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Talking with Kids

Judge Donna Starkey
Alvin Municipal Court, Alvin

When I was 12 years old I was invited to compete in a Rotary Club speech contest with the topic being, “Youth, full partners to a better tomorrow.” Forty years later, I found the written speech in some papers I had saved. After reading my philosophy on the topic as a 12 year old, I realized that as an adult I could make a more convincing argument.

One of the reasons I volunteer to speak with scouts, school children, local clubs, and groups is the belief that if I can influence just one individual then my efforts have been worthwhile.

My associate judge, Bill Pannell, spends more time with elementary age school children than I do, regularly acting as a reading mentor to them, often speaking about laws and procedures of municipal court. When we visit schools together, I see the children’s love and respect for him and know his volunteer time is definitely not wasted.

When speaking to children I consider their ages, interest, and choose topics they believe are most prominent. Our court often holds coloring contests.

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Guest Speakers in the Classroom

Tim Bryant
Crockett Middle School, Amarillo

The buzz of excitement built to a crescendo as we waited for Ella’s dad to arrive. All morning the students kept asking how much longer they would have to wait to hear what he had to say about how electricity gets to our homes. Soon he arrived with several pieces of equipment, and more importantly for me, knowledge which I do not possess. For the next 30 minutes he told us about his job with the electric company and answered many questions, some of which came from me. The kids and I both learned something from an expert who volunteered his time to help educate children. Ella’s dad helped us with a science

objective, but any professional can play an important role in the classroom, including judges and court staff.

Why Should a Teacher Invite a Guest Speaker to the Classroom?

A guest speaker possesses knowledge that the teacher can at best only present secondhand from a resource or through the use of a video or website. Teachers use these methods daily to teach their kids since they can’t possibly know everything about a topic. However, bringing in a

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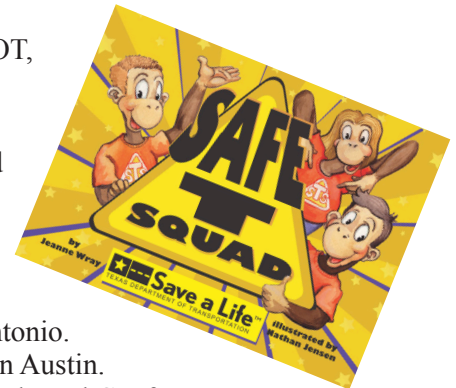


AROUND THE STATE

DRSR Exhibits

TMCEC, though its DRSR grant from TxDOT, will be holding exhibits of traffic safety materials at the following Fall conferences:

- Texas Association for Supervision and Curriculum Development (ASCD) Conference, October 20-22, in Corpus Christi.
- Texas Council for the Social Studies Conference, October 25-27, in San Antonio.
- Texas Book Festival, October 26-27, in Austin.
- Texas Association for the Gifted and Talented Conference, December 4-6, in Houston.



TMCEC Legislative Updates

TMCEC hosted a series of legislative updates for municipal judges and court personnel in August 2013. Recordings of this program may be accessed at <http://www.tmcec.com/resources/course-materials/2013-legislative-update/> and course materials may be downloaded. Teachers may be interested in reviewing these materials for use in advanced placement classes or for research projects.



Summer Workshops

It is not too early to start planning workshops for Summer 2014, or even for Spring and Fall programs. Please contact Brenna McGee (mcgee@tmcec.com) if your school district, local chapter of TCSS, or regional education service center would like to host such a program. Grant funds are available from TxDOT to support these programs.





When the winners are announced and prizes are awarded, we use this time to discuss the subjects they have colored, whether they are school bus safety, wearing seat belts, child safety seats, or texting while driving. The instructional materials we use are available to all municipal courts through TxDOT and DRSR, and further information about these programs may be found on the TMCEC website, www.tmcec.com.

Older kids want to know how the court works. They enjoy hearing about actual court cases. This is an excellent opportunity for judges to educate them by using examples of charges for minor in possession of alcohol and tobacco, theft charges, and a multitude of other real life experiences. Of course you must speak generically, never using actual names or locations, but through this discussion you are relating to the kids on their level in a non-judgmental way. It's an informal setting yet an educational process by which they also learn the consequences of breaking these laws.

Questions and answers are always a great way to initiate an open, honest dialogue with your young audience. Children have no filters so never be surprised at what may be asked. While some questions may be light and humorous, others may have depth and truly make you pause before answering.



Judge Starkey and Judge Pannell Presenting Coloring Contest Awards

A young girl once asked if I knew her father because “he was in jail a lot.” You may be discussing texting while driving and a child will tell you about the collision they were involved in because their mother was doing that very thing. A teacher once asked that we wear our robes for the presentation in order to make a greater impact on the children. It was the end of October, close to Halloween, and one little girl innocently said, “I like your costumes.” When working with children you are



never sure what will be said next.

There are people who ask, “Why should a judge go to a public school or organization to talk with the general public?” My answer is simple: “Education and voluntary compliance.”

We need to educate the public, young or old, on our municipal courts, the laws, and anything related to our courts. We want people to voluntarily comply with the law, have an understanding of what transpires when laws are broken, and not feel as if our laws are forced upon them to obey. Our municipal courts come into contact with more individuals than any other court in our state. The people in our communities know and trust us, and we may be able to reach out and help people that others may not be able to. What better place is there to create such an understanding environment than beginning with our school children?

Children are clearly our society’s future. We adults must be their role models. It’s our responsibility. Although we often hear about “trouble” children, there are far more good kids than most realize. Like the good ones, the trouble children are often looking for a role model to help them learn right from wrong and have someone to look up to.

Now, as an adult, I fully understand the true meaning of the statement, “Youth, full partners to a better tomorrow.” If we as municipal judges educate and influence our children of today, they will not let us down tomorrow.

Donna Starkey is the Presiding Judge for the Alvin Municipal Court and a past-President of the Texas Municipal Courts Association.

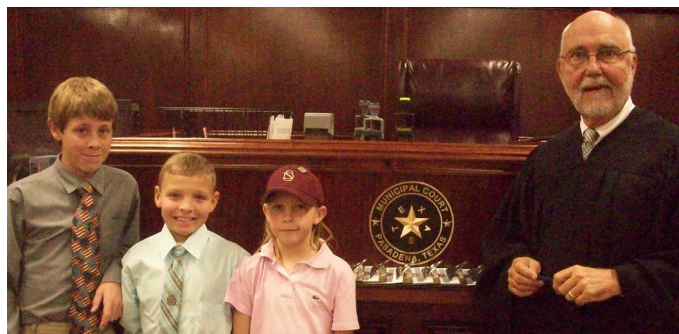


Guest Speakers continued from pg. 1

person with firsthand training and experience creates a special moment in the classroom. Learning depends on having prior knowledge to connect with new knowledge. Ella’s dad provided a prior knowledge experience that the teacher can return to often when presenting new material. The interest his visit created cannot be replicated with a video or website. Furthermore, his visit represents a sort of “reverse field trip.” The class got the joy of a disruption in the daily routine combined with a learning experience that would have taken at least half a day on a field trip minus the logistics involved in setting up a field trip.

Now that I Invited a Guest Speaker What Do I Do?

When asking someone to speak in a classroom, the teacher needs to identify a specific portion of the curriculum the speaker will address. Asking a judge or lawyer to explain the judicial system presents a daunting and vague task. However, asking them to speak on the steps of a trial presents a manageable and specific topic. If you are the speaker, ask the teacher for help in preparing an activity to go along with your visit. In the case of speaking on the process of a trial, the teacher can easily provide the readymade activity provided on the DRSR website in the Mock Trial section entitled “Steps in a Trial.” The website, www.drsr.info, contains several activities that could serve as the basis for a guest speaker from the municipal courts.



Children visit the Pasadena Municipal Court with Judge Lester Rorick to learn more about municipal courts

In the days leading up to the visit it is a good idea for the teacher to prepare the students. They can pre-write questions which allows either the teacher or the speaker to weed out off-topic and inappropriate comments. Prewriting also helps determine the level of student readiness for the visit. Ask the teacher to lay some groundwork that leads up to the information the speaker will impart.

Over the years I have invited everyone from journalists to the mayor to speak in my classroom. With a little planning it can become a memorable and inspiring learning experience.

Tim Bryant is a DRSR consultant and teacher in Texas public schools since 1993.

DRSR Instructional Materials

A wide variety of materials have been developed through collaboration with experienced, certified teachers to help teach students in grades K-12 about traffic safety. The traffic safety content is presented in conjunction with social studies, language arts, and even math curriculums.

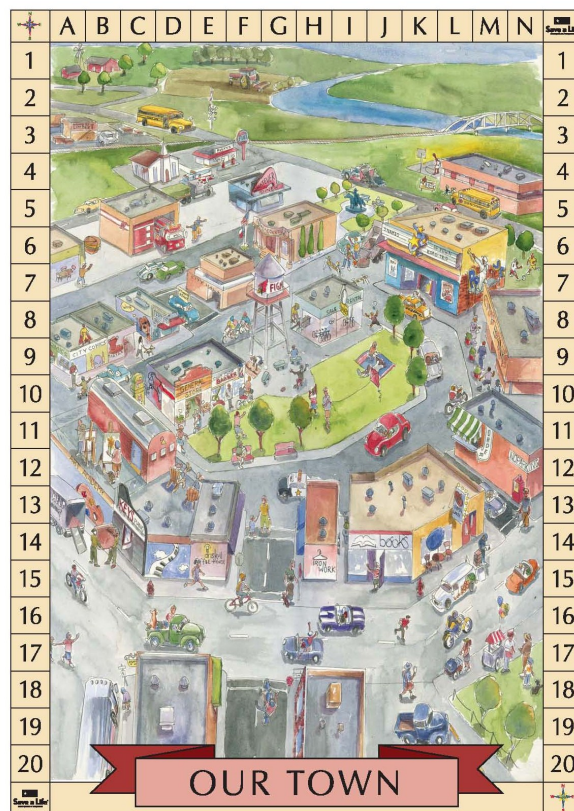
There are four levels to the instructional packet – all on traffic safety issues. All levels are easily adaptable and can be used for all types of learners in all grade levels.

K-3 & Traffic Be Smart-Stay Safe Centers: The early elementary lessons focus on booster seats and include a puppet script, a design-a-booster-seat activity, an I Spy exercise with the Our Town map, and a safe and unsafe matching exercise. All are highly interactive and effective with younger students. A limited number of booster seat posters are available to support the instruction. Also included are fun, colorful activities such as traffic safety bingo, a scavenger hunt, a seek & find, the Hit the Road card game (i.e., Go Fish), and the Dangerous Dan card game (i.e., Old Maid). Traffic Be Smart-Stay Safe Centers are designed to be independent center activities; these materials are also adaptable to whole group instruction. Each activity comes with a set of directions for the students to follow. Students use the provided traffic safety information sheets to complete activities such as Traffic Safety Cause & Effect, Comic Strip, Book of Facts, and Alphabet Traffic Safety.

Level One (upper elementary): The elementary lessons introduce important skills and reinforce traffic safety concepts. Map skills are taught using the Our Town map. A traffic safety match up exercise helps students identify safe and unsafe behavior. After playing the TxDOT Land game, students are given the opportunity to hone decision-making skills on safety rules. The unit concludes with a city council simulation on an ordinance governing vehicle safety.

Level Two (middle school): The Our Town map is used to study laws related to traffic safety, followed by an instructional game called X CAR O. This game combines traffic safety questions with a review of city, county, and state government. Students then have the opportunity to learn about the requirements for a driver’s license in Texas.

Level Three (high school): Government students evaluate traffic safety proposals, study the purpose of ignition interlock devices, and learn how a bill moves through the state legislature. A review of federalism is provided for students to review local, state, and national traffic laws. A mock legislative hearing of a DUI case is included for students to simulate the judicial process.



LEVEL THREE-4

Our Town Map (all ages): This colorful poster shows over 20 examples of safe and unsafe behavior in a typical town. The illustration not only teaches about traffic safety and decision-making, but also builds map skills. Class sets are available, as well as a limited number of rulers. This is an excellent resource to generate discussion with a guest speaker from the municipal courts. The map can also be used to teach about communities and city government.

The two lessons plans that follow are excerpts from Level Three. An order form is found on the last page of this issue. These are excellent materials for guest speakers to use in classrooms.

EVALUATING PROPOSED TRAFFIC SAFETY LEGISLATION

Learning Objectives: Students will

1. Participate in a simulation of a subcommittee and committee meeting in the legislative process.
2. Analyze proposed legislation.
3. Evaluate information in order to make a well-reasoned decision.

TEKS: SS 7.15A-B, 7.21B, 7.21E, 7.23B; Govt G.8A, G.15A, G.20A-E, G.22A-B

Materials Needed: Copies of the SUBCOMMITTEE REPORT, copies of the six proposed bills

Teaching Strategy:

1. This lesson is focuses on the role of committees and subcommittees in the legislative process. Divide the class into six groups and designate each as a subcommittee of the Transportation Committee.
2. Assign each subcommittee one of the six bills found in this lesson. Give each student a copy of the Subcommittee Report. Instruct each subcommittee to work as a group to complete the report for their assigned bill.
3. When groups have completed their subcommittee reports, convene the class into a meeting of the Transportation Committee. Designate one student to be the Chairperson of the Committee and conduct a “mark-up” session to evaluate each bill. The chairperson should call on each subcommittee to present its report, after which the committee as a whole can vote to pass the bill as is, amend the bill and pass it, or kill the bill. All votes will need a majority to prevail.

Suggested evaluation key for the teacher:

- HB 1 – Is it fair to only require cats and dogs to be confined but not other animals that might be carried in a motor vehicle? Are the definitions of pet carrier and motor vehicle adequate? What about people who cannot afford pet carriers? Does the bill account for emergencies?
- HB 2 – Why stop at just personal grooming as an activity that distracts drivers? Is the punishment section confusing?
- HB 3 – What is an urban district? Why are just five cities listed? How will the change in speed limits be communicated to all parts of the state? How long with the speed limit change last?
- HB 4 – Is this fair to those over 70? Who will bear the cost of additional DPS troopers to administer the behind the wheel tests? Is the price of license renewal too low or too high?

- HB 5 – Is this enforceable? Have all the exceptions been considered?
- HB 6 – Are the definitions correct? Is the size restriction reasonable? What about people traveling through the state whose cars are not registered in Texas?



Extension for AP/GT:

Extension activity: Apply the checklist for evaluating bills to a current piece of legislation. Copies of bills may be found online at <http://www.capitol.state.tx.us>

SUBCOMMITTEE REPORT

BILL NUMBER _____ **SHORT TITLE** _____

Evaluation: Indicate yes or no for each of these criteria, explaining briefly the subcommittee's evaluation.

The Bill -

_____ says who or which groups are expected to obey it

_____ if applicable, states the penalty for a person or group who disobeys it

_____ is enforceable

_____ is fair

_____ explains the meaning of words people might not understand

_____ has no vague words or phrases

_____ does not conflict with another law or the Constitution

_____ provides for funding if needed

What groups would be most likely to support this bill?

What groups would be most likely to oppose this bill?

If the bill fails to meet any of the standards above, what amendments to the bill would the subcommittee recommend so that the bill would meet the standards? Be prepared to present your subcommittee report to a meeting of the entire committee. You may recommend passing the bill as is, pass it with amendments, or kill the bill.

By: Smith

H.B. No. 1

**A BILL TO BE ENTITLED
AN ACT**

requiring that all cats and dogs be confined in pet carriers when being transported in a motor vehicle.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the “Fluffy and Fido Act.”

SECTION 2. DEFINITIONS. In this Act, unless the context requires a different meaning, the term;

(a) “pet carrier” means a box, cage, or other small enclosure used to confine an animal;

(b) “motor vehicle” means an automobile, van, truck, utility vehicle, or bus.

SECTION 3. All cats and dogs must be confined in pet carriers when being transported in a motor vehicle.

SECTION 4. Persons adjudged guilty of violating this act by not confining cats and dogs to carriers when transporting them in a motor vehicle will be guilty of a Class C misdemeanor and be punished by a fine not to exceed \$500 or be required to volunteer at an animal shelter for up to 60 clock hours.

By: Jones

H.B. No. 2

**A BILL TO BE ENTITLED
AN ACT**

relating to the penalty for a traffic offense committed when operating a motor vehicle while simultaneously engaged in personal grooming.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Pretty Woman Act."

SECTION 2. DEFINITIONS. In this Act, unless the context requires a different meaning, the term "personal grooming" includes:

- (a) applying makeup;
- (b) shaving;
- (c) combing hair; or
- (d) attending to another personal hygiene or appearance task.

SECTION 3. PENALTIES. A traffic offense committed while simultaneously engaged in an act of personal grooming will be punishable by a fine that is at least twice the minimum fine applicable to the offense and not more than twice the maximum fine that is applicable to the offense.

By: West

H.B. No. 3

**A BILL TO BE ENTITLED
AN ACT**

relating to the maximum speed limit on roads and highways in Texas.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Fuel Conservation Act."

SECTION 2. MAXIMUM SPEED LIMIT. When the price of a gallon of regular gasoline exceeds \$4.00 per gallon in Houston, San Antonio, Austin, Dallas, and El Paso for a period of 14 consecutive days, the maximum speed limit on roads and highways outside of urban districts in the State of Texas will be 55 miles per hour in both daytime and nighttime.

**A BILL TO BE ENTITLED
AN ACT**

relating to the issuance of drivers' licenses to persons over the age of 70.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Oldtimers' Act."

SECTION 2. Upon reaching the age of 70, persons applying for first time or renewal drivers' licenses will be issued licenses that must be renewed annually. At the time of such renewals, in order to renew the license the applicant must pass a vision test and a behind-the-wheel driving test conducted by a member of the Department of Public Safety.

SECTION 3. Renewal fees for these annual licenses will be \$15 per year.

By: Washington

H.B. No. 5

**A BILL TO BE ENTITLED
AN ACT**

relating to the operation of a bicycle on a roadway with a designated bike lane.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Road Hog Act."

SECTION 2. A person operating a bicycle on a roadway with a designated bike lane must ride the bicycle so that no part of the bicycle is outside the designated bike lane unless:

- (a) the person is passing another vehicle parked in the bike lane;
- (b) the person is preparing to turn left at an intersection or on to a private road or driveway;
- (c) a condition on or of the roadway prevents the person from riding entirely within the bike lane.

SECTION 3. PENALTIES. Persons adjudged guilty of violating this act by not operating a bicycle entirely within a designated bike lane on a roadway where such lane exists, when not subject to one of the exceptions listed above, shall be guilty of a Class C misdemeanor and be subject to a fine of up to \$500.

**A BILL TO BE ENTITLED
AN ACT**

relating to the size of window decorations on certain motor vehicles.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Sticker Act."

SECTION 2. DEFINITIONS. In this Act, unless the context requires a different meaning, the term:

- (a) "window decoration" means a sticker, decal, painting, or other display;
- (b) "motor vehicle" means any motor driven or propelled vehicle required to be registered under the laws of this state.

SECTION 3. Window decorations affixed to any window of a motor vehicle may not exceed 3 inches in height and/or 24 inches in length. Exceptions to this requirement are any decals or stickers required to be displayed by state law.

HOW A BILL MOVES THROUGH THE TEXAS LEGISLATURE

Learning Objectives: Students will

1. Analyze the steps a bill goes through in the Texas legislature to become a law.
2. Demonstrate problem solving skills by participating in a team activity to unscramble the steps in passing a bill into law.

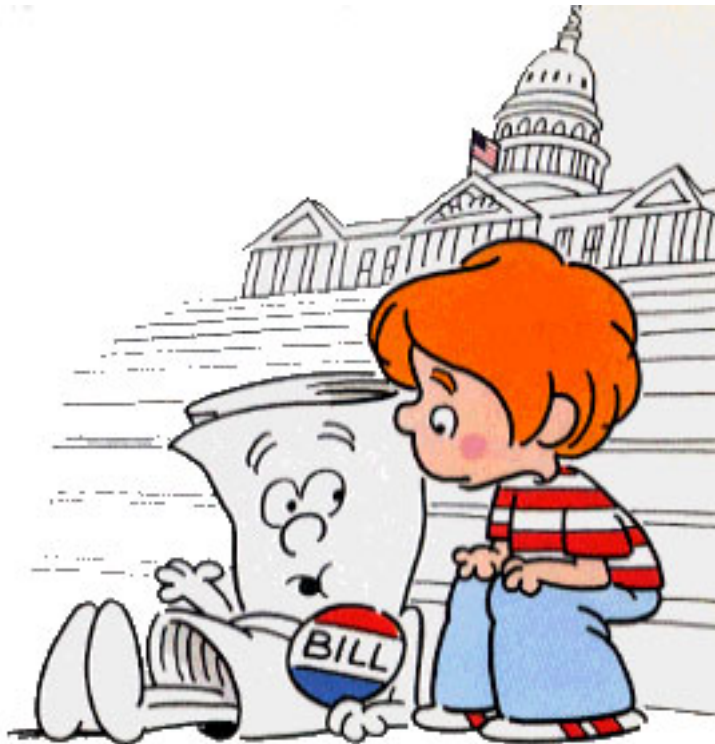
TEKS: SS 7.15A-B, 7.21B, 7.21E, 7.23B; Govt G.8A, G.15A, G.20A-E, G.22A-B

Materials Needed: Copies of the chart HOW A BILL MOVES THROUGH THE TEXAS LEGISLATURE for each student, two sets of the steps in passing a bill, scrambled in order. Background reading for the teacher: HOW A BILL BECOMES A LAW.

Teaching Strategy:

1. Before teaching this lesson the teacher should read the background reading HOW A BILL BECOMES A LAW.
2. Distribute copies of the chart HOW A BILL MOVES THROUGH THE TEXAS LEGISLATURE to each student. Discuss the steps on the chart. Ask the following questions to check student understanding:
 - Is a bill sent to committee before or after first reading? *after*
 - Is the entire bill read at first reading? *no*
 - Who assigns bills to committee in the House? In the Senate? *Speaker and Lt. Governor*
 - What two actions by a committee will kill a bill? *See the asterisks – may not report (known as pigeonholing) or report unfavorably*
 - How many times does the WHOLE House or WHOLE Senate vote on a bill? *two times in each house*
 - If you were a Senator, at which step would you filibuster a bill? *2nd reading*
 - Why is it more difficult to amend a bill at third reading? *needs more votes because the bill is about to leave that house and an amendment added at that step would not have had careful consideration*
 - If the Senate amends a bill sent to it by the House, where does it go? *back to the House to ask concurrence with the amendment*
 - If the House does not like the Senate's amendment, where can the bill be sent? *conference committee*
 - Can the Governor amend a bill and sent it back to the legislature? *no*
 - How can the legislature overcome a Governor's veto? *2/3 vote in each house*

-
3. Divide the class into two teams. Have each team designate a captain. Give each captain a set of the scrambled steps in passing a bill. Instruct students that they are to unscramble the steps, but that the steps cannot touch the floor or a desk – they must be held in someone’s hand at all times. **The bill begins in the Senate, so the first step is FIRST READING IN THE SENATE.** This will require students to read the chart “backwards.” When a team believes it has correctly unscrambled the steps, they are to line up, holding the steps in order in front of them. Some students may need to hold more than one step.



Extension for AP/GT:

Extension activity: During a legislative session, have students select a bill and track its progress through the legislature. Information on bills may be found at <http://www.capitol.state.tx.us>



How a Bill Becomes a Law

Introducing a Bill

A representative or senator gets an idea for a bill by listening to the people he or she represents and then working to solve their problem. Other ideas for legislation come from interest groups, lobbyists, and local or state government institutions or agencies. A bill may also grow out of the recommendations of an interim committee study conducted when the legislature is not in session. The idea is researched to determine what state law needs to be changed or created to best solve that problem. A bill is then written by the legislator, often with legal assistance from the Texas Legislative Council, a legislative agency which provides bill drafting services, research assistance, computer support, and other services for legislators.


Once a bill has been written, it is introduced by a member of the House or Senate in the member's own chamber. Sometimes, similar bills about a particular issue are introduced in both houses at the same time by a representative and senator working together. However, any bill increasing taxes or raising money for use by the state must start in the House of Representatives.

House members and senators can introduce bills on any subject during the first 60 calendar days of a regular session. After 60 days, the introduction of any bill other than a local bill or a bill related to an emergency declared by the Governor requires the consent of at least four-fifths of the members present and voting in the House or four-fifths of the membership in the Senate.

After a bill has been introduced, a short description of the bill, called a caption, is read aloud while the chamber is in session so that all of the members are aware of the bill and its subject. This is called the first reading, and it is the point in the process where the presiding officer assigns the bill to a committee. This assignment is announced on the chamber floor during the first reading of the bill.

The Committee Process

The chair of each committee decides when the committee will meet and which bills will be considered. The House rules permit a House committee or subcommittee to meet: (1) in a public hearing where testimony is heard and where official action may be taken on bills, resolutions, or other matters; (2) in a formal meeting where the members may discuss and take official action without hearing public testimony; or (3) in a work session for discussion of matters before the committee without taking formal action. In the Senate, testimony may be heard and official action may be taken at any meeting of a Senate committee or subcommittee. Public testimony is almost always solicited on bills, allowing citizens the opportunity to present arguments on different sides of an issue.





The Committee Process continued....

A House committee or subcommittee holding a public hearing during a legislative session must post notice of the hearing at least five calendar days before the hearing during a regular session and at least 24 hours in advance during a special session. For a formal meeting or a work session, written notice must be posted and sent to each member of the committee two hours in advance of the meeting or an announcement must be filed with the journal clerk and read while the House is in session. A Senate committee or subcommittee must post notice of a meeting at least 24 hours before the meeting.

After considering a bill, a committee may choose to take no action or may issue a report on the bill. The committee report, expressing the committee's recommendations regarding action on a bill, includes a record of the committee's vote on the report, the text of the bill as reported by the committee, a detailed bill analysis, and a fiscal note or other impact statement, as necessary. The report is then printed, and a copy is distributed to every member of the House or Senate.

In the House, a copy of the committee report is sent to either the Committee on Calendars or the Committee on Local and Consent Calendars for placement on a calendar for consideration by the full House. In the Senate, local and noncontroversial bills are scheduled for Senate consideration by the Senate Administration Committee. All other bills in the Senate are placed on the regular order of business for consideration by the full Senate in the order in which the bills were reported from the Senate committee. A bill on the regular order of business may not be brought up for floor consideration unless the Senate sponsor of the bill has filed a written notice of intent to suspend the regular order of business for consideration of the bill.

Floor Action

When a bill comes up for consideration by the full House or Senate, it receives its second reading. The bill is read, again by caption only, and then debated by the full membership of the chamber. Any member may offer an amendment, but it must be approved by a majority of the members present and voting to be adopted. The members then vote on whether to pass the bill. The bill is then considered by the full body again on third reading and final passage. A bill may be amended again on third reading, but amendments at this stage require a two-thirds majority for adoption. Although the Texas Constitution requires a bill to be read on three separate days in each House before it can have the force of law, this constitutional rule may be suspended by a four-fifths vote of the House in which the bill is pending. The Senate routinely suspends this constitutional provision in order to give a bill an immediate third reading after its second reading consideration. The House, however, rarely suspends this provision, and third reading of a bill in the House normally occurs on the day following its second reading consideration.



Floor Action continued...

In either House, a bill may be passed on a voice vote or a record vote. In the House, record votes are tallied by an electronic vote board controlled by buttons on each member's desk. In the Senate, record votes are taken by calling the roll of the members.

If a bill receives a majority vote on third reading, it is considered passed. When a bill is passed in the House where it originated, the bill is engrossed, and a new copy of the bill which incorporates all corrections and amendments is prepared and sent to the opposite chamber for consideration. In the second House, the bill follows basically the same steps it followed in the first House. When the bill is passed in the opposite House, it is returned to the originating chamber with any amendments that have been adopted simply attached to the bill.

If a bill is returned to the originating chamber without amendments, it is put in final form, signed by the Speaker and Lieutenant Governor, and sent to the Governor.

Action on the Other House's Amendments and Conference Committees

If a bill is returned to the originating chamber with amendments, the originating chamber can either agree to the amendments or request a conference committee to work out differences between the House version and the Senate version. If the amendments are agreed to, the bill is put in final form, signed by the presiding officers, and sent to the Governor.

Conference committees are composed of five members from each House appointed by the presiding officers. Once the conference committee reaches agreement, a conference committee report is prepared and must be approved by at least three of the five conferees from each House. Conference committee reports are voted on in each House and must be approved or rejected without amendment. If approved by both Houses, the bill is signed by the presiding officers and sent to the Governor.

Governor's Action

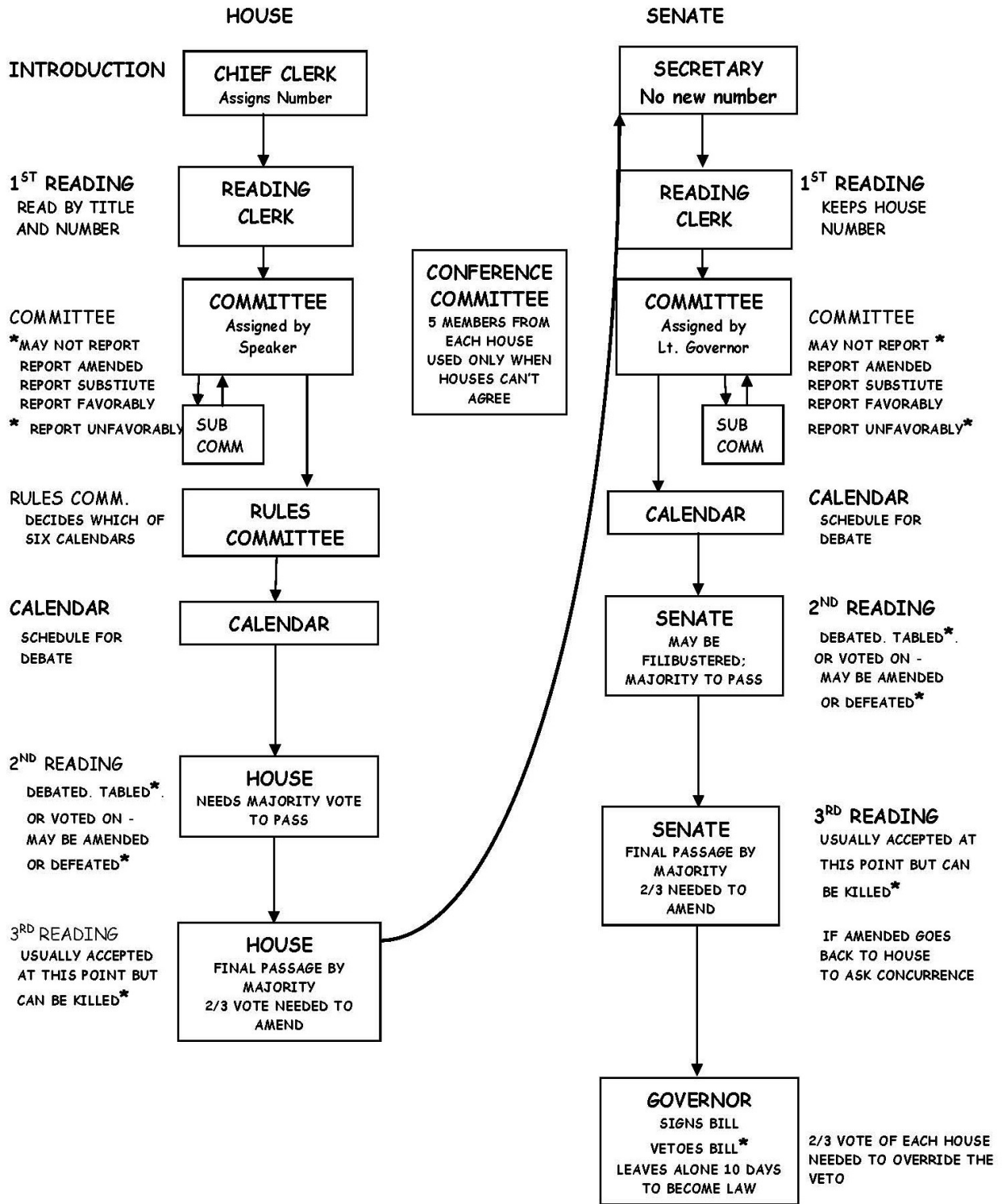
Upon receiving a bill, the Governor has 10 days in which to sign the bill, veto it, or allow it to become law without a signature. If the Governor vetoes the bill and the legislature is still in session, the bill is returned to the House in which it originated with an explanation of the Governor's objections. A two-thirds majority in each House is required to override the veto. If the Governor neither vetoes nor signs the bill within 10 days, the bill becomes a law. If a bill is sent to the Governor within 10 days of final adjournment, the Governor has until 20 days after final adjournment to sign the bill, veto it, or allow it to become law without a signature.

Adapted from Texas House of Representatives website.
<http://www.house.state.tx.us/resources/bill2law.htm>

HOW A BILL MOVES THROUGH THE TEXAS LEGISLATURE

EXAMPLE SHOWS INTRODUCTION IN THE HOUSE - SENATE INTRODUCTION REVERSES THE ORDER

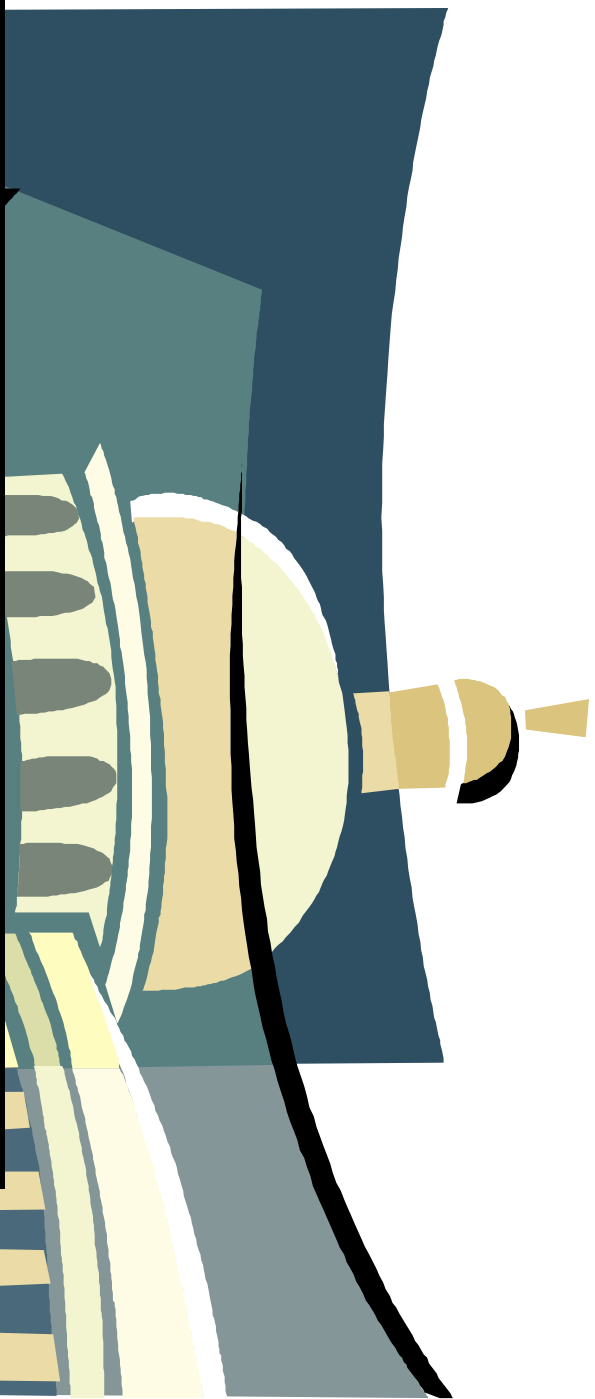
***Place where a bill can die**





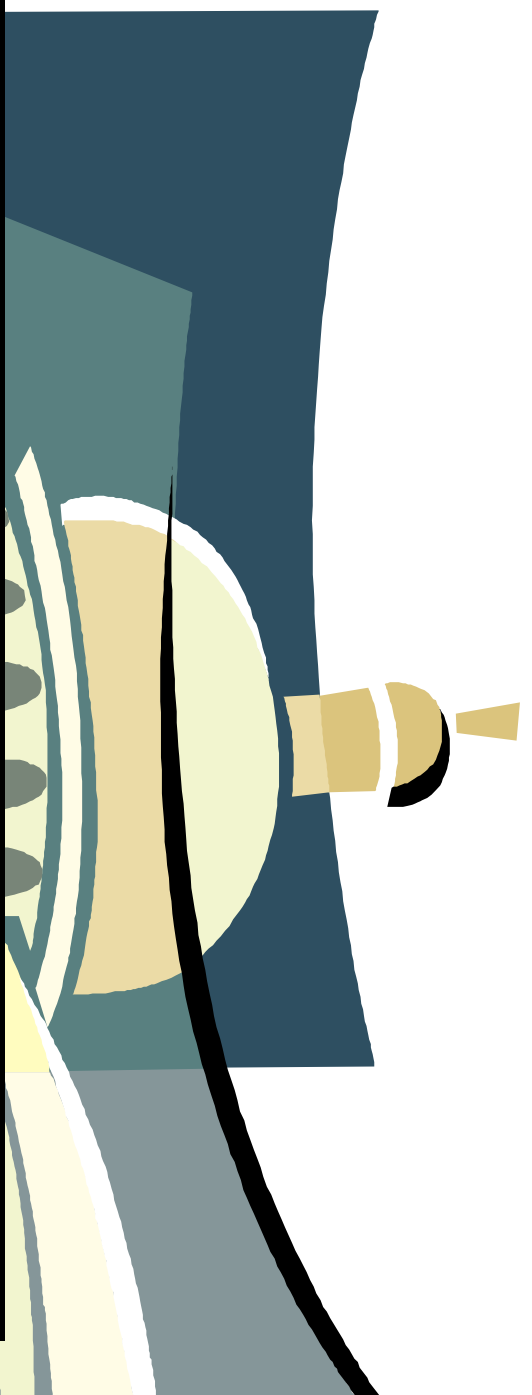
STEPS IN PASSING A BILL

First reading in the Senate



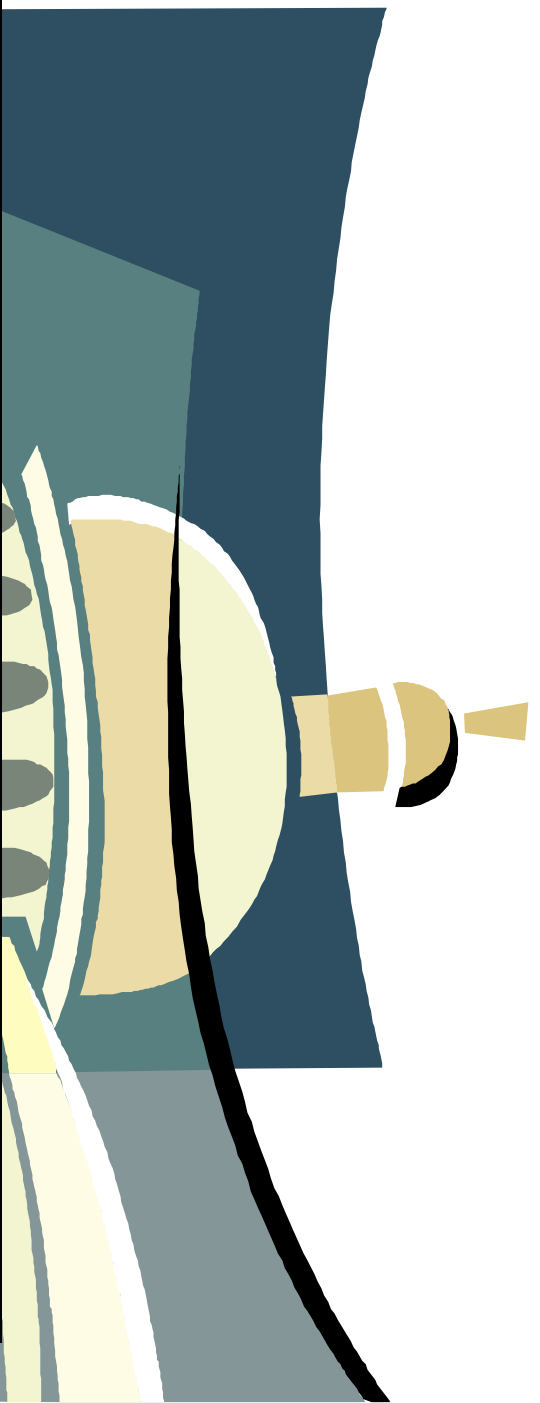
STEPS IN PASSING A BILL

Senate committee holds hearings, passes bill



STEPS IN PASSING A BILL

Bill placed on the Senate calendar



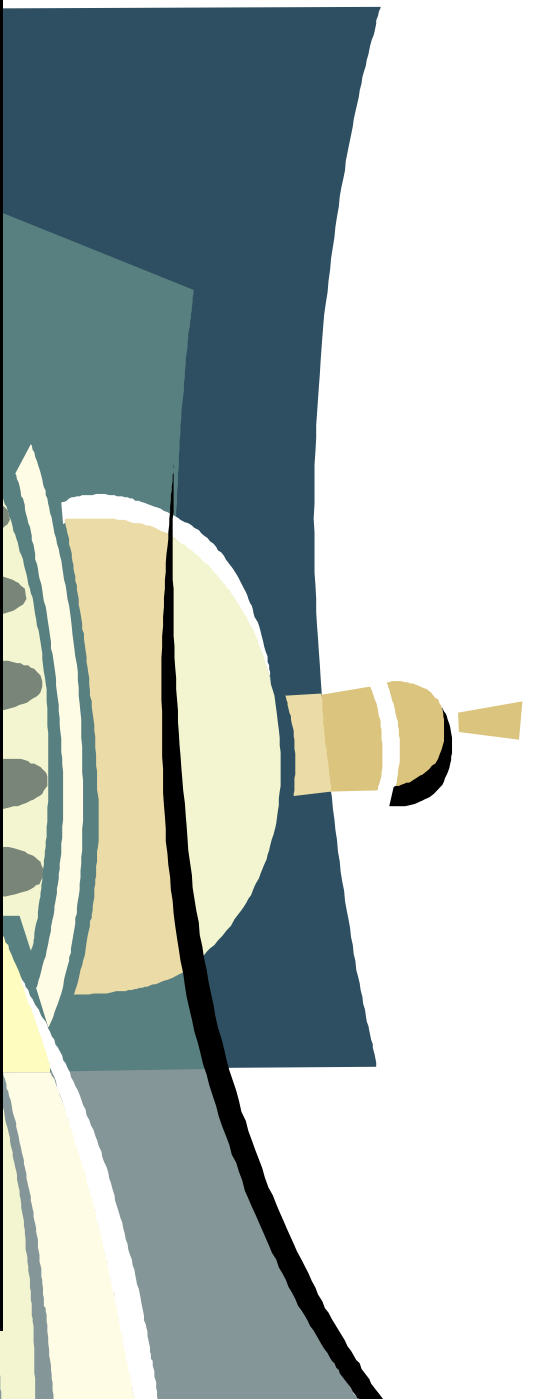
STEPS IN PASSING A BILL

Second reading in the Senate – filibustered & passed



STEPS IN PASSING A BILL

**Third reading in the Senate –
passes with an amendment**



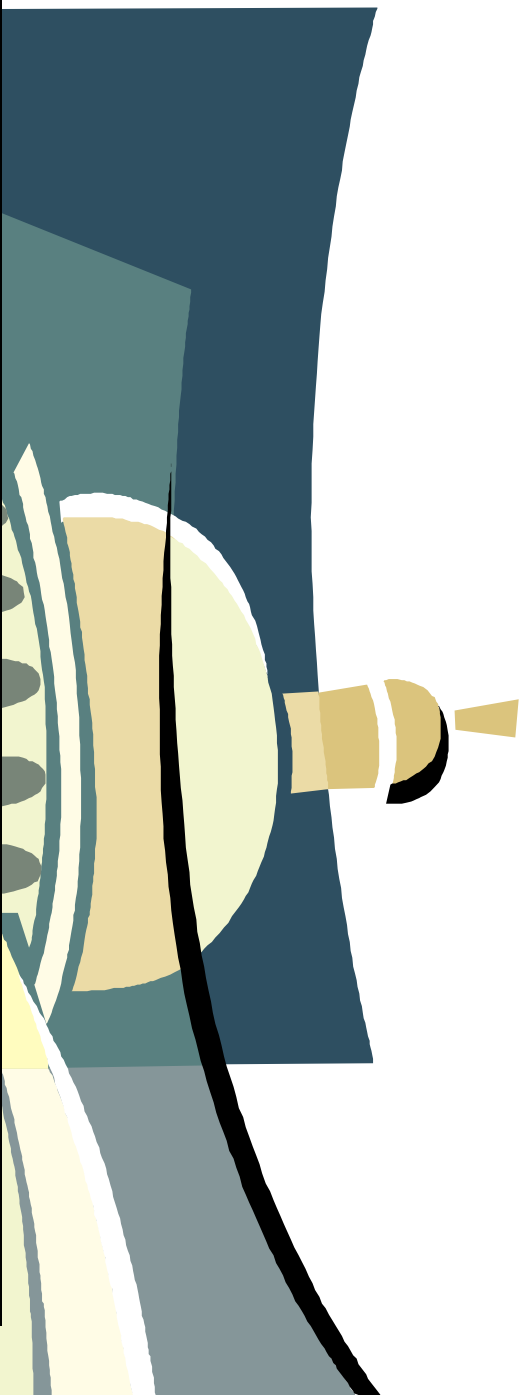
STEPS IN PASSING A BILL

First reading in the House



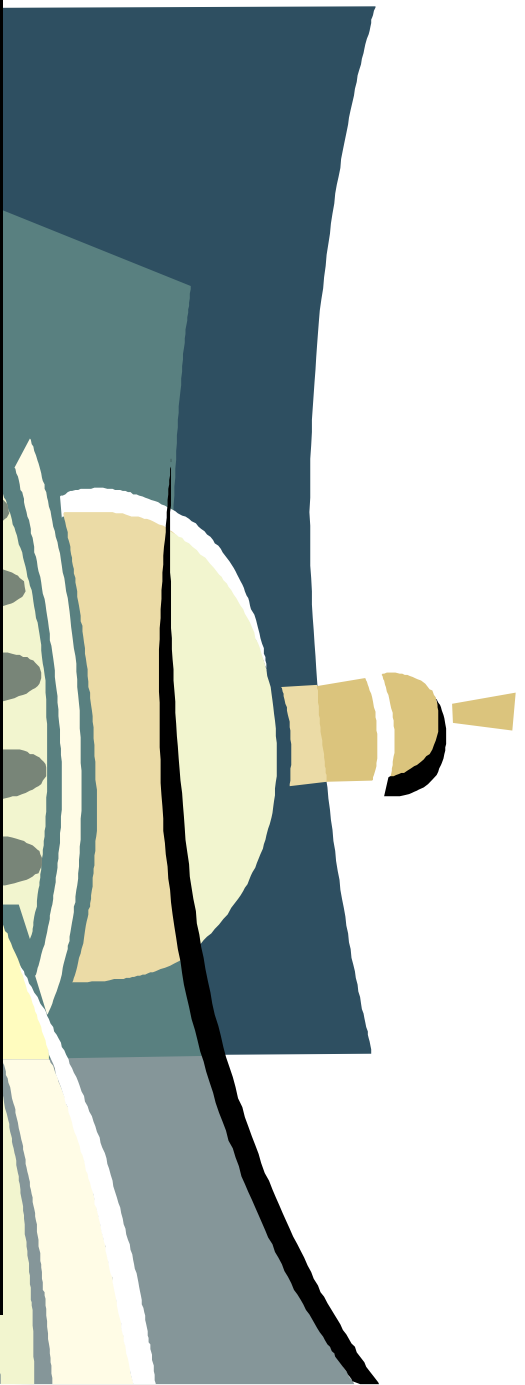
STEPS IN PASSING A BILL

**House committee holds
hearings, sends bill to
subcommittee**



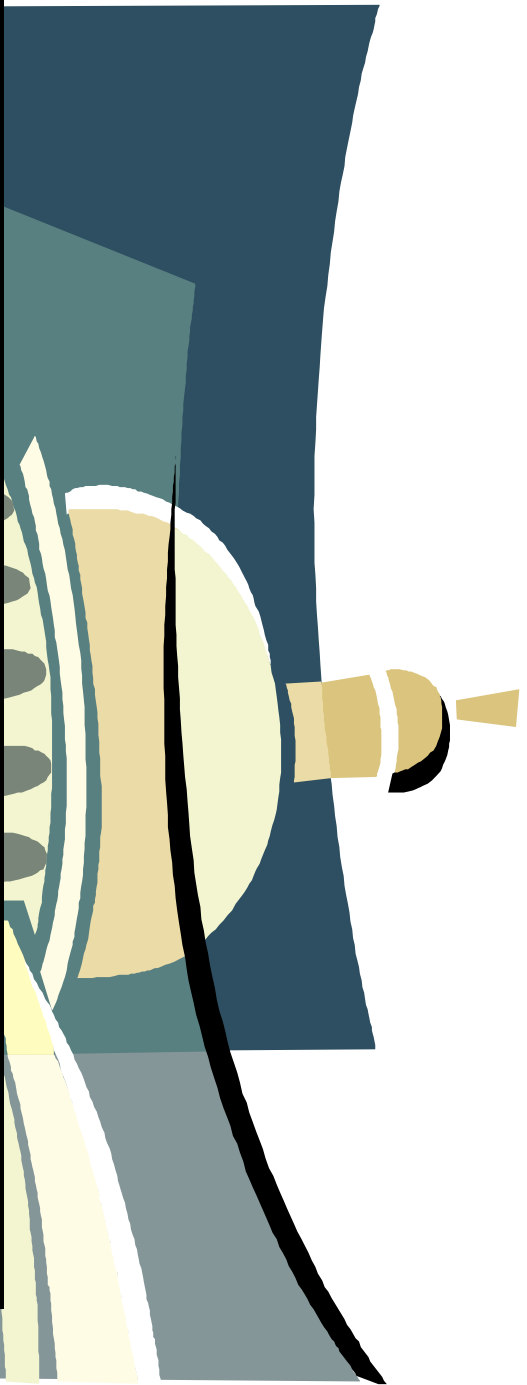
STEPS IN PASSING A BILL

House subcommittee studies bill and reports favorably



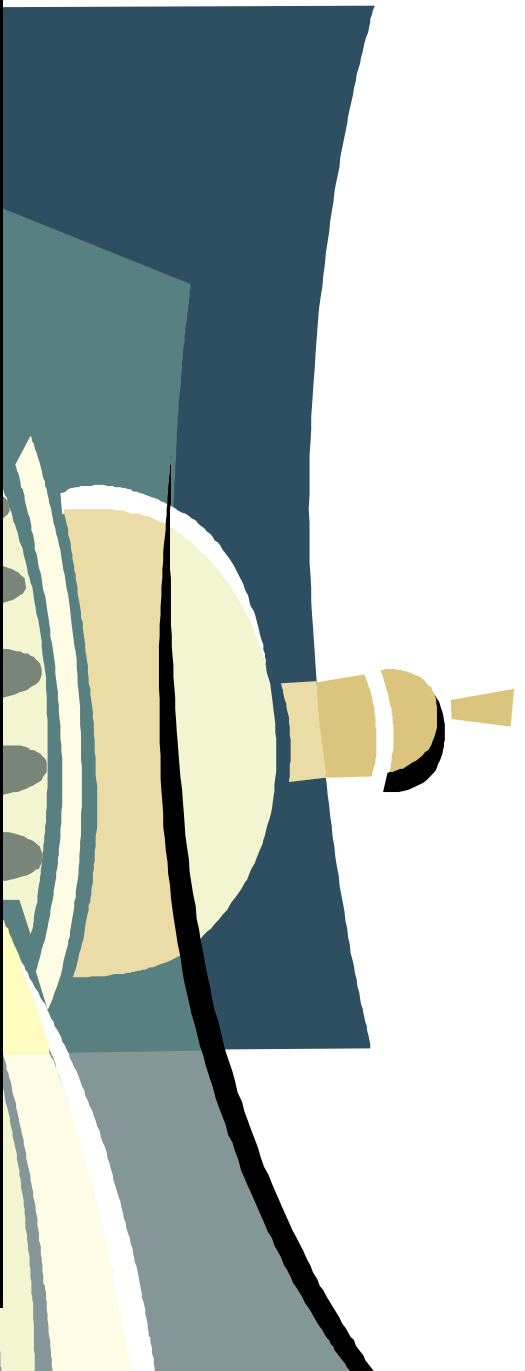
STEPS IN PASSING A BILL

**House committee
recommends that the bill be
passed**



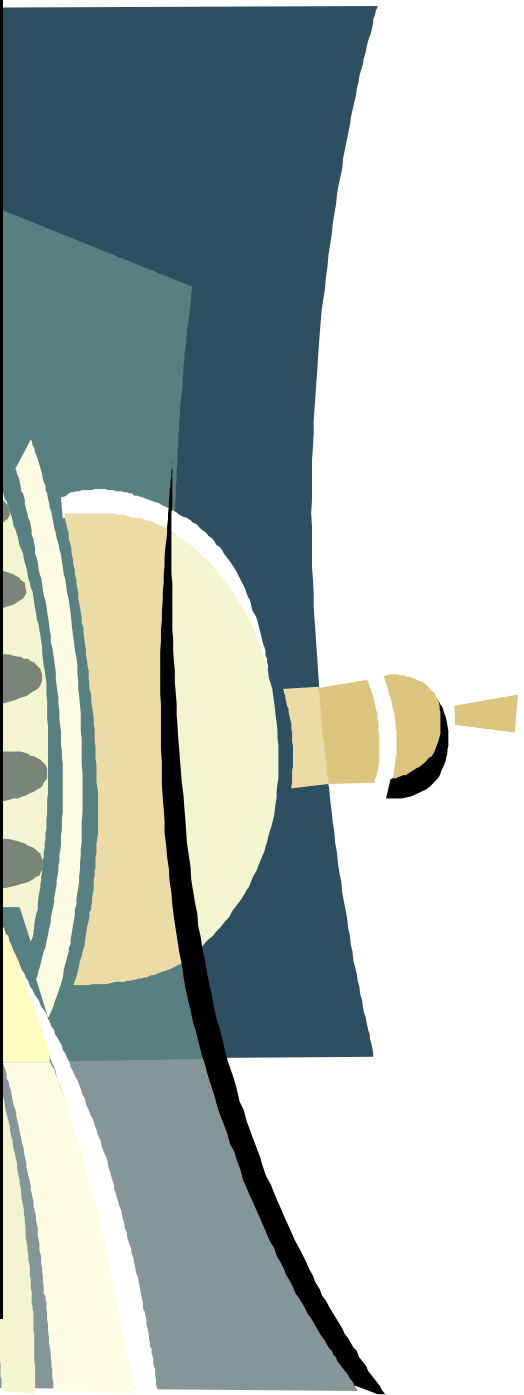
STEPS IN PASSING A BILL

House Rules Committee puts bill on House calendar



STEPS IN PASSING A BILL

**Second reading in the
House, bill is passed with
amendments**



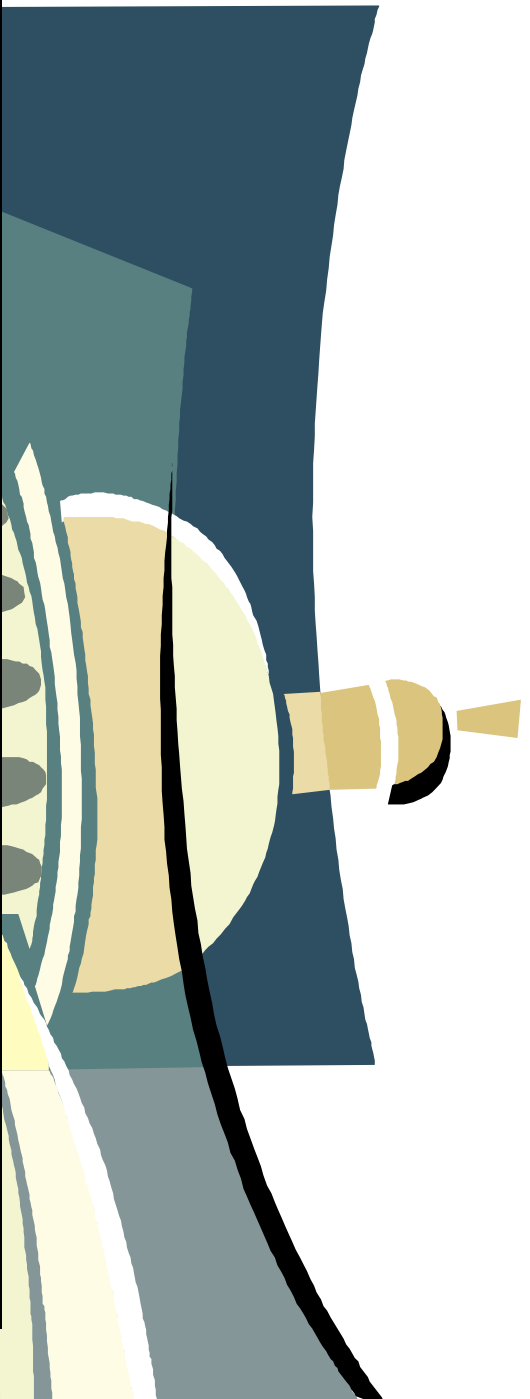
STEPS IN PASSING A BILL

Third reading in the House – bill passes



STEPS IN PASSING A BILL

**Bill goes back to the Senate
to OK amendments; the
Senate refuses**



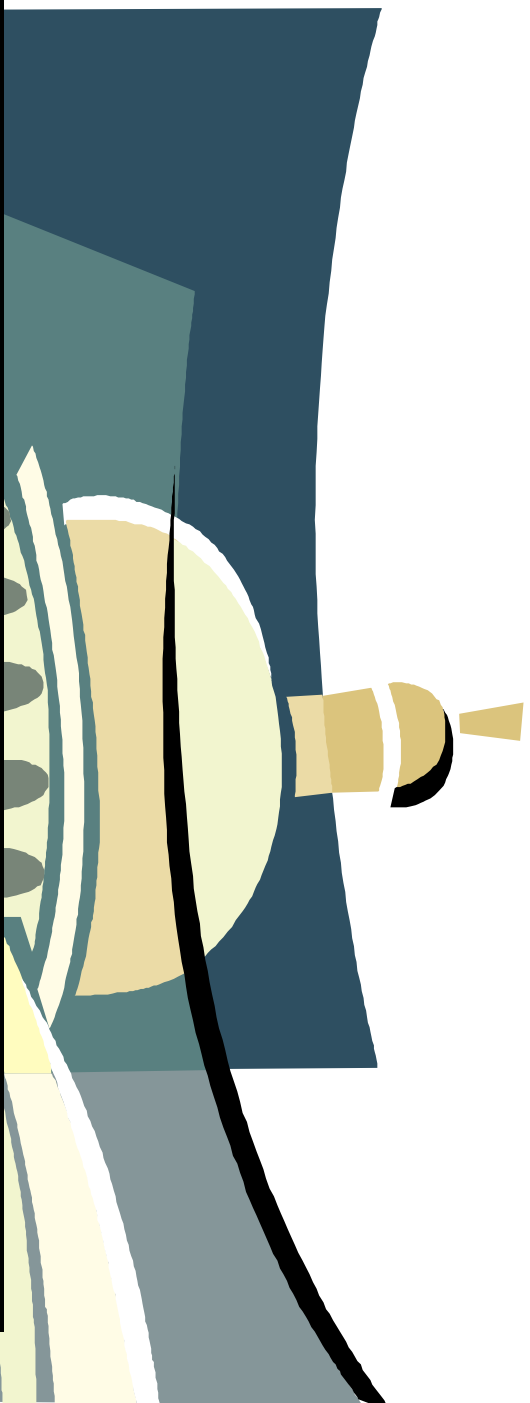
STEPS IN PASSING A BILL

**Bill is sent to the
Conference Committee**



STEPS IN PASSING A BILL

**Conference Committee
report is adopted by the
Senate**



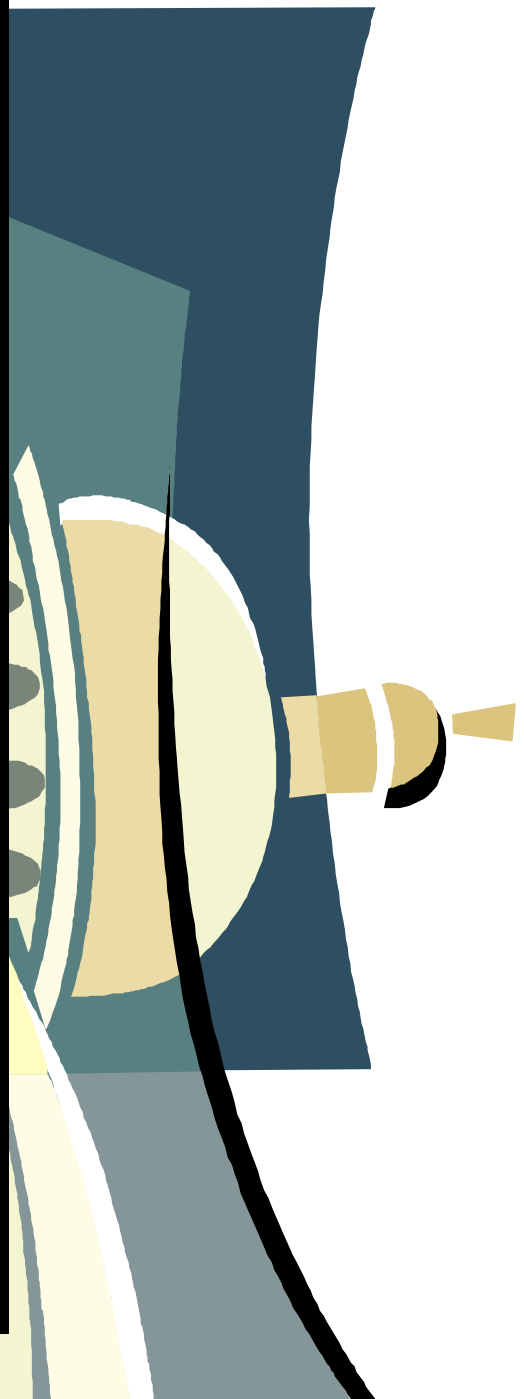
STEPS IN PASSING A BILL

**Conference Committee
report is adopted by the
House**



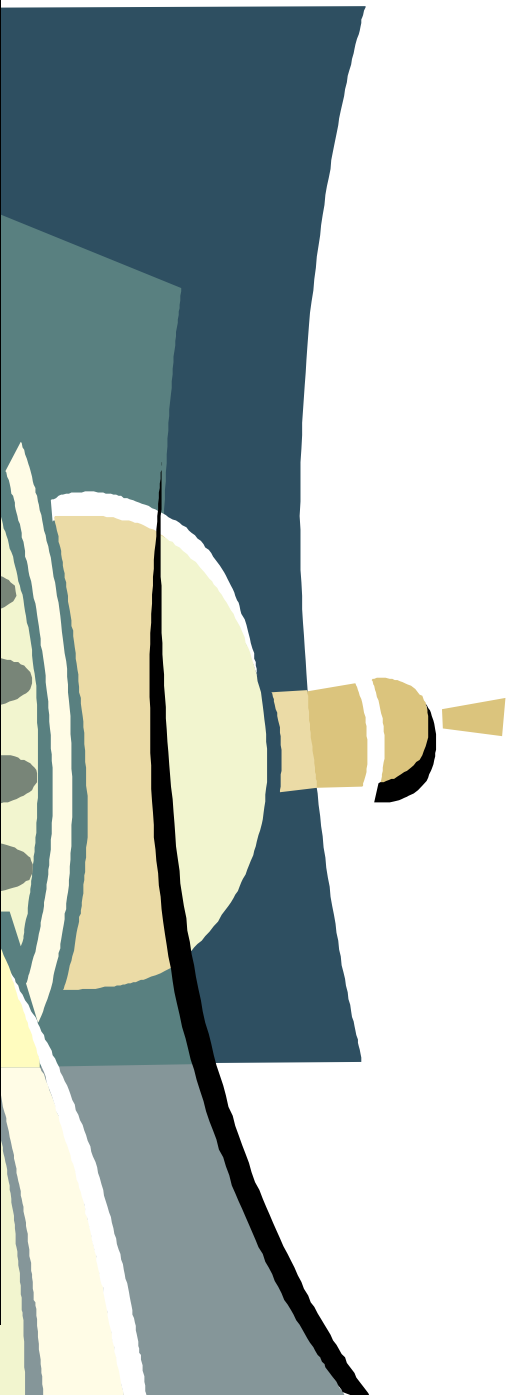
STEPS IN PASSING A BILL

**Bill sent to governor, who
vetoes it**



STEPS IN PASSING A BILL

Senate overrides the governor's veto



STEPS IN PASSING A BILL

THE BILL BECOMES LAW!



Driving on the Right Side of the Road

Materials Request

Please print:

Name: _____ Email address: _____

Court: _____

Mailing address: Please provide the address where you want the materials sent:

City: _____ Zip code: _____

How do you plan to use these materials? _____

- A Day in Municipal Court Coloring Book English (25) Spanish (25)
- Our Town Map (25) K-12 Teaching Curriculum (1) K-3 Activity Centers (1)
- Big Book – *Don't Monkey Around with Safety in a Car* (1)
- Student Version – *Don't Monkey Around with Safety in a Car* ___ English (1-25) ___ Spanish (1-25)
- Big Book – *Be Careful LuLu!* (1)
- Student Version – *Be Careful LuLu!* ___ English (1-25) ___ Spanish (1-25)
- Big Book – *Don't Monkey Around with Safety on Field Trips* (1)
- Student Version – *Don't Monkey Around with Safety on Field Trips* ___ English (1-25) ___ Spanish (1-25)
- Big Book – *Safe-T-Squad* (1)
- Student Version – *Safe-T-Squad* ___ English (1-25) ___ Spanish (1-25)
- Mock Trial Packet (grades 5-12) ___ (1-35) *State v. Young* mock trial (high school) ___ (1-35)
- Bike A to Z* activity booklet ___ (1-35) *I'm a Safe Kid!* booster seat poster ___ (1-5)

Additional resources are located on the DRDR website at: www.drsr.info

To receive the materials requested, please fax this form back to: 512.435.6118, scan and email to tmcec@tmcec.com, or mail to: TMCEC, 2210 Hancock Dr., Austin, TX 78756. Questions? Email tmcec@tmcec.com or call at 512.320.8274.

Note: Materials will be provided as long as there is funding and the materials are in stock.

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