



San Juan Unified
SCHOOL DISTRICT

Board of Education

Governance Handbook

Table of Contents

Mission, Vision and Core Values	1
Equity Lens	1
Academic Focus Areas	2
District Overview	3
Roles and Responsibilities of Board Members and the Superintendent	4
Board Roles	4
Superintendent Roles	4
Board Norms	5
Trustee Areas and Representation	5
Welcoming New Members	5
Annual Organizational Meeting	6
Speaking with a Common Voice	6
Assigning Work to Staff	6
Addressing Conflict Among Board Members	6
School Visitations/Extracurricular Events	6
Graduations	6
Board Meetings	7
Board meeting materials	7
Placing Items on Board Agendas	7
The Role of Board Members During Board Meetings	7
Individual Board Member's Request for Information, Materials or Action	7
Board Meeting Guidelines	7
Public Comments	8
Voting	8
Voting No or Abstaining	8
Quorum	9
Additional Board Information	10
Board-appointed/Board-approved Committees	10
Electronic Media	10
Complaints from Community/Staff	10
<u>Appendix A: San Juan Unified Rules of Order</u>	12
<u>Appendix B: Meeting Norms</u>	16
<u>Appendix C: Protocols in Case of Meeting Disruption</u>	17

Mission

We partner with our San Juan Unified community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and thrive.

Vision

We will inspire each student to make a positive impact in their world by honoring the unique identity of each person and upholding inclusive and equitable practices that lead to individual and collective growth, achievement and educational justice.

Core Values

We value:

- **Belonging**
We create a community that cultivates welcoming and inclusive environments with genuine respect for our diversity of cultures, identities and abilities.
- **Relevance**
We design experiences and environments where each learner can explore and apply skills and knowledge that align with evolving careers and workplaces.
- **Voice**
We honor and affirm all voices of our school community and encourage them to share their perspectives to help improve and shape what we do and how we do it.
- **Social and Emotional Intelligence**
We build a culture that teachers, models and applies social and emotional intelligence in all interactions with each other.
- **Resilience**
We create nurturing schools and programs that inspire each learner to continue to persevere, gain strength and develop the confidence to excel beyond challenges.
- **Championing**
We support and advocate for those in our San Juan Unified community who are disproportionately impacted or marginalized by circumstances beyond their control.
- **Innovation**
We embrace and encourage creative thinking and learning environments that transform ideas into actionable solutions.

Equity Lens

Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

Academic Focus Areas

In addition to our continued commitment to high expectations and academic achievement for all students, the following focus areas, created in partnership with our students, families, staff and community will guide the work of the San Juan Unified School District:

1. **Advance and Support Student Success**
Deliver high quality, equitable and supportive academic instruction and social-emotional learning for every student in preparation for post-secondary education, career and life.
2. **Prioritize Equitable Practices**
Integrate our commitment to educational justice throughout San Juan Unified by ensuring all students, families and staff members have fair access, opportunity and resources to learn, grow and thrive regardless of background, identity or ability.
3. **Enhance Employee Systems and Supports**
Innovate and strengthen systems to prioritize employee wellness and cultivate a thriving workforce.
4. **Engage Students, Families and Community as Valued Educational Partners**
Expand meaningful engagement opportunities with students, families and community members to amplify all voices, provide equitable access, and create safe and welcoming environments throughout the district.

District Overview

Created in 1960 with the merger of six school districts, San Juan Unified School District has a rich tradition in providing all students with the opportunity for academic success and achievement.

The district serves a 75-square-mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River and Orangevale.

Today, San Juan Unified is the 8th largest school district in California with an expenditure budget of more than \$500 million used to employ more than 5,000 individuals and to educate more than 40,000 students in our early learning, TK-12 and adult programs. More than 10,000 additional K-12 students are served in independent charter schools within the district.

The district consists of 33 elementary schools, eight K-8 schools, nine middle schools, nine comprehensive high schools, three special-education centers, three alternative schools, one adult-education center, two Early Childhood Education centers and one dependent charter.

The student population is diverse. During the 2023-2024 school year, the district's ethnic/racial makeup was: 0.5 percent American Indian or Alaskan Native, 25.7 percent Hispanic/Latino, 6.3 percent African American, 46.7 percent White, 11.2 percent Asian/Asian American, 0.7 percent Pacific Islander, .8 percent Filipino and 8 percent identify as two or more races.

Roles and Responsibilities of Board Members and the Superintendent

Board Roles

The role of the board is to provide each student with an education of the highest possible quality within the limits of financial support provided by the State of California. To accomplish this, board members are responsible for five roles identified by the California School Boards Association (CSBA):

- **Setting the direction** for the district by involving parents/guardians, community, students and staff, while focusing on student learning and achievement.
- **Establishing an effective and efficient structure** by employing the superintendent, developing and adopting policies, establishing academic expectations and adopting curriculum and instructional materials, establishing budget priorities and adopting the budget, providing safe and adequate facilities to support student learning, and setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements.
- **Providing support to the superintendent and staff** by following standards of responsible governance, making decisions and providing resources that support district priorities and goals, upholding board policies and being effective spokespersons by being knowledgeable about district programs and goals.
- **Ensuring accountability** through evaluation of the superintendent; monitoring and evaluating policies; serving as a judicial and appeals body; monitoring student achievement and program effectiveness; approving, monitoring and adjusting district budgets; and monitoring the collective bargaining process.
- **Providing community leadership and advocacy** on behalf of students, the district's educational program, and public education in order to build support within the local school community and at the state and national levels.

Superintendent Roles

CSBA identifies the following standards and roles for superintendents working with the Board of Education:

- Promotes the success of all students and supports the efforts of the board to focus on student learning and achievement.
- Values, advocates and supports public education and all stakeholders.
- Recognizes and respects the different perspectives and styles of board members, staff, students, parents and community, ensuring the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the board's continuous professional development.
- Works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, common vision and positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the district's management team.
- Understands the distinctions between board and staff roles and respects the roles of the board as the representative of the community.
- Understands that the authority rests with the board as a whole, provides guidance to the board to assist in decision making, and provides leadership based on the direction of the board as a whole.

- Communicates openly with trust and integrity, including providing all board members with equal access to information, and recognizes the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

Board Norms

The governance team commits to accomplishing these standards and roles through:

- Focusing on all students
- Demonstrating respect
- Creating transparency
- Communicating openly
- Listening actively
- Keeping commitments
- Being collaborative
- Taking the time needed to govern effectively
- Encouraging everyone's ideas and points of view
- Balancing trustee area representation vs. districtwide responsibility
- Adherence to the Brown Act
- Engaging in professional learning as a board member

Trustee Areas and Representation

Board members are elected by the voters within their trustee area but serve the students, families and residents throughout the district's 75 square mile area. As such, board members should consider the impacts of decisions on all constituents when deliberating and take action in the best interest of the district as a whole rather than their specific trustee area. Unless specific to the election or trustee boundary designation processes, information prepared by staff will not delineate data specifically by trustee areas.

To facilitate strong community connections, board members are encouraged to build relationships with the organizations and residents within their trustee area in the manner they deem most appropriate and effective. As a courtesy, board members engaged in district business with organizations in another trustee area are encouraged to inform the board secretary and the board member representing the area.

Welcoming New Members

The board president meets with each newly elected member individually to provide a copy of the Governance Handbook, the schedule of meetings, the format for meetings and governance team operations.

The superintendent meets with each newly elected member to provide an overview of the district and to introduce cabinet members and other staff who will be communicating with the board.

District legal counsel will give newly elected members a copy of the Brown Act and inform them they must conform to its requirements immediately upon assuming office and/or at any time when the newly elected is acting on behalf of the district.

The governance team attends the swearing-in ceremony and reception for the newly elected members. Members are afforded the opportunity to engage in professional learning including but not limited to CSBA offerings. Prior to serving in an officer role, a member is expected to be enrolled in, and actively working to complete, CSBA's Master's in Governance program.

Annual Organizational Meeting

The annual organizational meeting will be held within the required 15-day period commencing on the second Friday in December.

At this meeting, the board shall

- Elect a clerk, vice president and president from its members.
- Establish the regular school board meeting dates and starting/ending times for the year.
- Appoint representatives to specific organizations and committees and
- Determine locations of board meetings (Board Bylaws 9320, 9140).

Speaking with a Common Voice

All public statements in the name of the board are made by the board president or, if appropriate, by the superintendent or superintendent's designee.

When speaking to community groups, the media or to the public, individual board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the board.

When a board decision is reached, all board members shall support that decision until it is amended or rescinded by board action. Any board member who may wish to criticize or oppose any specific board action should do so in an open board meeting.

Assigning Work to Staff

No individual member of the board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the superintendent.

Addressing Conflict Among Board Members

The governance team norms are designed to create an open, respectful, collaborative culture. Members will engage in dialogue while welcoming an open discussion with different points of view. Members will demonstrate an ability to disagree on issues without taking the disagreements personally, nor using social media or public platforms to showcase disagreements. Members will endeavor to maintain neutral body language and tone during deliberations.

School Visitations/Extracurricular Events

School visitations are encouraged to build understanding of the district's instructional programs, curriculum and communities. Board members should make appointments with the school principal prior to visiting a campus. The board member should also email the board administrative assistant, so the visit can be placed on the board calendar alerting other members to the visit as well as the superintendent. This may prevent one school from having numerous visits from different board members during a short period of time. During visits, members should be cautious of interrupting the learning environment.

Graduations

Graduation ceremonies honor the accomplishments of students and the contributions of their families, teachers and staff and other supporters. Each board member participates in the ceremony of the comprehensive high school(s) within their trustee area by certifying the class. Board members participate in the ceremonies of non-comprehensive high schools on a rotating basis.

Board Meetings

Board meeting materials

Board members will be provided with agendas and copies of all related backup materials for regular meetings at least 72 hours in advance and for special meetings at least 24 hours in advance. Members are responsible for reviewing all materials prior to the meeting to assist with an efficient and effective deliberative process.

To provide greater access and transparency to materials, the district is adopting a digital materials management platform. Upon request to the board assistant, members will be provided with devices, training, and/or assistance to access materials.

Placing Items on Board Agendas

Board members may request that matters be added to meeting agendas during the future agenda discussion, occurring during each regularly scheduled meeting. If majority of board members share an interest in the matter, the board president and superintendent shall determine if the topic is within jurisdiction of the board and schedule the item. Items that are not within the jurisdiction of the board cannot be agendaized. The board president and superintendent may determine if a request is primarily for informational purposes and may fulfill such a request by providing the desired information as appropriate.

The Role of Board Members During Board Meetings

The authority to direct action rests solely with the full board during public board meetings. A majority vote provides direction to the superintendent. By carefully reviewing the board packet prior to the board meeting, board members can contact the superintendent for questions about an item. All members share a common responsibility to ensure the Brown Act is followed.

Individual Board Member's Request for Information, Materials or Action

It is important for trustees to be well informed, as oversight of the district is one of the main functions of the board. Trustees recognize that they have no power as individuals to direct staff actions, and that compiling information in response to trustee requests can take staff away from their day-to-day operations of schools and the district. An individual board member will – insofar as possible – let the superintendent and staff know ahead of time when a request for information will be made in a public meeting, so the staff can be prepared to provide a thorough response. Staff will make every effort to ensure that board agenda items include thorough background and information. Requests for information not on the board agenda should be made to the superintendent who will ensure the appropriate staff person responds. All information provided by the administration in response to a request by a trustee shall be provided to all other trustees at the same time. Trustees should self-regulate the number of requests for information regarding issues not on the board agenda.

Board Meeting Guidelines

It is important to recognize that a board meeting is the time for the board to do their work in public view. We agree to keep our focus on the best interest of our students at all times. After staff input and public comment, board members are encouraged to ask questions and explain their thinking related to the topic at hand. The board president recognizes members who desire to speak, alternating, so that all members have the opportunity to speak. There is not a time limit or limit to the number of questions or comments that a board member may make, but each board member should be respectful of giving other members the opportunity to speak. Nothing in this section will preclude members from speaking multiple times until all discussion is concluded.

Unless a point is important to further understanding of the immediate discussion, the board president will allow all other members to speak first and then add their comments or questions.

The rules contained in Appendix A, "San Juan Unified Rules of Order," shall govern operations of board meetings unless they are in conflict with this handbook, board bylaws, state or federal law. Where there is a conflict of the same, state then federal law supersedes existing regulations and policies.

Board meetings are dedicated to allow the board to conduct its business. Should a disruption to a board meeting occur, the protocols outlined in Appendix C, "Board Meeting Disruptions" will be utilized.

Public Comments

Members of the public shall have an opportunity to address the board on any item of interest that is within the subject matter jurisdiction of the board (Education Code section 35145.4, Government Code section 54954.3). If the public comments on items not appearing on the posted board agenda, the board cannot take action or discuss the comments (Government Code section 54954.2), other than to briefly acknowledge the comments and, if desired, to ask staff for follow-up information.

Voting

A majority vote of all members of the board is necessary for the election of officers or for any other action by the board unless otherwise specified by law. Voting shall be by voice and the board administrative assistant records the votes by member, which is placed into the minutes of the meeting. Where a board member cannot participate audibly in the vote, they may submit their vote in writing during the public meeting.

Unless otherwise provided by law, affirmative votes by a majority of the board's membership are required to approve any action under consideration as allowable by quorum.

The board shall take no action outside of a public meeting except on those matters and under those conditions authorized for closed sessions (Government Code sections 54957, 54957.7; Board Bylaw 9323.2).

Voting No or Abstaining

Each trustee respects the right of other trustees to vote "no" on an issue. Everyone agrees it is a courtesy to the governance team to explain the reasons for the "no" vote, either during deliberation or before casting the vote.

A member may only abstain for these reasons: A member must recuse themselves from a vote if any one of the following is true: 1) the matter directly involves a close relative of the board member (Education Code section 35707); 2) the vote is to replace the board member's position on the board (Education Code section 35178); or 3) the matter involves a "remote interest(s)" as listed in Government Code section 1091. When any one of these conditions is met, a board member must recuse themselves by announcing their recusal when the topic is first announced for discussion and leaving the dais during the duration of discussion or action on that item. If a member was absent at a previous meeting, it is customary to abstain from voting on the approval of that meeting's minutes.

Quorum

A quorum is the minimum number of voting members who must be present at a properly called board meeting in order to conduct business in the name of the board and is established when a majority of the board members (at least four of the filled positions) are in attendance (Education Code section 35164, Board Bylaw 9323).

Additional Board Information

Board-appointed/Board-approved Committees

Board members appoint community members to committees as determined in committee bylaws. Newly elected board members will be given the option to appoint their own committee members or continue with the current appointments. Board members serve as the conduit between a board-appointed/board-approved committee and the board as a whole. Board members are not voting members of board-appointed/board-approved committees.

If a board member wants to attend a board-appointed/board-approved committee meeting of which they are not the board liaison, the board member should contact the board administrative assistant. This will eliminate the possibility of four or more board members being in attendance at the meeting.

Electronic Media

The Board of Trustees will use electronic media (e.g., email and texting) carefully to ensure that there is no violation of the Brown Act (Government Code sections 54950-54962). The Brown Act prohibits a majority of board members from exchanging information outside of a board meeting, or using a series of communications of any kind, directly or through intermediaries, to:

- discuss, deliberate, or take action on an item of business within the subject matter jurisdiction of the board,
- advance or clarify an issue,
- facilitate agreement or compromise or
- advance an ultimate resolution.

The board recognizes that by using "Reply All" in email responses, the email:

- becomes part of the deliberative process,
- creates a public record and
- inhibits opportunity for any other four board members to have a conversation on a topic.

Board members will be aware of, and follow, district policy as it pertains to electronic communication. The district is subject to requests for public documents as provided by the California Public Records Act (Government Code section 6250 et seq.). Public documents include emails, text messages and other correspondence from, and between, board members as well as from, and between, employees and board members, regardless of whether sent or received on district provided or personal devices or accounts.

Board members who engage constituents via social media are responsible for ensuring that opinions expressed are presented as their own and not those of the board and for following all applicable board policies and state and federal laws.

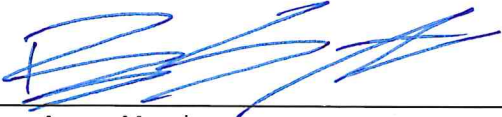
Complaints from Community/Staff

When an issue is brought to a board member, the board member will use active listening to hear what the complaint or issue is. Board members need to remain cognizant of their responsibility for judicial review, staff and student confidentiality and due process when talking with the complainant.

Restate what the complainant has said to ensure that you have heard the information correctly. Ask the person what they would like the board member to do with the information and what the individual would like to see as a possible solution. Explain that you will be sharing the information with the superintendent. Redirect the complainant to communicate with appropriate personnel and utilize the appropriate complaint procedure. Ask the individual to follow up if the problem isn't resolved. Notify the superintendent as soon as possible with details of the complaint.

In order to support a positive working relationship among the San Juan Unified School District Board of Education, the staff, students and the community, we have reviewed and agreed to the norms and protocols outlined in the 2025 Governance Handbook. We shall renew these agreements annually.

Affirmed on this 25th day of March 2025.



Ben Avey, Member
San Juan Unified School District
Board of Education



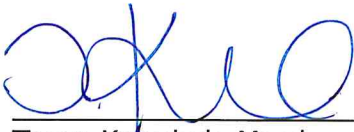
Nick Bloise, Member
San Juan Unified School District
Board of Education



Pam Costa, Member
San Juan Unified School District
Board of Education



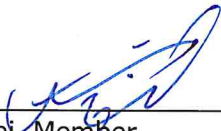
Zima Creason, Member
San Juan Unified School District
Board of Education



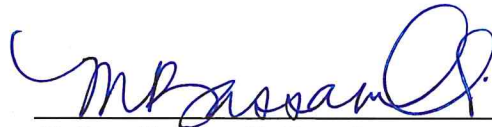
Tanya Kravchuk, Member
San Juan Unified School District
Board of Education



Manuel Perez, Member
San Juan Unified School District
Board of Education



Abid Stanekzal, Member
San Juan Unified School District
Board of Education



Melissa Bassanelli, Secretary
San Juan Unified School District
Board of Education

San Juan Unified Rules of Order

San Juan Unified's Board of Education and committees that operate under the Brown Act or Greene Acts utilize the following rules to govern operations during meetings of their bodies. District policy including administrative regulations and board policy as well as state and federal laws shall take precedence if in conflict with these rules.

Amendments and Updates

These rules are based on [Rosenberg's Rules of Order](#) (as published by the League of California Cities) designed for municipalities and civic organizations with modifications to meet the specific needs, practices and interests of the district. In connection with updates to the district's Board Governance Handbook, district staff shall review any updates to Rosenberg's Rules of Order to consider for adoption. The Board of Education shall approve all proposed changes to these rules before they become effective.

The Role of the Chair

It is the responsibility of all members to understand the rules of parliamentary procedure, but it is the role of the chair to apply the rules to the operations of the meeting. The chair is supported in this function by staff as appropriate for the meeting body.

As the chair has a larger role in the operation of the meeting, it is a courtesy that they offer comment on a matter before the body after other members and should refrain from making or seconding a motion unless convinced other members will not do so at that point in time.

The Basic Format for an Agenda Item Discussion

A meeting is governed by the agenda and the agenda constitutes the body's agreed-upon roadmap for the meeting. Each agenda item can be handled by the chair in the following basic format:

- 1) The chair should announce the agenda item number and subject and then invite the appropriate person(s) to report on the item, including any recommendations they may have.
- 2) Following the presentation, the chair should open public comment following the body's public comment procedure. Speaking times for public comment are limited to 2 minutes per speaker. Total time for public speaking on a public item is determined by each body's bylaws. If the item is a public hearing, the chair must open the public hearing before beginning public comment and close the public hearing upon conclusion of speakers.
- 3) The chair should ask members of the body if they have questions or comments regarding the item. Members may ask questions of the presenters and other members or offer comments for consideration. The chair should offer questions or comments after other members have had an opportunity. At the discretion of the chair, members may have additional opportunities to offer questions or comments.
- 4) Upon conclusion of discussion and questions by members, or as appropriate, the chair should invite a motion. The chair should announce the name of the member who makes the motion.
- 5) The chair should ask for a second to the motion. The chair should announce the name of the member who seconds a motion. All motions require a second.
- 6) The chair should check to make sure everyone understands the motion. This can be done by:
 - a. The chair asking the maker of the motion to repeat it;
 - b. The chair can repeat the motion; or
 - c. The chair can ask the individual taking minutes to repeat the motion.
- 7) The chair should then invite discussion on the motion before the body. If no discussion is offered, or after discussion has ended, the chair should announce the body will vote on the motion.

- 8) The chair takes a vote by asking for the “ayes” and then asking for the “nays.” If members have not yet voted, then the chair should ask for “abstentions.”
- 9) The chair should announce the result of the vote and the action the body has taken.

Motions

Motions are the vehicles for decision-making by a body. A member makes a motion by preceding the member’s desired approach with the words, “I move...” The chair usually calls for a motion by inviting members of the body to make a motion, by suggesting a motion that another member then moves or by making the motion themselves. (Note: Chairs should refrain from making motions or seconding motions unless other members of the body do not offer.)

Types of Motions

Basic Motion – The basic motion is one that puts forward a decision for the body’s consideration. A basic motion might be: “I move that we create a five-member committee to plan our event.” A motion must have a second to be considered by the body.

Motion to Amend – If a member wants to change a basic motion that is before the body, they would move to amend it. A motion to amend might be: “I move that we amend the motion to have a 10-member committee.”

Substitute Motion – If a member wants to completely do away with the basic motion that is before the body, and put a new motion before the body, they would move a substitute motion. A substitute motion might be: “I move a substitute motion that we cancel the event this year.”

“Motions to amend” and “substitute motions” are often confused, but they are quite different, and their effect (if passed) is quite different. A motion to amend seeks to retain the basic motion on the floor but modify it in some way. A substitute motion seeks to throw out the basic motion on the floor and substitute a new and different motion for it. The decision as to whether a motion is really a “motion to amend” or a “substitute motion” is left to the chair. So if a member makes what that member calls a “motion to amend,” but the chair determines that it is really a “substitute motion,” then the chair’s designation governs.

A “friendly amendment” is a practical parliamentary tool that is simple, informal, saves time and avoids bogging a meeting down with numerous formal motions. It works in the following way: In the discussion on a pending motion, it may appear that a change to the motion is desirable or may win support for the motion from some members. When that happens, a member who has the floor may simply say, “I want to suggest a friendly amendment to the motion.” The member suggests the friendly amendment, and if the maker and the person who seconded the motion pending on the floor accept the friendly amendment, that now becomes the pending motion on the floor. If either the maker or the person who seconded rejects the proposed friendly amendment, then the proposer can formally move to amend.

A “motion to reconsider” is a special and unique motion. Once a vote is taken by a body it is considered final and can only be reopened if a motion to reconsider is made and passed. A motion to reconsider requires a majority vote to pass like other basic motions, but there are two special rules that apply only to motions to reconsider. First, a motion to reconsider must be made at the meeting where the item was first voted upon. (This requirement can be suspended if motioned to do so and approved by a two-thirds majority.) Second, the motion to reconsider may only be made by certain members of the body.

Accordingly, a motion to reconsider may only be made by a member who voted in the majority on the original motion. Any member may second the motion including those who voted in the minority. If the motion to reconsider passes, the original matter is back before the body and the new original motion is in order. The matter may be discussed and debated as if it were on the floor for the first time.

Multiple Motions Before the Body

There can be up to three motions on the floor at the same time. The chair can reject a fourth motion until the chair has dealt with the three that are on the floor and has resolved them to avoid confusion. All motions must have been moved and seconded to be valid for consideration by the body, this includes basic motions, motions to amend and substitute motions.

When there are two or more motions on the floor (which have all been moved and seconded) the vote should proceed *first* on the *last* motion that is made. For example, consider that 1) a basic motion is made followed by 2) a motion to amend and then 3) a substitute motion. The chair would first call for discussion and vote on the third motion, the substitute motion. If the substitute motion is approved, it replaces the basic motion and renders the motion to amend invalid and voting is over. If the substitute motion fails, the chair would then call for discussion and vote on the motion to amend. If approved, the amended motion would be considered for vote. If the amendment fails the original motion is then considered.

Debate on Motions

Most motions are subject to discussion and debate by the body as long as members wish to discuss the item. Discussion remains open until such time that the chair determines it is time to move on and take action. There are exceptions when a motion is *not debatable*, and a chair must take an immediate vote if the motion is made and receives a second:

Motion to Adjourn – This motion, if passed, requires the body to immediately adjourn to its next regularly scheduled meeting. It requires a simple majority vote.

Motion to Recess - This motion, if passed, requires the body to immediately take a recess. Normally, the chair determines the length of the recess which may be a few minutes or several hours. It requires a simple majority vote.

Motion to Fix the Time to Adjourn - This motion, if passed, requires the body to adjourn the meeting at the specific time set in the motion. It requires a simple majority vote.

Motion to Table – This motion, if passed, requires discussion of the agenda item to be halted and the agenda item to be placed on “hold.” The motion can contain a specific time in which the item can come back to the body, or the motion can contain no specific time for the return of the item. If no specific time is included in the motion, those individuals responsible for setting the body’s agenda shall identify when the item returns for consideration by the body. Motions to table require a simple majority vote.

Motion to Limit Debate – The most common form of this motion is to say, “I move the previous question” or “I move the question” or “I call the question.” As a practical matter, when a member uses one of these phrases, the chair can expedite matters by treating it as a request rather than as a formal motion. The chair can simply inquire of the body “any further discussion?” If no one wishes to have further discussion, the chair can go right to the pending motion that is on the floor. However, if even one person wishes to discuss the pending motion further, then at that point, the chair should treat the call for the “question” as a formal motion and proceed to it. Motions to limit debate require a two-thirds vote.

Majority and Super Majority Votes

All motions require at least a simple majority vote. A tie vote means the motion fails. For example, in a seven-member body, a vote of 4-3 passes a motion. A vote of 3-3 with one abstention means the motion fails. If one member is absent and the vote is 3-3 the motion still fails.

There are exceptions when a motion requires a super majority vote:

Motion to Limit Debate - This motion ends debate on a motion before the body and requires a two-thirds vote to be approved.

Motion to Close Nominations – A motion to close nominations for officers (such as the chair) effectively cuts off the right of the minority to nominate officers and it requires a two-thirds vote to pass.

Motion to Object to the Consideration of a Question - Normally, such a motion is unnecessary since the objectionable item can be tabled or defeated straight up. However, when members of a body do not even want an item on the agenda to be considered, then such a motion is in order. It is not debatable, and it requires a two-thirds vote to pass.

Counting Votes

Quorum is determined by the body's bylaws or other governance documents.

All motions must receive a second and an "aye" vote by a majority of the body to be adopted.

Abstentions votes can be used to meet quorum requirements but are not calculated in determining the outcome of the vote.

Courtesy and Decorum

Debate and discussion should be focused, but free and open. In the interest of time, the chair may, however, limit the time allotted to speakers, including members of the body. A member cannot generally interrupt a speaker however there are a few exceptions:

Privilege – A member can call for a "point of privilege." The chair should then interrupt to ask the interrupter to state their point. Appropriate points of privilege relate to anything that would interfere with the normal comfort of the meeting. For example, the room may be too hot or too cold, or a blowing fan might interfere with a person's ability to hear.

Order – A member can call for a "point of order." Again, the chair would ask the interrupter to "state your point." Appropriate points of order relate to anything that would not be considered appropriate conduct of the meeting. For example, if the chair moved on to a vote on a motion that permits debate without allowing that discussion or debate.

Appeal – If the chair makes a ruling that a member of the body disagrees with, the member may appeal the ruling of the chair. If the motion is seconded, and after debate, if it passes by a simple majority vote, then the ruling of the chair is deemed reversed.

Call for Orders of the Day – This is simply another way of saying "return to the agenda." If a member believes that the body has drifted from the agreed-upon agenda, such a call may be made. It does not require a vote, and when the chair discovers that the agenda has not been followed, the chair simply reminds the body to return to the agenda item properly before them. If the chair fails to do so, the chair's determination may be appealed.

Withdraw a Motion – During debate and discussion of a motion, the maker of the motion on the floor, at any time, may interrupt a speaker to withdraw his or her motion from the floor. The motion is immediately deemed withdrawn, although the chair may ask the person who seconded the motion if he or she wishes to make the motion and any other member may make the motion if properly recognized.

Meeting Norms

- We will keep our focus on the best interest of our students.
- We will stay focused on our goals.
- We will respect differences and show respect.
- All team members are encouraged to offer their ideas and resources.
- We will wait to speak until a team member has finished talking.
- We will listen actively to all ideas in order to enhance understanding.
- We will model inclusivity and be inclusive of each other.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will respect differences, show respect and never dismiss or devalue others.
- We will build upon the ideas of others and look for common ground.
- We will address all issues and concerns openly with each other without assumptions or bias.
- We will come prepared for meetings by reading all materials in advance and having pre-conversations with the Superintendent or possibly other staff when appropriate.

Protocols in Case of Meeting Disruption

Protocols in Case of Meeting Disruption

Meetings are to be conducted in an efficient and orderly manner that facilitates the work of the meeting body and the appropriate participation of students, staff and members of the public. These protocols are developed to create a shared understanding of what constitutes a disruption to a meeting and how staff should respond.

What is a Disruption?

Members of the public have a right to attend open meetings (Board of Education and board appointed committees) and offer comments on matters before the body.

To be deemed a disruption, an attendee's engaged in behavior, during a meeting, that actually disrupts, disturbs, impedes or renders infeasible to the orderly conduct of the meeting. This disruptive behavior must impede the orderly conduct of the meeting can include, but is not limited to, failing to comply with reasonable and lawful regulations of the legislative body as well as behavior that constitutes use of force or a true threat of force.

To be deemed a true threat of force, the behavior must be such that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat.

Response – Removing an Individual or Group

- 1) It is the role of the board president to determine if attendees are disrupting the meeting. S/he may consult with the superintendent or legal counsel in making a determination.
 - a) If the disruption is NOT a true threat of force, the board president will warn the individual that their behavior is disrupting the meeting and that their failure to cease their behavior may result in their removal. If the individual continues to be disruptive, the board president can ask for the individual(s) to be removed. (Gov. Code Sec. 54957.95)
 - b) If the disruption IS a true threat of force, the board president may immediately ask for the individual to be removed. (Gov. Code Sec. 54957.95)
- 2) To remove the individual, the board president will inform them that their behavior continues to be disruptive or constitutes a threat and instruct the individual to leave the premises. If the individual does not leave the room, security staff will approach the individual to encourage their compliance.

Response

If an individual or group continues to be disruptive and does not comply with the board president's directive to leave the meeting, the following actions will be taken:

- 1) At the discretion of the board president or upon motion and vote of approval by the board as a whole, the meeting will be recessed due to disruption. Where there is a true threat of violence, the board president may unilaterally call a recess without a motion to the board.
- 2) The board should return to the dais after the determined recess period. If the situation has calmed, the board president will resume the meeting. If the situation continues to be disruptive to the orderly operation of the meeting, the board president will proceed to scenarios outlined below.

Clearing the Room

In instances when a true threat of force has been used by a participant, the meeting room may be cleared at the order of the board president or by a majority vote of the board. (A recess is not required to occur before taking this step but is recommended. Disruption to the meeting should be ongoing and pervasive to take this action and a true threat of force must occur.)

Upon an ongoing and significant disruption to the orderly operation of the meeting (i.e., a true threat of force), the board president may order, or any board member may motion, for the room to be cleared while the board recesses.

If the true threat continues, the board president may continue without attendees physically present in the room. In this limited instance, the public must have the ability to participate in the meeting remotely and/or reschedule the meeting to be in-person when orderly conduct may take place.

Postponing the Meeting

Similar to clearing the room, the meeting may be adjourned until a future date if deemed necessary to conduct safe and orderly operations that allow for public participation. This action should also only be taken if significant, ongoing and pervasive disruption occurs at a meeting.

Upon an ongoing and significant disruption to the orderly operation of the meeting, any board member may motion to recess the meeting until a time in the future. Upon a second of the motion and majority vote, the board president shall adjourn the meeting. The board president may also order adjourn at their discretion.