyist - debates.

Chairpersons may find it helpful to hold their comments until later in the discussion so that other Committee members voice their views.

6. Amendments to strengthen and/or clarify the Bill are made at any time in the discussion.
Amendments cannot change the intent of the Bill.
7. The Committee discusses, questions and debates to reach its decision. Committee members support legislation they believe is best for the people of the state. Legislation is not sent to the floor just because it will be a good debate. Legislatures exist to make serious decisions, not to entertain their members.
8. When the discussion/debate is complete, take the vote. A simple majority is required. The presiding person (Chair) does not vote except to break a tie.
9. After the vote, the Committee
Prepares accurate and complete reports (majority and minority) for the Legislature that also give - reasons the Committee wants the Bill passed (majority) or defeated (minority).
 - Prepares Committee members to fully participate in the floor consideration of the Bill.
 - Be certain that each Committee member has a role for the debate on the floor. Assign a point, pro and con, etc. so every member participates on the floor.

Possible Motions in Committee

1. To recommend a Bill without amendments out of Committee to the House or Senate, a member says, "I move this Bill reported to pass." If passed, the Bill goes to the House or Senate of its origin.
2. To amend a Bill, the motion is, "I move the following amendment . . . "

The author of the amendment gives it in writing to the Clerk (or Vice Chair) who reads the amendment. If adopted, the Clerk reads the amended Bill to be sure it is accurate. The amendment is then attached to the Bill and the Bill is considered in Committee as amended.

Amendments may not change the intent or meaning of the Bill. While authors do not have to agree to the amendment, they are to be informed of the amendment.
Riders to Bills are not permitted.

3. To recommend an amended Bill for passage, the motion is, "I move that this Bill be passed, as amended."

Committee Chairpersons

Senate Chairs have been appointed by and are responsible to the President of the Senate and House Chairs the Speaker of the House. Chairs who do not carry out their responsibilities may be removed by their President or Speaker.

Vice Chairs are appointed by the President and Speaker. In Committees without a Vice Chair, the Chair may appoint a committee member to serve as Vice Chair. Bill partners are not to be Chairs as they both would leave the Committee to testify on their Bill.

Responsibilities of the Chair

At the First Meeting

- See that members can see each other
- Do introductions and "get acquainted" activities (avoid use of candy, food, or drinks as a get acquainted). Include the Committee Advisor in the get acquainted.
- Explain the purpose of the Committee and how it works (review previous pages) and do a practice Bill to give everyone experience in the procedure.
- Review the schedule, explain the order of Bills and how the Committee's time is used.

The Chair and all Members are Responsible for the Care and Protection of their Committee Room

- Explain the use of the Committee room is a privilege given by the actual Committee Chairperson and review how we are to care for the room (no candy, food or drinks; do not move papers or materials left by Legislators, avoid playing with microphones, clean up after each session, etc.)

The Chair

*Gets the bill from the Bill Coordinator before each Committee meeting & returns them with a verbal report to the Bill Coordinator before going into the Chamber session..

- Acts and speaks in a way that helps everyone in the Committee succeed, involves everyone and gives Authors, Lobbyists and Cabinet a respectful experience.
- Represents the Committee to the Bill Coordinator. The Chair picks up the Committee folder from the Bill Coordinator before each Committee meeting and returns the folder to the Bill Coordinator immediately after the meeting and verbally tells the Coordinator the action taken on each bill.
- Has the Clerk or Vice Chair take attendance at each meeting.
- Manages time so the three tasks of the Committee are accomplished.
- Has the Committee meet for the total time and does not dismiss early.
- Considers Bills in numerical order as listed inside the front cover of the Committee Folder. Once a Bill is considered, draw a line through the Bill number.
- Manages amendment made in Committee. Amendments are made in writing and, if passed, attached to the Bill by paper clip. Do not write on the original Bill. Amendments note the line(s) being altered. Note on the Bill Disposition sheet the Bill is amended and if passed and, if passed, passed as amended. Amendments cannot change the intent of the Bill.
- Completes the Committee portion of the Bill Disposition sheet.
- Assures that the Majority and Minority reports are written to accurately inform the Legislature on what the Committee learned about the Bill, why the Committee took the action it did and the Committee's reasons for the Legislature to pass (majority) or defeat (minority) the Bill.
- Prepares all Committee members to actively participate in floor debate on Bills the Committee reports out to the Legislature.
- Leads the Committee member participation in floor debate.

Responsibilities of Committee Advisors

- Be present. Don't be on your phone or computer. Help the Chair keep the process on schedule and the committee members focused on the task at hand.
- Committee Advisors assist with procedure and the Committee process. They may be asked for advice before, during or after Committee sessions. Chairs are to meet with the Committee Advisor after each session to get their observations and suggestions.
- Advisors do not comment on the content or idea of legislation nor are they to influence voting on issues.
- Advisors may have a few minutes at the end of each committee to engage the group in a review of how the committee did and what would make the next meeting even more successful.

A Note to Bill Authors

Please remember that our purpose at Youth in Government is to adopt legislation that will benefit our state. Our time is limited, opinions among delegates vary, and very few proposals will be sent to the Governor. The Governor may sign or veto legislation. In our democracy the Executive is one of the three branches of government. Each branch is part of a system of “checks and balances.” As part of this system, the Governor may veto even popular legislation if, in the Governor’s judgment, it is not good for our state.

Participate in Youth in Government to do your best. Doing your best needs to be the “reward” you seek. The most to expect for your legislation is a complete hearing in Committee. Your Bill may be heard on the Floor and a few Bills will be sent to the Governor. The Governor may sign some of them. If your Bill is defeated in Committee, the Legislature, or is vetoed, be prepared to take that decision with good grace and not develop a personal vendetta against legislators or the Governor. Realize your Bill had its chance and now others are to have their chance.

Work to do your best and to help others do their best too!



YOUTH GOVERNMENT COMMITTEE PROCEDURES

BEFORE EACH MEETING

Chairman picks up committee folders from Bill Coordinator
1st committee meeting
Introductions and Get Acquainted
Review Committee Procedures
Practice with a provided Practice Bill

WELCOME

Clerk or Vice Chair reads order of the day
Clerk or Vice Chair takes attendance
Committee Chair introduces all guests and sends for bill authors

COMMITTEE PROCEDURE

Clerk or Vice Chair reads the Bill
Authors give Opening Statements
Governor's Cabinet and then Lobbyists testimony on the Bill and then answer questions

QUESTIONS AND DISCUSSION

Questions may be asked of Bill Authors, Lobbyists, and Governor's Cabinet
Committee members speak for or against the bill

AMENDMENTS

May not change the intent of the Bill
Authors should be present and approve amendments
Committee Chair fills out the Bill Form
If an amendment is proposed, discuss the amendment and hold a vote for the amendment
If an amendment is adopted, attach the amendment form to the Bill

AFTER QUESTIONS AND DISCUSSION

Bill Authors give Closing Statements and return to their Committees
Hold a Caucus for members to discuss if the bill is good for the people of the state

HOLD A VOTE

Chair asks the committee if they are for or against passing the Bill to the Floor
The Vice Chair or Clerk records the vote

AFTER VOTE IS TAKEN

Prepare Bill Disposition Report
Have a Page deliver the Z form to authors
Bill Passes: prepare majority and minority reports
Bill Passes: Chairperson prepares members to take an active role in the floor session consideration

ADJOURN

Chairperson entertains a motion to adjourn
Once adjourned, Chairperson and Committee Advisor compare notes on what went well and what can be done to make the next meeting more effective
Chairperson takes Committee Folder back to Bill Coordinator noting which bills passed or failed



YOUTH GOVERNMENT FLOOR PROCEDURES

BEFORE EACH SESSION

Clerk picks up Calendar from Bill Coordinator
1st Floor Session:
Review Floor Procedures
Practice with a provided Practice Bill
Then, proceed with the first Bill in the Calendar

PRESIDING OFFICER CALLS TO ORDER

Gavel and state "By the authority invested in me, I declare this House (Senate) in session"
Call upon the Chaplain to deliver his/her message
Call upon the Clerk to read the order of the day. Bills passed from the opposing chamber start the order of the day.

READING OF THE BILL

Presiding Officer: "We are now ready for the third reading of the Bill."
Clerk reads the number, author, title, full text of the bill, and approved amendments
"The question is shall this Bill pass?"
Call upon the authors to give their opening statements and minority/majority reports

QUESTIONS AND DEBATE

The Presiding Officer begins, "The question is shall this bill pass? Is there a speech in favor or opposition?"
Delegates may ask if the authors yield to a question. Delegates should address the Presiding Officer when speaking.

AMENDMENTS

Amendments on the Floor are allowed. Members wanting to amend the Bill currently on the floor must obtain and amendment form to write their amendment on and send it to the Clerk. It is then the members' responsibility to seek recognition from the Presiding Officer once the amendment has reached the Clerk's desk. Only then can any action be taken on the amendment. Once the member is recognized by the Presiding Officer and the Clerk reads the amendment from this time on until a vote is taken on the amendment, all remarks and questions are directed to the amendment and the amendment authors, not the Bill as a whole. Following the vote, the debate returns to the Bill.

AFTER QUESTIONS AND DISCUSSION

Presiding Officer is responsible to manage the time for the consideration of each Bill. Try to limit question to 3 per Bill. After you feel the Bill has been debated sufficiently then move on to the Authors closing statements.

HOLD A VOTE

Presiding officer will then say, "The question is, shall the Bill pass?" All those in favor of the Bill, please stand."
A count is made recorded by the Clerk.
The Presiding Officer then says, "Those opposed to passage of the Bill, please stand." Again, a count is recorded.
If the majority favors the Bill, the Presiding Officer says, "I declare this Bill passes." If the majority is opposed, the Presiding Officer says, "I declare this Bill failed of passage."

AFTER THE VOTE

Once a Bill is declared passed or failed the Clerk is to fill out the Bill Disposition Record attached to the Bill, sign it, and have the Presiding Officer also sign. At the end of the Floor Session the Clerk takes the "Calendar" folder back to the Bill Coordinators office.

Parliamentary Procedure for the Student Legislature

Organizations use Roberts Rules of Order, other standard rules of order or adopt their own. Youth in Government has adopted its own Rules of Order.

YG rules allow as much time as possible on proposed legislation rather than on parliamentary procedure and recognize that three days make it impossible to completely follow the rules of the actual House and Senate.

All the information needed to consider a Bill in the Student Legislature is in the next few pages. Every delegate has equal access to these rules. Changes are not made during YG. Proposed changes suggested by YG Officers may be made at their annual planning session at June's YLA Leadership Summit for inclusion in the next program YG Manual.

Committees carefully consider Bills on their merit and select those for the Legislature that offer an opportunity to improve our state.

The number of Bills some years allows consideration by both the House and Senate. A Bill first passed in one will then be considered by the other. The second hearing will only be on the Floor and will include the Authors. Bills passed in both or one legislative body will be sent to the Youth Governor. Obviously those passed by both the House and Senate will have more weight when considered by the Youth Governor.

Procedure

Order of the Day

- ♦ The "Calendar" at the Bill Coordinator's Office provides the order of business before the House and Senate. The "Order of the Day" is also read by the Clerk before each session starts. The Calendar cannot be changed.
- ♦ The Bill Coordinator serves as the Youth in Government Rules Committee. Bills are assigned to Committees and, when passed by Committee, put on the House or Senate Calendar only by the Bill Coordinator. If a Committee combines two or more Bills, they create a new Bill. This new Bill must be assigned a number and a Committee by the Bill Coordinator.
- ♦ Committees and the Legislature only consider Bills given them by the Bill Coordinator. The order Bills are considered is the numerical order they appear in the Bill Book as determined by the rating of Bills by the Legislative Officers, Committee Chairpersons, and Officer Candidates in February. This advance rating also serves to provide as much time as possible to consider Bills during YG. The Student Legislature cannot suspend the rules to change the order of consideration.

Each Bill is considered separately. Several Bills cannot be grouped together for consideration or voting.

Call to Order

- ◆ At the opening of each session, the Presiding Officer uses the gavel and states, "By the authority vested in me, I declare the House (Senate) in session."
- ◆ The Presiding Officer calls upon the Chaplain to deliver a message.
- ◆ The Presiding officer calls upon the Clerk to read the "Order of the Day."
- ◆ Bills passed from the opposite Chamber coming in, will take precedence in the "Order of the Day".

Reading of the Bill

The Presiding Officer says, "We are now ready for the third reading of the Bill."

The Clerk reads the Bill that appears at the top of the Order. The Clerk reads the number, author, title, the full text of the Bill, and any amendments approved by Committee.

Author's Statement

- ◆ At the conclusion of the reading of the Bill, the Presiding Officer says, "The question is, shall the Bill pass?" The authors may make their opening statement.
- ◆ The authors, combined, have three minutes to explain their Bill, present a strong case for the Legislature to pass their Bill, and move its adoption. The authors may share the time. The Author, who speaks last at the end of their presentation, moves the adoption of the Bill and urges members to support the Bill.

Committee Reports

- ◆ The Presiding Officer will ask for the Majority and Minority Reports from the Committee that considered the Bill.
- ◆ The members presenting the Majority and Minority Report are to give a complete summary to the Legislature of the Committee consideration of the Bill and why the Bill should be passed (Majority Report) and why it should be defeated (Minority Report).

Seeking Recognition

- ◆ Members seek recognition after the Presiding Officer has said, "The question is, shall the Bill pass?"
- ◆ To be recognized, a member stands at their desk. Once a member has been recognized, all others must be seated until there is another opportunity to be recognized.
- ◆ The member who was recognized must remain standing and address the Presiding Officer as "Mr. Speaker" (House) or "Mr. President" (Senate) before making statements or asking the Presiding Officer's help in asking a question of the Bill authors. If a woman is presiding, the prefix is "Madame" instead of "Mister."

Statements and Debate by Members

- ◆ Once the authors have spoken and moved the adoption of their Bill, and the Committee Majority and Minority Reports have been given, the Presiding Officer says, "The question is, shall the Bill pass?" At this time any member may speak by obtaining recognition from the Presiding Officer.
- ◆ Statements by members, speaking in support or in opposition to the Bill, take most of the time. Members speak on the issue. Members do not make personal remarks about other members of the Legislature.
- ◆ When members speak in support or opposition to a Bill, they say, "Mr. (or Madame) Speaker

(or President), I speak in favor (or opposition) of this Bill because . . . (give reasons you support or oppose the Bill) and urge others to vote for (or against) the Bill.

- ◆ Statements of support or opposition are not taken in any order. Whoever gets the floor may speak even if more than one pro or con speaker follows another.
- ◆ If there are many speeches, the Presiding Officer may rule that all speeches must be kept within a time limit and/or that no member may speak more than once until all others who want to speak have done so.

Asking Questions of the Authors

- ◆ Authors of a bill may be questioned by another member. The authors are not required to yield to a question.
- ◆ The time for questions is limited to **three (3) questions**. Most time is spent with statements by members supporting or opposing Bills.
- ◆ Asking questions of an author gives the author a chance to respond. Members who oppose a Bill will find direct statements a better way to oppose the Bill.
- ◆ Members request permission of the authors, through the Presiding Officer, to ask a question. After being recognized, the member says, "Mr. (Madame) President (Speaker), will the author yield to a question?" The Presiding Officer will then ask the same question of the authors and then deliver their reply to the member.
- ◆ **Each** member is **limited to one question** until all members who want to have asked a question.
- ◆ When asking questions, members are to be brief and only ask their question. Statements are not to be made.

Motion to Amend

- ◆ Amendments are made in writing on the amendment form. The member sends the amendment to the Clerk via a Page.
- ◆ Amendments indicate the line(s) to be amended by placing quotation marks around the amended language, and using wording such as "delete" and "add."
- ◆ All amendments must be signed by the author of the amendment.
It is the responsibility of the author of the amendment to seek recognition from the Presiding Officer once the amendment has reached the Clerk's desk. Only then can any action be taken on the amendment.
- ◆ Once recognized, the member says, "Mr. /Madame Speaker (President), I have an amendment before the Floor.
- ◆ The Presiding Officer then instructs the Clerk to read the amendment. From this time until a vote is taken on the amendment, all remarks are directed to the amendment, not the Bill as a whole. Questions related to the amendment are asked of the authors of the amendment.
- ◆ The author of the amendment speaks first. The authors of the Bill then have two minutes to comment on the amendment.
- ◆ Before voting on the amendment, the author of the amendment has one minute to make a closing statement. A simple majority is needed for passage of the amendment. Voting may be by voice vote or by a standing vote.

Following the vote, the debate returns to the Bill.

- ◆ Amendments are best handled in Committees although they may be attempted on the Floor. Time devoted to amendments on the floor is to be kept to a minimum.
- ◆ Amendments cannot change the intent of the Bill
- ◆ Riders to Bills are not accepted.

Motion to Refer to Committee

- ◆ Many amendments proposed during legislative debate may indicate the Committee needs to take another look at the Bill.
- ◆ If this occurs, a motion to “refer to Committee” may be in order. This motion must be seconded and then can be debated. A simple majority is needed for passage.
- ◆ Upon approval of the motion, the Bill is sent back to its Committee for further work and reconsideration. This Bill becomes the first item of business in the next Committee session.

Voting Procedures

- ◆ The Presiding Officer is responsible to manage the time for the consideration of each Bill. The Presiding Officer has flexibility to allow more time to consider a Bill that generates a lot of interest and debate and to allow less time for a Bill that does not or clearly has significant support or opposition. The Presiding Officer will also end consideration of Legislation when discussion or debate becomes repetitive.

Prior to ending consideration of a Bill, the Presiding Officer will announce only one (or two) more pro and con statements from Legislators will be recognized.

The Presiding Officer takes the initiative in calling the vote. The motion of “Previous question”, used to end debate, is not an acceptable motion made from the Floor.

- ◆ Prior to voting, the authors (combined) have up to three minutes to make a closing statement and to urge the Legislature to support their Bill.
- ◆ The Presiding Officer will then say, “The question is, shall the Bill pass? All those in favor of the Bill, please stand.” A count is made and recorded by the Clerk.
- ◆ The Presiding Officer then says, “Those opposed to passage of the Bill, please stand.” Again, a count is made and recorded.
- ◆ When voting on the final passage of the Bill, the vote must be a standing vote. For the purposes of YLA Youth in Government, the majority (constitutional majority) needed to pass legislation is one more than half of those voting.
- ◆ Abstentions are not asked for nor are they recorded. If a member abstains from voting, they must leave the Floor during the vote. All members remaining on the Floor are assumed to be voting.
- ◆ If the majority favors the Bill, the Presiding Officer says, “I declare this Bill passed.” If the majority is opposed, then the Presiding Officer says, “I declare this Bill failed of passage.”
There is no emergency legislation in Youth in Government.
- ◆ After a Bill is declared passed, the Clerk will read the Bill by number and title in the event any changes should be made to the title. The Presiding Officer will then say, “Without objection, the title is agreed to.” The Presiding Officer then moves on to the next order of business.

Other Possible Motions

- ◆ Division of the House. If after a voice vote a member wants to challenge the decision of the Presiding Officer, the member may call, without waiting for recognition, "Division of the House." After the motion receives approval of the Presiding Officer or by a simple majority of the members, the vote is retaken as a standing vote. Roll call votes, however, are not permitted at Youth in Government.
- ◆ Point of Order. This motion is used by a member to question the procedures of the Presiding Officer or another member has used or to seek clarification of procedures. Again, a member need not wait recognition to make this motion.

The Presiding Officer has the sole authority to accept or reject the motion. The Presiding Officer does not call Point of Order.

- ◆ Point of Personal Privilege. This motion is used by a member to bring the Presiding Officer's attention to a disturbance in the chamber or to request that a member, who is speaking, raise their voice to be heard more clearly. Again, the Presiding Officer rules on the motion.
- ◆ Motion to Recess. This motion is normally used to allow members to caucus for a few minutes. Recess is not the same as adjournment. All members are required to remain in the chamber and the Legislature must reconvene at some time before adjournment. This motion may be made by a member without being recognized but must be seconded. The motion and the length of time of the recess are not debatable. A simple majority is needed for approval of the motion. NOTE: This motion is rarely used because debate on it takes too much time and proves to be counterproductive.
- ◆ Removal. After giving a member a private and a public warning, the Presiding Officer has the power to expel a member whose behavior is inappropriate for the Legislature. Circumstances that may lead to a member's expulsion include, but are not limited to:
 - inappropriate attire
 - not wearing their official name tag
 - great disregard for the procedure of the Legislature
 - interfering in or obstructing the proceedings

The Presiding Officer may have the official Sergeant-At-Arms expel the member.

- ◆ Suspension of the Rules. For the purposes of YLA Youth in Government, a motion to "Suspend the Rules" cannot be used to alter the legislative calendar, the dress and conduct rules, the conference's pre-printed agenda, the procedures of the Model Legislature, or the rules of YLA Youth in Government.

Procedure for the Governor's Office

- ◆ Once a Bill is passed, the Clerk takes it to the Bill Coordinator who records it. When action is taken on the Bill by the Governor, the Bill is returned to the Bill Coordinator who records the Governor's action.
- ◆ An attempt to override the Governor's veto may be considered after action has been taken on all Bills before the Model Legislature.

Our purpose is to allow as many authors as possible to present their Bill to the Model Legislature rather than focus on overriding the Governor's veto.

A Senator or Delegate (not the Bill's author) offer a motion from the Floor (after being recognized) to consider overriding the veto. The Presiding Officer has the Clerk read the Bill.

- ◆ The Presiding Officer, in presenting vetoed Bill, says, "The question is, shall the Bill pass, notwithstanding the objections of the Governor?" The author of the Bill then, once recognized by the Presiding Officer, may proceed to speak for passage of their Bill. The Governor or the Governor's representative may speak for four minutes on the vetoed Bill. A two-thirds majority of the House or Senate is required to override a Governor's veto.
- ◆ The Governor is to sign or veto all Bills passed by the Legislature. No Bills are to be left unsigned at the closing of the final joint session.
- ◆ The Governor is part of the "checks and balance" system of our government. The Governor must carry out the constitutional mandate to act on legislation. The Governor cannot "rubber stamp" legislative acts of the Legislature.

Youth Governor and Governor's Cabinet

Cabinet members represent the Governor's interests to Committees and with Legislators. Cabinet members listen to Committee hearings and floor debates in their area of interest, act as the Governor's advocate on related legislation, and report to and advise the Governor on legislation that reaches the Governor's desk.

Cabinet members are available to advise legislators on the Governor's position on legislation. Legislators may find Cabinet members helpful in understanding YG procedures. Cabinet members are available to listen and help legislators. Just ask.

Cabinet members may speak to Committees on legislators and may speak with legislators outside Committee and floor sessions. Cabinet members may not speak on the floor of the House or Senate.

Cabinet members represent the Governor's position on the legislation listed below. The Governor's position on Legislation is indicated so sponsors of legislation may provide information to Cabinet member and to the Governor in their work to gain the Governor's support.

Governor & Cabinet's Position

Governor & Cabinet's Position on House Bills					
Bill Number	Member/Position	Bill Number	Member/Position	Bill Number	Member/Position
House 1		House 2		House 3	
House 4		House 5		House 6	
House 7		House 8		House 9	
House 10		House 11		House 12	
House 13		House 14		House 15	
House 16		House 17		House 18	
House 19		House 20		House 21	
House 22		House 23		House 24	
House 25		House 26		House 27	

Governor & Cabinet's Position on Senate Bills					
Bill Number	Member/Position	Bill Number	Member/Position	Bill Number	Member/Position
Senate 1		Senate 2		Senate 3	
Senate 4		Senate 5		Senate 6	
Senate 7		Senate 8		Senate 9	
Senate 10		Senate 11		Senate 12	
Senate 13		Senate 14			

Lobbyist Delegates

Lobbyists represent special interests. Lobbyists work to PERSUADE Legislative Delegates to amend, support, or oppose bills. These delegates work independently and in groups of other Lobbyists who share similar and group interests. Youth in Government Lobbyists work to influence 5 – 10 pieces of legislation and may join with other Lobbyists to work on other legislation.

Lobbyists may appear before committees to testify on legislation by arranging with the Chair a time on the committee's agenda. Lobbyists may also "lobby" legislators at other times in the Capitol or Statehouse. Lobbyists may not speak on the Floor of the House or Senate. Lobbyists may present their case to the Governor's Cabinet, Officers, Youth in Government Press and the Youth Governor.

The following chart indicates bills to be lobbied by each Lobbyist Delegate.

2025 Bills and Lobbyist Positions

Lobbyist Position on House Bills					
Bill Number	Lobbyist/ Position	Bill Number	Lobbyist/ Position	Bill Number	Lobbyist/ Position
House 1		House 2		House 3	Shrewsberry -Against
House 4	Austin - For	House 5	Shrewsberry - Against	House 6	Austin - For
House 7		House 8		House 9	Lafferty - For
House 10	Shrewsberry - For	House 11		House 12	Austin - For
House 13	Lafferty - For	House 14		House 15	
House 16	Austin - For	House 17		House 18	Austin - Against
House 19		House 20	Lafferty - For	House 21	
House 22		House 23	Lafferty - For	House 24	
House 25		House 26		House 27	

Lobbyist Position on Senate Bills					
Senate 1	Lobbyist/ Position	Senate 2	Lobbyist/ Position	Senate 3	Lobbyist/ Position
Senate 1	Lafferty - For	Senate 2		Senate 3	Lafferty - Against
Senate 4		Senate 5		Senate 6	
Senate 7		Senate 8		Senate 9	Shrewsberry - For
Senate 10		Senate 11	Shrewsberry - Against	Senate 12	
Senate 13		Senate 14			

Legislative Schedule

Day & Time	SENATE			HOUSE			
Wednesday	Com 1	Com 2		Com 1	Com 2	Com 3	Com 4
3:00 – 3:15	LEGISLATIVE INSTRUCTIONS IN HOUSE CHAMBER						
3:25 – 3:45	Committees Orientation			Committees Orientation			
3:45 – 4:00	A	B		C	D	E	F
4:00 – 4:20	1	2		1	2	3	4
4:30 – 5:00	Each Floor Practice Session & Floor Legislation Consideration Session						
5:15	Return to the hotel – Meet at the Bus Loop on Culture Center Side						
Thursday							
9:00 – 9:20	4	3		8	7	6	5
9:25 – 9:45	5	6		9	10	11	12
9:50 – 10:10	8	7		16	15	14	13
10:20 – 12:00	Senate in Session			House in Session			
12:00 – 1:30	Lunch on your own						
1:45 – 2:15	GROUP PICTURES – Back steps of the Capitol						
2:20 – 2:40	9	10		17	18	19	20
2:45 – 3:05	12	11		24	23	22	21
3:15 – 4:45	Senate in Session			House in Session			
5:00	Return to the hotel – Meet at the Bus Loop on Culture Center Side						
Friday							
8:50 – 9:10	13	14		25	26	27	
9:10	Pass out and complete exit surveys Pass out ballots – DO NOT VOTE IN COMMITTEE						
9:15 – 10:30	Final Senate Session			Final House Session			
10:30 – 10:45	Election Senate Officers			Election House Officers			
11:00	Joint Session in the House Chamber Election of Youth Governor Oath of Office & Closing						
12:00	Return to the hotel – Meet at the Bus Loop on Culture Center Side						

WEST VIRGINIA YOUTH IN GOVERNMENT
SIXTY-EIGHTH ANNUAL
STUDENT LEGISLATURE REGULAR SESSION – 2025

A RESOLUTION
TO THANK THE WEST VIRGINIA LEGISLATURE FOR THE USE OF THEIR CHAMBERS.

- WHEREAS: The Legislature of the State of West Virginia has provided for the YLA Youth in Government Program the ideal facilities for the Sixty-Eighth Student Legislature Regular Session 2025, and
- WHEREAS: This authentic environment has afforded the delegates better understanding of our State Government, and,
- WHEREAS: The members of the West Virginia Legislature have graciously given valuable time and effort to ensure the continuing success of the YLA Youth in Government Program;
- THEREFORE, BE IT RESOLVED BY THE STUDENT LEGISLATURE HERE ASSEMBLED THAT:
- Section 1. The delegates and all those connected with the YLA Youth in Government Program do Express their heartiest appreciation and most sincere gratitude to the West Virginia Legislature for the privilege granted us.
- Section 2. The delegates and all other persons connected with the YLA Youth in Government Program earnestly hope that the forthcoming Student Legislature will be afforded the same opportunity.
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SIXTY-EIGHTH STUDENT LEGISLATURE REGULAR SESSION – 2025

A RESOLUTION
TO GRANT THE PRESS THE PRIVILEGE OF THE FLOOR

- WHEREAS: The Sixty-Eighth Annual YLA Student Legislature is convened on the twenty third day of April 2025, and
- WHEREAS: It is customary and necessary that the representatives of the Press be given the privilege of the Floor so that the proceedings of this House can be reported easily and accurately to the people of West Virginia through the media of the Press, Television, Radio, and Social Media;
- THEREFORE, BE IT RESOLVED BY THIS STUDENT LEGISLATURE HERE ASSEMBLED THAT:
- The duly accredited members of the Student Legislature Press Delegation be granted the right to be on the Floor of the Legislative Chambers at all times for the purpose of Reporting the news of this House.

**A BILL
REVISING CANDIDATE CONTRIBUTION LIMITATIONS**

A Bill to amend the code of West Virginia in chapter 3-5-5C, changing the maximum limitation number through sections (A)-(B).

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1.

Definitions: A "candidate" being recognized as any individual seeking an elected office. A "person" being a body that wishes to give an endorsement to a candidate directly. A "lobbyist" as a person who attempts to influence legislatures in an organized fashion. A "political action committee" any organization that pools campaign contributions from members and donates those funds to candidates running for office directly or indirectly.

Section 2.

The Purpose of this bill is to change the maximum contribution amount. Changing the peak amount from \$2,800 to the former amount of \$1,000.

Section 3.

By passing this bill, it will help confine the influence of money on any candidate. Ensuring that all candidates work for the people rather than a person, lobbyist, or political action committee. Passing this legislation will also, create a level playing field for all candidates running for office by not allowing an unfair advantage through finances.

Section 4.

This bill requires no additional funding from the state of West Virginia.

Section 5.

This bill will go into effect 60 days after passage.

A BILL

Legal Vape and Tobacco Possession Age

To make changes to Article 9A of Chapter 16 to modify the legal age to purchase, possess, or use vapor and tobacco products across West Virginia and to require schools to report instances of this behavior.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. Replace “eighteen” with “twenty-one” in subsections (b) and (d) of Section 16-9A-2:

(b) No person, firm, corporation or business entity may sell, give or furnish, or cause to be sold, given or furnished, to any person under the age of ~~eighteen~~ twenty-one years: [...]

(d) Any individual who knowingly and intentionally sells, gives or furnishes or causes to be sold, given or furnished to any person under the age of ~~eighteen~~ twenty-one years any cigar, cigarette, snuff, chewing tobacco, tobacco product or tobacco-derived product, in any form, is guilty of a misdemeanor and, upon conviction thereof, for the first offense shall be fined not more than \$100; upon conviction thereof for a second or subsequent offense, is guilty of a misdemeanor and shall be fined not less than \$100 nor more than \$500.

Section 2. Replace “18” with “twenty-one” in Section 16-9A-3:

A person under the age of ~~18~~ twenty-one years shall not have on or about his or her person or premises or use any cigarette, or cigarette paper, or any other paper prepared, manufactured or made for the purpose of smoking any tobacco products, in any form; any pipe, snuff, chewing tobacco, tobacco product, or tobacco-derived product: [...]

Section 3. Add a new subsection (b) to Section 16-9A-4 and make the existing language subsection (a):

(b) All elementary, middle, and high schools or their equivalent are required to notify the agencies mentioned in subsection (a) for any purchase, possession, or use of vapor and/or tobacco products by students under the legal age.

Section 4. This section shall become effective upon passage. The modifications to Article 9A of Chapter 16 shall be implemented at the start of 2026.

A BILL
EXPULSION AND MANDATORY COUNSELING FOR ANYONE WHO
ENCOURAGES ANOTHER TO COMMIT SUICIDE

To be added to Chapter 18 of the West Virginia State Code.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2. Section 1. (a) expulsion- the action of depriving someone from membership in an organization or
3. forcing someone to leave a place. (b) counseling- giving psychological help and advice to someone. (c)
4. suicide- the act of taking one's own life voluntarily or intentionally. (d) bullying- one using superior
5. strength to harass and intimidate someone to make them feel inferior or force to do what one wants.
6. Section 2. The purpose of this bill is to decrease suicide and suicide attempts, decrease bullying, draw
7. attention the issue of suicide, and to punish anyone who encourages another to take their own life by
8. automatic 1-year expulsion and provide them with 1-year mandatory counseling to get them the
9. psychological help and advice on how to treat others they need before returning to schooling the
10. following year.
11. Section 3. By passing this bill West Virginia would promote anti-suicide by setting consequences and
12. punishments for one who encourages another to commit suicide. Currently the teen suicide rate for
13. West Virginia is 313 deaths by suicide per 100,000, making 12.69% of teen death in West Virginia
14. suicides. If passed, this bill is expected to lead to a decrease in suicide rates.
15. Section 4. This bill will not require and additional funding.
16. This bill will go into affect July 1, 2026.

A BILL
Offenses, and exempted behaviors for Medical cannabis

To amend bill §16-8A-14

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. Definitions: a “physician” is a person who is licensed to practice medicine, or a person who is skilled in healing. A “parent” is a father or mother. A “dispensary” is a room where medicines are prepared and provided. A “medical facility” is a place where sick or injured people are given care or treatment. A “felony” is a crime, typically one involving violence, regarded as more serious than a misdemeanor, and usually punishable by imprisonment for more than one year or by death. A “dermatologist” is a medical practitioner qualified to diagnose and treat skin diseases. A “gynecologist” is a person who works with the female reproductive system.

Section 2. (a) The following persons when acting in strict compliance with the provisions of this article are not subject to arrest, prosecution, civil or administrative penalty, including a civil penalty or disciplinary action by a professional licensing board, or be denied any right or privilege, for:

(1) A qualifying patient in possession of more than four ounces of cannabis or two immature and two mature cannabis plants grown by the patient.

(2) A grower licensed under section six of this article, or a grower agent registered under section six of this article;

(3) A certifying physician not including gynecologists, and dermatologists;

(4) A parent or guardian who is carrying the cannabis for their child under the age of 18

(5) A dispensary licensed or a dispensary agent registered pursuant to this article;

(6) A processor licensed or a processor agent registered pursuant to this article; or

(7) A hospital, and medical facility, where a qualifying patient is receiving treatment.

Section 3. Any person who knowingly distributes, possesses with intent to distribute, possess or manufactures cannabis that has been diverted in violation of the provisions of this article from a qualifying patient, licensed grower, or licensed dispensary, is guilty of a felony and, upon conviction, shall be imprisoned in a state correctional facility for not less than five nor more than ten years, and fined not more than \$5,500

Section 4. The offense set forth in this subsection is separate and distinct from other provisions of this code prohibiting the manufacture, possession, or distribution of marijuana under this code.

This bill will go into affect July 1, 2025.

A BILL

To Help Find Missing Endangered Adults More Quickly

To be added to chapter 15 §15-3D-4 of the West Virginia Code.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. (a) Missing person is defined as any person who is reported missing to a law
3 enforcement agency.

4 Section 2. The purpose of this bill is to require immediate action by law enforcement to search and
5 investigate for any person over the age of eighteen who is missing.

6 Section 3. By passing this bill, law enforcement will be required to fully investigate the reasoning
7 behind the person's disappearance without delay. West Virginia is ranked ninth among other states
8 with 6.76 per 100,000 people missing. Enacting this bill could potentially protect the complete
9 disappearance of future missing persons in West Virginia.

10 Section 4. No funding will be required. Some investigations may require law enforcement officers
11 to work overtime.

12 Section 5. This bill will go into effect January 1, 2026.

A BILL

Universal Insulin Price Regulation

To help non-insured diabetics pay for insulin

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. (a)Insulin- a life saving prescription drug for diabetics (b)Medical insurance- insurance that helps pay for medical related costs (c)Pharmaceutical companies- corporations that produce and sell legal medical drugs for profit (d)Non-insured- people without medical insurance.

Section 2. This bill will not allow an individual to pay more than 35\$ for a month supply of insulin. Many residents of West Virginia struggle with the cost of both insulin and medical insurance while pharmaceutical companies make record profits. Insulin itself is only between 2\$ and 10\$ to produce. This bill will hopefully relieve some economic stress off of non-insured diabetics.

Section 3. This bill will not affect the 25\$ monthly copay law already in effect for people with medical insurance.

Section 4. This bill will go into effect July 1st 2025

2025 68th Annual WEST VIRGINIA HOUSE OF DELEGATES



APRIL 23 -25, 2025

YOUTH LEADERSHIP ASSOCIATION

**Youth Speaker of the House
Lelia "LeLe" Brock**

Mingo County YLA

2025 YLA West Virginia Youth in Government

House Committees

House Chamber Advisor ~ Josh Gary, John Marshall YLA

COMMITTEE 1 **House 410M**

Committee Chair:
Holly Lewis

Lucas Bower
Johnny Chen
Charles Harrison
Isabella Lee
Madelyn Martin
Neva Perrine
Thomas Spencer
Zane Stewart
Jaylin Summers
Matthew Taylor
Cody Trainer

COMMITTEE 2 **House 434M**

Committee Chair:
MJ Niggemyer

Josie Day
Alexis Dillon
Carder Holden
Ava Lynch
Ella McNeish
Brandon Shrewsbury
Christian Sibold
Alexa Solis
CJ Tucker
Zoie Vance

COMMITTEE 3 **House 460M**

Committee Chair:
Eli Ward

Morgan Carlin
Jax Cook
Riley Cook
Zane Cook
Alexa Danna
Cameron Good
Francis Howell
Evan Harrison
Caleb Parsons
Addison Smith
Vivian Webb

COMMITTEE 4 **House 215-E**

Committee Chair:
Kal-el Hill

Teonna Barton
Landon Beaudry
Kelton Cowger
Julia Fay
Elio Johnson
Kylie Marlow
Cameron McCord
Taylor Norman
Raina Shearlock

Page: Gracen Cline

Advisor:
April Petrovsky
Wirt County YLA

Page: Payton Brown

Advisor:
Deborah Gump
Lewis County YLA

Page: Emma Null

Advisor:
Abbie Loudin
Buckhannon Upshur YLA
John Quesenberry
Woodrow Wilson YLA

Page: Emma Gatts

Advisor:
Brianna Landis
Derek Landis
Wyoming East YLA

House of Delegates

[illegible]

2025 WEST VIRGINIA YLA YOUTH in GOVERNMENT HOUSE BILLS						
BILL #	TITLE	COM	DISPOSITION			
			COM	HOUSE FLOOR	GOV	Override
1	To Increase Funding for School Buses in West Virginia to Ensure Safe Transportation for Students	H 01				
2	Mandatory Narcan Training for All School Employees in All West Virginia Public Schools	H 02				
3	The Compassionate End-of-Life Act	H 03				
4	To Require the Installation of Street Lights on All Roads with Sidewalks	H 04				
5	To Legalize Recreational Marijuana with Taxation to Raise Teacher Salary	H 04				
6	Prescription Drug Profit Cap	H 03				
7	West Virginia Childhood Obesity Health Act	H 02				
8	Academic Tutoring Opportunities for K-8	H 01				
9	To Increase State Minimum Wage	H 04				
10	To Improve Access to Service Animals for At-Risk Veterans Through Partnerships with Service Animal Organizations Supported by the Creation of a State Dairy Products Tax	H 02				
11	Add Restrictions to the Purchasing of Firearms	H 03				
12	Reforming High School Athletic Transfers for Fair Competition	H 04				
13	Mandatory Imprisonment of Persons Convicted of Driving Under the Influence (DUI)	H 04				
14	Requiring Drivers Over 75 to Retake Their Drivers Test	H 03				
15	The Fair Life Insurance and Vulnerable Risk Management Act	H 02				
16	Ensure that People Under 18 Shall Not Pay Income Taxes	H 01				
17	Responsible Firearm Sales Act	H 01				
18	To Make the Mandatory Number of Instructional Days 170 Per Year	H 02				
19	The Pornography Ban Act	H 03				
20	Blair Mountain Act	H 04				
21	To Legalize Dueling in West Virginia	H 04				
22	To Require All Schools Across the State of West Virginia to Have Public Boxing Rings for Students and Facility Use	H 03				
23	The Weezer Act	H 02				
24	To Expand and Provide Youth Mental Healthcare Access in West Virginia	H 01				
25	Homeless Student Housing Act	H 01				
26	Dueling Disqualification Amendment	H 02				
27	The Disability Action Act	H 03				

ACTION ON LEGISLATIVE BILLS DISPOSITION INDEX	
Died in Committee	D Com
Defeated in Committee	Com Def
Passed in Committee	PC
Passed as Amended in Committee	PAC
Died in Senate	DS
Died in House	DH
Senate Defeated	S Def
House Defeated	H Def
Passed Senate	PS
Passed House	PH
Passed as Amended in Senate	PAS
Passed as Amended in House	PAH
Governor Signed	GS
Governor Vetoed	GV
Unsigned By Governor	GU

A BILL

**TO INCREASE FUNDING FOR SCHOOL BUSES IN WEST VIRGINIA TO
ENSURE SAFE TRANSPORTATION FOR STUDENTS**

To be added to chapter 18 of the West Virginia State Code.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA

Section 1:

Definitions: “Schools bus” refers to a bus that transports students from home to school, school to home, or to school-sponsored events.

“funding” refers to the act of providing resources to finance a need, program or project.

Section 2:

Purpose: The purpose of this bill is to improve access to reliable and safe transportation for students in public school by increasing funding for the maintenance, repair, and of school buses.

Section 3:

If this bill were to pass, it will improve access to education by ensuring kids have transportation and it will reduce absences by minimizing delays. Students, parents, and the school will be affected by knowing the kids will have a reliable way to get an education, they will experience fewer delays and save time. The State of West Virginia would gain an additional \$10 million annually to the state education budget specifically for school bus funding. This funding will be distributed to public schools based on their, size, number of students needing transportation, and existing bus conditions.

Section 4:

Funding: The funds will be sourced from the state’s general revenue, with priority given to existing unused funds within the Department of Education’s budget. If needed, addition funds will be generated through a 1.4% increase to fuel taxes.

Section 5:

Date: This bill will go into effect the beginning of the 2025-2026 school year.

A BILL

MANDATORY NARCAN TRAINING FOR ALL SCHOOL EMPLOYEES IN ALL WEST VIRGINIA PUBLIC SCHOOLS

To be added to Chapter 18 of the West Virginia State Code in accordance with Laken's Law.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. (a) school employee – any person who works as a school administrator, teacher or other employee of any public school, school district, school department, school administrative unit or any person providing or performing continuing contract services for any public school in the state.

Section 3. The purpose of this bill is to ensure the prevention of possible opioid overdoses of any person on school grounds and to mandate annual Narcan administration training to all school employees.

Section 3. By passing this bill, school employees will obtain the confidence and knowledge to provide proper care to anyone under the influence of opioids on school grounds.

Section 4. This bill will be funded by the West Virginia Department of Health and Human Services and the West Virginia Legislature if necessary.

Section 5. This bill will go into effect at the beginning of the 2025-2026 school year.

A BILL

To Require the Installation of Street Lights on All Roads with Sidewalks

To be added §8-18-1

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF
WEST VIRGINIA:

1 Section 1. (a) Let “street” be defined as any public thoroughfare or roadway within the jurisdiction of
2 the state, including, but not limited to, roads, avenues, boulevards, and alleys. (b) Let “sidewalk” be defined
3 as the pedestrian walkway alongside a street or roadway. (c) Let “street light” be defined as any artificial
4 lighting intended to illuminate the street or sidewalk to provide safety and visibility during dark hours. (d)
5 Let “pedestrian” be defined as a person walking along a road or in a developed area.

6 Section 2: The purpose of this bill will be to provide proper street lighting for the following reasons:
7 enhance visibility, strengthen pedestrian safety, reduce accidents, and improve overall public welfare.

8 Section 3: If this bill were to pass it would increase the safety for all citizens. The successful installation
9 of street lights on roads with sidewalks will promote public well-being and encourage walking as a safe and
10 sustainable means of transportation. The West Virginia Department of Transportation shall develop and
11 publish a set of standards for municipal governments to abide by to ensure street lights provide adequate
12 illumination for pedestrians with the consideration of environmental factors such as light pollution.

13 Section 4: This bill will receive funding from the State Excess Lottery Revenue Fund and a set surcharge
14 rate of \$4.32 on monthly energy bills. Representatives from the West Virginia State Treasury shall
15 collaborate with representatives from the West Virginia Department of Transportation to determine the
16 appropriate amount of funds needed from the State Excess Lottery Revenue Fund for this bill. Local
17 municipal governments may apply for additional funding or grants to help offset implementation costs.

18 Section 5: This bill shall take effect on January 1, 2026

which is in most cases ineffective. Euthanasia will only be performed under strict regulations, including the requirement that patients meet the criteria previously stated in line X, undergo multiple medical and psychiatric evaluations, observe a 14-day waiting period between the patient's request and the procedure, be at least eighteen years of age, and have the right to revoke their request at any time. Failure by a physician to meet these requirements will result in an immediate revocation of their medical license and in many cases, criminal charges. For a first offense where the doctor fails to follow the legal criteria but did not intentionally harm the patient, a sentence of 1 to 3 years may be appropriate. For repeat offenders or those found guilty of negligent homicide, the penalty shall range from 5 to 10 years in prison, along with permanent revocation of their medical license.

Section 4: The cost of euthanasia will come from hospital budgets, so no money will be needed from the state of West Virginia to pass this bill.

Section 5: This bill will go into effect 30 days after passage, with a six-month transitional period for medical professionals and institutions to comply with new regulations. Training healthcare professionals to perform euthanasia would involve education on legal and ethical guidelines, patient evaluation, informed consent, compassionate communication, proper administration of the procedure, legal documentation, and psychological support for providers, to ensure that the process is conducted responsibly and with respect for the patient's autonomy and dignity.

A BILL

To Require the Installation of Street Lights on All Roads with Sidewalks

To be added §8-18-1

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF
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14 rate of \$4.32 on monthly energy bills. Representatives from the West Virginia State Treasury shall
15 collaborate with representatives from the West Virginia Department of Transportation to determine the
16 appropriate amount of funds needed from the State Excess Lottery Revenue Fund for this bill. Local
17 municipal governments may apply for additional funding or grants to help offset implementation costs.

18 Section 5: This bill shall take effect on January 1, 2026

A BILL

To Legalize Recreational Marijuana with Taxation to Raise Teacher Salary

To be Amended to §16A-3-2 of the WV State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1: a) Let “Legalize” be defined as making something previously illegal, permissible by
2 law. b) Let “Recreational” be defined as saving or denoting an activity strictly for enjoyment,
3 and in this case, for no medical purpose.

4 Section 2: The purpose of this bill is to legalize having up to one ounce of recreational
5 marijuana on a person who is 21 years of age or older. The recreational Marijuana will have a
6 20% tax increase on every 4 grams that will go directly into funding teacher salaries.

7 Section 3: If this bill were to pass, it would not only bring in new, qualified teachers into the
8 state but also pardon those criminalized by marijuana charges. Passing this bill would also allow
9 for the growing and distribution of recreational marijuana to be monitored; therefore, decreasing
10 the risk for laced products.

11 Section 4: This bill will not require any funding.

12 Section 5: This bill will go into effect on January 1st, 2026.

A BILL**Prescription Drug Profit Cap***To increase affordability of prescription drugs*

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Profit margin – A common measure of the degree to which a company or a particular

3 business activity makes profit. Prescription drugs - Pharmaceutical drug that is permitted to be

4 dispensed only to those who have a medical prescription. Pharmaceutical – Relating

5 to medicinal drugs, their preparation, use, or sale. Drugs – Medicine or other substances which has

6 physiological effect when introduced into the body. Medicinal – A medical substance. Physiological effect

7 - Responses in the body resulting from stimuli (drugs, foods, or environmental factors)

8 Section 2. The purpose of this bill is to create a 35% cap on the profit margin pharmaceutical

9 companies can set on prescription drugs. This is done to increase the affordability of medicinal

10 products required by citizens to live a healthy or happy life. Most healthcare items are overpriced

11 and higher than the average citizen can afford or buy comfortably, even if the price to manufacture

12 the item is low. This bill aims to prevent this common overpricing.

13 Section 3. By passing this bill, prescription drugs sold by a pharmaceutical company will be capped

14 at a 35% profit margin.

15 Section 4. This bill will require no funding.

16 Section 5. This bill will go into effect 180 days after passage to allow time for evaluation of the

17 manufacturing price per prescription drug and to execute the price change.

A BILL

West Virginia Childhood Obesity Health Act

To reverse the ongoing trend of obesity in the State of West Virginia

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: Youth- Ages 3 years of age to 13 years of age. Obese- Greater than or equal to
3 25% body fat for men, and greater than or equal 30% body fat for women.

4 Section 2. This bill will implement annual obesity check-ins. If a child is in the obese category they
5 will be mandated to go to seminars and programs. If a parent and child fail to attend that designated
6 number of meetings the parent will be charged with child neglect. The use of propaganda in several
7 public settings to help encourage a healthier lifestyle.

8 Section 3. All West Virginia youth will go through mandatory annual "obesity check-ins". The check-
9 ins will include body fat testing using skin-fold calipers. The child can go to a family doctor for testing
10 or free testing will be available in schools by a health care professional. If a child is obese or at health
11 risk, they will be required to go through a series of programs. These will include weekly after-school
12 programs promoting healthy lifestyles. The parents of the child will also be mandated to monthly
13 seminars in their community. The parent seminars will teach you how to help your child stay active
14 and healthy as well as cheap ways to make a healthy meal plan. If a parent or their child misses 30
15 percent or more (which is 15 missed out of 48) of the programs and seminars it will result in child
16 neglect (the child will not be removed from the home). If the child is under the mark of obesity the
17 following year no punishments will be imposed, and seminars and programs will no longer be
18 mandatory. It will also be required that a minimum of 15 posters illustrate the "healthy child" in all
19 public schools. The Healthy Child will show what one should be eating, how one should be exercising,
20 and how rewarding being healthy is. Along with a media campaign across all platforms also promoting

21 the Healthy Child. It will also be mandated that all restaurants have at least three posters of the Healthy
22 Child.

23 Section 4. The Healthy Child propaganda as well as supplies needed for the seminars and programs
24 will be paid for by an increased tax on all soda and candy products.

25 Section 5. The bill will be enacted January 1st of 2026.

A BILL

Academic Tutoring Opportunities for K-8

To be added to Chapter 18, Article 2E of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1. (a) tutor: a person who helps a student learn material after school hours, while staying on the
2 premises of the school grounds (b) student: a person who is enrolled and studying at a school (c) school
3 day: the hours of the day in which students are required to attend school (d) teacher: a worker at a
4 school that has the job of helping students learn a curriculum

5 Section 2. The purpose of this bill is to require an after-school tutoring option for all students K-8 that
6 attend a West Virginia public school. This tutoring option will be available for a minimum of one hour
7 every day to help students better understand and complete their assigned schoolwork. Teachers that
8 participate in this tutoring will be paid an extra overtime salary of \$30 per hour for every hour of
9 tutoring to help encourage teacher participation. This time may not be allotted more than 35 minutes
10 prior to the start of the school day, to ensure students can attend the tutoring more easily. School
11 districts may wish to implement transportation options for students that attend the tutoring, and these
12 options should be implemented by each school district.

13 Section 3. This bill will allow for better student output in the classroom and give the opportunity for
14 students that may struggle to seek extra teacher aid on activities like studying for tests or completing
15 their homework. This helps parents that may not be able to help their children with such activities have
16 other options to help their pupils learn. Allowing these students to have these programs will allow
17 students to reach their highest potential in the classroom.

18 Section 4. Funding for this bill shall come from the West Virginia Lottery.

19 Section 5. This bill will go into effect the following school year after passage.

A BILL

To Increase State Minimum Wage

To amend §21-5C-2 of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1. (a) Minimum Wage - The minimum amount of pay an employer must give an employee,
2 sometimes dependent on tipping.

3 Section 2: To amend the increase of the state minimum wage by increasing it from \$8.75 an hour, to \$15 by
4 an increase of \$1.25 over 5 years.

5 Section 3: If this bill were to pass employers would be required to pay employees a minimum of \$15 by the
6 year 2031. The purpose of this is to make domestic employment more appealing as opposed to employment
7 outside of the state. Starting January 1st, 2026, the minimum wage shall be \$10, increasing \$1.25 on the first
8 of January each year, with the final year being 2031 with a wage of \$15. The new minimum wage would be
9 one of the largest in our area and create more need for jobs to better our state economy.

0 Section 4: The state will offer tax breaks to businesses to accommodate for a raise in operating costs
1 associated with a rise in wage costs.

2 Section 5: This bill will go into effect on January 1st, 2026

A BILL

**To Improve Access to Service Animals for At-Risk Veterans Through Partnerships with
Service Animal Organizations Supported by the Creation of a State Dairy Products Tax**

To amend §9A-5-2 of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1: (a) Service Animals - an animal, typically a dog, that has been trained to assist a person
2 who has a disability. (b) At-Risk Veterans - a person who is currently serving in the armed forces on
3 active duty, reserve status, or in the National Guard, or a person who served on active duty, reserve
4 status, or in the National Guard, or who was honorably discharged, and who may be at risk of suicide
5 owing to a physical or mental health condition that is related to his or her service. (c) Service Animal
6 Organization – an organization that trains, certifies, and/or provides service animals.

7 Section 2: To amend the increase in accessibility of service animals and training for at-risk veterans
8 in West Virginia ensuring easy access to training and the therapeutic benefits of service animals.

9 Section 3: If this bill were to pass, the Department of Veterans Affairs would be able to enter into
10 partnerships with service animal organizations, increasing access to training and service animals for
11 at-risk veterans in the state of West Virginia. This will ensure that at-risk veterans will have an easier
12 time receiving the physical assistance, emotional support, and other benefits from service animals.
13 Additionally, this bill improves the training process by streamlining the application process and
14 working with organizations. The department shall also work to ensure that financial assistance is
15 available to at-risk veterans for obtaining, maintaining, and providing upkeep for service animals
16 including veterinary care and other related expenses. The department will also inform local veteran
17 communities about available resources and ensure easy access to support.

18 Section 4: This bill will receive funding from a set rate of \$0.15 sales tax increase added on to the bill
19 that shall be imposed on dairy products.

20 Section 5: This bill will go into effect on January 1st, 2026.

A BILL
ADD RESTRICTIONS TO THE PURCHASING OF FIREARMS
To amend to section §61-7-7 of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: (a) A “firearm” is a weapon that can expel a projectile using an explosive
3 or other combustion. (b) “Training Course” is a structured series of lessons that teach people skills
4 and knowledge for a specific job or activity. (c) “Mental Health Screening” is a series of questions
5 asked by a mental health professional that help identify signs of mental health disorders.

6 Section 2. Before a person is allowed to purchase a firearm, they must complete a six-week
7 training course on the safe usage and possible danger firearms pose. They must also pass a mental
8 health screening in which they are not viewed as a danger to themselves or others.

9 Section 3. The new legislation will not affect pre-purchased firearms. It will regulate specifically
10 the purchase of any new firearm. Once the training course is taken and the screening is passed it is
11 eligible for four years meaning it will not have to be retaken for any future purchase of a firearm
12 in said four-year window. Once the four-year window passes the training course will be dropped
13 to four weeks, but the mental health screening will have the same requirements.

14 Section 4. This bill requires funding for the creation of the six-week curriculum and mental
15 health screening. This will come from a 2% tax increase on firearms. Any extra cost will be taken
16 from the money raised from tourism.

17 Section 5. This bill will go into effect January 1st of the next calendar year (2026).

A BILL

Reforming High School Athletic Transfers for Fair Competition

To amend section §18-2-25e-d of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: Student athlete- any student, grade 9-12, who participates on any athletic
3 team of their attended school; Transfer- When a student withdraws from their current school and
4 enrolls in a different school

5 Section 2. The purpose of this bill is to restrict and/or prevent student athletes from transferring
6 schools for the sole purpose of athletics. Current legislation states that a player can transfer schools
7 once for any reason and maintain athletic eligibility and can transfer multiple times for any reason
8 approved by the WVSSAC

9 Section 3. Student athletes may only transfer one time from 8th grade until 12th grade. That student
10 must show proof of permanent residence within the desired school's district. For a student to
11 maintain eligibility after transferring they must have a 2.5 GPA or higher to emphasize the fact that
12 academics come before athletics. If a student fails to meet both of these requirements, they must sit
13 out of all athletic competition or practice for a calendar year after the student athlete has officially
14 transferred.

15 Section 4. If a school or athlete breaks this rule they lose eligibility for another 6 months, and the
16 participating school must forfeit any wins for that athletic season. If the participating school is in
17 playoffs regionals then they are disqualified from the tournament and every team behind them moves
18 up one seed to take their place.

19 Section 5. This would not affect students who have already transferred prior to the passing of this
20 bill.

21 Section 6. This bill would require no funding.

22 Section 7. If passed, this bill would go into effect at the beginning of the 2026-2027 school year.

A BILL

MANDATORY IMPRISONMENT OF PERSONS CONVICTED OF DRIVING UNDER THE INFLUENCE (DUI)

To Amend and Reenact §17C-5-2(e)(1)(2) of the Code of West Virginia, 1931

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. (a) Let “DUI” be defined as driving under the influence of alcohol, controlled substances, or
3 drugs. (b) Let “imprisonment” be defined as the state of being held in a jail or correctional facility as a
4 result of being convicted of a criminal offense.

5 Section 2. The purpose of this bill is to establish mandatory jail time for individuals convicted of driving
6 under the influence (DUI) of alcohol, drugs, or both. This bill aims to reduce instances of DUI by ensuring
7 that anyone convicted of driving under the influence faces mandatory imprisonment, regardless of whether
8 it is their first or subsequent offense.

9 Section 3. This bill will amend and reenact that any persons convicted of a DUI shall be confined in jail
10 not less than one day nor more than six months which jail term is to include actual confinement of not less
11 than twenty-four hours, and shall be fined not less than one hundred dollars nor more than five hundred
12 dollars.

13 Section 4. This bill does not require additional funding.

14 Section 5. This bill would go into effect on July 1st, 2025.

A BILL

Requiring Drivers Over 75 to Retake Their Drivers Test

To ensure the safety of all citizens on the road by adding a new section to W. Va. Code §17B-2-12a

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA

1 Section 1: “Driving Performance Evaluation” refers to the practical, behind the wheel portion of the
2 test where you demonstrate you driving skills to an examiner.

3 Section 2: The purpose of this bill is to mandate behind the wheel drivers test every 5 years for all
4 citizens over the age of 75.

5 Section 3: If passed, this bill will require West Virginia citizens over the age of 75 to take a behind
6 the wheel test similar to a driver's license test that ensures their ability to properly navigate the road
7 in a safe manner. The test would focus on the Driving Performance Evaluation, and it would exclude
8 the parallel parking and written exam.

9 Section 4: This bill requires no additional funding.

10 Section 5: This bill shall go into effect in 2030 to provide adequate time to prepare DMV examiners
11 for administering these tests.

A BILL

The Fair Life Insurance and Vulnerable Risk Management Act

To be added to Chapter 33 of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1: Definitions

2 “Schedule I Substance” – Any drug classified as a Schedule I controlled substance under state or federal law.

3 “Life Insurance Policy” – A contract providing a death benefit in exchange for premium payments.

4 “Substance Abuse Disorder” – A clinically diagnosed condition involving substance misuse.

5 Section 2: Purpose

6 This bill promotes financial responsibility for first-time Schedule I offenders while ensuring fair access to
7 life insurance coverage, preventing discrimination, and providing financial security for families.

8 Section 3: Provisions

9 Schedule I offenders must obtain a life insurance policy of at least \$100,000.

10 Proof of insurance must be submitted to the WV Department of Insurance within 90 days of conviction or
11 release. Non-compliance results in a misdemeanor \$1,000 annual fine.

12 Section 4: Non-Discrimination Clause

13 Insurers shall not: deny or cancel coverage based on a Schedule I conviction, charge different life insurance
14 rates based on sex or gender, deny coverage due to substance abuse disorder. Life insurance providers shall
15 comply with a 0.20% annual rate cap on all policies.

16 Section 5: Funding

17 No state funding is required; enforcement shall fall under existing WV Department of Insurance oversight.
18 An unclaimed insurance beneficiary shall be claimed by the State of West Virginia and deposited into the
19 General Revenue Fund.

20 Section 6: Date of Implementation

21 Effective January 1, 2026

A BILL

Ensure that people under 18 shall not pay income taxes

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST
VIRGINIA:

1 Section 1. (a) Let “Income tax” be defined as tax levied by a government directly on income,
2 especially an annual tax on personal income. (b) Let “levied” be defined as imposing a tax or fee.
3 (c) Let “tax” be defined as a compulsory contribution to state revenue. (d) Let “income” be
4 defined as money received, especially on a regular basis, for work or through investments. (e)
5 Let “minor” be defined as a person under 18 years of age.

6 Section 2. The purpose of this bill is to ensure that American citizens under the age of 18 will not
7 pay income taxes. Individuals under 18 do not have the legal right to vote, and therefore, have no
8 voice in determining how tax revenue is spent. Denying them the right to vote inherently denies
9 them representation in the decisions made regarding the use of their tax contributions. Exempting
10 minors from income tax aligns with the principle of equitable taxation, ensuring that the tax
11 burden is fairly distributed among those who have a direct say in government spending. The
12 exemption also recognizes the developmental stage on minors and the unique challenges they
13 face. Therefore, this bill seeks to protect the financial well-being of minors and uphold the
14 principle of representative government.

15 Section 3. This bill shall go into effect on July 1, 2025.

A BILL
Responsible Firearm Sales Act

To amend West Virginia state code §61-7-7 and raise the age from 18 to 21 for purchasing a deadly weapon in West Virginia.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. Definitions: (a) Let “deadly weapon” defined as any firearm or other instrument that is designed for the purpose of inflicting serious bodily injury or death. This includes but is not limited to handguns, rifles, shotguns, and semi-automatic firearms. (b) Let “firearm” be defined as any weapon capable of expelling a projectile by the action of an explosive, including handguns, rifles, and shotguns, whether loaded or unloaded. (c) Let “purchase” be defined as the act of acquiring, buying, or otherwise receiving ownership of a deadly weapon through sale, trade, or any other means of transfer. (d) Let “licensed dealer” be defined as a person or business entity federally or state-licensed to engage in the business of selling, leasing, or transferring firearms or deadly weapons. (e) Let “possession” be defined as the actual or constructive control of a deadly weapon, whether carried on one’s person, stored in a residence, vehicle, or any other location under one’s control. (f) Let “military personnel” be defined as any individual actively serving in the United States Armed Forces, National Guard, or Reserves with valid military identification. (g) Let “law enforcement officer” be defined as any sworn officer of a federal, state, or local law enforcement agency who is authorized to carry a firearm in the performance of their duties. (h) Let “hunting exception” be defined as the lawful use of a firearm by a person under 21 for hunting purposes, provided they are in compliance with all state and federal hunting regulations and are in possession of a valid hunting license. (i) Let “supervised use” be defined as the temporary handling or use of a firearm by an individual under 21, provided they are under the direct supervision of a parent, guardian, or certified instructor for training, sport shooting, or safety education.

Section 2. Purpose: To amend West Virginia Code §61-7-7 as follows, no person under the age of 21 shall purchase or possess a deadly weapon.

Section 3. Exceptions: (a) This restriction shall not apply to active-duty military personnel or law enforcement officers who are certified under federal or state law. (b) Individuals under 21 may possess a firearm for hunting purposes, provided they hold a valid hunting license and comply with state and federal hunting laws. (c) Individuals under 21 may use a firearm under the direct supervision of a parent, guardian, or certified instructor for sport shooting or training purposes.

Section 4. Enforcement: The West Virginia State Police and relevant regulatory agencies shall oversee the implementation and enforcement of this Act.

Section 5. Penalties: (a) A misdemeanor charge punishable by a fine of up to \$5,000 and/or imprisonment of up to one year for a first offense. (b) A felony charge for repeat offenses, punishable by a fine of up to \$10,000 and/or imprisonment of up to five years. (c) Revocation of the business license of any dealer who knowingly sells a deadly weapon to a person under 21.

Section 6. Implementation: This bill will take effect on July 1st, 2025.

A BILL

TO MAKE THE MANDATORY NUMBER OF INSTRUCTIONAL DAYS 170 PER YEAR

To Revise Section 18-5-45 in the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA

2 Section 1: Definitions: “Mandatory” is required by law or rules. “Instructional days per year” is the
3 number of days students are required to attend school

4 Section 2: The purpose of this bill is to change the required number of days for students in West
5 Virginia from 180 days to 170 days.

6 Section 3: This bill would grant more flexibility in the school calendar to the individual counties.
7 This time could be used to build in more inclement weather days, fall break, teacher professional
8 development, four-day weeks, etc.

9 Section 4: Teacher pay would not be affected, keeping their original contract of 200 days. This would
10 allow teachers to have more professional development days, parent teacher conference time, and
11 collaborative school learning.

12 Section 5: This bill will require no additional funding.

13 Section 6: This bill will go into effect for the 2025-2026 school year.

A BILL

THE PORNOGRAPHY BAN ACT

To ban all forms of pornography in the State of West Virginia

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: Let “Pornography” be defined as any image or video containing a naked person or
3 humanoid. Let “Ban” be defined as the legal prohibition of the distribution, sale, or promotion of any item or
4 service.

5 Section 2. Prohibition: It shall be unlawful for any person, firm, corporation, or other entity to distribute, sell,
6 or promote any form of pornography as defined in Section 1 within the State of West Virginia. This ban applies
7 to all media, including but not limited to books, magazines, websites, mobile applications (apps), and paid
8 services. All pornography websites shall be inaccessible within the State of West Virginia by any means deemed
9 appropriate by the state authorities. The sale of physical copies of pornography within the state shall be strictly
10 prohibited.

11 Section 3. Enforcement: Any person or entity that violates Section 2, after the Act goes into effect, will be
12 subject to criminal charges. A violation of this Act will be classified as a misdemeanor. Upon conviction, the
13 offender may face: Imprisonment for no longer than 3 years and a fine up to \$15,000. Each act that violates
14 Section 2 shall be considered a separate offense.

15 Section 4. Effective Date: This bill shall take effect in January 2026.

16 Section 5. Contradictions: If any existing laws go against this Act, they will be repealed to the extent of the
17 contradiction.

18 Section 6. Implementation: Within 90 days after the Act goes into effect, the proper state agencies must create
19 any rules or guidelines needed to enforce the law.

A Bill

Blair Mountain Act

To establish legal protections for striking workers to carry firearms

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. Definitions: Picket line: a gathering of workers on strike in front of or around their place of work. Strike: the act of workers walking off the job and refusing to work after the union representing them has declared a strike, either because their contract has expired and a new one has not been reached or because the contract in place has been violated. Collective bargaining: the right of a labor union to negotiate a contract with an employer on behalf of the workers it represents. Carrying: the act of carrying a firearm in public both openly or concealed. Labor union: association of workers with the purpose of representing, protecting, and improving the rights and conditions of workers in their workplaces.

Section 2. The purpose of this bill is to give striking workers the right to carry firearms while on a picket line. This is intended to help working people defend their legal right to go on strike and collectively bargain with their employers against violent attempts to infringe on this right.

Section 3. Prior legal ownership of the firearm by the individual carrying is required to be allowed to carry on the picket line. The firearms must be transported to the picket in accordance to the state and federal firearm laws in place. These firearms are only meant to be carried on the line, taking a firearm into the workplace separate from the picket may be

in violation of the law. The state and federal carry laws, such as the age and permit requirements for carrying, remain in affect.

Section 4. Enforcing violations of the law will comply with local ordinances, state law, and federal law regarding inappropriate and illegal firearm usage. State and federal law regarding self defense through the use of firearms will also be used in enforcing violations. Violations of the law can only be enforced against the individual who committed the violation. Labor unions or related organizations cannot be punished for violations committed by their members.

Section 5. This law requires no funding.

Section 6. This law will go into effect three months after passage.

A BILL
TO LEGALIZE DUELING IN WEST VIRGINIA
To add to section §6-5-7 of the Code of West Virginia

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1: Let “dueling” be defined in this bill as a consensual battle between two individuals with or without non-lethal weapons. Let “lethal” be defined as resulting in death. Let “arbitrator” be defined as an independent person or body officially appointed to settle a dispute.

Section 2: This bill will legalize the act of consensual nonlethal dueling under observation of a professionally appointed arbitrator. The arbitrator will ensure the use of violence does not exceed permanent life altering injuries. The arbitrator must have knowledge on basic medical aid and assistance in case of emergency. A new arbitrator license will be established as a regulation to ensure only qualified individuals become arbitrators to officiate duels.

Section 3: This bill will require no additional funding, although the arbitrator’s pay will be fulfilled by each duelist at a rate of \$125 per duelist (each duelists will pay the arbitrator \$125 upfront each).

Section 4: This bill will go into effect immediately.

A Bill

To require all schools across the state of West Virginia to have public boxing rings for students and facility use.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1. Section 1. (a) dispute or disagreement, argument or debate (b) WVSSAC. (c) MoneyLine's- bets placed on sports.
2. Section 2. The purpose of this bill is to provide student and faculty members with a controlled environment to prevent lies and rumors that may spread over settling a dispute within a school setting. These boxing rings will be equipped with one official, one camera, boxing gloves boxing helmets, and waver forms that are required to be filled out by each parent and participant before usage. These boxing rings will be open thirty minutes before school or after. Regulated by WVSSAC certified holder and the school nurse
3. Section 3. By passing this bill students and faculty will be able to resolve their issues in a controlled, public environment to help settle their issues in a controlled public or private environment to help settle any further disputes after the match
4. Section 4. All funding for the boxing ring and the items required will come from admission fees, sponsorships and a 10% fee from the boxing moneylines.
5. Section 5. This bill will go into effect 2025 –2026 school year.

A BILL
THE Weezer Act

To designate “Buddy Holly” by Weezer as an official state song of West Virginia

- 2 Section 1. Let “state song” be defined as a type of musical symbol selected by state legislatures to
3 represent the state. Let “Weezer” be defined as an American rock band formed in Los Angeles, California, in
4 1992. Members being Rivers Cuomo, Brian Bell, Patrick Wilson, and Scott Shriner. Let “Buddy Holly” be
5 defined as a song by the American rock band Weezer released in 1994 as part of their debut album “Weezer.”
6 Let “Weezer’s Hot Dog Shop” be defined as a family-owned hot dog restaurant in Blacks ville, West
7 Virginia.
- 8 Section 2. The purpose of this bill is to designate "Buddy Holly" by the American rock band Weezer as the
9 official state song of West Virginia. This song is recognized for its cultural significance, and its selection
10 aims to embrace an iconic piece of American culture and promote tourism to West Virginia, especially in
11 areas connected to local businesses and cultural landmarks, such as Weezer's Hot Dog Shop in Blacks ville.
- 12 Section 3. By selecting "Buddy Holly" as the official state song, West Virginia will embrace a piece of iconic
13 American rock music that has broad national appeal. This designation will help highlight the state's cultural
14 connection to popular music and culture, and its role in the broader music history. Furthermore, the
15 association of the song with locally beloved establishments like Weezer's Hot Dog Shop will serve to attract
16 tourists, creating opportunities for increased economic activity and exposure for West Virginia.
- 17 Section 4. This bill requires no additional funding.
- 18 Section 5. This bill will go into effect immediately after passage.

A BILL

TO EXPAND AND PROVIDE YOUTH MENTAL HEALTHCARE ACCESS IN WEST VIRGINIA

Section 1: “To expand and provide” to make these services more affordable to consumers, and accessible for those in need. “Mental healthcare services” A spectrum including therapy, mental health professionals, specialized care, crisis services, tele-health and school-based services, and early intervention programs.

Section 2: To spread mental healthcare services. To provide help to our most vulnerable citizens, and the people who will create our future. To not only protect our youth and encourage their growth, but to break the stigmas surrounding mental health.

Section 3: We want to expand these services across the state, starting with bigger cities. We will start by making help more affordable and accessible. After reaching success, we will branch existing healthcare services into smaller towns who have not been provided with these amenities yet.

Section 4: Funding would come from different state-level grants that focus on our youth, community, and mental health. The Substance Abuse and Mental Health Services Administration (SAMHSA) helps not only with substance abuse treatment but includes funding to mental health amenities for those who need it most. We would also reach out to different communities for support, host fundraisers, partner with local businesses, and possibly reach out to different philanthropic organizations such as The Kresge Foundation, who focuses on initiatives like ours that will benefit mental health, our youth, and the communities overall well being.

Section 5: This bill shall go into effect a month after passage.

A BILL
Homeless Student Housing Act

To require Colleges and Universities to Provide Housing for Homeless Students

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

Section 1. Let “homelessness” be defined as lacking permanent shelter with resources to sustain daily activity. Let “student” be defined as an individual enrolled in a higher learning institution. Let “Student Resource Center (SRC)” be defined as an office where at-risk students can consult a professional to assist them. Let “institutions” be defined as all public post-secondary educational colleges or universities

Section 2. This bill requires institutions to provide year-round housing for students while also providing adequate food, clothing, and hygiene products. Each institution must implement a Student Resource Center (SRC) staffed by counselors that will provide guidance on finding jobs, permanent housing, and academic success. Additionally, every institution will be required to keep open only enough residence halls to house any students that would otherwise be living in a homeless shelter. There is not a limit on the amount of time a student can stay in the residence hall, but they must attend counseling to maintain residence.

Section 3. Any funding required for this bill will come from the West Virginia Department of Health and Human resources.

Section 4. This bill shall go into effect at the start of the 2026-2027 academic year.

A BILL

Dueling Disqualification Amendment

To amend §6-5-7 of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

- 2 Section 1. A.) Let “duel” be defined as a fight to death. B.) Let “office of honor” be defined
3 any public position that is uncompensated but holds considerable dignity and importance C.)
4 Let “officer of trust or profit” be defined as any person holding it some financial gain,
5 advantage, or benefit. D.) Let “deadly weapons” be defined as all things able to cause death.
- 6 Section 2. West Virginia State Code Chapter Six, Article Five, Section Seven states “Any citizen
7 of this state who shall, either in or out of the state, fight a duel with deadly weapons, or send or
8 accept a challenge so to do, or who shall act as a second, or knowingly aid or assist in such duel,
9 shall ever thereafter be incapable of holding any office of honor, trust or profit in this state.”
- 10 Section 3. This bill will amend the previously mentioned code to allow for the loser of the
11 duel to begin, or continue, to hold an office of honor and office of trust or profit. The amendment
12 will not go into affect unless the loser has the proper documentation, or receipt if
13 documentation is not needed for the deadly weapon used, such as blades.
14. Section 4. This bill will go into affect June 20th, 2025.

A BILL
The Disability Action Act

To amend West Virginia code § 18-101-2 and help those with disabilities get easier access to healthcare and easier access to the workforce. Establishing or assigning this to existing government department like the Board of Education to make a larger government program to help make that possible for example. The Disability Action Center in Fairmont, WV helps children and adults with disabilities to get a sense of workforce helping them learn everyday skills like cooking and working everyday jobs.

Section 1) Definitions: (a) let "Disability" be defined as a physical or mental condition that can leave someone disadvantaged or disabled. (b) Let "action" be defined as stepping out into the workforce/adult world. (c) let "existing government program" be defined as the State Department Of Education. (d) Let "easier health care" be defined as allowing those with a chronic or developmental disability and their guardian access to health care easier/faster.

Section 2) Purpose: to amend §18-101-2, The State of West Virginia could do a much better job protecting our citizens with disabilities and setting them up for better success. Working with programs like the DAC and our state departments we could improve the process of being able to afford access to better health care and further prepare our children/adults with disabilities to succeed.

Section 3) Funding: with funds from the Department Of Education, Health and Human Services, or division of rehabilitation would serve individuals with disabilities regardless of their eligibility for Medicaid. With these government cuts happening at this time and so much is tied to Medicaid it is key to have alternative funding available for places like the Disability Action Center are a must.

Section 4) Enforcing: After the bill passes we intend to work with the Department Of Education or Health to make The Disability Action Centers mission to further help and assist our fellow citizens with disabilities, the government's mission as well.

Section 5) Enactment: This bill should be executed into law on May 1st, 2025.

2025 68th Annual WEST VIRGINIA SENATE



APRIL 23 -25, 2025

YOUTH LEADERSHIP ASSOCIATION

President of the Senate
Sarah McBee

John Marshall YLA

2025 West Virginia Youth in Government

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Senate Chamber Co-Advisors:
Brian Allman, Buckhannon-Upshur
Richard Zukowski, Grafton

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James Alkire
Kellen Bruffey
Kate Burdette
Alissa Depoy
Kyler Doss
Mohammed Jaweed
Reid Kisamore
Alexander Lambert
Kylie Miller
Aspen Radabaugh
Easton Rice

Page:
Elyssa Woolwine

Advisor:
Candace McBee
John Marshall YLA
Richard Zukowski
Grafton YLA

Committee 2 **Senate Room 208 West**

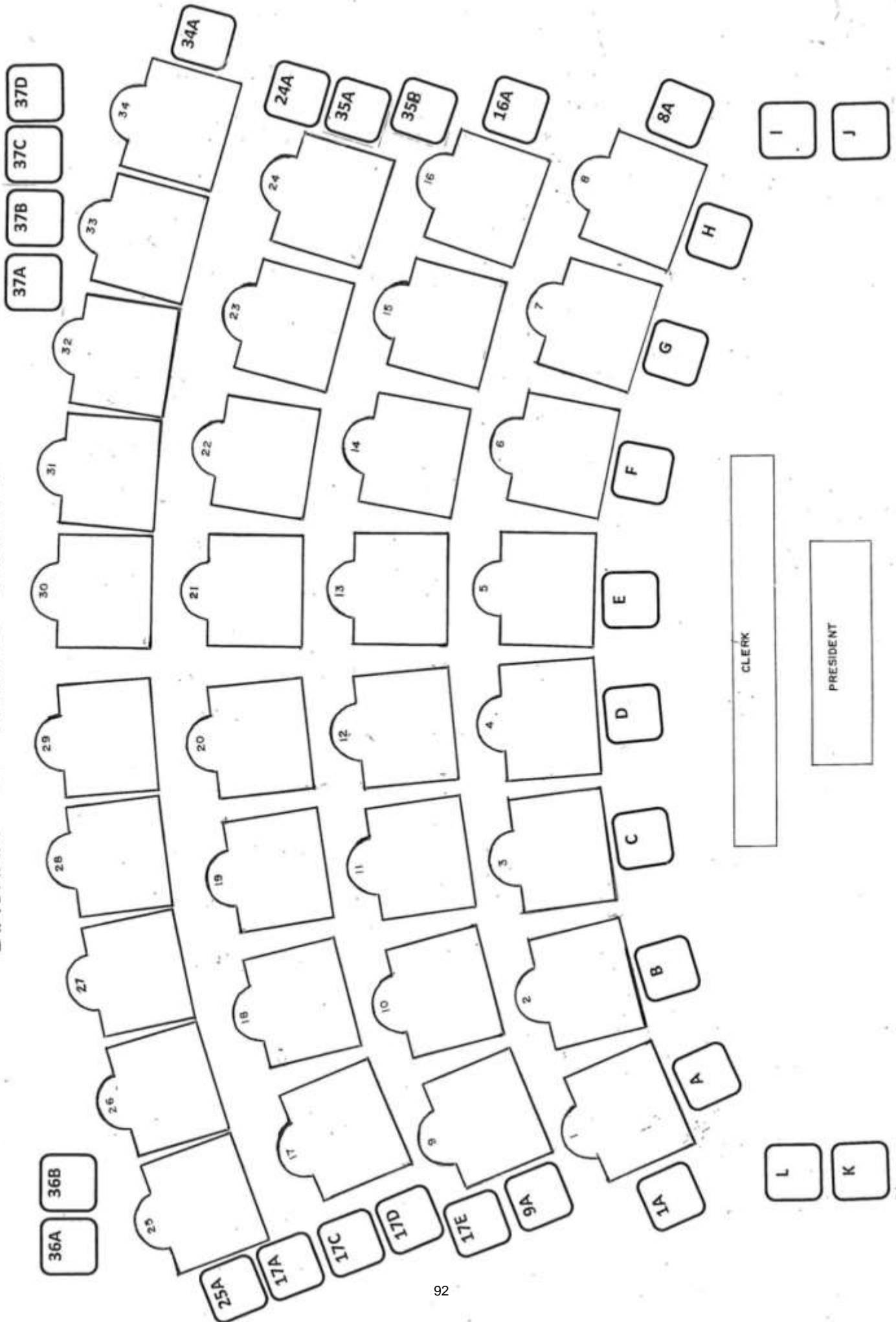
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Katelyn Leftler
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Zakk Wells
Gracie Wood-Powell

Page:
Cole Holcomb

Advisor:
Jennifer Eiler
Lewis County YLA
Brittney Worley
Woodrow Wilson YLA

DIAGRAM OF SENATE CHAMBER



2025 WEST VIRGINIA YLA YOUTH in GOVERNMENT SENATE BILLS						
BILL #	TITLE	COM	DISPOSITION			
			COM	SENATE FLOOR	GOV	Override
1	West Virginia School Safety Enhancement Act: Installation of Metal Detectors in All Public Schools	S 01				
2	To Increase the Affordability of Epinephrine Autoinjectors	S 02				
3	To Provide College Students in Impactful Fields with the Chance to Receive Student Loan Forgiveness	S 02				
4	The Need for Philosophy and Ethics be a Required Course in High School	S 01				
5	To Restrain and Suppress the Use of Opioids as Pain Killers in Hospital Use	S 01				
6	Senior-Citizens Driving Act	S 02				
7	To Allow Unlimited NTI Days for West Virginia Schools	S 02				
8	To Authorize Paramedics to Determine Time of Death in Certain Circumstances	S 01				
9	To Legalize Sleeping (On Trains)	S 01				
10	West Virginia Voter Identification Act	S 02				
11	The Colonial Affairs Act	S 02				
12	Reproduction Rights Preservation Act	S 01				
13	Homeschooling Accountability	S 01				
14	Protection for Youth Board Members	S 02				

ACTION ON LEGISLATIVE BILLS DISPOSITION INDEX	
Died in Committee	D Com
Defeated in Committee	Com Def
Passed in Committee	PC
Passed as Amended in Committee	PAC
Died in Senate	DS
Died in House	DH
Senate Defeated	S Def
House Defeated	H Def
Passed Senate	PS
Passed House	PH
Passed as Amended in Senate	PAS
Passed as Amended in House	PAH
Governor Signed	GS
Governor Vetoed	GV
Unsigned By Governor	GU

A BILL
West Virginia School Safety Enhancement Act: Installation of Metal Detectors in All Public Schools

To amend to section §18B-4-5b of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1: Let “school” be defined as an institution or place where students receive formal
2 education, typically consisting of classes, instruction, and learning activities guided by teachers.
3 Let “safety” be defined as the condition of being protected from harm, danger, or risk. Let
4 “enhancement” be defined as the process of improving or making something better in quality,
5 value, or effectiveness. Let “act” be defined as a formal law or legislation passed by a
6 government or legislative body. Let “metal detectors” be defined as a device used to detect the
7 presence of metal objects, often by emitting a signal in response to metal items in their
8 proximity.

9 Section 2: The purpose of adding metal detectors to each school in West Virginia would be
10 to enhance school safety by helping to prevent the entry of dangerous weapons, such as firearms
11 or knives, and reducing the risk of violence or harm to students, staff, and visitors. The detectors
12 would act as a deterrent to potential threats, creating a safer learning environment and fostering
13 peace of mind for the school community.

14 Section 3: If this bill were to pass, installing metal detectors in all West Virginia schools will
15 significantly enhance the safety of students, staff, and visitors. By reducing the risk of weapons
16 entering school grounds, this measure will help prevent potential violence and create a safer
17 learning environment. This change will not only protect the well-being of the school community
18 but also foster a sense of security and peace of mind, encouraging students and educators to
19 focus on academic success without the concern of safety threats.

20 Section 4: This bill will receive the funding by increasing the alcohol and e-cigarettes sales
21 taxation by 2%.

22 Section 5: This bill will go into effect at the end of the 2026-2027 school year.

A BILL

To Increase the Affordability of Epinephrine Autoinjectors

To amend §33-53-1 of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

1 Section 1. (a) Epinephrine (Adrenaline) - Both a hormone and a neurotransmitter. As a hormone, it is
2 made and released by adrenal glands. As a neurotransmitter, it's a chemical messenger that helps transmit
3 nerve signals across nerve endings to another nerve cell, muscle cell or gland cell. (b) Epinephrine Auto-
4 injector - A medical device used to administer a pre-measured dose of epinephrine to treat severe allergic
5 reactions. (c) Cost Cap - The maximum amount a consumer can be charged for a two-pack of epinephrine
6 auto-injectors.

7 Section 2: To amend the increase of the affordability of epinephrine auto-injectors by capping the consumer
8 costs of epinephrine auto-injectors and requiring all insurance companies to include epinephrine auto-
9 injectors as a covered benefit and limiting the out-of-pocket costs of these devices.

10 Section 3: If this bill were to pass the cost for an out-of-pocket, two-pack of epinephrine auto-injectors
11 cannot be higher than \$60 for West Virginia residents. If manufacturers or pharmacies attempt to charge
12 more than this price, the West Virginia Department of Insurance will enforce reimbursement of the
13 overcharged amount to affected individuals. If the individual is insured, all insurance companies cannot
14 charge more than \$25 for a two-pack of epinephrine auto-injectors. If the individual is on Medicaid or
15 another state-supported health program they will receive the two-pack of epinephrine auto-injectors for free.
16 The West Virginia Department of Insurance must make sure that these insurance companies are following
17 the rules.

18 Section 4: The state of West Virginia already has health-related funds allocated for reducing the cost of
19 medications and making essential healthcare more affordable. A portion of these existing funds will be
20 designated to cover the cost of epinephrine auto-injectors for individuals.

21 Section 5: This bill will take effect on January 1st, 2026.

A BILL
To Provide College Students in Impactful Fields with the Chance to Receive Student Loan Forgiveness

To add to §18C-1-1 of the WV State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: (A) Student Loan: A student loan is a financial aid to help cover the cost of
3 education, this includes things like living expenses, fees, and tuition. These loans are often provided
4 by the government or other loaners. (B) Loan: something lent or furnished on condition of being
5 returned, especially a sum of money lent at interest. (C) Fund: a supply of money or financial
6 resource as for some purpose.

7 Section 2. The purpose of this bill is to help offer a student loan forgiveness in West Virginia. After
8 college many individuals leave the state of West Virginia due to having high student debt and trying
9 to pay it off with limited career prospects. This bill could help graduates have fewer financial
10 constraints and increase the chances of young educated people staying in West Virginia.

11 Section 3. Residents will be eligible to apply for loan forgiveness from the state after providing
12 proof of residence. In years one and two, applicants are eligible for \$10,000 per year. In years three
13 through five, residents are eligible for \$20,000. This is in addition to the West Virginia State Loan
14 Repayment Program for medical professionals. This bill would extend to people in STEM and
15 business fields.

16 Section 4. The funding for this bill could come from the West Virginia Lottery. As people utilize
17 this bill and stay in the state, revenue from their income and property taxes could also be utilized.

18 Section 5. After passage, this bill will go into effect on January 2026.

A BILL

The Need for Philosophy and Ethics be a Required Course In High School

To make philosophy and ethics a mandatory course in high school, so as to provide the general population with a course centered around critical thinking, a sense of morality and how to treat one another, and a way to rationalize.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

- 1 Section 1. All High schools in the state of West Virginia should be required to teach students a
2 mandatory philosophy and ethics course. Philosophy, as defined by Merriam-Webster in this instance, is
3 "the principles of conduct governing and individual or group." Ethics defined by Merriam-Webster is "the
4 discipline dealing with what is good and bad and with moral duty and obligation." A course combining
5 these two disciplines would be heavily effective in increasing student comprehension of their other
6 subjects, improve their self reflection by encouraging them to question their behavior and strive to the
7 highest good, make them more empathetic, and create a healthier state.
- 8 Section 2. The purpose of this Bill is to expose students to new ideas of ethics and philosophical beliefs
9 about reality in an unbiased and eye-opening way. Also, because of the many benefits associated with
10 philosophical discovery. For the former, this exposure would, in-turn, increase the self-reflection and
11 cognition the student has about their own long-standing beliefs. When children are young their brains
12 are more malleable. This continues up into the early twenties before declining drastically. Oftentimes,
13 children are only exposed to the views of their parents and are rendered severely incapable of
14 formulating their own notions of the way in which the world works. By exposing the youth to ideas of
15 which they have never heard before, we enhance the learning experience by having them think deeply
16 regarding issues often not discussed and which they may be ignorant of. We offer students a way to
17 either reinforce their preexisting beliefs or replace them with something that they deem to be "better".
18 In short, we offer students a chance of enlightenment and discovery at the prime time of their learning
19 and self-discovery prior to their transition into adulthood. The latter has proven itself time and time
20 again; this course should provide American students with the invaluable tools of self-reflection,
21 discipline, empathy, humility, moral integrity, rationality, purpose, and continual curiosity. All skills that
22 are pivotal for the American public as we enter an age of egotistical individualists, instant gratification,
23 and misinformation
- 24 Section 3. Implementation of this bill will be the difficult part; however, with the right sponsors and work
25 ethic, it is highly achievable. Our state has a shortage of teachers, and most would be ill-equipped to
26 teach ethics and philosophy in an unbiased manner. Therefore, high schools across the state should
27 create a training program in which they are taught the subject material and how to explain it in a healthy
28 and impartial manner. Staff should be given incentives to take this course, possibly getting paid
29 overtime, a promotion, and/or a certification for undergoing the training process. Like health, physical
30 education, and the core classes, the philosophy and ethics course would be a two semester mandatory
31 course required for graduation. Funding should come from the state Board of Education.
- 32 Section 4. This Bill should be enacted at the start of the 2026-2027 school year, only applying to
33 freshmen and all students who succeed them. As for those that have preceded, it would be a shocking
34 change that could interrupt their learning plans; therefore, they shall be labeled as exempt.

A BILL

To Restrain and Suppress the Use of Opioids as Pain Killers in Hospital Use

To be added OR amend (insert State Code)

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

- 1 Section 1. a) Let “suppress” be defined as the prevention, development, action, or expression of a
2 feeling, impulse, idea, etc.; restrain. b) let “addiction” be defined an intense urge to use a drug or engage in a
3 behavior that produces natural reward, despite substantial harm and other negative consequences. To a
4 particular substance, thing or activity.
- 5 Section 2: The purpose of this bill is to restrain and suppress the use of opioids as pain killers in hospital use
6 to prevent addiction. The state of West Virginia is at an all-time high rate for drug users. Drugs don’t choose
7 who get addicted, people who simply need painkillers can be affected. Several people throughout the state
8 want to get help, but the help isn’t affordable and or available near them. Resources such as therapy,
9 medication, and necessities would be provided in rehab centers. These would help people get back on track
10 to the life they want to live.
- 11 Section 3: If this bill were to pass it would provide basic rehab to people suffering from addiction.
12 Several people that suffer from addiction as well as people who live with people suffering. The bill
13 will limit the addiction by providing people aid and establishments in proximity for rehab.
- 14 Section 4: Funding would be provided from a .5 percent tax on fast food to reach our goal of
15 building a minimum of 3 rehab centers in areas in West Virginia that are lacking so it would cost
16 approximant 3 million dollars. 2 billion dollars was spent of fast-food last year and the rates are
17 going up, with our funding plan we would make 100 million dollars in revenue funding our plan.
- 18 Section 5: The bill would take place January 1st of 2026.

A BILL
SENIOR-CITIZENS DRIVING ACT

To amend §17B-2-3a of the West Virginia State Code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: Let *Senior Citizen* be any individual who has reached the age of seventy-five
3 (75) years.

4 Let *Driving Test* be an examination administered by the Department of Motor Vehicles (DMV) to
5 evaluate an individual's ability to operate a motor vehicle safely.

6 Section 2. Any individuals reaching the age of 75 must take a mandatory driver's test to maintain
7 their driving privilege. This test will be on a reoccurring basis and individuals will be required to
8 retest every other year. The test will include both a written examination and a road test to assess
9 cognitive and motor skills. If the individual fails, the test, they may retake it once within a 30-day
10 period. If the individual fails the test twice, their driver's license will be suspended until they pass a
11 retest.

12 Section 3. The Department of Motor Vehicles (DMV) will be responsible for administering the test
13 and maintaining records.

14 Section 4. No additional funding is required.

15 Section 5. This bill shall go into effect on January 1, 2026.

A BILL
TO ALLOW UNLIMITED NTI DAYS FOR WEST VIRGINIA SCHOOLS

The amend § 126-73-5 of the WV state code

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. “Unlimited” - not limited or restricted in terms of number, quantity, or extent.

3 “NTID” - an online school day for students only when there is a reason the students cannot make it to
4 the schools.

5 Section 2. The purpose of this bill is to change the amount of NTI days in WV from five to
6 unlimited. This will prevent from having to make up more days at the end of the school year.

7 Section 3. By passing this bill, all districts will be able to choose how many days they use as NTID
8 and how many days they want to make up as in person school days This will be based on the needs of
9 their students and the district.

10 Section 4. No additional funding is required for this bill

11 Section 5. This bill will go into effect 2025-2026 school year.

Author: Carlee Lane

Committee# S 01

School: Wyoming County East High School

Member of # S 02

A BILL

TO AUTHORIZE PARAMEDICS TO DETERMINE TIME OF DEATH IN CERTAIN
CIRCUMSTANCES

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA

1 Section 1: (a) Paramedic- a healthcare professional trained in the medical model, whose
2 main role has been to respond to emergency calls for medical help outside of a hospital.
3 (b) TOD- time of death.

4 Section 2: The purpose of this bill is to authorize paramedics, under specific conditions,
5 to determine the time of death.

6 Section 3: In many emergency situations, paramedics are the first trained medical
7 professionals to arrive on the scene. Current laws in state and jurisdiction may restrict
8 paramedics from formally declaring death, even when there are obvious signs. Allowing
9 this will improve the efficiency of emergency medical services, reduce unnecessary
10 transportation to hospitals, provide timely support and resources to grieving families, and
11 ensuring appropriate management of the deceased with respect and dignity. A paramedic
12 acting within the scope of their certification, may determine TOD if a list of conditions
13 are met.

14 Section 4: This bill requires no funding.

15 Section 5: This bill will go into effect June 1, 2025.

A Bill

TO LEGALIZE SLEEPING (ON TRAINS)

“To amend Chapter 61-3-43 of the West Virginia State Code”

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

- 1 Section 1. (a) Let “legalize” be defined as making something permissible by law that
2 was previously illegal. (b) Let “sleeping” be defined as an active state of
3 unconsciousness produced by the body where the brain is in a relative state of rest.
4 (c) Let “trains” be defined as a series of railroad cars moved as a unit by a locomotive
5 or integral motors.
- 6 Section 2. The purpose of this bill is to allow passengers to partake in a human's
7 bodily functions regardless of location. The act of sleeping is inevitable and can only
8 be beneficial to your body. This particular action in no way causes harm to you, the
9 train, or anyone else on it.
- 10 Section 3. By passing this bill, people across the state will have the right to decide
11 when and where they want to sleep, even if it is on a train. No human should be
12 stripped of this right.
- 13 Section 4. This bill requires only the funding to throw a party after this bill is passed.
- 14 Section 5. This bill will go into effect immediately and all West Virginians will go
15 sleep on a train together.

A BILL
West Virginia Voter Identification Act

To enhance the integrity of West Virginia's elections by implementing a state-mandated Voter ID system that ensures all voters meet specific civic, cognitive, and land ownership requirements before casting a ballot.

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: Let "Voter ID Card" be defined as a state-issued identification card required for voting
3 in all West Virginia elections. Let "Grandfather Clause" be defined as a provision allowing individuals
4 registered to vote prior to the enactment of this law to continue voting without meeting the new requirements.
5 Let "Civics Test" be defined as a state-administered exam covering U.S. history, government, and constitutional
6 principles, with a minimum passing score of 70%. Let "IQ Test" be defined as a standardized intelligence test
7 administered at the DMV, requiring a score above the national average to qualify for a Voter ID Card. Let
8 "Land Ownership Requirement" be defined as proof of ownership of at least one (1) acre of land within the
9 state of West Virginia, verified through county property records. Let "DMV (Department of Motor Vehicles)"
10 be defined as the state agency responsible for administering the Voter ID program, including testing and card
11 distribution.

12 Section 2. To obtain a West Virginia Voter ID Card, new applicants must meet several criteria. First, applicants
13 must fulfill the Civics Proficiency Requirement by achieving a score of 70% or higher on a state-issued civics
14 test, which assesses knowledge of U.S. government, history, and constitutional principles. This test will be
15 administered in high school, or at the DMV for those who did not take it in school or turn 18 before completing
16 the exam. If an applicant does not meet the required score of 70%, they may retake the test once every 12
17 months. Next, the Cognitive Aptitude Requirement mandates that applicants score above the national average
18 IQ on a standardized IQ test administered at the DMV. Applicants must also meet the Land Ownership
19 Requirement, which requires proof of ownership of at least one acre of land in West Virginia. Ownership will
20 be verified through county property records before issuing the Voter ID Card. Lastly, under the Grandfather
21 Clause, all individuals registered to vote before the effective date of this Act will automatically receive a Voter

22 ID and will not be required to meet the new criteria.

23 Section 3. The West Virginia DMV will be responsible for issuing Voter ID Cards, with applicants required to
24 apply at a local DMV office and complete all necessary testing. The civics test will be administered by the West
25 Virginia Department of Education in public high schools, and for those who did not take it in school, the West
26 Virginia DMV will offer the test. Additionally, the DMV will administer the IQ test during Voter ID
27 registration. To verify land ownership, the West Virginia Secretary of State's Office will collaborate with
28 county assessors to check the records for applicants.

29 Section 4. The West Virginia Legislature will distribute funding to cover the administration of the program,
30 including the costs of testing, DMV processing, and database management. The initial Voter ID application
31 will be free for eligible applicants, while a \$25 replacement fee will apply if a card is lost or stolen. Additionally,
32 the West Virginia Secretary of State's Office will seek federal and private grants to help support both the
33 implementation and ongoing maintenance of the Voter ID program.

34 Section 5. Any attempt to vote without a valid Voter ID will result in disqualification from voting in that
35 election. Additionally, knowingly providing false information to obtain a Voter ID will be considered a felony
36 offense, punishable by up to five years in prison and a fine of up to \$10,000. Providing false or misleading
37 property ownership documentation will lead to immediate denial of the Voter ID and referral for legal
38 prosecution. Applicants who are denied a Voter ID have the right to appeal the decision through the West
39 Virginia Voter ID Review Board, which is managed by the Secretary of State's Office.

40 Section 6. This Act shall take effect on January 1, 2026.

**A BILL
THE COLONIAL AFFAIRS ACT**

To establish the Ministry of Colonial Affairs of the State of West Virginia, and to amend §5-32-1 and §5-1-31

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Definitions: Let “Affairs” be defined as matters of public interest and importance. Let “Agriculture”
3 be defined as the practice of farming, including cultivation of the soil for the growing of crops and the rearing
4 of animals to provide food, wool, and other products. Let “Colony” be defined as an area under the full or partial
5 political control of another government. Let “Colonial Affairs” be defined as the management and organization
6 of political, social, economic, and cultural matters related to the governance of colonies. This includes
7 overseeing colonial relations, resources, administration, and development as well as addressing the unique
8 needs and conditions of colonial territories under the authority of the state. Let “Colonial Citizens” be defined
9 as Individuals who are recognized as legal residents of a colonial society, having the rights and duties granted
10 by colonial law. Colonial citizens may include native peoples, settlers, or any individuals who have gained legal
11 status in the colony. Let “Colonial Police” be defined as specialized law enforcement body established within
12 colonies to maintain public order, enforce colonial laws, and address specific local issues in the colonies. A
13 colonial police force may differ in function, structure, and duties from the main state's national police force, as
14 it is intended to address the particular needs of colonies, including interactions with native populations. Let
15 “Education” be defined as the process of receiving or giving systematic instruction. Let “Finance” be defined
16 as the management of large amounts of money, especially by governments or large companies. Let “Interior”
17 be defined as the internal affairs of a country or colony. Let “Justice” be defined as the process of receiving or
18 giving systematic instruction. Let “Ministry” a government department head by an executive. Let “Native” a
19 person born in a specified place or associated with a place by birth. Let “Public Works” be defined as the work
20 of building such things as roads, schools, and reservoirs, carried out by the government for a community. Let
21 “Tax Revenue” the financial resources collected a government through taxation of individuals, businesses, and
22 economic activities within the colonies. This includes all forms of taxes, such as income tax, sales tax, property
23 tax, excise tax, and any other levy imposed by a government to fund its operations and services.

Section 2. The Ministry of Colonial Affairs of the State of West Virginia will be responsible for the organization and promotion of all colonial endeavors of the State of West Virginia. The offices established under the Colonial Affairs Act are, under the supervision of the Ministry of Colonial Affairs of the State of West Virginia, Chief-Governor of the Colonies, Chief-Ministers of their respective ministries (Public Works, Agriculture, Finance, Interior, Justice, and Education), and Governor-Generals.

Section 3. The Chief-Governor of the Colonies will be appointed by the Governor of the State of West Virginia whenever he deems necessary. The Chief-Governor of the Colonies will, under the supervision of the Governor, perform not only the duties required of him to oversee the Ministry of Colonies Affairs of the State of West Virginia, to appoint the Governor-Generals of their respective colonies, to appoint Chief-Ministers of their respective ministries (Public Works, Agriculture, Finance, Interior, Justice, and Education), but the duties also required of him by the Governor. The Chief-Governor of the Colonies may also, whenever he deems necessary, with the approval of the Governor of the State of West Virginia, deploy the West Virginia National Guard to assist in any colonial endeavors.

Section 4. The Chief-Ministers of their respective ministries (Public Works, Agriculture, Finance, Interior, Justice, and Education) will be appointed by the Chief-Governor of the Colonies whenever he deems necessary. The Chief-Ministers will, under the supervision of the Chief-Governor of the Colonies, not only perform the duties of their respective ministries, appoint and oversee the local colonial ministries under the governance of their respective ministries (Public Works, Agriculture, Finance, Interior, Justice, and Education), but the duties also required of them by the Chief-Governor of the Colonies concerning their ministries respectively.

Section 5. The Ministry of Agriculture of the Colonies' duties, under the supervision of the Chief-Governor of the Colonies, include, but are not limited to, cultivation of crops such as corn and other feed grains, cotton and wool, fruit and tree nuts, rice, soybeans and oil crops, sugarcane and sweeteners, vegetables and pulses, and wheat, overseeing relations with native farmers of all the colonies respectively, the exportation regulation of agricultural products exported to West Virginia, and the distribution of agricultural equipment and products throughout the colonies. The Minister governing the Ministry of Agriculture of the Colonies is the Chief-

Minister of Agriculture, whose role is defined in the section concerning Chief-Ministers. The Ministry of Agriculture of the Colonies will not perform any agricultural endeavor that affects all of the colonies without the approval of the Chief-Minister of Agriculture of the Colonies unless the endeavor is given directly from the Chief-Governor of the Colonies.

Section 6. The Ministry of Education of the Colonies' duties, under the supervision of the Chief-Governor of the Colonies, include, but are not limited to, the education of the native peoples in West Virginian values, all curriculum offered by the West Virginia Department of Education, the hiring of native teachers, and the importing of teachers from West Virginia. The Minister governing the Ministry of Education of the Colonies is the Chief-Minister of Education, whose role is defined in the section concerning Chief-Ministers. The Ministry of Education of the Colonies will not perform any educational endeavor without the approval of the Chief-Minister of Education of the Colonies unless the endeavor is given directly from the Chief-Governor of the Colonies.

Section 7. The Ministry of Finance of the Colonies' duties, under the supervision of the Chief-Governor of the Colonies, include, but are not limited to, managing economic activities, imposing taxes on economic goods, and collecting and managing tax revenue throughout all the colonies. The Minister governing the Ministry of Finance of the Colonies is the Chief-Minister of Finance, whose role is defined in the section concerning Chief-Ministers. The Ministry of Finance of the Colonies will not perform any financial endeavor that affects all of the colonies without the approval of the Chief-Minister of Finance of the Colonies unless the endeavor is given directly from the Chief-Governor of the Colonies.

Section 8. The Ministry of the Interior of the Colonies' duties, under the supervision of the Chief-Governor of the Colonies, include, but are not limited to, carrying out all duties concerning relations with native population required of it by the Chief-Governor of the Colonies, managing and deploying colonial police, suppressing resistance, setting roadway regulations, and conscription of native population. The Minister governing the Ministry of the Interior of the Colonies is the Chief-Minister of the Interior, whose role is defined in the section concerning Chief-Ministers. The Ministry of the Interior of the Colonies will not perform any internal endeavor

that affects all the colonies without the approval of the Chief-Minister of the Interior of the Colonies unless the endeavor is given directly from the Chief-Governor of the Colonies.

Section 9. The Ministry of Justice of the Colonies' duties, under the supervision of the Chief-Governor of the Colonies, include, but are not limited to, enforcing the laws set for the colonies set by the West Virginia Legislature, securing the rights of colonial citizens, and appointing judges for each individual colony. The Minister governing the Ministry of Justice of the Colonies is the Chief-Minister of Justice, whose role is defined in the section concerning Chief-Ministers. The Ministry of Justice of the Colonies will not perform any judicial endeavor without the approval of the Chief-Minister of Justice of the Colonies unless the endeavor is given directly from the Chief-Governor of the Colonies.

Section 10. The Ministry of Public Works of the Colonies' duties, under the supervision of the Chief-Governor of the Colonies, include, but are not limited to, the overseeing of building roads, railroads, sidewalks, schools, ports, dams, reservoirs, colonial parks, colonial government buildings, the upkeep of aforementioned infrastructure, and the extraction of natural resources in all of the colonies. The Minister governing the Ministry of Public Works of the Colonies is the Chief-Minister of Public Works, whose role is defined in the section concerning Chief-Ministers. The Ministry of Public Works of the Colonies will not perform any public work endeavor that affects all of the colonies without the approval of the Chief-Minister of Public Works of the Colonies unless the endeavor is given directly from the Chief-Governor of the Colonies.

Section 11. The Governor-Generals of their respective colonies will be appointed by the Chief-Governor of the Colonies whenever he deems necessary. The Governor-Generals will, under the supervision of the Chief-Governor of the Colonies, not only perform the duties of overseeing all political affairs of their respective colonies, oversee relations with the native peoples of their respective colonies, oversee the efficacy of the duties of the local ministries (Public Works, Agriculture, Finance, Interior, Justice, and Education), respectively, appoint, whenever he deems necessary, ministers to the local ministries (Public Works, Agriculture, Finance, Interior, Justice, and Education), respectively, but the duties also required of them by the Chief-Governor of the Colonies.

99 Section 12. Allocating funds from the State’s Budget will be used to fund the Ministry of Colonial Affairs of
100 the State of West Virginia and its associated offices.

101 Section 13. This bill will take effect in January 2027.

Reproduction Rights Preservation Act

The purpose of this bill is to protect reproductive rights and ensure that anyone can be able to choose what to do with their bodies in the state of West Virginia

Section 1: Let “abortions and permanent contraception” be defined as the deliberate termination of a human pregnancy or a surgical procedure designed to prevent future pregnancies. Let “reproduction rights” the legal right to contraception, abortion, fertility treatment, reproductive health, and access to information about one's body as it relates to reproduction. Let “healthcare facilities” be defined as a location that provides access to healthcare services, including emergency and routine care. Let “criminal and civil penalties” be defined as Criminal penalties are punishments for breaking laws, often involving imprisonment or fines, while civil penalties are imposed for violating laws or contracts, typically resulting in monetary damages or court orders

Section 2: This bill, if enacted, will remove restrictions on reproductive rights, including access to abortion and permanent contraception. It affirms the right of individuals to make informed choices regarding their health and future without government interference.

Upon enactment, this bill shall override any existing laws that restrict reproductive rights and prevent the passage of any future legislation that seeks to impose such restrictions. For example, Senate Bill 85, which criminalizes abortion services, will be rendered void and unenforceable. Other bills that will be affected by this passing are Fetal Heartbeat Act (SB 17), Telehealth Abortion Criminalization, SB 608 (Removed Rape/Incest Exception), Medical professionals and healthcare facilities providing abortion and reproductive health services shall be protected from harassment, intimidation, and threats. They shall not face criminal or civil penalties for providing care in accordance with medical best practices and legal standards. Patients seeking abortion or permanent contraception services shall be protected from criminal or civil penalties for obtaining these medical treatments.

Every individual seeking an abortion shall receive clear, unbiased, and confidential information about the procedure, available alternatives, and their rights.

No healthcare provider or facility shall discriminate against individuals seeking reproductive health services based on age, gender, race, disability, or socioeconomic status.

Section 3: The West Virginia Department of Health and Human Resources (DHHR) shall conduct an annual review of abortion access and reproductive health services within the state. The review will identify barriers to access and provide recommendations for improving healthcare provision to ensure compliance with this law.

Section 4: This bill shall go into effect 3 months after its passage.

A BILL

Homeschooling Accountability

To set forth stricter standards for homeschool education

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. Let “homeschooling” be defined as a form of education where students are taught at
3 home by parents, guardians, or tutors rather than attending traditional schooling. Let (b) “state
4 academic standards” be defined as the minimum learning objectives set forth by the West
5 Virginia Department of Education for that grade level.

6 Section 2. All families who intend to provide homeschool education must annually register
7 their student with their county school board and provide proof of residency.

8 Section 3. The parent, guardian, or tutor providing instruction must have a high school
9 diploma or something of equal value.

10 Section 4. Instruction for core subjects must align with state academic standards. Instructors
11 may teach electives as they see fit.

12 Section 5. County school board conducts in person check-ins per grading period, ensure 13
13 compliance with state academic standards by requiring students to take the same assessments
14 as public school students. Furthermore, the county is responsible for checking on the well
15 being of the child.

16 Section 6. Failure to comply with such standards with result in placement in supplemental
17 education programs or mandatory enrollment in public school.

18 Section 7. This bill shall take effect at the beginning of the next academic year following
19 passage

A BILL
Protection for Youth Board Members

To be added to Chapter 31E West Virginia Nonprofit Corporation Act, Article 6

BE IT ENACTED BY THE STUDENT LEGISLATURE OF THE STATE OF WEST VIRGINIA:

2 Section 1. That Chapter 31E, Article 6 of the West Virginia Code be amended to include a provision
3 under "Members—Membership Rights and Liabilities," stating that nonprofit organizations shall
4 have no specified age requirement for board membership. This amendment shall ensure that youth
5 representatives aged 16 and 17 who serve as board members are granted the same legal protections,
6 including coverage under board insurance, as adult members.

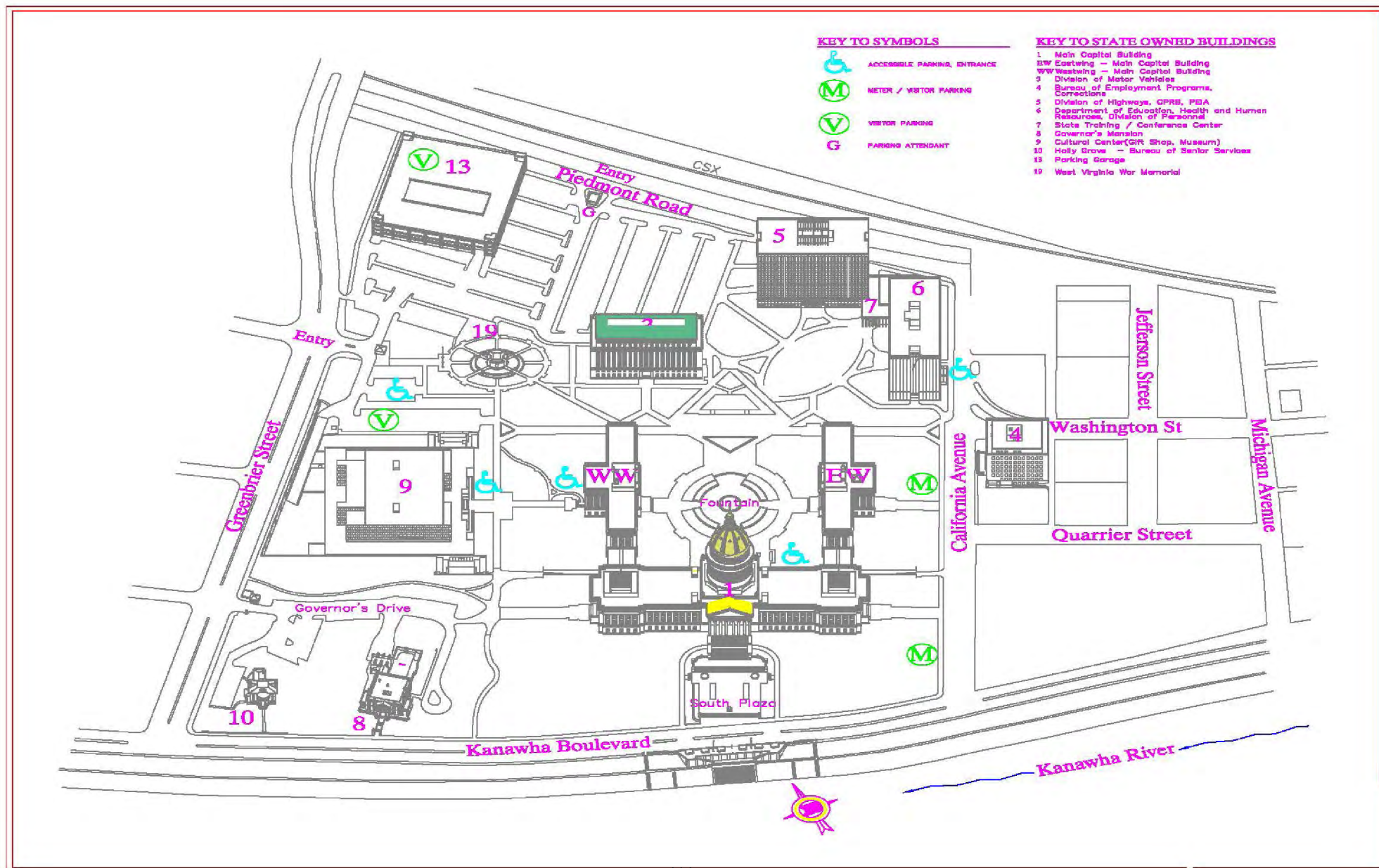
7 Section 2. A nonprofit corporation organized under Chapter 31E of the West Virginia Code, as
8 enacted in 2002, may appoint one or more board members who are 16 or 17 years of age, provided
9 that the number of such youth members does not exceed one-half (½) of the total number of directors
10 required for a quorum to conduct official business.

11 Section 3. If a nonprofit corporation elects to have more than one youth director, the corporation
12 shall specify in its articles of incorporation the maximum number of directors who may be 16 or 17
13 years of age.

14 Section 4. This act shall take effect thirty (30) days following its passage.

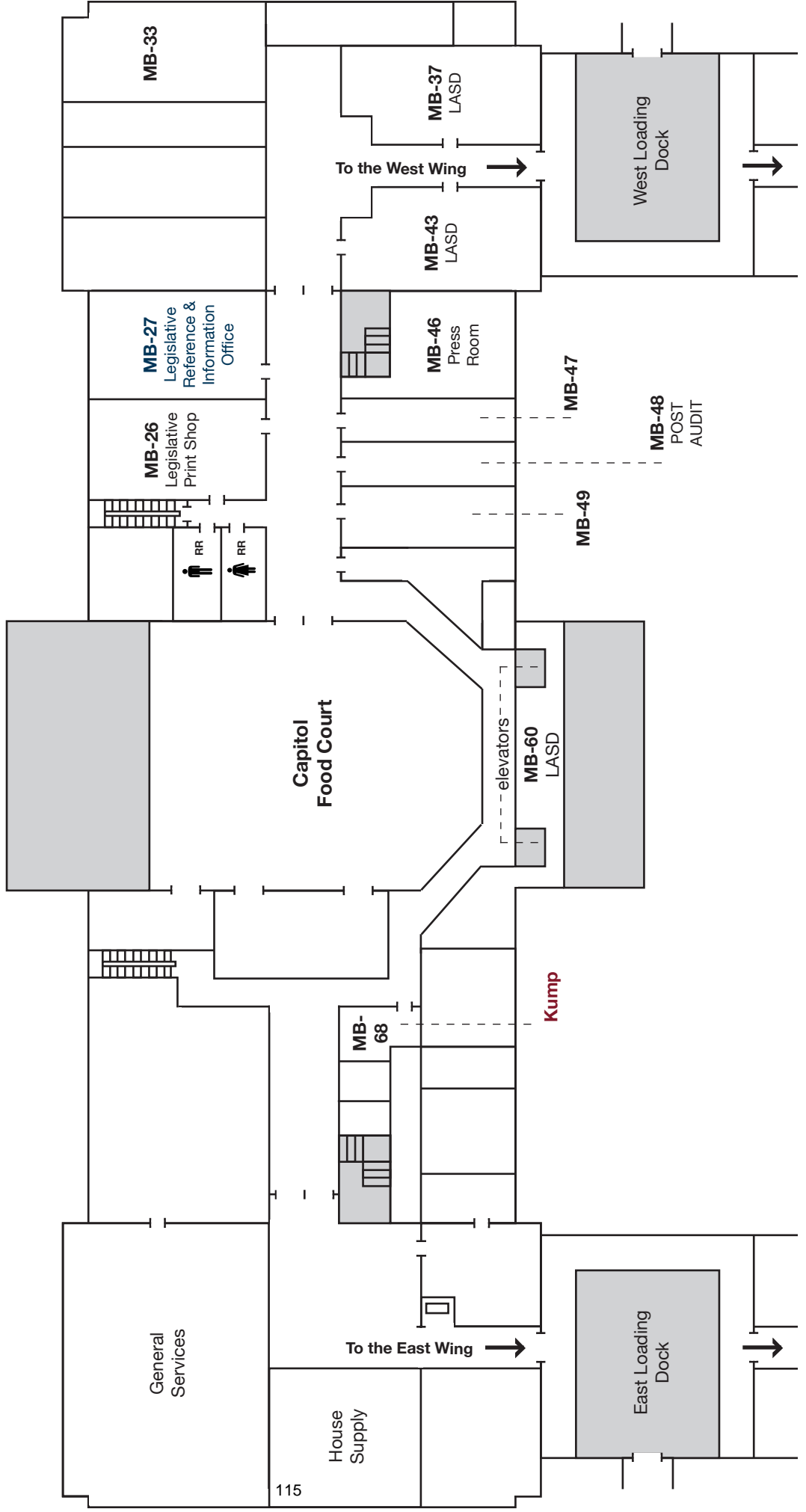
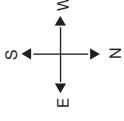
West Virginia State Capitol Maps

State Capitol Grounds



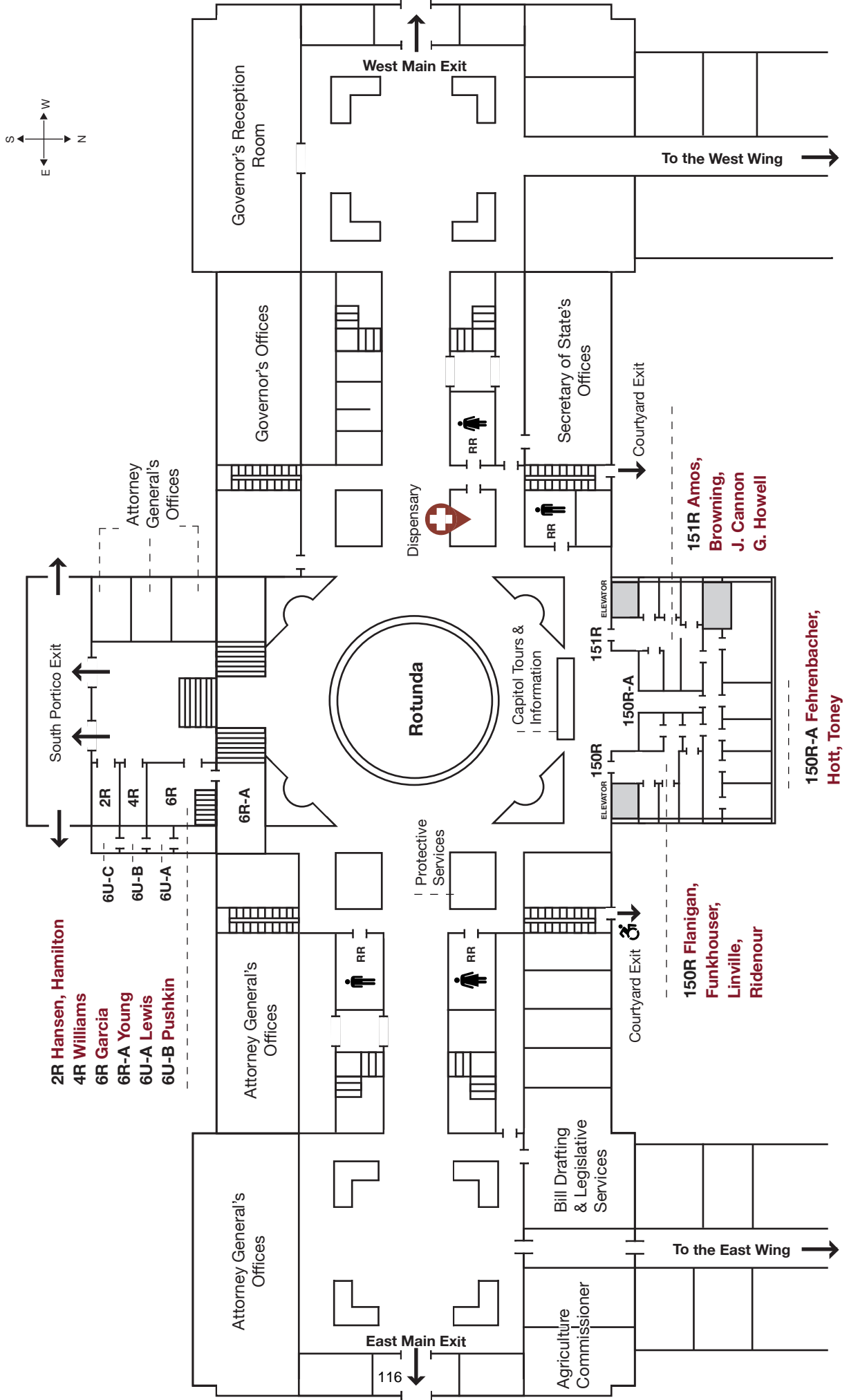
WEST VIRGINIA STATE CAPITOL MAPS

Main Building - Basement



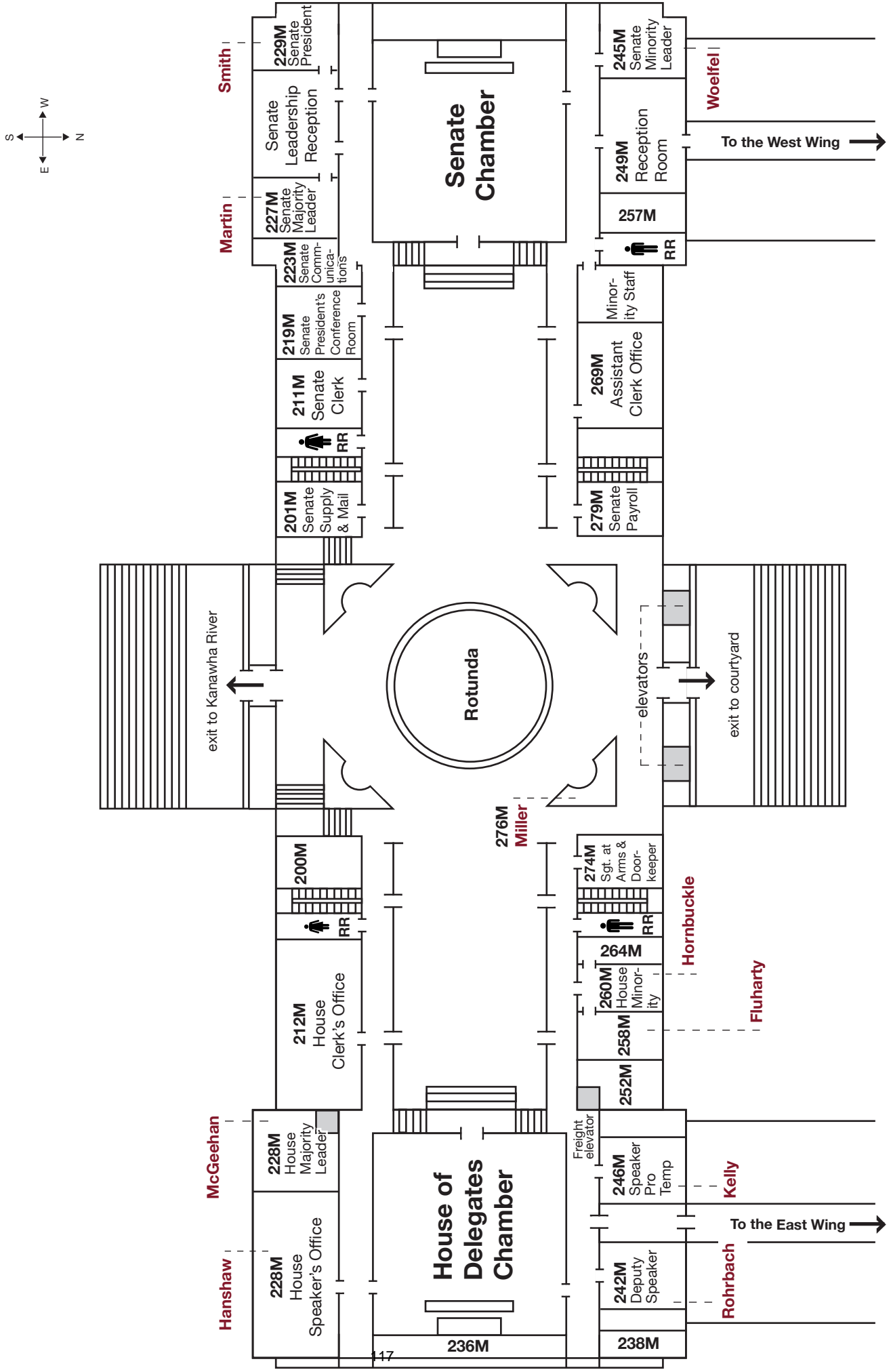
WEST VIRGINIA STATE CAPITOL MAPS

Main Building - Ground Floor



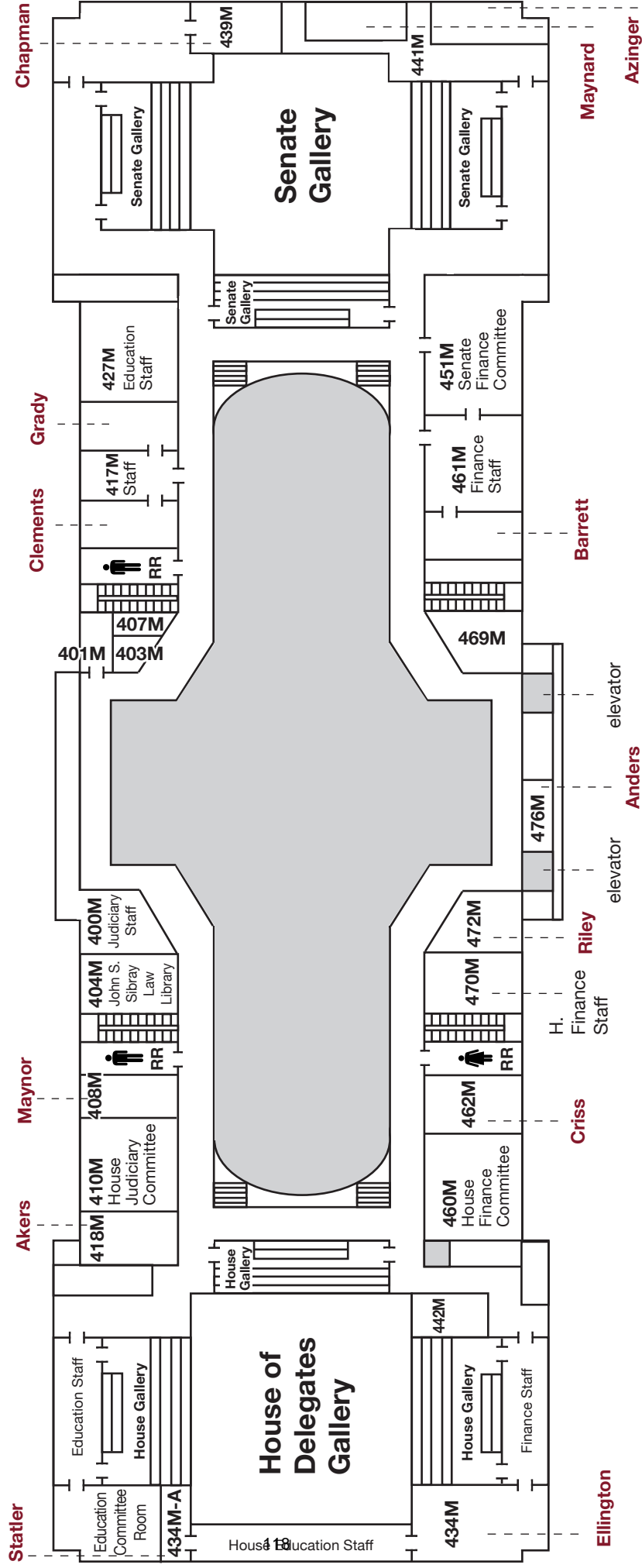
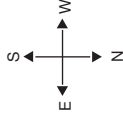
WEST VIRGINIA STATE CAPITOL MAPS

Main Building - Second Floor



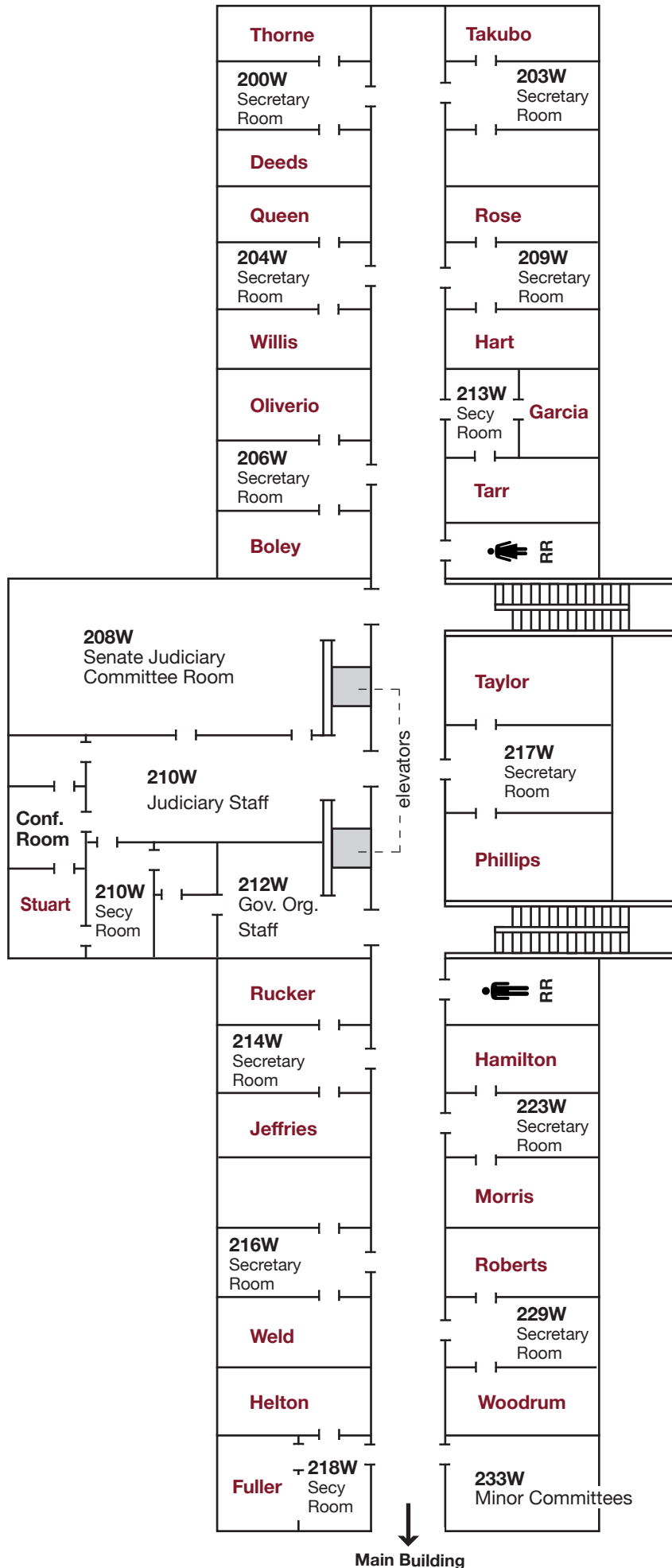
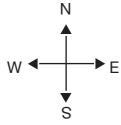
WEST VIRGINIA STATE CAPITOL MAPS

Main Building - Third Floor



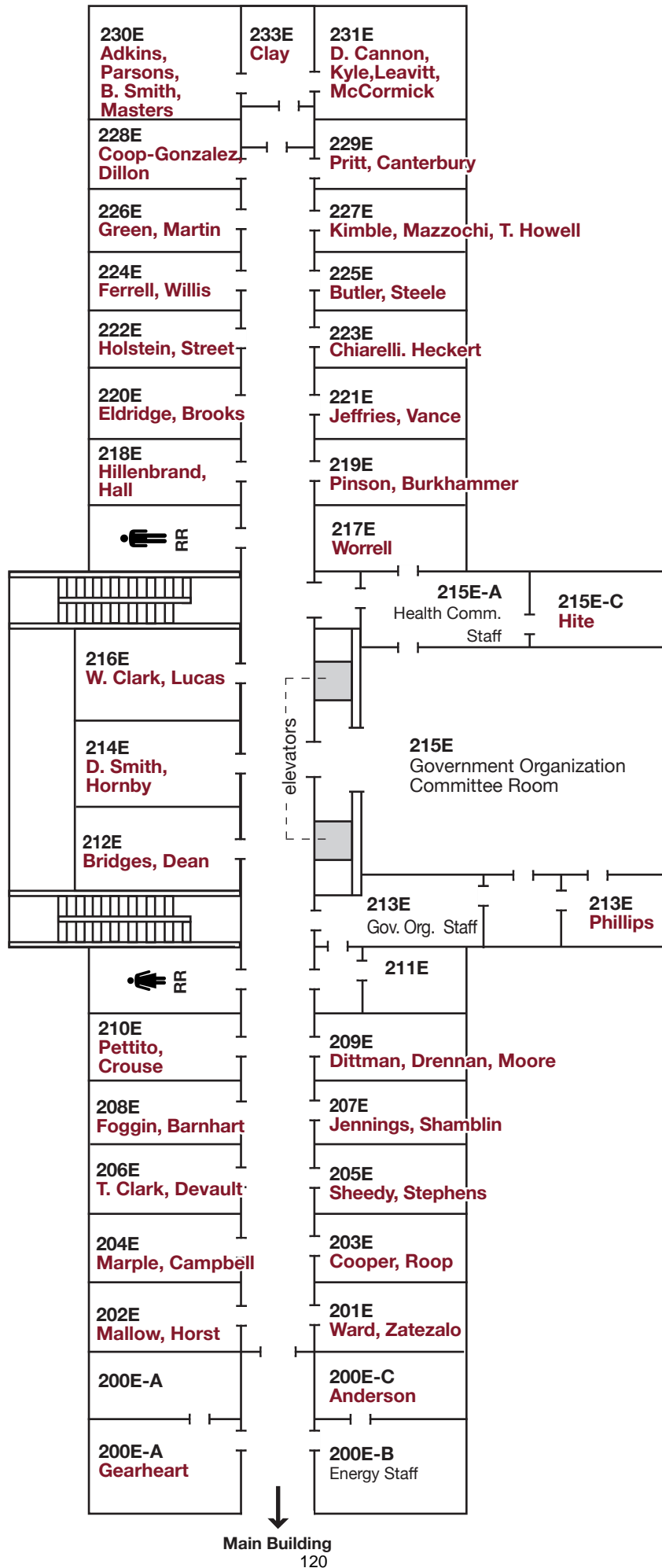
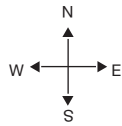
WEST VIRGINIA STATE CAPITOL MAPS

West Wing - Second Floor - Senate



WEST VIRGINIA STATE CAPITOL MAPS

East Wing - Second Floor - House of Delegates



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- A low-risk, tax-advantaged personal savings option
- Competitive interest rates
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Officer Leadership Corps

YLA chapters, Youth in Government, Model United Nations Officers Lead in Building Better Futures

Officer Charter

Student officers strengthen, improve and expand all our youth programs to involve more students building better homes, schools and communities across our two states. Student officers are program leaders – in effect the youth program arm of our Ohio-West Virginia Youth Leadership Association Board.

Officers convene at a Leadership Summit at Horseshoe in June to organize, identify and plan how to strengthen all our programs, increase the numbers of students involved and the impact students will have creating the future. The opportunity is there to make differences for good building on and adding to the legacy of officer and member accomplishments that already include –

- ◆ A network of YLAs developing more informed, involved and prepared teenagers capable of governance who take responsible volunteer actions tackling issues from hunger to literacy – homelessness- entrepreneurship – safety – elderly - environment – bullying and more;
- ◆ Building Horseshoe in West Virginia into a life changing experience for hundreds of teens and children each year that is renewing the base of volunteers and leaders for our communities, state and nation;
- ◆ Launching the creation of a new nationally significant Center for Community Leadership at Cave Lake in Ohio to renew family, organizational, community, and civic life across Ohio with on-site programs for 31,000 and a statewide outreach to 6,000 youth;
- ◆ Creating one of Ohio's top ten Make A Difference Day projects at Cave Lake;
- ◆ Volunteer Teen Corps helping needy boys and girls at the Governor's Youth Opportunity Camps turn their lives to achievement;
- ◆ Using real life experience to propose legislation to the annual YG Student Legislature that every year helps hundreds of teens understand the role of state government as they propose legislative solutions for a better state;
- ◆ Enhancing understanding of the judicial system as students appeal cases to YG's Student Supreme Court;
- ◆ Opening windows on the world to teenagers presenting Resolutions in Model United Nations to solve international issues that impact the future as well as their communities, state, nation and world;
- ◆ Producing thousands of better citizens, local volunteers and leaders plus state and national leaders including former Ohio Governor and Peace Corps Director Richard Celeste, the late Ohio Chief Justice Tom Moyer, and Sylvia Mathews Burwell, Secretary of the Department of Health and Human Services;
- ◆ 26th Amendment to the United States Constitution granting the vote to 18 year olds;

A Call for Officers – Now is the Time to Build the Future!

Students with the interest, commitment and time are called to step up as local YLA officers, YG and UN officers to lead YLA to increased participation, effectiveness and achievement locally and in our states. Officers begin in June's Leadership Summit at Horseshoe.

Contact the YLA Leadership Center or your Advisor to get involved.

Officer Leadership Corps

Strengthening, Improving, Building Impact in our Schools, Communities and our Two States

The Ohio-West Virginia Youth Leadership Association Board counts on officers to lead YLA, YG and UN to success. Officers with the commitment, vision and time are needed. We need officers who want to make a difference! Our work begins at our Leadership Summits. The high school Summit and the middle school Summit are in June.

Officer Corps

YLA groups are real-life laboratories of citizenship where students learn how to organize and tackle issues confronting families, their schools and communities by creating, leading and governing local YLAs. Students apply classroom and life lessons to identify, plan and take volunteer actions to improve family, school and community life. YLAs build better futures by making differences for good!

Secure your Officers before May 20th and submit their names and contact information to YLA.

Have as many officers as possible – and for sure your new President – represents you at the June Leadership Summit at Horseshoe. Assure success by getting your officers trained and on board as part of our Officer Corps.

Youth in Government Officer Corps

YG officers review the just completed program, identify ways to improve YG for the New Year, establish goals for the year and lay out a plan of action. Officers engage other students in YG sessions to motivate them to participate and to return home ready to recruit their peers.

YG officers challenge everyone at the Summit to identify issues that need solved by the volunteer actions back home. Out of tackling issues like hunger, homelessness, the environment, needs of seniors, and other problems, students propose Legislation to YG's Student Legislature.

Officer positions elected by students at YG are Governor, Lt. Governor (Ohio only), Speaker, President, Clerks of the House and Senate, Chaplains of the House and Senate, Chief Justice. Appointment positions are Governor's Cabinet, Associate Justices, Press Editor and Committee Chairs.

Model United Nations Officer Corps

UN officers review the just completed program, identify ways to improve UN for the New Year, establish goals for the year and lay out a plan of action. Officers engage other students in UN sessions to motivate them to participate and to return home ready to recruit their peers. YLA will offer separate high school and middle school UN Assemblies.

UN officers challenge everyone at the Summit to identify international issues that need solutions and gain understanding how world issues impact their communities and future. Resolutions presented by students to the Model UN extend YLA's impact beyond the community and state to the world. Hunger, the environment, illiteracy, health and energy are just some world issues confronting our communities that YLA students tackle.

Officer positions elected by students at UN are President of the General Assembly, Secretary General, and Council Presidents. Appointment positions are Vice President of Councils.

Officer Responsibilities and Qualifications

YG officers are members of a YLA currently affiliated with the YLA Leadership Center. Officers are elected at the end of a YG session to serve through the next YG. The year of service is an opportunity to develop and use one's skills, improve YG, help other students have a positive YG experience, involve new schools and students, and advance YLA's youth leadership program.

Local YLA Nomination

Before a YLA holds its nominating meeting, be sure every candidate has the competence, commitment, time, people and social skills as well as attitudes required for to develop and lead others. Officers must be at ease in diverse places including Horseshoe, YLA conferences and retreats, Bill/Case Rating and YG.

Candidates must win the nomination of their local YLA for the office sought.

In other words, a person cannot just decide to run for an office. The person must secure the nomination of their local YLA.

Delegations may nominate no more than one (1) candidate per office.

The local YLA must have an officer nominating meeting. Every candidate is to have a chance to seek nomination. If there is more than one candidate seeking the nomination for an office, their local YLA will take a vote. The winner of that vote becomes the nominee.

Delegations submit their official nomination (s) on the Officer Candidate Nomination form in the Legislative manual by the deadline in the YG Calendar.

Potential Candidates

Before seeking the nomination for an office, make sure –

- ♦ Officers lead YG for a year in diverse places and programs. An officer must be at ease in YLA Summits, conferences and retreats, Bill/Case Rating, and YG. These places are intentionally chosen for the unique ways each calls people to engage with people in community building. YG is much more than parliamentary procedure, passing laws and debate.

Governor and Cabinet, Speaker, President, Chief Justice and Associate Justices participate in the Summer Leadership Summit at Horseshoe. All other officers including the appointed Press Editor are invited and welcome to join them at the Summit!

YG is about being a citizen with others . . . and this takes place in real places where people must act to build community. Because these places and programs are reality – not a virtual reality – they require real people (officers) whose positive attitudes and actions build responsible and engaged citizens.

- ♦ One can commit the time, work and money the position requires. Check one's calendar, check with parents and be sure the family's calendar will allow the commitment of the significant time the office requires. Check one's financial position – that of the family and the local YLA to be sure the money is available. If both time and money are available, lock them in to assure they will still be available if the office is won.

Do not seek the office, get it, and later ask to be excused from any of the position' responsibilities. Other defeated candidates were fully prepared to carry out their duties at these four programs and there were others who did not run because they could not.

- ◆ An officer who does not fulfill their responsibilities may resign or may be removed from office. If that happens, another person will be appointed or elected to the position. The new officer will complete the term of office through April YG.

Nomination for Office

Responsibility of the Nominating YLA

Nominate candidates with the competence to do the job. Please see Officer Duties, Local Nomination and Potential Candidates information above and Officer Responsibilities below.

Officer Responsibilities

Lead from the bottom up – not the top down

Set the example:

- ◆ Do what one asks and/or expects others to do;
- ◆ Help others do and become their best;
- ◆ Assert the purpose of YLA Youth In Government to peers;
- ◆ Insist peers achieve the highest levels of competence, personal and group conduct, respect for others Youth in Government and in facilities our program uses;
- ◆ Practice our core values of Respect – Responsibility – Caring – Trustworthiness – Honesty – Fairness – Citizenship.

Attitude

- ◆ Positive, likes people, welcomes and involves others, helps others succeed.
- ◆ At ease in diverse places including Summit at Horseshoe, YLA conferences and retreats, Bill / Case Rating and at YG – each place is different and all are deliberately chosen to engage people with people building understanding and community building – wants to be in these places to enjoy the experience.
- ◆ Puts others first, thinks and acts based on what is best for the group.

Responsible

- ◆ Accept and carry out responsibility;
- ◆ Recognize that Youth in Government is youth led and adult supported;
- ◆ Insist peers be responsible for their attitudes, decisions and actions and that they all support the purpose, procedures and conduct expected by YLA and its Youth in Government;
- ◆ Act responsibly – it is not acceptable to say “that is the Advisor’s job”;
- ◆ Capable and willing to carry out the responsibilities listed in this section of the manual.

Competence

- ◆ Know and understand your job;
- ◆ Know the procedures, carry them out and insist peers do too;
- ◆ Select others for leadership positions based on their competence;
- ◆ Teach peers how to use the procedures;
- ◆ Mature in attitudes and actions.

Involvement

- ◆ Involve others, encourage others, bring more schools and students into YG;
- ◆ Model the involvement expected by others

Term of Office - From election or appointment to the adjournment of the next YG; the job is done all year, not just at the spring YG session.

Officers at the Summer Leadership Summit

- ◆ Train for and practice one's responsibilities
- ◆ Review YG Exit Surveys
- ◆ Determine how to strengthen the program
- ◆ Present YG to all participants, encourage their participation, train students to return home ready to prepare their members
- ◆ Learn how to connect YLA's service civic engagement and values to Youth in Government
- ◆ Build a statewide network of peers practicing YLA's core values, advancing YG, and building better futures for all.

Officers at YLA Conferences and Retreats

- ◆ Be prepared in procedure, responsibility, how to do your job and do it so your example of competence sends the message everyone is to achieve the highest standards of conduct, competence, and participation.
- ◆ Involve and engage others—encourage new schools and students to participate.

At Bill/Case Rating

- ◆ Know your job so well and be able to perform it with competence that the level of performance by everyone is raised to the highest levels.

Leadership Team

Governor

Select Cabinet

- ◆ Up to 4 persons
- ◆ Only one from a school
- ◆ Ideally no one from the governor's home school
- ◆ Cabinet Applications accepted at YG and the week after YG
- ◆ YLA sends applications to Youth Governor two days after due date
- ◆ Youth governor's selections made and YLA informed one week after receipt of applications from YLA
- ◆ YLA office sends letters of appointment or not appointed
- ◆ Governor and Cabinet begin work at Horseshoe Summer Leadership Summit in June

Officers at Summit

- ◆ Governor and Cabinet review Exit Surveys to determine how to improve for next year
- ◆ With the assistance of the Cabinet, develop a legislative platform

- ◆ By week's end, Governor determines Cabinet assignments
- ◆ Assist in training peers to participate and to train their members back home
- ◆ Recruit new schools and students to participate

Public

- ◆ Serve as a member of the Youth in Government Committee
- ◆ Speak on behalf of the program at events as requested by YLA

President of the Senate and Speaker of the House

- ◆ At Leadership Summit review Exit Surveys to determine ways to improve the Student Legislature, prepare the Legislative training portion of summit, conduct the training, identify students not in YG and recruit their participation
- ◆ Lead other legislative officers present
- ◆ Preside over legislative sessions, insist all participate on an intellectual and productive level
- ◆ Involve and engage other students, encourage new schools and students to participate in YG

Lt. Governor

- ◆ Assist and support the Governor
- ◆ Preside over the Cabinet for the Governor and lead the Cabinet in its work
- ◆ Assist other students to have a successful YG experience. Encourage new school and student participation.

Clerks

- ◆ Know and practice your duties
- ◆ At the Summer Summit, YLA conferences and retreats, Bill Rating, and YG perform your duties to assist in the operation of your House or Senate
- ◆ Assist your Speaker or President
- ◆ At YG, pick up Bills and the Order of the Day from the Bill Coordinator before legislative sessions
- ◆ Keep attendance at each session
- ◆ Read the Bills including amendments as directed by the Presiding Officer
- ◆ Count votes, report vote to Presiding Officer
- ◆ Record and sign all legislation
- ◆ Return Bills to Bill Coordinator, submit completed Bill Disposition and verbally report action taken on each Bill

Chaplains

- ◆ Prepare messages with an impact calling participants to YG's purpose
- ◆ Share your leadership at summer Summit, YLA conferences and retreats, Bill Rating and of course YG
- ◆ Assist your Speaker or President

Press Editor

- ◆ Take the opportunity to join the officers at the Summer Leadership Summit, YLA conferences and retreats, Bill / Case Rating to make connections helpful to you at YG and to be in on "the ground floor" of YG preparations and operations
- ◆ Take a lead in creating outstanding YG Press Corps
- ◆ Encourage, lead, involve and insist all Press Corps members perform with competence

Cabinet

- ◆ Support and represent the Governor's view on proposed legislation
- ◆ Encourage new schools and students to participate in YG
- ◆ Help all participants succeed
- ◆ Report to the Governor legislative views of Committees, Legislature and members

Competence

An important goal is to raise the level of competence of Legislators, Committee Chairs and all Officers. Success requires a joint effort by Officers, Staff and Advisors. Officers must accept their responsibility to lead their peers in directions required for a successful YG. Officers must take on responsibility to stand up to their peers when needed to correct or re-direct them and must always stand up to lead in positive ways. Any officer who cannot do this is expected to resign so that a person who can do the job with the right attitude can be appointed to get the job done.

Before Seeking Office

Potential candidates are to be sure they have the attitudes to positively participate in and provide the leadership needed throughout the year. Candidates must be sure they can commit the time the position requires. Do not seek the office, get it and then later ask to be excused from any of the position's responsibilities. Others who ran and were defeated were fully prepared to carry out their duties and there were others who did not run because they knew they could not.

One year of previous Youth in Government experience required for Speaker and President. Governor Candidates must have two years of YG experience. Governor Candidates may count the current year participation as one of those two years.

It is not just to get the office – it is to carry out the commitments of the office.

Election Procedure at Youth in Government

Candidates demonstrate their ability to do the responsibilities of the position they seek. There is no campaign, campaign speech, campaign material, electronic or phone campaigns. Campaigning for office in the manner regularly observed in real-life politics is prohibited.

No person should be eliminated from running for office because of finances. Candidates do not "buy" an election because of "stuff" (i.e. buttons, giveaways, posters, flashy websites, business cards, etc.). It is also essential that the process of the election not overshadow the actual work being done at YLA Youth in Government or Model UN.

Candidates are to be elected based on their positions on issues, leadership and an informed electorate. We encourage members to explore the qualifications, leadership record, and character of each candidate seeking their support.

YLA reserves the right to rule on campaign-related issues that arise as a result of evolving technology. Candidates who do not follow approved campaign procedures may be disqualified from the election process.

Each YLA member is encouraged to take an active part (as a candidate, or as a voting member). Our purpose is to select the most qualified candidates for the job. Our purpose in running for offices to serve should never be overshadowed by the election process (campaigning).

Delegates are responsible to vote for the best candidate and are not to be influenced by their Advisor or other adults seeking to determine the outcome of an election.

Campaign Do's and Don'ts:

YES

- Conversations with delegates (one-on-one)
- Social Media use that is positive and does not attack other candidates. IF a candidate has a website, it must be created and hosted with absolutely no cost/expense associated with it whatsoever.
- Demonstration of abilities during each program

NO

- Speeches/campaigning during program (other than YLA-scheduled times)
- Buttons, posters, flyers, giveaways
- Social Media that attacks another candidate
- Signage/flyers at hotel or Capitol/Statehouse

Candidates Follow This Procedure

Chaplain candidates give a three (3) minute presentation that calls (challenges) the Legislature to its purpose. Chaplain candidates make presentations that demonstrate how they will perform their duties as Chaplain. Candidates for Chaplain may be asked to perform the duties of Chaplain during a session.

Clerk candidates sight read a Bill selected by the Presiding Officer.

Lt. Governor is an elected office in Ohio, not in WV. In WV YLA Youth in Government, the Senate President is the Lt. Governor. Candidates for Lt. Governor speak for 2 minutes on the "Role of the Lt. Governor in the Student Legislature."

President and Speaker candidates preside over a session of the Legislature using a Bill before the Legislature as determined by the Legislative Calendar or a Bill of their choice. The candidate selects the Bill, a person to be Clerk, Authors, Minority and Majority Reporters and Legislators to speak for and against the Bill. Candidates exhibit their knowledge of the procedure by conducting the session that lasts no more than five (5) minutes. The procedure used is:

"The Student Legislature is in session." (gavel to order)

"This being an extraordinary session, we will dispense with the Chaplain's message, and the reading of the Journal and the Order of the Day."

"Is the Author of the Bill present?" (Recognize the Author for a 30 second presentation of the Bill) "Is there a Majority Report?" (no more than 30 seconds)

"Is there a Minority Report?" (no more than 30 seconds)

"The question is, shall the Bill pass?"

After 3 to 5 minutes of discussion and debate, the Chair will call for the question and proceed with

the vote. "The question is, shall the Bill pass?" Those in favor say "aye." Those opposed, say "nay." (The Chair then declares the Bill passed or defeated.)

Governor candidates speak for 3 minutes on their "Legislative Agenda for the Student Legislature." A word of advice to Governor candidates – Avoid making "deals" with other Governor candidates to appoint each other to the Governor's Cabinet. Upon election, one may find that defeated officer candidates may not be the best person(s) to appoint. Don't get boxed in.

There is always an opportunity during the appointment period to appoint one or more defeated candidates if they apply and appear the best person(s) for the job.

Voting Procedure

A simple majority of these eligible votes determines the winning candidate.

Officer

Governor
Lt. Governor (Ohio only)
Clerk & Chaplain
Speaker
President
Chief Justice

Eligible to

Legislators, Supreme Court Justices, Press, Lobbyists, Officers
Legislators, Supreme Court Justices, Press, Lobbyists, Officers
Legislators
Members of the House
Members of the Senate
Supreme Court Justices

Note – In case of an office with only one candidate, voters mark their ballot with a "Yes" if they vote in favor of the candidate or write "No" if they oppose. Write in and unmarked ballots are not counted.

Committee Chair & Vice Chair Qualifications & Responsibilities

Committee Chairs Qualifications

1. Ideally, one year experience as a Legislative Delegate;
2. Know the procedure, implement, and engage all committee members;
3. Effective facilitating groups;
4. Participates on an intellectual and productive level;
5. Organized, keeps accurate records, works with Bill Coordinator and Committee Advisor, has excellent verbal and writing skills.

Cannot be a Bill Partner with another Committee Chair or Vice Chair candidate.

Selection Procedure

1. Candidates submit an application that is endorsed by their Advisor.
2. The Speaker and President may begin Committee Chair appointments during the Summer Summit, at YLA conferences and retreats. In the event that Chair positions are open after these times, YLA staff may make appointments.

Opportunities to Learn and to Gain Leadership Experience as a Committee Chair

1. Committee Chairs are invited and welcome to participate in the Summer Summit as well as YLA conferences and retreats for training, practice, relationship building with other students, and experience leading including leading committees.

Bill Rating/Officer Training/Committee Chair Training in February needs the active participation of Committee Chairs. This is the first time Committee Chairs get to see the student legislation proposed for the April YG. Committee Chairs also play a key role in setting the Legislative Calendar (determining when Bills are considered) by participating in the Bill Rating Process.

Responsibilities

1. Prior to Youth in Government, study all Bills assigned to the Committee and review all Bills presented to YG. It is also helpful to contact the Bill Authors who will appear before the Committee, the Lobbyists, Cabinet members and Officers.
2. Represent the committee to the Bill Coordinator.
3. Carry out the Committee procedure.
4. Lead the Committee in active participation on the Floor in the debate on Bills referred by Committee. Get your Committee members to make the Committee's views known to all members during Floor sessions.

Committee Vice Chairs

Qualifications

- ◆ Able to preside in the absence of the Chair.

Selection

- ◆ Senate Vice Chairs may be appointed prior to YG or may be appointed by a Committee Chair at YG if their Committee needs a Vice Chair. Not all Committees may have a Vice Chair. Chairs who may be away from their Committee may ask a Committee member to preside in their absence.

Responsibilities

1. Serve as Clerk of the Committee.
2. Assist the Committee Chair.
3. Preside in the absence of the Chair. The Chair, Clerk or Vice Chair cannot be Legislative partners. Both cannot be absent from the Committee at the same time.

Youth Governor and Cabinet

Governor's Cabinet

The Governor appoints Cabinet members from those who meet the requirements for the office and who apply. Applications are accepted through the week after Youth in Government.

Cabinet members join the Governor and other officers at the June Leadership Summit at Horseshoe. The Officer Leadership Corps reviews the just completed Youth in Government, identifies improvements for the new year, train for their responsibilities and engage other students at the Summit in Youth in Government sessions so they will want to participate in YG as well as return home to encourage others to participate.

The Governor seeks the advice of the Cabinet as the Governor creates a Platform. At the end of the Summit the Governor assigns Cabinet members to head a department and/or area of interest (environment, economic development, safety, education, etc.). Cabinet members are then responsible to become expert in their area.

During the year, at YLA conferences and retreats and at Bill/Case Rating the Cabinet serves as resource persons in those interest areas plus advance the position of the Governor on the issues.

At Youth in Government the Cabinet represents the Governor's interests in Committees and with Legislators. Cabinet members listen to Committee hearings and floor debates in their area of interest, act as the Governor's advocate on related legislation, and report to and advise the Governor on legislation that reaches the Governor's desk.

Successful Cabinet members –

- ◆ Are informed in the areas they represent
- ◆ Understand the legislative process
- ◆ Have excellent people skills
- ◆ Can work on their own and as part of a team
- ◆ Are good listeners and good communicators
- ◆ Help Student Legislators, Lobbyists, Press, Page, and others succeed

Youth Chief Justice and Associate Justices

Associate Justices

The Chief Justice appoints Associate Justices from those who meet the requirements for the office and who apply. Applications are accepted through the week after Youth in Government. Associate Justices join the Chief Justice and other officers at the June Leadership Summit at Horseshoe. The Chief Justice and Associate Justices review the just completed Student Supreme Court, identify improvements for the new year, train for their responsibilities and engage other students at the Summit in a Supreme Court session so they will want to participate in the Student Supreme Court at YG as well as return home to encourage others to participate in the YG Judicial program.

During the year, at Fall Conference and at Case Rating the Associate Justices assist the Chief Justice in rating the cases for consideration at YG.

Successful Associate Justices –

- ◆ Understand the YG Judicial process
- ◆ Have excellent people skills
- ◆ Can work on their own and as part of a team
- ◆ Are good listeners and good communicators
- ◆ Help others succeed

2026

**West Virginia
Youth in
Government**

**Officer
Candidates**

2026 Candidate for Youth Governor

Bryce Isner, Grafton YLA



1. Past Youth in Government Participation:

Attended 2024 Youth in Government as a Delegate and Vice Committee Chair of Education. Attending the 2025 Youth in Government I am serving as one (1) of the five (5) Associate Justices under Chief Justice Shelby Plants of the West Virginia Supreme Court of Appeals.

2. Qualifications for the office: I bring to this office extraordinarily strong Leadership Skills and unseen Passion to make our legislature greater. I have worn many caps over my YLA career such as: Associate Justice, Council President of Education at MUN, Vice Chair & Delegate (2024 YG), and President & Vice President of Grafton High School's Chapter of the Youth Leadership Association.

3. Style of Leadership and how it will help other delegates succeed: My style of leadership is unique. I take the time to hear the opinion of everyone and do my best to make decisions within the best interests of all. I do not let my personal beliefs be the determining factor in any decisions I make, to me what is more important is the voice of our people and the things that they want to see happen! Holding an office such as Governor is not for power or personal gain, but only to make sure that the people of our Great State are heard, felt, listened to, and represented in the truest way possible!

4. School Interests and Activities: I have many school interests but the one that strikes me most are History, and Business Classes offered through our school's Career Tech. Program. I am also actively enrolled as a student at West Virginia University where I am entering into a 3+3 year Juris Doctor Program with the hopes of one day becoming an Attorney!

5. Community Interests and Activities: I am also filled with many community interests like protecting public health and ensuring that everyone in our county is represented fairly and treated equally. These traits are what make me want to become an Attorney and Youth Justice for the State's Supreme Court!

6. An Especially Meaningful Service Experience: One of the most memorable service experiences for me is year after year partaking in Wreaths Across America, right in my home of Taylor County. Every year the Grafton YLA invites different delegations to join us at the Taylor County National Cemetery to help lay wreaths on the graves of those who have served our Great Nation. On this day, we also hear a ceremony honoring those who have given their lives for our freedoms. It is genially amazing to see the amount of support from our community every year at this event, and it is truly humbling to hear from the family members of those who have given their lives for us. I hope our delegation will continue this in the many years to come!

2026 Candidate for Youth Governor

Sarah McBee, John Marshall YLA



1. Past Youth in Government Participation (years and position)

My first introduction to YLA's Youth in Government program was during my 8th grade year when I attended Youth in Government Seminars (YGS). I was selected as one of four representatives from my school and one of twelve representatives from my county to attend YGS. This program sparked my curiosity in government and ignited my passion for civics. Excited, the following year I attended my first YG as a freshman in the Senate. That year, we did not have an elected Chaplain, so they asked for a fill-in. I was eager to volunteer. At the end of the conference, a Senate Chaplain for the following year needed to be elected. Already having the experience as Chaplain, I ran and won. During my sophomore year, I fulfilled my duties of Senate Chaplain and ran for a new position—President of the Senate—where you will see me this conference. In total, I have attended one year of YGS, two years of YG, and have held two positions.

2. Qualifications for the office—what do you bring to the office?

As stated by the Youth Leadership Association's website, the responsibilities of the Executive Branch during YG is to "oversee the weekend's activities and provide guidance on legislation to ultimately be signed by the Youth Governor." Essentially, the Youth Governor acts exactly as the real governor of West Virginia would; they sign legislation that aligns with their policy and veto legislation that fails to. Even further, the legislation signed by the Youth Governor is then introduced in the real West Virginia Legislative session. To reiterate: the bills signed by the Youth Governor move on to our actual state government and therefore have the potential to become legitimate law. With this great responsibility in mind, I will bring established policy and the promise of advocacy to the office of Youth Governor. If elected, the importance of tourism and the concern of brain drain will be reflected in the legislation I sign. Continually, public servitude is not a task I take lightly; as your Youth Governor, I would ensure the consideration of your aspirations for your home state as well. Although I believe my policy is firmly focused on promoting the interests and well-being of our state and its people, I am open to reworking my positions to better incorporate each of your valued perspectives. Together, we can pass legislation that reflects the growing mindset of our hidden jewel of a state and shift the narrative of West Virginia. Finally, my experience in overseeing this past year's Model United Nations has provided me with the organizational skills required to manage a large-scale event. I am capable of planning and executing tasks timely and ahead of schedule to ultimately be prepared and achieve success during the conference itself. As

your Youth Governor, I would welcome your ideas while standing true to my policy and would help plan YG to its fullest potential.

3. Style of Leadership and how it will help other delegates succeed

If asked to sum up my leadership style in one word, I'd say adaptive. Regardless of the obstacle, my intuition and innovation persevere. In a quiet room, I can spark conversation, and in a room that is off-topic, I can redirect it. Through my time with the Youth Leadership Association, I have consistently been surrounded by leaders of various kinds. In all fairness, what would the Youth Leader Association be without Youth Leaders? When this scenario arises, my flexible leadership style shifts to a buffer. In the event that a heated debate ensues between two of my strong-headed peers, I become the mediator. Through this versatile style, I can cater to the individual needs of my peers and grant them leeway to define leadership for themselves. By allowing those I lead to solidify their own personal leadership styles, success for all delegates is on the horizon.

4. School Interests and Activities

Around my school, I am involved in activities that boost John Marshall's morale and advocate for needed changes. I play tuba in marching and concert band, and I play viola (an instrument quite like the violin) in orchestra. Whether it's a football game, pep rally, video game themed concert, or our annual Christmas showcase known as Monarch Tidings, I enjoy performing for my fellow students and giving my school something to pride itself on. Moreover, I am Vice President of my YLA delegation. In this position, my responsibilities alternate between cooperating with our officer team and advisor, leading meetings alongside the President, getting to know our members, and managing community service events. Often, planning and presenting during meetings brings me the most joy out of any other school activity. My delegation is overflowing with brilliant ideas and passionate people; they are eager to contribute to community service events and often bring their ideas to me. We frequently brainstorm ways to better our school and community. I feel that, through various musical performances and holding a position in my YLA delegation, I have contributed to both school spirit and school improvement.

5. Community Interests and Activities

This past general election, I was presented with the opportunity to work the poll booths for my county. I had to be at my station for over twelve hours although I was only a trainee. Through this, I met many notable figures in my community and gained firsthand knowledge about the election process. It was an excellent way to familiarize myself with the intricacies of our county-specific election techniques in preparation for the future, for I will be old enough to become a poll clerk come next election. Similarly, throughout the winter season during the past two years, I have assisted at the wrestling and basketball game concession stands. The proceeds benefit both our YLA delegation and the John Marshall senior class. At the concession stand, I found myself preferring to spend my free time speaking to those supporting our home team and those who came to oppose us. While both parties were rooting for their respective teams, they shared a common interest in the sporting events themselves and hoped to be entertained via a fair high school game. My time spent working the polls and in the concession stand has introduced me to important people around the area and has further encouraged me to better our state and region.

6. An Especially Meaningful Service Experience

John Marshall YLA was requested by the Strand Theatre Preservation Society—a nonprofit funded by the State Historic Preservation Office and the National Trust for Historic Preservation—to assist in the cleanup of their annual yard sale. My delegation and I were entrusted with breaking down tables and sorting the unbought items/ donations-to-be. After cleaning, sorting, and donating for nearly three hours, our service experience was officially over. However, the most meaningful part of the experience happened about a week later. My advisor called me into his room during school and handed me an envelope. Enclosed was a handwritten thank-you letter from the Strand. While I do not feel that service needs to be rewarded, receiving this message of appreciation was indicative to me that our delegation was creating a real, lasting impact in our community. It was validating to hear pleasant feedback from those that needed our help, and however accomplished we felt after the event was immediately amplified upon receiving this letter. I immediately took this feeling of fulfillment and became addicted to serving others; I have since been striving to emulate this job well done.

2026 Candidate for Youth Chief Justice

Olivia Hanna

Point Pleasant YLA



Youth in Government Experience: Youth in Government has been an important factor in my life since I attended my eighth grade seminar in 2022. Immediately after my first impression, I was enamoured with the magic of this program, and knew it was something meant for me. Within that first seminar, I was privileged to be part of a mock trial as a witness for the defendant. The immersive experience is what led me to the realization that law and the courts are my passion, and the career path I aspire to pursue in the future. It is also what guided me in the direction of the judicial program when I entered high school. In the past I have spent two years in judicial, this year being my third. I have had experience of being on all three sides of a case. The appellant, appellee, and as well as adopting the roll of an associate justice for a few cases as a volunteer. I adore this program inside and out, I've made many lifelong friends and gained such unique leadership experience that I couldn't have obtained anywhere else. Law is my passion, and my love for the judicial program and the attendees reflects that.

Qualifications for Office: When I first joined the Youth Leadership Association I was nowhere near as confident in my leadership as this program has taught me to be. Roy Blunt, a veteran American politician, once said, "It takes leaders to grow leaders." Over my time in the program I think this quote has been very fitting to the learning process within it. It is the other amazing youth leaders who have been involved in my YLA journey that have been the ones to truly teach me important lessons not just about leadership, but about who I am as a person. Recognizing this has blessed me with the ability to constantly learn from and adapt to my peers. In my heart, leadership is a two way street, one that involves listening, learning, and growing together. Early on in YLA, I wasn't as comfortable speaking in front of groups, but through debate, discussions, and leadership opportunities with my peers, I've gained the confidence to articulate my thoughts clearly and persuasively. Just as leaders grow by learning from others, justices grow by understanding different perspectives. My time in YLA has allowed me to engage with a diverse group of peers, each with unique viewpoints, which has taught me to be impartial and thoughtful

and prepared me to lead discussions, explain rulings, and ensure that justice is both served and understood.

Leadership Style: One of the most powerful lessons I've learned is that leadership doesn't happen in isolation, it thrives in collaboration. The other students in YLA have challenged me to think critically, listen more carefully, and grow as both a leader and a person. I will bring this same open-minded approach to my leadership, ensuring that every person is considered with fairness and respect. Being a leader is not about having authority, it's about serving others. I have learned that the best leaders uplift those around them, ensuring that everyone has a voice. My goal as a leader is to have a personal relationship with every one of my peers, and make our environment a positive and encouraging space. My leadership style is not just leading a crowd, but to push and encourage those around me to be confident in themselves and their own abilities, for guidance of that nature is what made me grow into who I am today.

School Involvement: Within the 2024-25 school year I have served as my delegation's vice president, and previously our secretary. I am also a head start student at Marshall University and I plan to attend West Virginia Girls State this summer to represent my school in leadership and civic engagement. Volunteering within my high school is also important to me. During the beginning of the year I volunteer along with my delegation to help seniors paint their parking spots. Later on in the fall I also participate in the annual trunk or treat held in the parking lot.

Community Involvement: In regards to my community I help out whenever I can. In past summers I've spent my weekdays babysitting for a first responder and helped the children with sports and other activities they participated in. This past summer, in preparation for Mason County fair week, myself and two others from my delegation spent several hours helping set up animal pens for the animal showings. I have also participated in hosting egg hunts for the retirement community and organizing Adopt a Kid for Christmas within my delegation.

Meaningful Service Experience: My most meaningful service experience this far has to be my first time volunteering as a counselor at Youth Opportunity Camp this past summer. Going into it I was excited for the opportunity to impact the younger generation of campers the same way my counselors previously had for me. However, in the end I walked away having gained more from them than I anticipated. I was met with a great experience in general, but one memory sticks out

to me the most about my second week. On the last full day of camp there is what's called cabin day, where the counselors will pick a fun theme and plan the entire day based around it. I had the idea to create a scavenger hunt, and I stayed up for an extra hour that night planning it out and wrote hints in poems just to make it a little more special. The next afternoon when the girls participated in the scavenger hunt, I was surprised to have also been the one to gain a true special experience. Every girl was in the spirit of our theme and exhilarated to find the next hint. They had all worked so well together at that moment, and I was happy to see that the lessons of collaboration they had been learning throughout their week had really made a mark on them. At that moment a phrase I had heard many times popped into my head, "They may forget what you said, but they will never forget how you made them feel." From this memory I have learned that the emotional impact you have when you lead has an effect on your message. You can preach a message as you please, but it is the emotion and connection that is everlasting.



2026 Candidate for Youth Chief Justice

Shelby Plants

Point Pleasant YLA

1. My past Youth in Government experience started when I attended YG Seminars back in 2022. In 2023 which was my freshman year, I decided to join the judicial branch. I was also in the judicial branch my sophomore year of high school where I decided to run for Chief Justice and was elected.
2. What qualifies me for office is my ability to connect with people. I have a natural talent when it comes to talking with anyone who comes my way. This ability helps me connect with people within the judicial program and other branches within YLA. My interpersonal skills help me understand different perspectives, which is good for leadership skills and within the courtroom to be non-biased. I am a problem solver who likes to approach every challenge with the mindset of finding a solution. I like to find ideas and strategies that help overcome issues and can solve the problem correctly. I also enjoy public speaking. With my public speaking skills, this allows me to clearly get my message out and communicate with the audience about what is going on in the courtroom or what the issue is.
3. My leadership style would be described as servant leadership because I have a passion for helping others succeed. I think that true leadership means putting others needs first. Which can create a place where everyone can thrive and be their best self. Whether I'm at school a YLA event, or even in the community, I am determined to be there for anyone who needs help. I'm always trying to offer guidance, whether it's during the process of working on cases or helping someone find their way to the courtroom during YG. I believe that my leadership style can help other delegates succeed by reducing the stress and anxiety that comes with the feeling of being confused or scared to ask for help. By creating an open environment within the courtroom, it can help people feel less nervous and ask for clarification when needed. I hope that my leadership skills will help inspire others to notice when someone needs help and to offer it.
4. My school interests include YLA, student council, and pep club. I have been in YLA the longest of all my clubs. I joined YLA in 2021, which was my 8th grade year. My first trip was Fall Con and I fell in love with the program and everything it stands for. My second club would student council which I joined in 2022, my freshman year of high

school. I love being able to speak about the problem within my school with my peers and with my principal. Together we decide on how we will address the problems that are brought up and how we plan to fix them. My other club is Pep Club which I decided to join this year. I decided to join because I love going out and supporting my school at sporting events, no matter what the outcome of the game is. By joining this club, I have met so many people within my school and have even build friendships. My activities include track. I have been a part of the track team since 2020, which was my 7th grade year. Track has taught me how to listen to a coach and be able to practice the information I have been taught for hours. Track also has taught me how to work with a team as well as meeting my individual goals.

5. My community interests include donating to our local animal shelter, picking up trash and helping low-income families. When I first adopted my cat Alfred from the animal shelter in October of 2024, I remember the owner telling me that they were low on supplies. Later that day I asked my mom if we could stop at Dollar General and get some things for the shelter. She agreed and we spent over \$100 on supplies for those animals. Ever since then, I have tried to donate to the animal shelter when I get the chance. I care a lot about our environment, so anytime our town hosts local cleanup, or when other clubs are cleaning up our community I try to be there. It is so important to me that we keep our Earth healthy and or community clean. My last community interest is helping low-income families around Christmas time. For the past 5 years, my mom and I have taken names of kids whose parents can not afford gifts for their kids. We get the list from our church of the items the kids want for Christmas. We do this because we believe that every kid should have the joy of opening gifts on Christmas.
6. A meaningful service experience for me was when I collected non-perishable food for soldiers who were deployed overseas back in 2020. My dad is a soldier and back in 2020 some of his unit was deployed overseas. My dad had been deployed overseas before when I was little, and I remember him always asking my mom if she could ship him Little Debbie snacks and a can of peanuts. So, when I found out that some of Dad's unit was deployed, I asked my mom if we could post on Facebook asking people to donate non-perishable food for the soldiers. I was able to receive 80 pounds of food for the soldiers overseas. This all happened during the holidays, and the package of food arrived to the soldiers on Christmas Eve. They sent a picture to my dad of them with the packages and their smiles were so big. I was so happy to see that I could bring joy during the holiday season and their deployment.



2026 Candidate for Youth Chief Justice

Carol Russell

Wirt County YLA

1. Past Youth in Government participation (years and position);

I have participated in YG as an attorney, a bailiff, a clerk, and have sat in on a case as an associate justice.

2. Qualifications for the office – What do you bring to the office?

I have been part of the judicial program for three years now and am familiar with how it works. I have a lot of experience so I feel I can take the part. I have been an appellant once and an appellee twice. I have been a bailiff and a clerk many times as well.

3. Style of Leadership and how it will help other delegates succeed;

I'd like to work with the associate justices and let them be a big part of whatever is to happen. I want them to feel in power as well, rather than me making all of the decisions.

4. School interests and activities;

I do YLA and Marching Band. I like history, choir, and band.

5. Community interests and activities

I help out with a lot of concessions for band and YLA to raise as much money as possible. I do many fundraisers for YLA. One time during concessions, a bowl of nachos fell all over me because I stood up at the wrong time. I went to the bathroom to change and a lady I didn't know went and got me her gym shirt out of the back of her car.

6. An especially meaningful service experience.

One of my favorite service activities was the reading project. After school we would stay at the school and get with a partner or two and start recording ourselves reading books for the primary center to listen to them and have something to do.



2026 Candidate President of the Senate

Cole Fogus

James Monroe YLA

1. I have been in YG since my freshman year, making this my third year. I was a senator my freshman year, and delegate and Senate Clerk Candidate my sophomore year, and am now the Senate Clerk and a President of the Senate Candidate in my junior year.
2. My qualifications for office include strong leadership skills, a willingness to work with others, teamwork skills, a both outgoing and reserved personality, kindness and thoughtfulness, and the fact that I am well liked by my peers and teachers. I also have great leadership experience in YLA (senate clerk and chapter VP), Educators Rising (chapter secretary), Student Government (freshman class president), and Marching and Concert Band (first chair trombone).
3. My style of leadership is being both assertive when need be and allowing others to take charge when necessary. I will take charge when I can and when it's necessary, but let others have their time as well. I am very easy to work with and will always respond to questions.
4. My school interests include Educators Rising, YLA, and Marching/Concert Band. I am also on the Prom Planning Committee and am in the National Technical Honor Society for my school.
5. My community interests include being active in a church youth group and working for a small business catering company.
6. An especially meaningful service experience that I have participated in is writing christmas cards to the people in our local nursing homes and performing for the nursing homes during the holidays with my school's marching band. We started a few years ago and it has become a tradition.



2026 Candidate President of the Senate

Holly Lewis
Buckhannon Upshur

- **Past Youth in Government participation**

I am in my second year as a member of the Young Leaders Association (YLA), and the Youth in Government program. This year, I hold the position of Chair for the House of Delegates committee. I have been participating in the Youth in Government program since 9th grade.

- **Qualifications for office**

My qualifications for the position of President of the Senate are rooted in my extensive experience with the organization and my deep commitment to its mission. I have had the opportunity to serve on both committees, participate in floor discussions, and successfully override a veto related to my bill, all of which have greatly enhanced my experience. Additionally, as the Vice President of my delegation, I have gained valuable insights into effective governance and operational procedures.

- **Leadership Style**

My leadership style can be characterized as democratic, as I believe it is important for everyone to have a voice in decision-making. While encouraging input from all team members regarding their needs and preferences, I also recognize the necessity of strong oversight to ensure that these perspectives are integrated effectively and to maintain a sense of order. It is essential to balance the contributions of all individuals with the guidance of leadership.

- **School Involvement**

I am currently a sophomore at Buckhannon-Upshur High School. I am actively involved in the Youth Leadership Association (YLA) club, the tennis team, and I serve as a majorette in the school band.

- **Community Involvement**

In addition to my academic commitments, I actively participate in coaching a baton group and engage in community clean-up initiatives. I have a strong passion for assisting the elderly and strive to provide support to anyone in need.

- **Meaningful Service Experience**

One of the most significant service experiences I have had the privilege of participating in was placing wreaths on veterans' graves for Wreaths Across America. This experience holds meaning for me as many of my grandparents were veterans. It allowed me to honor their contributions and express my appreciation for the sacrifices made by those who dedicated their lives to our country and the preservation of our freedoms.

**2026 Candidate
President of the Senate**

CJ Tucker
East Fairmont

1. I have zero past experience at YG but I am still confident in my knowledge/ability in the legislature.
2. I believe that I will bring a strong new voice to the YLA community and believe that I am able to lift up others around me.
3. I think that I have multiple styles of leadership, and it depends on the situation, sometimes you have to put yourself in another person's shoes and ask yourself what type of leader THEY need.
4. I participate in my school's student council where I am the communications officer for the freshman class, I started up a YLA delegation for Marion County and we later got split up into three delegations which led to me starting East Fairmont YLA.
5. Disability is my main focus. My good friend Julie Sole runs the disability action center and my little brother Parker has a disability. I believe that helping those with disabilities is very important what has happened with my little brother over the past 10 years is indescribable. It has been such a long journey for him and my family. I am proud to help him and the other young people like my little brother by advocating for those with disabilities. From a young age I've always been called to public service even as a young kid, from wanting to feed the homeless and giving back to the less fortunate.
6. Every year in student council we do an angel tree around Christmas. We raise money throughout our school and then go and shop for our less fortunate peers in our school. I got to participate in that this year and I had a really good experience I fundraised, I shopped, and I wrapped the presents for two of my fellow students and believe that with a little effort in helping others you can make a great impact on someone's life.

Candidate 2026 Senate Clerk

Johnny Chen
Buckhannon Upshur



- **Past Youth in Government Position:**

During my 9th grade year, I had the honor of serving as a senator in my first year of participation in Youth in Government.

- **Qualifications for the Office:**

My qualifications for the office of Senate Clerk comes from my years of experiences in variations in roles of leadership in the form of secretary for student council and this year being the treasurer of my delegation. Additionally, logistical capabilities and time management are some of my key strengths, as I have been able to effectively manage my work and balance my time. However, I believe my most important qualities are reliability, integrity, and open-mindedness. On top of this, the previous years' experience has provided me with crucial knowledge on the basis of YG.

- **Style of Leadership:**

My leadership style focuses on creating a collaborative environment where everyone has their own voices and is encouraged to actively express their perspective to the team. I strive to understand and support my teammates to the best of my abilities, ensuring that everyone can do their best and foster a sense of ownership within the group. My leadership style will help other delegates succeed by creating a productive and inclusive atmosphere where everyone gets a fair share of the opportunities.

- **School Interests and Activities:**

My school interests include social studies and various sectors of science, including physics and chemistry. On top of being an active member of YLA, I'm serving as the secretary for our school's student council, a member of the school's Leo Club, manager

for the B-U football team, and a swimmer on the B-U swim team. Moreover, I strive for competition and actively participate in the Social Studies Fair.

- **Community Interests and Activities:**

Outside of school, I participate in the Strawberry Festival Board as a junior associate and occasionally assist with holiday food drives at the Parish House passing out supplies to the local community. Although the list is small, I will do my best to help whenever.

- **Meaningful Service Experience:**

The most memorable and meaningful service project I've had has to be working with the Tennerton Lions Club to walk and hand out books in the Strawberry Festival Parade. I have a strong passion for reading and absorbing any kind of information. I firmly believe that every child should have the opportunity to access and enjoy the world of literature. So, when I was able to participate in a parade, get involved with the community, and handout books. It was a once in a lifetime occasion that I couldn't pass over and it still resonates with me to this day.

Candidate

2026 Speaker of the House

Zoe Zervos
John Marshall



1. My first YLA experience was in the summer of my 8th grade when I attended camp Horseshoe. My sister had been involved in YLA previously, and I had been following in her footsteps, not really ever expecting to be involved in it the way I am now. At camp, I took part in many different activities, such as the mock Model UN session and the Judicial branch during the mock YG session. I had the most amazing time, and had never had a better time. From here on my love for the Youth Leadership Association grew, and I have taken part in everything I can. My first year participating in Youth and Government, I had been in the judicial circuit, presenting and winning my case. I ran for house clerk, and ended up claiming the position at the end of the session. I was honored to have received the position.
2. Some of the qualifications I feel I would bring to office that are crucial to the position include good public speaking, being open-minded, and accountability. Public speaking and communication skills are extremely important for any position or for life in general. Proper communication techniques can help to lead to more efficient meetings and makes it much easier to convey ideas. By being open-minded, a broader horizon of possibilities becomes available that can be taken advantage of by yourself and others. Finally, accountability is necessary to complete tasks, and being trusted to complete them, not only on time, but done well. I feel as though I am able to bring all of these things to the table, as well as others.
3. Leadership is an extremely important trait to have, not just for YLA but everyday. I would describe my leadership style as inclusive. Whenever stepping up to take on a leadership role, I always ensure that everyone is included, and everyone gets to chance to share ideas, thoughts, and opinions. I feel that being a leader means, not only taking the initiative to make things happen, but to make sure everyone

has the opportunity to use their voice and speak up for themselves. I also feel that listening is a big part of being a leader. While many may think leadership is taking charge and being in control, its more of setting an example and making others feel like they can be part of a change, and they can all make a change in the world.

4. In school, I participate in various sports teams including track and field, cross country, soccer, and swim. I also take part in multiple clubs, such as playing violin in our schools chamber group, being part of student council, drug free club, game changers, and orchestra. Getting to take part in so many extracurriculars is really a blessing, and I have learned so much through all of them. Sport have taught me teamwork, communication, and how to push yourself even beyond your limits. Especially, though, it has taught me to always be positive, and to help bring others up when things get hard. My various clubs have also really inspired me. Being a part of student council really helped me to become more involved in how I can help others, and how I can use my abilities for the good of others.
5. Within my community, I participate in the wheeling symphony group, volunteering at various events throughout the year such as “farm to fork”, “symphony on ice”, cotillion, and others. I also play the violin as part of the youth symphony orchestra, and have for the past 4 years. By being given these opportunities to take initiative and put myself out there, it has really helped me in learning the important of giving back to the community.
6. An especially meaningful service experience I took part in was “paws for a cause” in our school. During the holiday season, student volunteers are given information about an anonymous student at school who is less fortunate. Some of the things included on the form include clothing sizes, favorite items and snacks, and others. We are given \$100, and then go shopping to purchase items for the students. It’s always a great feeling to know that I’m helping out someone that may not have the same advantages that others do, and to be able to give them excitement for the holiday season that they may not get otherwise.



2026 Certification of Officer Nomination for West Virginia Youth in Government Instructions

2. Certify by signature of the Delegation Leader that -

- A. Nominees meet the qualifications for the office,
- B. Nominees will participate on an intellectual and productive level in the performance of their duties including attendance for the total time at the programs required of West Virginia YG Officers.
- C. The nominee(s) have won the nomination of our local Delegation.

Please Type

Delegation Name _____ Delegation Leader _____

School _____ Signature _____ Date _____

Nominee Name

President of the Senate Nominations Closed

Speaker of the House Nominations Closed

Clerk (Specify House or Senate) **Senate** -Nominations Closed

Chaplain (Specify House or Senate) _____

Governor Nominations Closed

Chief Justice Nominations Closed

Must be in the Judicial Program to run for Chief Justice.

It is YLA policy that an officer who does not participate in the Leadership Summit at Horseshoe in June **will** be removed from office since they are not there to perform their duties. The newly-appointed officer would then complete the term of office through the April YG Conference.



202**6** Officer Nomination Form - **WV** Youth in Government
Each Nominee Completes and Submits this form by 6:00
pm on **Thurs. April 24**, at **WV** YG to the Bill Coordinator

Nominee Name _____ Office Seeking _____
Address _____ City _____ State _____
Zip _____ Cell Phone _____ Home Phone _____
Email _____
Delegation _____ School _____

Answer these questions (Attach additional sheet)

1. Past Youth in Government participation (years and position);
2. Qualifications for the office - what do you bring to the office?
3. Style of Leadership and how it will help other delegates succeed;
4. School interests and activities;
5. Community interests and activities;
6. An especially meaningful service experience.

It is YLA policy that an officer who does not participate in the Leadership Summit at Horseshoe in June **will** be removed from office since they are not there to perform their duties. The newly-appointed officer would then complete the term of office through the April YG Conference.

I attest that this information is true and accurate to the best of my knowledge and that if elected I will carry out my responsibilities as outlined in the manual.

I have spoken with my parents about the responsibilities, time, commitments, and that if elected my first responsibility is participation in the June **15 - 21, 2025** Leadership Summit at Horseshoe. My parents understand and support me and the responsibilities of office.

Signature _____ Date _____
Student Candidate

This delegate has the qualifications for this office and has my support.

Signature _____ Date _____

Advisor/Delegation Leader



Application for 202**6 WV** YLA Youth in Government
Governor's Cabinet
Submit no later than **May 12, 2025**

Applicant's Name: _____ Delegation: _____

Address: _____ City: _____ State: _____

Zip _____ Cell Phone _____ Home Phone _____

Email _____

Year of Graduation _____

My previous Youth in Government Participation (years and position) include:

Explain how your leadership style, experience, commitment, time, and ideas for and about Youth in Government qualify you for this position. Attach an additional sheet with your answers as needed.

If appointed to the Cabinet by the Youth Governor, I will carry out my responsibilities as outlined above.

Applicant's Signature: _____ Date: _____

I support this application and understand the responsibilities expected of a Cabinet member.

Parent's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

**Return application to WV Youth in Government, Youth Leadership
Association, 522 Sandhill Road, Point Pleasant, WV 25550
304-675-5899**



Application for 202**6 WV** YLA Youth in
Government Associate Justice

Submit no later than **May 12, 2025**

Applicant's Name: _____ Delegation: _____

Address: _____ City: _____ State: _____

Zip _____ Cell Phone _____ Home Phone _____

Email _____

Year of Graduation _____

My previous Youth in Government Participation (years and position) include:

Explain how your leadership style, experience, commitment, time, and ideas for and about Youth in Government qualify you for this position. Attach an additional sheet with your answers as needed.

If appointed to the Cabinet by the Youth Governor, I will carry out my responsibilities as outlined above.

Applicant's Signature: _____ Date: _____

I support this application and understand the responsibilities expected of a Cabinet member.

Parent's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

**Return application to WV Youth in Government
522 Sandhill Road Point Pleasant, WV 25550
304-675-5899**



2026 WV YLA Youth in Government
Committee Chair or Vice Chair Application
Submit no later than **May 12, 2025**

Please Type or Print

Delegation Name _____

Name _____
First Middle Last Email Address

Address _____ County _____

City _____ State _____ Zip _____

Cell Phone _____ Home Phone _____ Grad. Yr. _____

Email _____

My previous Youth in Government Participation (years and position) include: _____

I am qualified to be a Committee Chair because: _____

I will help the Committee be a successful experience to all members and those who appear before the

Committee by: _____

If selected I will make every effort to participate in the June Leadership Summit at Horseshoe and the Fall Conference. I will participate in the Bill Rating/Training in Charleston in February.

Parent's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

On other side, this application, the Delegation explains why they do or do not support this application for Committee leadership. The explanation is to be signed by your Advisor.

**Return application to West Virginia Youth in Government, Youth Leadership Association,
522 Sandhill Road Point Pleasant, WV 25550
304-675-5899**



202**6 WV** YLA Youth in Government
Application for Press Editor Submit
no later than **May 12, 2025**

Delegation Name _____

Name _____
First Middle Last Email Address

Address _____ County _____

City _____ State _____ Zip _____

Cell Phone _____ Home Phone _____ Grad. Yr. _____

Previous Youth in Government Experience (list years and position): _____

Explain how your leadership style, experience, commitment, time, and ideas for and about the YG Press qualify you for this position. Include any experience you have in writing and with a newsletter or other publication. Attach an additional sheet with your answers as needed.

If appointed Press Editor, I will carry out my responsibilities as outlined above.

Applicant's Signature: _____ Date: _____

I support this application and understand the responsibilities expected of a Press Editor.

Parent's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

**Return application to WV Youth in Government, Youth Leadership Association,
522 Sandhill Road Point Pleasant, WV 25550 phone: 304-675-5899**

LEADERSHIP SUMMIT

at CAMP HORSESHOE

June 15–21, 2025



Character • Leadership • Service • Entrepreneurship • Philanthropy



- ♦ **Brainstorm and network with youth from across Ohio and West Virginia**
- ♦ **Practice skills for Youth in Government and Model United Nations**
 - ♦ **Strengthen connections and friendships**
 - ♦ **Team-building leadership adventures**
 - ♦ **Explore the great outdoors**
 - ♦ **Best food of your life!**
- ♦ **Get ideas to help your community, school, and local YLA chapter**

**JOIN US THIS
SUMMER AT
CAMP HORSESHOE
FOR AN
UNFORGETTABLE
WEEK!**



Prepare for Success

Gather with youth leadership officers, interested teens, and other service-minded people to make a real difference for good.

Discover your potential by expanding your mind and developing skills for leadership success. Plus, learn how to lead your student groups with excellence.

Invest one week at Horseshoe and you'll gain skills, friendships, adventures, and memories to last a lifetime.

Who is Eligible?

ANY rising 9th– 12th grade students who want to learn, participate and build their futures are eligible.

Sponsorships

Students, parents, community organizations, or local sponsors may pay the total fee OR individual YLA chapters can organize fundraising events to help their members participate.

Leadership

Practice skills of organization to get things done, communication, teamwork, and how to help groups succeed through effective governance.

Friendship!

You'll make **friends for a lifetime** with people who care, listen, and encourage you.

Fun!

Be ready for days full of great times in active learning sessions with plenty time for **recreation, sports, music, the great outdoors, campfires, Variety Show, creek exploring , and much more!**

Service

You'll experience the value of doing good things for others, how to improve your school and community, and basically how to build a better world.

Arrival/Departure

Sunday 2 pm to Saturday 9 am. Only register if you can and will attend for the **total time**.

To Register:

Register online at:

www.ylaleads.org

or mail registration form to:

Leadership Summit
Horseshoe Leadership
Center
3309 Horseshoe Run Road
Parsons, WV 26287-9029

Horseshoe Leadership Center
3309 Horseshoe Run Road
Parsons, WV 26287-9029
(304) 478-2481
www.ylaleads.org

Here's why teens say "It's time to get to Horseshoe!"

This camp and this program has changed my life for the better. I found a place where I could find my true self. I have the skills to speak out for what I believe in, engage in fun songs, and lead in groups. I have found that my future is limitless and I can do anything I set my mind to."

"I've learned so much about trust, teamwork, and leadership in the past few days and have made lifelong friends."

"I am so thankful for what I experienced here, my life really has changed after attending this camp. I learned, with the help of many others, that I can be whatever I want to be."

"This place has done more for me than probably anything else, it truly is a home away from home and I'm so thankful I have the privilege to come here every year."



HIGHLIGHTS:

- Youth Officer planning sessions
- Keynote speakers
- Variety Show
- Campfires
- Home-cooked meals
- Cabin living
- Creek exploring
- Hikes
- Hands-on workshops
- Nature exploration
- Service projects
- Team building adventures
- Youth in Government
- Model United Nations
- How to start a YLA chapter
- Community action ideas
- Dance
- Sports
- Music
- Goal Setting
- Camp Traditions
- Special Interest Time
- Fun, Friends, Learning!



**Dominion
Energy**



West Virginia DEPARTMENT OF
EDUCATION



Teen Leadership Summit
Horseshoe Leadership Center
June 15 – 21, 2025

1. To be completed by Student

Name _____ Home Phone _____ County _____

Mailing Address _____ City _____ State _____ Zip _____

Age _____ Date of Birth _____ ___ Male ___ Female Grade in Fall _____

Camper E-mail _____ Cell Phone _____ School in Fall _____

Are you in a YLA group or HI-Y? ___Y ___N Group Name _____

Parent 1 Name _____ Parent 2 Name _____

Parent 1 Cell Phone & E-mail _____ Parent 2 Cell Phone & E-mail _____

Place of employment _____ Place of employment _____

Telephone (for emergency) _____ Telephone (for emergency) _____

Name & E-Mail Address of Local Newspaper (we try to recognize all participants with news releases)

2. Fee Per Student: \$320 when paid by May 15 \$365 when paid After May 15

Note: Each session is limited to no more than eighty (60) male and eighty (60) female. Register early to secure a place.

Payment: ___*Check enclosed ___Master Card ___Discover ___VISA Amount Paid \$ _____

* make check payable to OH-WV YLA. All payments must be received at the Horseshoe office on or before May 15th to receive the discount, this includes those filling electronically.

Card # _____ Exp. Date _____

Card Holder Signature _____ Date _____

3. If part or all of your fee is paid to Horseshoe by a local sponsor, please list them here:

Name of Service Club, or other group _____

Address _____ City _____ State _____ Zip _____

Contact Person for this group _____ Phone _____

Amount paid to Horseshoe \$ _____.

(Please complete the other side of this form.)

Horseshoe Is For Teens Who Are

- Interested in learning and developing social, civic, leadership, service, entrepreneurial skills;
- Positive in meeting and working with others, participating, helping others and groups succeed;
- Doers – who do their part to keep a place and activities clean, safe and positive for others;
- Ready to live away from home with more than 100 teens, to step out of their daily routine into a new world of activities and experiences;
- Committed to building real relationships by **"unplugging"** from the virtual world to meet face- to-face with other teens and adults without the distractions of the electronic world (cell phones, internet, television, etc.).
- Able to be a key part of **the week's** success in the lives of others and to take **what's** learned home to make their homes, schools, organizations and communities better places for all.

4. Agreements

I attest that if my application to attend is accepted, I will attend the total conference beginning Sunday afternoon and ending after breakfast on Saturday. I will not ask to come later or leave early. I will not take the place of a person who can attend the whole week so I can be accommodated for only part of the week. ☐ YES ☐ NO

Applicant Signature

Date

I support my son/daughter's application and participation in this program at Horseshoe. I certify they are free of habits or attitudes that would make them a negative participant and that my child is amenable to positive group life in a camp setting. I authorize Horseshoe (Ohio-West Virginia Youth Leadership Association) to have and use the name, photographs, slides, digital images, or video tape of the person named on this application as may be needed for its records or public relations programs including its web site and news releases. ☐ YES ☐ NO

Parent/Guardian Signature

Date

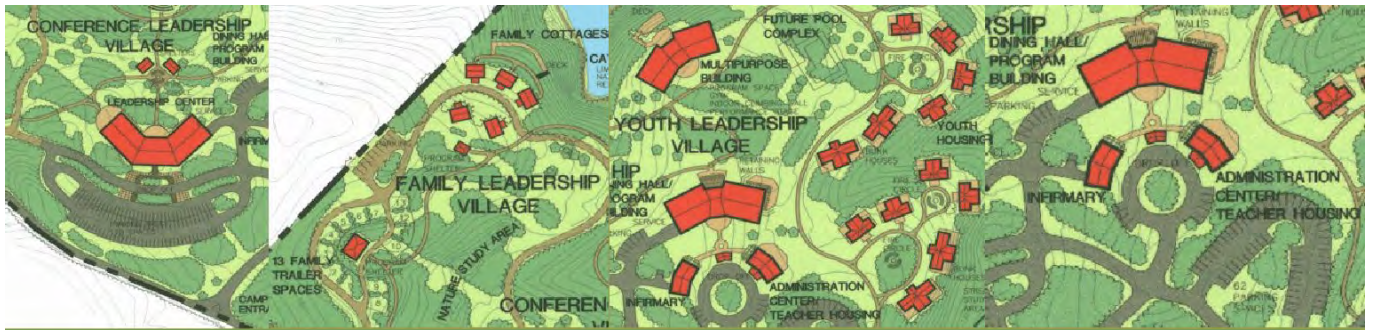
5. Send completed application to:

Horseshoe Leadership Center
3309 Horseshoe Run Road
Parsons, WV 26287-9029
Phone (304) 478-2481

To make Horseshoe affordable to as many as possible, Horseshoe fees are about one-half of our actual costs. The total fee of \$365 is reduced to \$315 for those who pay the total amount by May 15. Refunds: \$75 of the fee reserves a place and is for administrative/processing expenses. IT IS NOT REFUNDABLE OR TRANSFERABLE. The balance of the fee may be refunded if Horseshoe is notified in writing two weeks prior to the camp week.

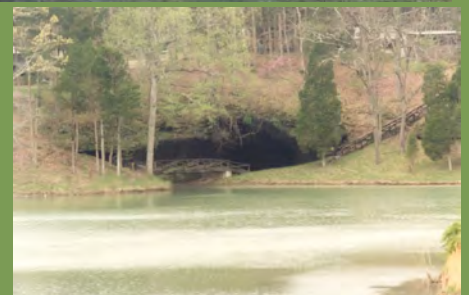


Horseshoe Leadership Center, a partner with the Monongahela National Forest and USDA, is an equal opportunity provider and employer.



YLA OHIO CAVE LAKE CENTER FOR COMMUNITY LEADERSHIP

1132 Bell Hollow Road, Latham, Ohio



Nature's Classroom

730 plus acres ~ 42-acre lake ~ Frost Cave ~ 150 species of birds ~ 160 species of trees and shrubs ~ 360 species of blooming plants ~ rare plants including *Sullivantia Sullivantii*



New YLA merchandise is now available!

YLA Silicone Bracelets \$1.00

Red & Black	Blue & Black
Blue & Yellow	Blue & Red
Red	Hot Pink
Rainbow	Black
Green	Purple

Listing all your favorite YLA
Programs – YLA, YGS, YG,
MUN,
Camp Horseshoe, Cave Lake



**Camp
available in:**
Red, Green,
Black
Purple, Maroon,
Royal Blue

\$5.00

CAMP HORSESHOE or YLA LEADERSHIP LANYARDS

**Youth
Leadership
available in:**
Purple, Royal
Blue, Black,
Green, Red



**Blue & Red Graduation
Cord
\$15.00**



Lapel Pin \$5.00



YLA Patch \$5.00

Additional charge if items shipped.