IRON COUNTY SCHOOL DISTRICT
BOARD OF EDUCATION HANDBOOK

Table of Contents

Section One: Purpose of the School Board 2

Section Two: Responsibilities 3
- Board Members
- Board President
- Board Vice President
- Superintendent
- Business Administrator

Section Three: Code of Conduct 6

Section Four: Meetings 7

Section Five: Roles and Relationships 8
- School Board/Superintendent Relationship
- Communicating with the Board
- Communicating with District Staff
- Communicating with the Public
- Communicating with the Media

Section Six: Important Information 10
- District Mission, Vision, and Strategic Plan
- Calendar Overview
- Educational Terms and Acronyms
- Robert's Rules of Order Frequently Asked Questions
- Robert's Rules Cheat Sheet

This document is to be reviewed annually and updated as needed to reflect the current practices and character of the Iron County Board of Education.

Section One: Purpose of the School Board

The School Board balances the needs of the schools with the desires of the community.

The School Board positively influences student achievement by facilitating conditions for learning to occur.

The School Board serves as trustee over district resources. The Board ensures that taxpayer dollars and district resources are managed appropriately.

The School Board advocates for district public schools and the welfare of the students.

Section Two: Responsibilities

ALL BOARD MEMBERS

1. Attend monthly board meetings, work meetings and regular meetings.
2. Prepare for meetings by reviewing materials in the packet and studying related issues.
3. Attend and report on school visits, committee meetings or community boards as assigned by the Board President.
4. Build trust and transparency with other board members, the superintendent, and all stakeholders.
5. Reach out to the school community and develop relationships with community organizations, leaders, and other constituents.
6. Encourage patrons to resolve concerns through the district-established process, working all the way to the Superintendent if necessary.
7. Follow the Code of Conduct as outlined in this handbook.
8. Honor Board processes established by policy and law.
9. Check district-assigned email regularly.
10. Participate in Board trainings and professional development.
11. Attend district graduation ceremonies.
12. Collaborate to hire the Superintendent and Business Administrator.
13. Collectively evaluate the Superintendent and Business Administrator.
14. Oversee policy development and review.
15. Review budgets and financial matters.

BOARD PRESIDENT

- Coordinates and prepares meeting agendas with the superintendent.
- Appoints special committees and makes assignments to individual board members.
- Directs the search and interview process for the appointment of the Superintendent and Business Administrator.
- Facilitates the evaluation, compensation, and reappointment process for the Business Administrator and Superintendent.
- Represents the Board of Education.
- Presides at all Board meetings to facilitate and protect Board processes.
- Conducts meetings of the Board unless delegated to the Vice President or other Board Member.
- Facilitates resolution of Board member's issues and concerns.
- Ensures every Board member has the opportunity to share thoughts.
- Orients new Board members.

BOARD VICE PRESIDENT

- Assists in preparing meeting agendas as invited by the Board President.
- Presides at and conducts Board meetings in the absence of the President.
- Assumes all duties of the Board President in the absence of the President.

* Every two years (on odd-numbered years), during the first Board Meeting in January, nominations are proffered for Board President and Vice President, and a vote is taken by the Board to elect these officers.

SUPERINTENDENT

- Is responsible for the daily operations of the District, including allocation of District resources such as staff time, talent and energy, as well as financial resources.
- Promotes, endorses, and implements the mission, vision, strategic plan, goals, and policies of the Board.
- Attends all meetings of the Board.
- Makes recommendations to the Board.
- Hires and directs the work of the Staff.
- Prepares agendas in consultation with the Board President.
- Works closely with the Board President.
- Presents a united front with the ICSD Board of Education.

BUSINESS ADMINISTRATOR

- Responsible for all business services in the District.
- Works under the direction of the Superintendent.
- Participates in Board planning and discussion at work meetings, regular meetings, Board trainings, etc.
- Presents updated information on the budget

Section Three: Code of Conduct

The Board Code of Conduct protects each Board member and their representative voice as well as supports personal and system integrity. The structure is intended to give the greatest freedom of expression while protecting the rights, responsibilities and legal requirements of the District and Board. Trust is essential. It is through our integrity to the Code of Conduct that trust is built and strengthened. It is this trust that allows for the greatest diversity of opinion to be discussed and deliberated for the best decision making.

As a member of the Iron County School District Board of Education, I will:

- Represent the Board with dignity and respect by displaying ethical conduct at all times.
- Be prepared for and on time to all regularly scheduled Board meetings.
- Make data-informed decisions based upon my independent judgement after a full discussion of the Board.
- Serve all constituents equally and not yield that responsibility to partisan or special-interest groups.
- Avoid conflicts of interest and not use my Board seat for personal gain or for promoting a personal agenda.
- Understand that individual Board members have no legal authority except when convening as a full Board.
- Respect the rights and views of all Board members and participate in Board discussion in an open, honest, and respectful manner.
- Strive for a positive working relationship with the Superintendent by respecting the
- Superintendent's authority to advise the Board, implement policy, and manage the day-to-day operations of the District.
- Engage in ongoing professional development to stay informed on local, state, national, and global education issues.
- Abide by Board decisions and support the will of the majority, while retaining the right to seek change only through ethical and constructive channels.
- Protect the confidentiality of information given to the Board and take no private action that may adversely impact the Board.
- Demonstrate respect for other Board members and district personnel by avoiding surprises at meetings. Communicate questions and concerns in advance so the Superintendent and staff can be prepared.
- Refrain from speaking negatively to patrons about staff, personnel, other board members, or procedures.
- When appropriate, inform stakeholders about proper protocol for handling concerns by following the established chain of command (e.g. teachers, school administration, district administration, Board).

Section Four: Meetings

ICSD Board meetings are public meetings held in accordance with Utah Open and Public Meetings Act and ICSD Board policy. The Board will hold a work meeting and a regular meeting for six months out of the year and a combined meeting for the other six months. The Annual Board Meeting Schedule can be found on the district website, irondistrict.org.

Special meetings may be scheduled at the discretion of the Board president.

All meetings of the Board are public meetings and are subject to open meetings laws.

Meetings of the Board will be conducted in accordance with the general guidelines of Robert's Rules of Order. See Robert's Rules of Order Frequently Asked Questions included below.

A Board packet, including meeting agenda and supporting materials, will be distributed to Board members by the Superintendent's office in advance of each Board meeting to allow for careful review and consideration of agenda items.

All Board members will have equal opportunity to participate in discussion and action items. The President ensures all members have equal opportunity to speak.

All Board members may request for items to be placed on the agenda. This should be done by contacting the Superintendent or Board President. Every effort will be made to accommodate Board member agenda requests. Board leadership has the discretion to determine the appropriateness and logical timing for an agenda item request. If you feel the item merits more immediate consideration, you may make a motion and request a specific date. If the majority of the Board approves, the agenda item will be placed according to the motion.

There is danger of litigation for the district and a personal liability for the Board member if closed session information is disclosed outside of meetings. Closed session and personnel matters are strictly confidential.

Board members will abide by the Code of Conduct before, during, and after meetings.

Utah Open and Public Meetings Act: https://le.utah.gov/xcode/Title52/Chapter4/52-4.html

Section Five: Roles and Relationships

SCHOOL BOARD/SUPERINTENDENT RELATIONSHIP

The School Board and the Superintendent form a shared system of governance, working in partnership with each other in their respective roles—the Board as the community's representative, and the Superintendent as the professional educator.

The Board collectively governs by setting policy (What? Why?), while the Superintendent directs the day-to-day operations of the district by administering policy (How? When? Where? By Whom?).

The Board's role is to provide support and oversight for the Superintendent. Board members should not get involved in the administration of district affairs. Issues raised by patrons should be handled at the most local level, working through the system to the Superintendent if necessary.

Individual Board Members have no authority over the Superintendent. Board members should ask questions, not make demands.

Any Board member may call the Superintendent, Business Administrator, or Board President with issues, questions, or concerns. The Superintendent and Board President will share information with each other so they know the needs of individual Board members, unless they have been asked to keep an issue confidential.

The Superintendent will keep the Board informed about operational matters through frequent and open communication in meetings, over email, or in more urgent matters, via telephone or text Message.

COMMUNICATING WITH THE BOARD

Follow the Code of Conduct in all communication with other Board members by being open, honest, and respectful.

Be conscientious when communicating with other Board members to abide by the Utah Public and Open Meeting Act. Do not discuss business matters or agenda items with a quorum of Board members verbally or electronically over email, texts, or social media.

COMMUNICATING WITH STAFF

Follow the Code of Conduct in all communication with district staff by being open, honest, and respectful.

Individual Board Members have no authority over staff. Board members should ask questions, not make demands.

Be respectful of individual staff member's time.

COMMUNICATING WITH THE MEDIA

In order to be effective, it is important for the Board to present a united message.

The Board President has the responsibility to represent the Board. As such, the President is the only Board member who should speak or release statements on behalf of the Board.

Individual Board members may express personal opinions but should make it clear they are not representing the Board.

COMMUNICATING WITH THE PUBLIC

As elected officials, Board members must be accessible and responsible to community Stakeholders.

When patrons or community members approach individual Board members with a question or concern (in person, on the phone, or over email), Board members should consider whether it is a customer concern or an owner concern. Owner concerns are broad and deal with collective issues, such as, "We need a new school." Customer concerns are narrower and deal with "me" issues, such as,"My daughter's math class…" Owner concerns should be addressed by the governance team. They may be passed on to the Superintendent and, if necessary, placed on a future agenda for Board discussion. Customer concerns should be referred to the appropriate district staff.

If Board members choose to participate in a public forum, they should make it clear they are not representing the Board.

The Board will follow policy for responding to public comment at Board meetings.

Section Six: Important Information

MISSION, VISION, AND STRATEGIC PLAN

The ICSD Board, district administration, and district leadership team are committed to the education and well-being of each student and educator. As members of a professional learning community, we have established the district mission, vision, shared values, and goals that will guide the policies, procedures, processes, priorities, and day-to-day decisions of the district. The goals will be set each year through a process of analyzing data, identifying focus areas and establishment of SMART goals.

We will acknowledge and address behaviors that are inconsistent with the district's mission, vision, values and goals.

Mission:
Iron County School District **supports** families in developing **college and career readiness** by building **knowledge, skills** and **relationships** for ALL.

Vision:

Support	**College & Career Readiness**
1. Students, Parents, School Staff and community members understand, respect and support each other's roles and expectations. 2. Employees, Students and Parents are clear about what is expected of them and they are supported to meet those expectations. 3. Teachers, students and parents have real-time information regarding student progress toward learning outcomes and each take individual responsibility in a collaborative effort for student learning.	1. Students have career preparing opportunities and plan for their future. 2. All students graduate from high school prepared to be successful in college coursework and/or technical or trade school. 3. Students have the opportunity to graduate from high school with college credits and/or industry recognized certificates.

Skills and Knowledge	**Relationships**
1. ICSD ranks at the top of districts in Utah for the percentage of students demonstrating proficiency in the State of Utah according to state. assessments in the areas of English Language Arts, Mathematics, Science and CTE. 2. Grade reporting to students and parents is an accurate indication of what students really know and what they can do. 3. All students have access to high quality instruction and learning opportunities regardless of the school or class they may attend.	1. Learning in the home and the school compliment each other and results in resilience, positive relationships and purpose for each student. 2. Respect and kindness are evident in each school and classroom. 3. Students in need of extra help, hope, and support are noticed, encouraged, assisted and connected to available resources for themselves and their families.

Shared Values:

- LEARNING (We Value an Intentional Focus on Students **Learning)**
- EXPECTATIONS (We Value Rigorous, High and Clear **Expectations)**
- KINDNESS (We Value Respect, **Kindness**, Caring for Others and Compassion)
- ENGAGEMENT (We Value Passionate **Engagement** Leading to the Realization of the ICSD Mission)
- COLLABORATION (We Value **Collaboration** and Teamwork Among All Stakeholders)
- TRANSPARENCY (We Value **Transparency** in our Communication, Actions and Decisions)

ANNUAL CALENDAR OVERVIEW

- January
    - Utah School Board Association Convention - Salt Lake City (second weekend)
    - Swearing in of New Board Members (odd years)
    - Superintendent or Business Administrator Contracts
- February
    - USBA Board Leadership Workshop
    - Educators Day on the Hill
- March
    - National School Board Association Convention (last weekend)
- April
    - USBA Regional Meeting (ICSD offices)
- May
    - Graduations
- June
    - Budget Hearing
    - USBA Delegate Assembly
- July
    - Work Meeting
    - Goal Setting
- August
    - ICSD Opening Institute
- September
    - USBA Leadership Academy (odd years)
- October
    - USBA Regional Meeting
- November
    -
- December
    - Legislative Luncheon - St. George
    - New Board Member Institute

COMMON EDUCATIONAL TERMS AND ACRONYMS

AP - Advanced Placement
APT - Alternate Path to Teaching
ARC - Annual Required Contribution
CACTUS - Computer Aided Credentials of Teachers in Utah Schools
CAFR - Comprehensive Annual Financial Report
Cluster - All feeder schools connected to a high school
CTE - Career and Technical Education
Cone - An individual high school and the elementary/middle schools that feed it
CTL - Collaborative Team Leader
DRA - Direct Reading Assessment
DWA - Direct Writing Assessment
EdNet - Education Network (UEN - Utah Education Network)
ELL - English Language Learner
Equalization - Funding formula (WPU)
ESEA - Elementary and Secondary Education Act
FERPA - Federal Education Right to Privacy Act
FTE - Full-Time Employee
GASB - Governmental Accounting Standards Board
GED - General Education Development
GRAMA - Governmental Records Access Management
Guided Reading - Direct reading instruction in small groups
IDEA - Individuals with Disabilities Act
IEP - Individual Education Plan for Special Education
JLC - Joint Legislative Committee (USBA)
LEA - Local Education Agency
LEP - Limited English Proficiency
MTC - Management Team Council
MTSS - Multi-Tiered Systems of Supports
NAEP - National Assessment of Educational Progress
NSBA - National School Board Association
Paraprofessional - Aide
PBIS - Positive Behavior Interventions and Supports
PDC - Professional Development Center
PLC - Professional Learning Community
Restorative Practices - Set of principles followed to repair relationships and solve problems
RTI - Response to Intervention
SEP/SEOP - Student Education Plan/Student Education Occupation Plan
SIP - School Improvement Plan
Title I - Federal dollars provided to schools with “at risk” populations
Title II - Federal dollars earmarked for teacher and principal professional development
Title VI - Civil Rights Act of 1964, issues of discrimination
Title IX - Bans gender discrimination in schools receiving federal funds

Trauma-Informed Care- an approach that recognizes, understands, and responds to the impact of trauma by creating safe, supportive environments that promote healing and resilience.
Trust Lands - School Trust Land Program
U-PASS - Utah Performance Assessment System for Students
UCA - Utah Core Assessment
URS - Utah Retirement System
USBA - Utah School Boards Association
UTPS - Utahns for Public Schools
Wellness Rooms -spaces designed to support students' emotional and mental well-being by providing a calm, safe environment for relaxation, self-regulation, and stress management
WPU - Weighted Pupil Unit (State funding formula)
YIC - Youth in Care

Robert's Rules of Order Frequently Asked Questions

1. Is it true that the president can vote only to break a tie?

No, it is not true that the president can vote only to break a tie. If the president is a member of the voting body, he or she has exactly the same rights and privileges as all other members have, including the right to make motions, to speak in debate, and to vote on all questions. So, in meetings of a small board (where there are not more than about a dozen board members present), and in meetings of a committee, the presiding officer may exercise these rights and privileges as fully as any other member. However, the impartiality required of the presiding officer of any other type of assembly (especially a large one) precludes exercising the rights to make motions or speak in debate while presiding, and also requires refraining from voting except (i) when the vote is by ballot, or (ii) whenever his or her vote will affect the result.

When will the chair's vote affect the result? On a vote that is not by ballot, if a majority vote is required and there is a tie, he or she may vote in the affirmative to cause the motion to prevail. If there is one more in the affirmative than in the negative, the chair can create a tie by voting in the negative to cause the motion to fail. Similarly, if a two-thirds vote is required, he or she may vote either to cause, or to block, attainment of the necessary two thirds. [RONR (12th ed.) 44:12–13; see also Table A, p. 206 of *RONR In Brief*.]

2. Can ex-officio members vote, and are they counted in determining whether a quorum is present?

"Ex officio" is a Latin term meaning "by virtue of office or position." Ex-officio members of boards and committees, therefore, are persons who are members by virtue of some other office or position that they hold. For example, if the bylaws of an organization provide for a Committee on Finance consisting of the treasurer and three other members appointed by the president, the treasurer is said to be an ex-officio member of the finance committee, since he or she is automatically a member of that committee by virtue of the fact that he or she holds the office of treasurer.

Without exception, ex-officio members of boards and committees have exactly the same rights and privileges as do all other members, including, of course, the right to vote. There are, however, two instances in which ex-officio members are not counted in determining the number required for a quorum or in determining whether or not a quorum is present. These two instances are:

1. In the case of the president, whenever the bylaws provide that the president shall be an ex-officio member of all committees (or of all committees with certain stated exceptions); and

2. When the ex-officio member of the board or committee is neither an ex-officio *officer* of the board or committee nor a member, employee, or elected or appointed officer of the society (for example, when the governor of a state is made ex officio a member of a private college board).

Again, however, it should be emphasized that in these instances the ex-officio member still has all of the rights and privileges of membership, including the right to vote. [RONR (12th ed.) 49:8–9, 50:16.]

3. Is it true that, once a quorum has been established, it continues to exist no matter how many members leave during the course of the meeting?

No. Once a quorum at a meeting has been established, the continued presence of a quorum is presumed to exist only until the chair or any other member alerts the assembly that a quorum is no longer present. If the chair notices the absence of a quorum, he or she should declare this fact, at least before taking any vote or stating the question on any new motion. Any member noticing the apparent absence of a quorum can and should make a *Point of Order* to that effect at a time when another person is not speaking.

It is true that *debate* on a question already pending can be allowed to continue at length after a quorum is no longer present, until a member raises the point; but it is never permissible to transact substantive business in the absence of a quorum. It is also true that a *Point of Order* relating to the absence of a quorum is *generally* not permitted to affect prior action—but such a *Point of Order* can cause prior action to become invalid if there is clear and convincing proof that no quorum was present when the business was transacted. [RONR (12th ed.) 40:12; see also pp. 12–13 of *RONR In Brief*.]

4. In determining the result of a vote, what constitutes a majority?

The word "majority" in this context means, simply, *more than half*. The use of any other definition, such as 50 percent plus one, is apt to cause problems. Suppose in voting on a motion 17 votes are cast, 9 in favor and 8 opposed. Fifty percent of the votes cast is 8½ so that 50 percent plus one would be 9½. Under such an erroneous definition of a majority, one might say that the motion was not adopted because it did not receive 50 percent plus one of the votes cast, although it was, quite clearly, passed by a majority vote. [RONR (12th ed.) 44:1; see also p. 66 of *RONR In Brief*.]

5. Can we round to the nearest number in computing the result of a vote? For example, since two thirds of 101 is 67.33..., will 67 affirmative votes out of 101 votes cast meet the requirement of a two-thirds vote?

No. The requirement of a two-thirds vote means *at least two thirds*. As a consequence, nothing less will do. If 101 votes are cast, 67 affirmative votes are not at least two thirds. They are less than two thirds, and will not suffice.

A simple method of determining whether a motion has attained a two-thirds vote is to observe whether the affirmative votes are at least double all the other votes. This means—except in the rare instance when a vote other than "yes" or "no" is counted in the total, such as an illegible ballot—they must be at least double the negative votes. So if there are 34 in the negative, a two-thirds vote is attained only if there are 68 (which is 34 × 2) or more in the affirmative. [RONR (12th ed.) 44:3.]

6. Do abstention votes count?

The phrase "abstention votes" is an oxymoron, an abstention being a refusal to vote. To abstain means to refrain from voting, and, as a consequence, there can be no such thing as an "abstention vote."

In the usual situation, where the rules require either a "majority vote" or a "two-thirds vote," abstentions have absolutely no effect on the outcome of the vote since what is required is either a majority or two thirds of the votes cast. On the other hand, *if* the rules explicitly require a majority or two thirds *of the members present*, or a majority or two thirds *of the entire membership*, an abstention will have the same effect as a "no" vote. Even in such a case, however, an abstention is not a vote and is not counted as a vote. [RONR (12th ed.) 44:1, 44:3, 44:9(a); see also p. 66 of *RONR In Brief*.]

7. What is a vote of no confidence?

The term "vote of no confidence" is not used or defined anywhere in RONR, and there is no mention of any motion for such a vote. However, this does not mean that an assembly cannot adopt a motion, if it wishes, expressing either its confidence or lack of confidence in any of its officers or subordinate boards or committees. Any such motion would simply be a main motion, and would have no effect other than to express the assembly's views concerning the matter. A vote of "no confidence" does not—as it would in the British Parliament—remove an officer from office.

8. How do you deal with a "friendly amendment"?

On occasion, while a motion is being debated, someone will get up and offer what he or she terms a "friendly amendment" to the motion, the maker of the original motion will "accept" the amendment, and the chair will treat the motion as amended. This is wrong. Once a motion has been stated by the chair, it is no longer the property of the mover, but of the assembly. Any amendment, "friendly" or otherwise, must be adopted by the full body, either by a vote or by unanimous consent.

If it appears to the chair that an amendment (or any other motion) is uncontroversial, it is proper for the chair to ask if there is "any objection" to adopting the amendment. If no objection is made, the chair may declare the amendment adopted. If even one member objects, however, the amendment is subject to debate and vote like any other, regardless of whether its proposer calls it "friendly" and regardless of whether the maker of the original motion endorses its adoption. [RONR (12th ed.) 12:91.]

9. Isn't it true that a member who has a conflict of interest with respect to a motion cannot vote on the motion?

Under the rules in RONR, no member can be compelled to refrain from voting simply because it is perceived that he or she may have some "conflict of interest" with respect to the motion under consideration. If a member has a direct personal or pecuniary (monetary) interest in a motion under consideration not common to other members, the rule in RONR is that the member *should not* vote on such a motion, but even then he or she cannot be *compelled* to refrain from voting. [RONR (12th ed.) 45:4.]

10. Should proxy votes be counted?

A "proxy" is a means by which a member who expects to be absent from a meeting authorizes someone else to act in his or her place at the meeting. Proxy voting is not permitted in ordinary deliberative assemblies unless federal, state, or other laws applicable to the society require it, or the bylaws of the organization authorize it, since proxy voting is incompatible with the essential characteristics of a deliberative assembly. As a consequence, the answers to any questions concerning the correct use of proxies, the extent of the power conferred by a proxy, the duration, revocability, or transferability of proxies, and so forth, must be found in the provisions of the law or bylaws which require or authorize their use. [RONR (12th ed.) 45:70–71.]

11. Must debate on a motion stop immediately as soon as any member calls the question?

It is a fairly common misconception that, after debate has continued for some time, if any member shouts out "Question!" or "I call the question!" debate must immediately cease and the chair must put the pending question to a vote. This is simply not the case. Any member who wishes to force an end to debate must first obtain the floor by being duly recognized to speak by the chair, and must then move the *Previous Question*. Such a motion must be seconded, and then adopted by a two-thirds vote, or by unanimous consent. It is not in order to interrupt a speaker with cries of "Question" or "Call the Question," and even if no one is speaking, it is still necessary to seek recognition. [RONR (12th ed.) 16:6–7; see also pp. 35–37 of *RONR In Brief*.]

12. Isn't it always in order to move to table a motion to the next meeting?

This question confuses the motion to Lay on the Table with the motion to Postpone to a Certain Time. The purpose of the motion to Lay on the Table is to enable an assembly, by majority vote and without debate, to lay a pending question aside temporarily when something else of immediate urgency has arisen or when something else needs to be addressed before consideration of the pending question is resumed. In ordinary societies it is rarely needed, and hence seldom in order. [RONR (12th ed.) 17:1–24; see also p. 127 of *RONR In Brief*.]

13. Can something be defeated by adopting a motion to table it?

This is a common violation of fair procedure. Such a motion is not in order, because it would permit debate to be suppressed by a majority vote, and only a two-thirds vote can do that. The proper use of the motion to *Lay on the Table* is stated in the answer to Question 12, immediately above. [RONR (12th ed.) 17:13–16.]

How *can* something be defeated without a direct vote on it?

Before debate on an original (ordinary substantive) main motion has begun, you may raise an *Objection to the Consideration of the Question*, which is undebatable and can suppress the main question by a two-thirds vote against consideration. [RONR (12th ed.) 17:19, 26:1–9; see also pp. 129–30 of *RONR In Brief*.]

If debate on the main motion has begun and you want to get rid of that motion without a direct vote on it, use the motion to *Postpone Indefinitely*. That motion requires only a majority vote, but until it is adopted, it leaves the main question open to debate.

If you feel that it is undesirable that debate take place, move the *Previous Question* immediately after the chair has stated the question on the motion to *Postpone Indefinitely*. If adopted by a two-thirds vote, this motion will cause an immediate vote on the motion to *Postpone Indefinitely* without further debate. [RONR (12th ed.) 17:18, 11:1–8, 16:1–28; see also p. 126 of *RONR In Brief*.]

14. How can I get an item on the agenda for a meeting?

For a proposed agenda to become the official agenda for a meeting, it must be adopted by the assembly at the outset of the meeting.

At the time that an agenda is presented for adoption, it is in order for any member to move to amend the proposed agenda by adding any item that the member desires to add, or by proposing any other change.

It is wrong to assume, as many do, that the president "sets the agenda." It is common for the president to prepare a proposed agenda, but that becomes binding only if it is adopted by the full assembly, perhaps after amendments as just described. [RONR (12th ed.) 41:62; see also pp. 16–17 of *RONR In Brief*.]

15. Isn't it necessary to summarize matters discussed at a meeting in the minutes of that meeting in order for the minutes to be complete?

Not only is it not necessary to summarize matters discussed at a meeting in the minutes of that meeting, it is improper to do so. Minutes are a record of what was done at a meeting, not a record of what was said. [RONR (12th ed.) 48:2; see also pp. 148–49 of *RONR In Brief*.]

16. If minutes of a previous meeting are corrected, are the corrections entered in the minutes of the meeting at which the corrections were made?

If corrections to minutes are made at the time when those minutes are originally submitted for approval, such corrections are made in the text of the minutes being approved. The minutes of the meeting at which the corrections are made should merely indicate that the minutes were approved "as corrected," without specifying what the correction was.

If it becomes necessary to correct minutes after they have initially been approved, such correction can be made by means of the motion to *Amend Something Previously Adopted*. Since the motion to *Amend Something Previously Adopted* is a main motion, the exact wording of that motion, whether adopted or rejected, should be entered in the minutes of the meeting at which it was considered. If a correction to previously approved minutes is adopted, the secretary does not actually alter the content of the original minutes, but may make a marginal notation indicating the corrected text or referring to the minutes of the meeting at which the correction was adopted. [RONR (12th ed.) 48:4(5), 48:15; see also p. 153 of *RONR In Brief*.]

17. Can votes be taken in an executive session?

Yes, votes can be taken in executive session. Proceedings in an executive session are secret, but are not restricted in any other way. [RONR (12th ed.) 9:24–27.]

18. Is it possible to withdraw a resignation after it has been submitted?

A resignation is a *Request to Be Excused from a Duty*. It may be withdrawn in the same manner as any motion may be withdrawn—that is to say, before the proposed resignation has been placed before the assembly by the chair stating the question on its acceptance, it may be withdrawn without the consent of the assembly, but it may not be withdrawn without permission of the assembly once it has been placed before the assembly for its approval. [RONR (12th ed.) 32:1–8, 33:12–18.]

19. Can we hold our board meetings by conference telephone call?

You may hold board meetings by videoconference or teleconference (including over the Internet) only if your bylaws specifically authorize you to do so. If they do, such meetings must be conducted in such a way that all members participating can hear each other at the same time, and rules should be adopted to specify the equipment required to participate, as well as methods for seeking recognition, obtaining the floor, submitting motions in writing, determining the presence of a quorum, and taking and verifying votes. [RONR (12th ed.) 9:30–36; see also p. 162 of *RONR In Brief*.]

It should be noted in this connection that the personal approval of a proposed action obtained from a majority of, or even all, board members separately is not valid board approval, since no meeting was held during which the proposed action could be properly debated. [RONR (12th ed.) 49:16.]

20. How can we get rid of officers we don't like before their term is up?

It depends. If the bylaws just state a fixed term for the officer, such as "two years," or if they say the officer serves for a specified term "*and* until [the officer's] successor is elected" (or words to that effect), then the group must use formal disciplinary proceedings, which involve the appointment of an investigating committee, preferral of charges, and the conduct of a formal trial. The procedure is complex and should be undertaken only after a careful review of Chapter XX of RONR.

On the other hand, if the bylaws state a term for the office but add "*or* until [the officer's] successor is elected," or contain other wording explicitly indicating that the officer may be removed before the term expires, then the officer can be removed from office by a two-thirds vote, by a majority vote when previous notice has been given, or by a vote of the majority of the entire membership—any one of which will suffice. A successor may thereafter be elected for the remainder of the term.

Of course, if the bylaws themselves establish a procedure for removal from office, that procedure must be followed. [RONR (12th ed.) 62:16.]

ROBERTS RULES CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

PROCEDURE FOR HANDLING A MAIN MOTION

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor

- The chair recognizes the member by name

How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to")* ... and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second.*
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'.* (Pause for response.) *Those opposed, say 'Nay'.* (Pause for response.) *Those abstained please say 'Aye'.*

The chair announces the result of the vote.

1. *The ayes have it, the motion carries, and* ... (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

WHEN DEBATING YOUR MOTIONS

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

MAIN MOTION

You want to propose a new idea or action for the group.

- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

AMENDING A MOTION

You want to change some of the wording that is being discussed.

- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.

- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.

- After recognition, "Madame Chairman, I move to postpone the question until _____."

PREVIOUS QUESTION

You think discussion has gone on for too long and you want to stop discussion and vote.

- After recognition, "Madam President, I move the previous question."

LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.

- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

COMMITTEE OF THE WHOLE

You are going to propose a question that is likely to be controversial and you feel that some of the members will try to kill it by various maneuvers. Also you want to keep out visitors and the press.

- After recognition, "Madame Chairman, I move that we go into a committee of the whole."

POINT OF ORDER

It is obvious that the meeting is not following proper rules.

- Without recognition, "I rise to a point of order," or "Point of order."

POINT OF INFORMATION

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

POINT OF PARLIAMENTARY INQUIRY

You are confused about some of the parliamentary rules.

- Without recognition, "Point of parliamentary inquiry."

APPEAL FROM THE DECISION OF THE CHAIR

Without recognition, "I appeal from the decision of the chair."

Rule Classification and Requirements

Class of Rule	Requirements to Adopt	Requirements to Suspend
Charter	Adopted by majority vote or as proved by law or governing authority	Cannot be suspended
Bylaws	Adopted by membership	Cannot be suspended
Special Rules of Order	Previous notice & 2/3 vote, or a majority of entire membership	2/3 Vote
Standing Rules	Majority vote	Can be suspended for session by majority vote during a meeting
Modified Roberts Rules of Order	Adopted in bylaws	2/3 vote