

MINUTES
RIALTO UNIFIED SCHOOL DISTRICT
Special Board Meeting of the Board of Education

August 15, 2026
Dr. John R. Kazalunas Education Center
182 East Walnut Avenue
Rialto, California

Members Present: **Joseph W. Martinez, President**
 Edgar Montes, Vice President
 Dakira R. Williams, Clerk
 Evelyn P. Dominguez, LVN, Member
 Dr. Stephanie E. Lewis, Member

Staff Present: **Alejandro Álvarez, Ed.D., Superintendent**
 Rhea McIver Gibbs, Ed.D., Deputy Superintendent
 Denise Ellis, Ed.D., Associate Superintendent, Human
 Resources
 Also present was Martha Degortari, Executive Assistant to the
 Board of Education and Interpreter/Translator Noemi Moreno

Staff Absent: **Jon Black, Ed.D., Associate Superintendent, Education**
 Services
 Diane Romo, Associate Superintendent, Business Services

A. OPENING

A.1 CALL TO ORDER - 9:00 a.m.

Jon Black, Ed.D., Associate Superintendent, Education Services left the meeting at 9:07 am.

Diane Romo, Associate Superintendent, Business Services left the meeting at 9:07 am.

A.2 OPEN SESSION

Open session was called to order at 9:02 a.m.

B. PLEDGE OF ALLEGIANCE

Attorney Chris Keeler from F3 Law, led the Pledge of Allegiance.

C. PUBLIC COMMENTS

C.1 COMMENTS ON AGENDA ITEMS

Any person wishing to speak on any item **on** the Special Board Meeting Agenda will be granted three minutes.

None.

D. ADOPTION OF AGENDA

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Vote by Board Members to adopt the agenda:

Approved by a Unanimous Vote

E. GOVERNING BOARD GOVERNANCE WORKSHOP

The Board of Education will conduct a governance workshop, including governance and administrative roles, parliamentary procedure, relevant laws, Board Bylaws (9000 series of Board Policies), culture, norms and best practices, and to discuss strategies for cohesive and student-focused governance.

Attorney Chris Keeler, of F3 Law, and Mr. Elliott Duchon, Retired Superintendent facilitated the Board Governance workshop. **(See attached copy)**

F. CLOSED SESSION

Moved By Member Dr. Lewis

Seconded By Member Dominguez

As provided by law, the following are the items for discussion and consideration at the Closed Session of the Special Board Meeting:

- **PUBLIC EMPLOYEE (Government Code Section 54957)**
Title: Superintendent

Vote by Board Members to move into Closed Session:

Time: 12:02 p.m.

Approved by a Unanimous Vote

G. ADJOURNMENT OF CLOSED SESSION

Moved By Member Dr. Lewis

Seconded By Member Dominguez

Vote by Board Members to adjourn Closed Session:

Time: 12:54 p.m.

Approved by a Unanimous Vote

H. ADJOURNMENT OF SPECIAL BOARD MEETING

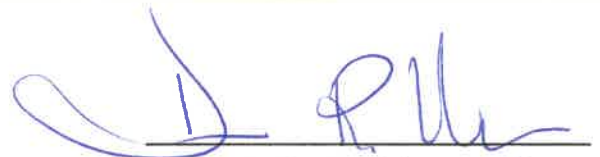
Moved By Member Dominguez

Seconded By Clerk Williams

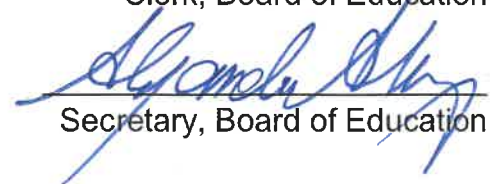
Vote by Board Members to adjourn:

Time: 12:55 p.m.

Approved by a Unanimous Vote



Clerk, Board of Education



Secretary, Board of Education



Rialto Unified School District

BOARD GOVERNANCE WORKSHOP

August 15, 2026

Christopher Keeler
Elliott Duchon

Governance

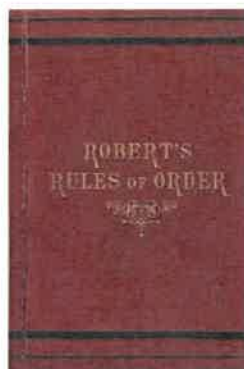
1. Define “governance” and its significance in the District.
2. Describe the benefits of Board and Superintendent working as a unified team.



Parliamentary Procedure

Robert's Rules of Order

A GUIDE TO PARLIAMENTARY PROCEDURE



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Who's Robert?

- Henry Martyn Robert
- 19th Century Engineer
- Wanted local legislative bodies to use congressional procedures



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A meeting without structure is
like sailing without a compass –
you spend a lot of time getting
nowhere!



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What are the Basic Rights at Stake?

1. Right of majority to make decisions
2. Right of minority to be heard
3. Rights of individual Board members to participate
4. Right of Board to develop its own Rules and Regulations



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Individual Board Member Rights

- To attend all meetings
- To introduce and second motions
- To speak on agenda items *after* first seeking recognition of chair
- To raise "points of order"
- To vote



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Interplay of Brown Act and RR

- Brown Act enforces transparency and public input around legislative action by local agencies
- Robert's Rules promotes order and efficiency through meeting protocols
- Brown Act is law; Robert's Rules is procedural guidance



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Interplay of Brown Act and RR

- Robert's Rules are not expressly adopted by the Board.
- "The Board president shall conduct Board meetings in accordance with Board bylaws and approved meeting procedures."

BB 9323



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Interplay of Brown Act and RR

- If there is a conflict, Brown Act controls
- Minor errors in following Robert's Rules are not Brown Act violations
- ...and won't invalidate Board action



POINT OF ORDER

- To correct a breach in the rules
- Only used for major infractions
- Made at the time of the infraction
- Second not required
- Not debatable
- Ruled upon by the Board President



MOTIONS

- Board President must open for motions
- Board President recognizes any motion made (if not germane, the motion is “out of order”)
- Must be seconded to discuss/debate
- Moving Board member gets first opportunity to speak
 - Moving Board member can also withdraw motion (or make a “friendly” amendment, absent objection)



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The Right to Make a Motion

- To be in order, the motion must be *directly related* to the question under consideration
- Frivolous, vague, incoherent, and duplicative motions are “out of order”



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The Right to Make a Motion (cont'd)

- Subsidiary motions, i.e., motions to postpone, refer to committee, table, etc. must directly relate to the main motion
- All motions need a second
 - If no second, then motion "fails for lack of a second"
- After a motion is made, Board President should inquire, "Is there any discussion?"
- Maker of a motion has the first right to speak and to amend it



AMENDING MOTIONS

- Must move to amend (any Board member)
- State the amendment
- Need a second
- Board President calls for discussion
- Vote (majority amends)



AMENDING MOTIONS

- This process is often misunderstood
- If the amendment is successful, the action item isn't complete
- A successful vote to amend means that there is a new substantive motion to be discussed and voted on... (you aren't done)



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PROCEDURAL MOTIONS

- Used for:
 - Postponing consideration of main motion
 - Referring matter to a committee or person
 - Limiting discussion/creating special rules for the motion
 - Divide the motion into smaller subtopics



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POSTPONEMENT

- Once postponed, no further action is taken on the matter until re-opened.
- Unless specified, Board President determines when to reinstate the subject (not sooner than next meeting)



ADJOURNING

- Board must motion to adjourn
- Any Board member may make motion to adjourn
- Must be seconded



RECONSIDERATION

- Motion to revisit a topic already voted on
- Made by someone on the prevailing side
- Must be made during same meeting as original vote, unless local rules/practices allow otherwise
- Must be seconded
- Two Steps: If motion for reconsideration is successful, original item is subject to motion/debate and voted on again



MOTION TO RESCIND

- A motion to rescind cancels or revokes a previous action or vote.
 - Requires a second
 - Motion is debatable
 - Majority vote
- Cannot be used if the original action has already been executed and cannot be undone (such as a completed contract/hiring)



DECORUM

- Board members speak one at a time and do not interrupt unless the Board member who has the floor yields to someone else.
- Only Board members debate (staff can answer questions if asked/recognized)



Board Member Filibuster?

- Lone Board member does not support issue to be decided, seeks to engage in endless debate and/or refer matter back to administration for more information.
- Board majority is in favor and just wants the matter to be decided.



ENDING DEBATE

- Board President chooses when to halt discussion on a topic and calls for the vote – or --
- Board member moves to “Call the question”
 - This results in end of Board discussion and puts the matter to vote
 - Must be seconded and supported by 2/3 vote
 - If successful, the main motion goes immediately to vote



Limiting Rights – Limiting Debate

- Motion to Limit Debate
- 2/3 vote of the members present is required
- Usually intended for lengthy items
- Any member can introduce, i.e., “I move that each member be given 3 minutes total to discuss this item”
- Not debatable, but it can be amended as to time and length
- Must be recorded through a roll call vote



QUORUM

- >50% of total Board members (3 members)
- Lack of Quorum ☐
 - Board President recesses until quorum present
 - Adjourn meeting
- Abstention still counts for purposes of quorum
- Abstention is not counted toward majority vote



VOTING

- Roll call by Secretary
- Done orally (Aye, Nay, Abstain)
- Secretary reads out results immediately afterwards
- No other business to conduct until roll call finishes
- Votes may be changed before final report



Running an Effective Meeting

- Board President should recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
- Explain what the effect of a motion would be if it is not clear to every member
- Restrict discussion to the question when a motion is before the Board



Running an Effective Meeting (cont'd)

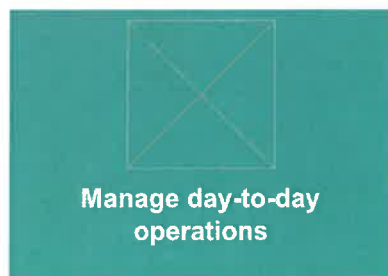
- Rule on issues of parliamentary procedure
- Put motions to a vote, and state clearly the results of the vote
- Be responsible for the orderly conduct of all Board meetings
- Always be aware of the dynamics of the Board, audience and staff





Role of Superintendent and Governing Board

Role of the Superintendent



What is the Superintendent's Job?

1. Education Code 35035 (CEO, budget/budget reports, LCAP preparation/implementation, assign/transfer employees, contracts).
2. BP 2000 (Concepts and Roles).
3. BP 2110 (Superintendent Responsibilities and Duties).
4. BP 2111 (Superintendent Governance Standards).
5. BP/AR 2230 (Representative and Deliberative Groups).
6. BB 9122 (Secretary).

Role of the Board



What is the Board's Job? BB 9000

1. Setting the direction for the District through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
2. Establishing an effective and efficient organizational structure for the District by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel;
 - b. Overseeing the development and adoption of policies;
 - c. Establishing academic expectations and adopting the curriculum and instructional materials;
 - d. Establishing budget priorities and adopting the budget;
 - e. Providing safe, adequate facilities that support the District's instructional program;
 - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements.

What is the Board's Job? BB 9000

3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
 - a. Establishing and adhering to standards of responsible governance;
 - b. Making decisions and providing resources that support district priorities and goals;
 - c. Upholding Board policies;
 - d. Being knowledgeable about District programs and efforts in order to serve as effective spokespersons.

What is the Board's Job? BB 9000

4. Ensuring accountability to the public for the performance of the District's schools by:
 - a. Evaluating the Superintendent and setting policy for the evaluation of other personnel;
 - b. Monitoring and evaluating the effectiveness of policies;
 - c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements;
 - d. Monitoring student achievement and program effectiveness and requiring program changes as necessary;
 - e. Monitoring and adjusting district finances;
 - f. Monitoring the collective bargaining process.

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What is the Board's Job? BB 9000

5. 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 community and at the state and national levels.

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What is Not the Board's Job?

1. Day-to-Day District management:

- a) Directing the work of District employees (other than a majority of the Board giving direction to the Superintendent);
- b) Investigating complaints / concerns;
 - i. Exceptions: hearings required by contract/law/complaint appeals.
- c) Labor negotiations;
 - i. Exceptions: setting goals and parameters for bargaining, final approval of agreements.
- d) Personnel management;
 - i. Exceptions: acting on recommendations for hiring, promotions, discipline and other formal action.

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Different Jobs – Same Objectives

1. Discussion:

- a) Difference between policy and administration (steering v. rowing)
- b) Examples?

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Responsible, Effective Governance & Communication

Responsible Governance

- According to CSBA: To govern responsibly, school boards must be guided by community interests, and informed by recommendations of the Superintendent and professional staff, and must act collectively and openly, to:
 - [Learn];
 - Discuss;
 - Deliberate;
 - Give direction to the Superintendent.

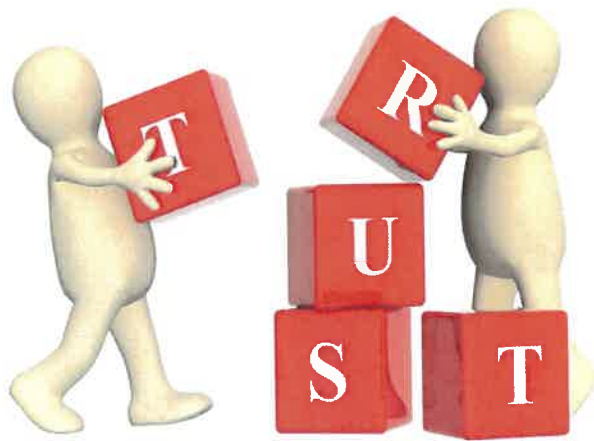
Strength in Numbers

- A Board acts by **majority vote** only.
- Once the majority has acted, the **entire Board** is bound by the Board's action.
- An **individual** Board member, outside of a Board meeting, has no individual authority, as authority to act rests with the Board, not with the individual.



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No Surprises Rule



The Board “needs the information that it needs.”

The Superintendent needs to know what the Board needs.

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Governance Standards

- BB 9005 (Governance Standards)
- BB 9200 (Limits of Board Member Authority)
- BB 9240 (Board Training)

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Creating Civility Through Open, Honest and Direct Communications

1. Civil disagreements over policies can be healthy and productive.
2. Openly criticizing fellow Board members, the Superintendent or staff can be destructive to the entire institution, including diminishing public confidence in District leadership (Board and administration).

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Tips For Effective Communications Between Board Members

1. Be respectful; every member will have an opportunity to speak at an appropriate time:
 - a) Reserve judgment, listen empathetically, stay focused on speaker (not just on what you plan to say next);
 - b) Board President role/gavel.
2. Attack the problem, not the person;
 - a) Honor norms.
3. Live in the present (not the past).
4. Disagreement and respectful debate between Board members at Board meetings is appropriate; open disagreement outside of meetings can be divisive and damaging to the District.
5. If you disagree with the position taken by the Board, the best time to express your opinion is prior to when that position is adopted.

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Tips For Effective Communications Between Board Members



- Remember that you and every other Board member represent the entire District, not any particular area or constituency, and generally owe a duty to act in the best interest of the entire District
- If you have a point that you wish to make to one or more Board members, address the point to the entire Board

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Trust: The Most Important Coin in the Board's Realm

1. Trust emanates outward from the Board.
2. Trust is the result of understanding and respect, not necessarily agreement.
3. Despite disagreement, Boards can function effectively when different viewpoints are respected and members are willing to listen to opinions contrary to their own.

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How do you want to be perceived?

1. Public behavior reflects on individuals, the Board and the District.
2. Conduct yourself in a way that builds confidence in the District's leadership.



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Tips For Effective Communications With The Public

Clarify

If you speak to members of the public **outside** of a Board meeting and **without Board approval** on matters of District business, make clear that you are stating your **personal opinion**, rather than the Board's opinion or position

Confidentiality

**Do not release
confidential
information**

Patience

Be patient with members of the public

They often do not understand the procedure or the substance of what is being discussed

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Governance Mindset:

- What are the Board's governance goals?

- Do Trustees share these goals?

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Governance Culture:

1. Unity of Purpose: What does it look like in action?
2. Shared Moral Imperative: Aligning district values with community priorities.
3. Discussion: How do we handle ideological differences to maintain focus?

Governance Culture:

1. Community-Centric Governance:
 - a. Engaging with diverse community perspectives.
 - b. Being open to shifting priorities based on external factors.
2. Discussion:
 - a. How can we strengthen the Board's role as a link between the community and the district?

Governance Infrastructure:

- Stability, consistency and focus
- Strategic Direction: How to align goals with measurable outcomes?
- Group brainstorming: What structures and processes ensure governance stability?

Collaborative Leadership:

What can we do to ensure we have a unified board-superintendent team?

Questions?



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Next Level Client Services

Special Projects

- Study emerging and converging issues
- Strategize and support district leadership:
 - Supplement/fill key staff positions
 - Charter petition review
 - Transportation studies
 - Facilities Master Plan RFPs

Policy, Advocacy, Legislative Needs

- Monitor state and federal legislation
- Forecast emerging issues to anticipate policy
- Advise governance teams with advocacy efforts

Governance Support

- Build strong governance teams:
 - Conduct governance workshops
 - Develop board self evaluations
 - Prepare for challenging topics/meetings
 - Draft accountability calendar
 - Create governance handbook from bylaws

Mentoring/Coaching

- Coach leadership teams
- Mentor incoming Superintendents:
 - Executive transition plans
 - Goal setting
 - Cabinet development

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Thank you

For more information, please contact:

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