

“Governance is the process where the direction of the organization is set, the structure established, and accountability both fiscal and programmatic is assured...”



Trustee Handbook



Governance is the connection between communities and professionals, between policy and application, between strategy and tactics...defining the “what” of the organization... and administration is focused on the “how” policy gets implemented.”

Campbell and Fullan, The Governance Core (2019)

Grande Yellowhead Public School Division
(GYPSD)
2021-2025

The following is adapted from an excerpt from the Alberta School Boards Association “What Do School Boards Do”.

Authority

Through the Education Act and associated regulations, the provincial government delegates some of the authority to govern education to locally elected school boards. School boards are statutory corporations, with certain obligations and certain powers to carry out those obligations.

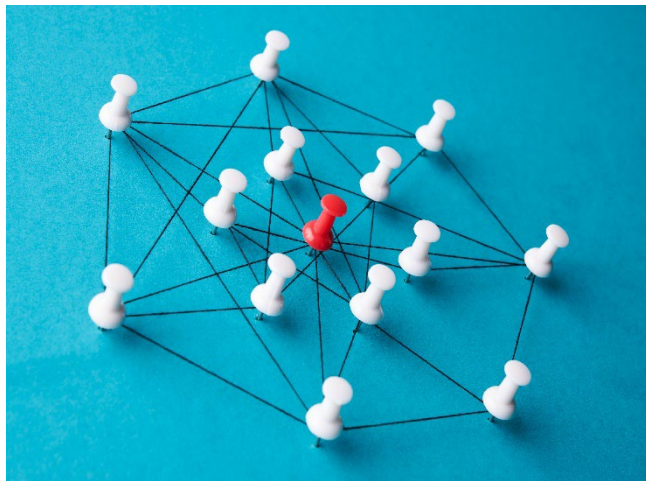
School boards practice leadership through governance in three areas: fiduciary leadership; strategic leadership, and generative leadership.



In its **fiduciary leadership** role, boards focus on legal responsibilities as defined in the *Education Act*.

School boards ensure:

- each student has the opportunity to achieve their potential
- children are safe at school
- the jurisdiction’s financial and capital resources are well managed
- that business is conducted in a legal and ethical manner



School boards’ **strategic leadership** role plans for the future – conducting environmental scans of internal and external issues and trends. In this role, the school board reviews, revises, or drafts the school jurisdiction’s mission, values, vision, and goals. This role involves planning and making decisions about resources, programs, and services that reflect long term priorities. School boards’ **generative leadership** role is grounded in the notion that “it takes a whole village to raise a

child”. **The goal is to improve.** In its generative leadership role, the school board reaches out to involve the community in a dialogue about the needs of the community, its youth, and the future. Generative leadership shares direction-setting and sometimes decision-making with others. This role increases education’s profile as a fundamental community resource, and it gives all citizens an opportunity to shape the direction that education takes locally.

What is a School Board's Role?

Direction Setting



The school board is responsible for setting the overall direction for the school system.

*This is usually done through an annual **strategic planning** process.*

The board revisits its vision, mission, values, and beliefs and identifies strategic priorities and goals for the system.

*The school board sets the annual **budget** which determines how resources are allocated to schools and programs.*

Qs school boards ask:

- *Is our mission clear?*
- *Are the goals specific?*
- *Is everyone on the same page about what we believe is important and why it matters to the educational goals of our children?*
- *Have we put enough funds into strategies that will support our mission and goals?*



Policy Creation



*The school board also provides direction through its **policy** processes.*

These include planning, developing, implementing, and evaluating policy.

Policy sets out the board's philosophy and provides the framework and overarching guidelines for the operation of the jurisdiction's school system and the actions of the board's employees within the legal authority of the Education Act.

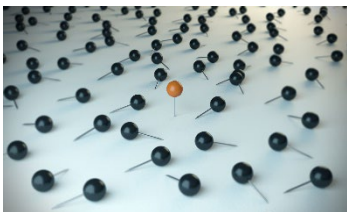
- *Do our policies provide clear guidance to the Division and the stakeholders?*
- *Are our policies general enough that they cover the bulk of scenarios we might encounter?*
- *Are our policies current and easy to understand?*

Board Policy Index

Board Policy Number	Policy Name
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2	Role of the Board
Appendix A	Facilitated Board Self-Evaluation Process
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Advocacy

The school board is an advocate for public education and for the local school system.



As an advocate, the school board consults with its constituents; it provides advice with respect to education to MLAs and government as an individual board and collectively through educational partner organizations.

School boards also advocate for students. The board assesses proposed policies based on what is best for the development of the whole individual.



While schools cannot usurp the family's role, serving on a school board means partnering with parents to ensure children are provided with the best possible educational opportunities to become productive citizens who contribute to their communities.

Qs school boards ask:

- ***What is our advocacy plan for this year?***
- ***Who in the government or community is best situated to hear and act on behalf of our board?***
- ***Is our challenge shared by other boards?***
- ***Can we paint a compelling story that describes how students are or will be impacted?***
- ***Can we partner with other locally elected officials to improve a situation or issue for our students' education?***
- ***What is the best overall approach for the education of all students our board is responsible for?***

"Effective board governance...makes a significant contribution to the quality of education programs...[and] creates a long-term commitment to quality and continuous improvement."

~ Campbell and Fullan

Decision Making

School boards are decision-makers.



The school board gathers information from many sources; processes that information; evaluates it, and makes a decision that reflects its beliefs, values, and goals.

The school board considers the interests of all the students the jurisdiction serves – not just the interests of students from a particular school or area.



The board of trustees exercises its decision-making authority by passing motions.

These motions must be passed by the corporate board at a properly constituted meeting. No individual trustee – not even the board chair – can make decisions for the board without the board’s consent.

The school board is ultimately responsible for the individual trustee’s action as the school board as a whole is ultimately accountable.

Qs school boards ask:

- ***What is the context of this decision?***
- ***What information is essential to this issue?***
- ***Are we in accordance with the Education Act?***
- ***What are the immediate, mid, and long-range implications of the decision?***
- ***What is the best general approach for all the students our board is responsible for?***
- ***How will we – as a united board – ensure we speak as a single body once this decision is made?***

Board Priorities:

- Student Learning
- Teacher, Support Staff and Leader Excellence
- Community Engagement
- System Health and Wellness

BOARD ANNUAL GOVERNANCE CALENDAR



Effective Governance (EG)	Policy (P)
Setting Direction (SD)	Advocacy (A)
Student Learning (SL) BP 1	Community Relations (CR) BP 3
Finance (F\$)	Support and recognition of Staff (SR) BP 2
Facilities (F)	Committee Work (CW)

Core Board Governance Areas

Campbell and Fullan (2019)

Month	Trustee and Board Activities	Connection to Governance Areas
Every month	<ul style="list-style-type: none"> Attend Public Board Meetings Read board reports for discussion, comments, and questions Attend school council meetings Attend big school events Read principal memos Attend Local Chamber Meetings Collect evidence of Board’s annual goals, Superintendent’s annual goals Read/review/amend – as per the policy cycle Prepare committee and representative reports to the Board, as warranted Confirm dates, attendance and representation for Public School Board Council (PSBC), Alberta School Boards Association (ASBA) Zone 2/3, and committee meetings 	
August	<ul style="list-style-type: none"> Attend Kick Off Professional Development Event Ensure representation at Public School Board Council (PSBC) meeting Attend ASBA Leadership Academy 	
September	<ul style="list-style-type: none"> Participate in Back-to-School Welcome Events, <i>Terry Fox Events, Orange Shirt Day and National Day for Truth and Reconciliation Events</i> Participate in School Visits and Principal Presentations Approve the Board and Superintendent’s Annual Goals Approve the ASBA award submissions, as warranted Approve the Borrowing Resolution Review the Board Report Schedule 	

	<ul style="list-style-type: none"> • Approve Auditors (four-year appointment and as needed) • Election Cycle (every four years) <ul style="list-style-type: none"> • Prepare election documents (bylaws, information packages, nomination forms) for upcoming election window (2024 for 2025) • Review Trustee Per Diem 	
October	<ul style="list-style-type: none"> • Acknowledge <i>World Teachers' Day</i> • Participate in Public School Boards' Association of Alberta (PSBAA) Fall Conference and AGM • Acknowledge <i>School Bus Safety Week</i> • Participate in Budget Review Processes • Participate in School Visits and Principal Presentations • Attend the Board's Planning Seminar <ul style="list-style-type: none"> ○ Review goals and direction ○ Review governance effectiveness • Review Assurance Measures' Data from Alberta Education • Post-Election (every four years) <ul style="list-style-type: none"> ○ Participate in ASBA Orientation Workshops ○ Attend Board Organizational Meeting ○ Attend Board Orientation Workshop ○ Review/update the new Board's goals and strategic plan 	
November	<ul style="list-style-type: none"> • Acknowledge <i>Bullying Awareness Week</i> • Participate in ASBA Fall General Meeting • Attend the Rural Caucus of Alberta School Boards' (RCASB) Meeting • Host the Council of School Councils' Annual Meeting • Attend <i>Remembrance Day</i> Events • Approve the Assurance Measures Review Submission to Alberta Education • Approve the Audited Financial Review Submission to Alberta Education • Approve attendance at the National School Boards' Association Conference (International Conference) 	
December	<ul style="list-style-type: none"> • Attend School Christmas Celebrations • Participate in Food and Toy Drives • Provide input into ASBA's Strategic Plan, as warranted 	
January	<ul style="list-style-type: none"> • Attend meetings with Town and Municipal Councils • Deliver Staff Appreciation Baskets to schools • Review annual ASBA and PSBAA Awards for recognition requirements and deadlines 	
February	<ul style="list-style-type: none"> • Attend ATA Evergreen Local #11 MLA Luncheon (Teachers' Convention) 	

	<ul style="list-style-type: none"> • Receive submissions for the ASBA <i>Honouring Spirit: Indigenous Student Awards</i> • Review ASBA Bylaws/Calls for Issues 	
March	<ul style="list-style-type: none"> • Participate in the selection process and approve the submission for the ASBA <i>Edwin Parr Teacher Award</i> • Attend the RCASB Meeting and the Alberta Rural Education Symposium (ARES) • Approve attendance at the Canadian School Boards' Association (CSBA) Conference (national conference) • Participate in Community Engagement Conversations for the Education Plan • Acknowledge <i>Substitute Appreciation Week</i> 	
April	<ul style="list-style-type: none"> • Attend the NSBA Annual Conference • Attend the <i>First Nation, Metis and Inuit Education Gathering</i> (hosted by CASS) • Approve the Three Year Rolling Calendars • Approve the Three-year Capital and Ten-year Facilities Submission to Alberta Education • Contribute to the PSBAA Three Year Plan, where warranted • Host a parent delegation to attend the Alberta School Councils Association (ASCA) Conference and AGM • Attend the Palisades Indigenous Education Camp in Jasper 	
May	<ul style="list-style-type: none"> • Approve the Education Plan submission to Alberta Education • Approve the Budget Submission to Alberta Education • Approve the Board Meeting Schedule • Acknowledge <i>School Bus Driver Appreciation Day</i> 	
June	<ul style="list-style-type: none"> • Attend the PSBAA Spring General Assembly, the RCASB Spring Meeting, and the ASBA Spring General Meeting • Attend Graduation Ceremonies • Attend annual Retirement Celebration • Attend the annual Organizational Meeting <ul style="list-style-type: none"> ○ Offer to serve on committees, and represent the board at educational partner organizations • Participate in the Board Self-Evaluation and Superintendent Evaluation 	
July	<ul style="list-style-type: none"> • Representation at the Canadian School Board Annual Conference 	

Board's Goals, 2023/24	Superintendent's Goals, 2023/24
<ol style="list-style-type: none"> 1. Build system resiliency across the entire division – people and structures. 2. Continue to explore ways to engage the community. 3. Continue to strengthen public relations and build communication strategies. 4. Formalize the strategic planning process. 5. Continue to advocate for strong public school education. 6. Continue to support Truth and Reconciliation Calls to Action. 7. Continue to focus on the solid relationship between the board and the superintendent. 	<ol style="list-style-type: none"> 1. Focus on increasing and improving public relations in GYPSD. 2. Focus on safeguarding instructional time for students. 3. Continue development of dual-credit opportunities for students. 4. Continue development of Indigenous awareness. 5. Continue focus on PD within each school and the division. 6. Establish meetings with local politicians. 7. Continue to support principals with their leadership journey. 8. Consider energy consumption with future building renovations and builds. 9. Continue to visit and be visible in schools.

Accountability



The school board holds the system – and itself – accountable for achieving its goals.

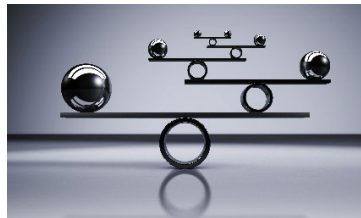
The school board assigns roles and responsibilities for the desired results and creates a system to monitor and evaluate achievement of those results.

The school board reports system and school performance to the public and to the provincial government.

Qs school boards ask:

- ***Are we clear in the evidence we need to measure our actions to achieve our goals?***
- ***Can we explain the big picture and the strategies we've selected to individual stakeholders?***
- ***Do we use a wide range of tools and methods to collect and share back information?***

The First Team



A school board's relationship with the superintendent is the most important relationship in the school system.

The school board selects a superintendent of schools, delegates administrative duties to the superintendent and evaluates the superintendent's performance. The school board clearly outlines its expectations of the superintendent.

The school board and superintendent have different but complementary roles. Each party's success is greatly influenced by the other's success. Both parties must nurture this relationship.

The school board must clearly establish the roles and responsibilities of the school board, the board chair, and the superintendent.

Qs school boards ask:

- ***Are we clear in our direction setting, advocacy, and policy work?***
- ***Are we supporting the superintendent in their work to actionize our goals?***

8 Steps to Successful Trusteeship

(continued adaptation from the Alberta School Boards Association "What Do School Boards Do" 2017)

Effective Board Members...	are prepared for the pressure.	They remember this...
1. Act as a single unit.	...as an elected trustee, you will hear from people about problems and situations they want you to "fix, stop, start".	... that when you are approached, one of the wisest things you can do is to help people understand that you can only get things done as part of the team – the whole school board.
2. Respect the team.	...from budgets to grievances, school boards deal with extremely difficult and vexing issues. It's common for emotions to run high. Committing to collaboration and respect doesn't mean consensus. There is honour in casting a sincere vote, win or lose, but after the vote, don't hold a grudge.	...that as the elected school board all eyes are on you. You set the tone for the entire system. Staff, students, parents, and the community are watching to see how the board functions together.
3. Understand the difference between board and staff.	...individuals will ask you to get involved in management or operational functions that are the responsibility of the superintendent and division's employees.	... that a school board's power lies in its ability to set the direction and policies for the jurisdiction and demand accountability for reaching those goals and executing those policies.
4. Share and defend your views but listen to the views of others.	...you won't "win" on every issue you care about. In the charged and urgent arena of public education, expect to be flexible, even as you honour your deepest values and commitments. There will be times when change must be made, when tradition cannot be honoured, or when pressure must be resisted.	...that sometimes, you'll measure your school board's success by the board's ability to disagree respectfully and have a spirited discussion followed by a difficult vote. After a difficult vote, effective boards embrace the decision and move forward together.
5. Do your homework and ask questions.	...to accept or reject an idea or initiative based on a few loud voices.	... come to meetings prepared to engage in discussions, ask questions, and seek

clarification. Questions can help clarify issues not just for you, but for students, families, the community, and the staff.

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it's important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities?
- Does it conflict with anything we're already doing?
- How will we evaluate the results?

6. Respect your oath.

...give details or speak about confidential matters.

...that trustees swear an oath to uphold laws pertaining to public education.

Confidential matters typically include personnel issues, legal matters, negotiations, land acquisition and grievances.

7. Keep learning.

...there is a lot of information that informs educational policy; there are a lot of opinions on what is the 'right' way to do something; the file is huge and constantly changing.

... to participate in professional development and commit the time and energy necessary to be an informed and effective leader. Understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community. Most importantly, you should know the aspirations and expectations of the students and parents.

8. Trustees make decisions with the “whole community” in mind

...Trustees have the autonomy to deliberate and act for the greater common good – even if their decision runs counter to their own constituents’ interests.

... that trustees need to bring forward their communities’ views, debate with vigour, while keeping the best interests of the whole jurisdiction in mind.

This dichotomy causes the most dissent on school boards

“A team is not a group of people that work together. A team is a group of people that trust each other. The great leaders are not the strongest, they are the ones who are honest about their weaknesses. The great leaders are not the smartest; they are the ones who admit how much they don’t know. The great leaders can’t do everything; they are the ones who look to others to help them. Great leaders don’t see themselves as great; they see themselves as human.”

~ Simon Sinek



"When an organization's leaders are cohesive, when they are unambiguously aligned around a common set of answers to a few critical questions, when they communicate those answers again and again and again, and when they put effective processes in place to reinforce those answers, they create an environment in which success is almost impossible to prevent"

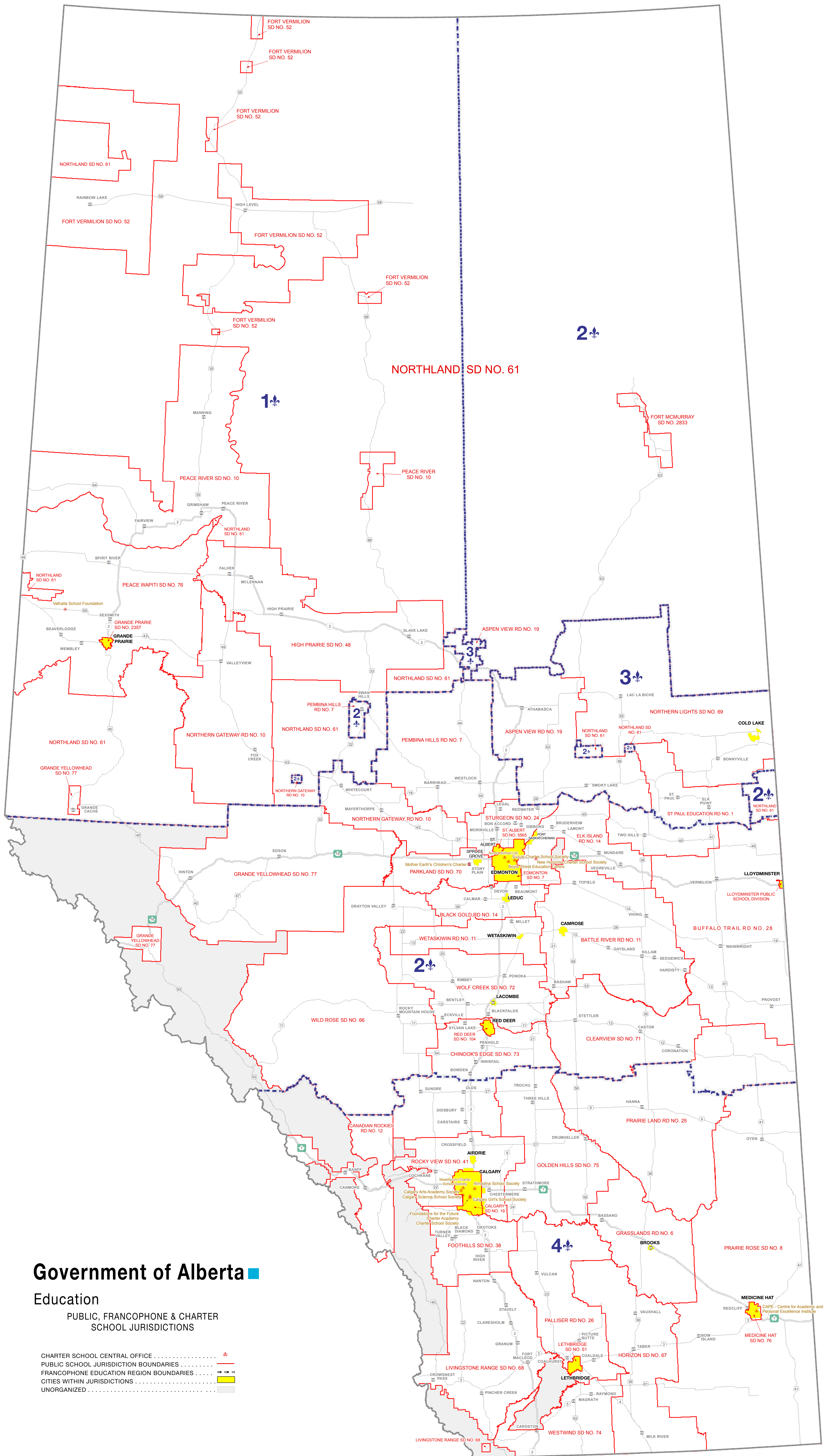
(Lencioni, *The Advantage*, pg. 16).

Government of Alberta

Education

PUBLIC, FRANCOPHONE & CHARTER
SCHOOL JURISDICTIONS

- CHARTER SCHOOL CENTRAL OFFICE
- PUBLIC SCHOOL JURISDICTION BOUNDARIES
- FRANCOPHONE EDUCATION REGION BOUNDARIES
- CITIES WITHIN JURISDICTIONS
- UNORGANIZED



GAPE - Centre for Academic and Personal Excellence Institute

Supporting Coherence: The Board and Administration Partnership.

“Governance is the connection between communities and professionals, between policy and application, between strategy and tactics...defining the “what” of the organization... and administration is focused on the “how” policy gets implemented.”

Trustees will receive pushback from individuals who do not agree with a Board’s decision and may pressure the individual trustee to change a Board’s decision.

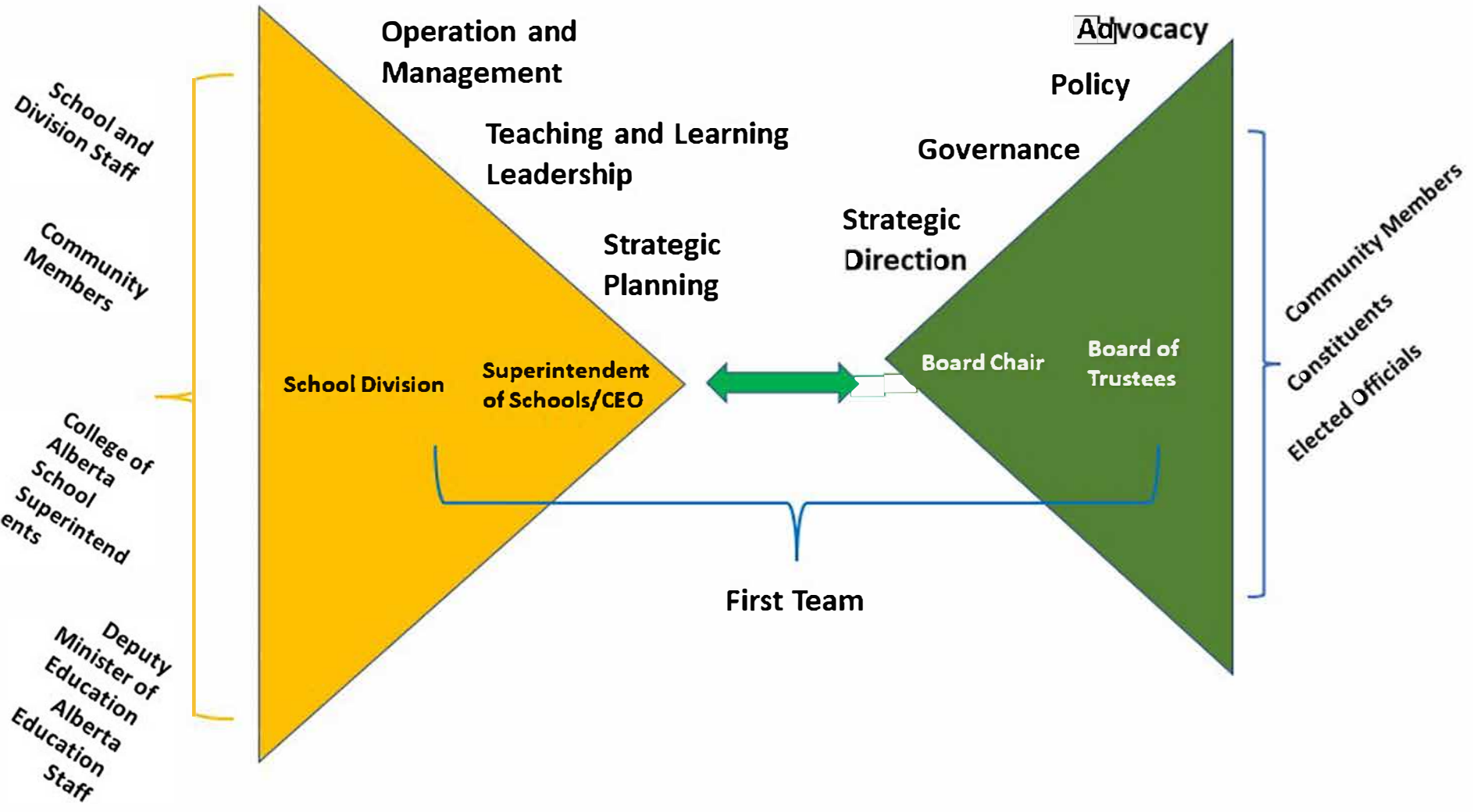
- Remember; the individual trustee has no authority; the power lies with the Board as the single corporate authority that sets direction, writes policy, and advocates on behalf of the community’s educational priorities and goals.
- Boards make decisions through action items that are brought forward by trustees to the Board Chair; the proposed action requires a seconder; the proposed action is discussed by all trustees, and each trustee casts their vote.
- Once the Board has decided, all trustees speak as a single voice to explain, support, and uphold the Board’s decision amongst stakeholders.

Support for Redirecting a Stakeholder

- Boards delegate authority to operate the division to superintendents.
- Superintendents get their direction from the Board and their authority from the *Education Act*.
- Superintendents determine how the Board’s decisions on priorities, policy, and goals will best be implemented within the education contexts. Superintendents have professional, academic, and craft knowledge necessary to lead teaching and learning, collect and interpret data, interpret legislation and legal requirements, and manage financial and human resource departments. Superintendents must hold a valid teaching certificate in the province of Alberta and have the Superintendent Leadership Quality Standard certification.
- Trustees can support the superintendent and administration by ensuring stakeholders understand the Board’s role to set direction, advocate to the government, develop policy, and provide system assurance for the quality of the educational programs and stewardship of public education.



Administration and Implementation



TIPS FOR TRUSTEES

(from Campbell and Fulham, *The Governance Core*, pgs. 148-149)

1. You are in this for the long haul; it's a marathon, not a sprint.
2. Stay strategic and focused. Never forget: the bottom line is the children, not adults. Don't get distracted by administrative issues that you are not responsible for and pay other people to deal with.
3. Develop the mindset that will allow you to excel in every aspect of the governance job. Remember, governance is a system job and a strategic job and requires deep learning and managing your manner.
4. Never forget that governance is a team sport. The board is a team; you may not like the team; you may have even campaigned against some of the team, but it's your team now, and it wins or loses for children as a team. If the board succeeds, you succeed; if the board fails, you fail.
5. Work hard to develop a shared moral imperative that will define the work of your board and superintendent. This is the core upon which the educational program will be developed.
6. Work for system-wide coherence both within the board and with the board and the district. Everyone on the same page with the same understanding of the work and the strategic goals of the district ensures success for children. This is the golden key to success.
7. Your superintendent is the most important partner of the board and is crucial to the success of the education program. Develop a professional and respectful relationship and nourish it.
8. Be the model of civic leadership for your district's children. Don't disappoint them.
9. Don't expect credit. In high performing, successful districts, boards stay in the background, proud of their achievements but wanting the teachers and staff to get the credit. Being in the newspaper is usually not a good thing for boards.
10. If going to the board meeting is your most unpleasant experience, you are not doing it right.



Trustee Norm Setting Activity

PRINCIPLES – Framework of Governance Standards

1. Stay focused on our Priorities: Student Learning being the most important.
2. Govern together as a team with a common moral imperative.
3. Govern in collaboration with the superintendent – First Team.
4. Govern in a transparent, open, and accessible manner.
5. Make policy decision and motions based upon evidence, data, and community input.

NORMS – How we treat each other

1. We respect and support each other.
2. We communicate openly and honestly.
3. We focus on the needs of the whole division.
4. We welcome input.
5. We support Board decisions and the work of the division.
6. We listen first to understand.

PROTOCOLS – Structure to the work: Process

1. We will be responsive to our constituents
 - Local trustee in consultation with Board Chair replies within a timely manner.
 - Staff issues will be dealt with by Union Reps, Principal or Superintendent's Office as per division APs.
 - Board Chair will respond and/or acknowledge all correspondence addressed to all Board Members.
 - Board Chair will notify trustees regarding critical incidents ASAP.
2. We will review our Principles, Norms, and Protocols at least once per year.

ROBERT'S RULES OF ORDER CHEAT SHEET

Robert's Rules of Order is a manual of parliamentary procedures that governs most organizations with boards of directors. Robert's Rules of Order are a provision of each of the SMPS chapter's bylaws normally stated as the following:

"The rules contained in the most recent edition of Robert's Rules of Order shall provide the rules of procedure for the Chapter where they are not inconsistent with the provisions of the Articles of Incorporation or these bylaws."

TYPES OF MOTIONS

- **Main Motion:** Introduce a new item
- **Subsidiary Motion:** Change or affect how to handle a main motion (vote on this before main motion)
- **Privileged Motion:** Urgent or important matter unrelated to pending business
- **Incidental Motion:** Questions procedure of other motions (must consider before the other motion)
- **Motion to Table:** Kills a motion
- **Motion to Postpone:** Delays a vote (can reopen debate on the main motion)

EVERY MOTION HAS 6 STEPS

1. **Motion:** A member rises or raises a hand to signal the chairperson.
2. **Second:** Another member seconds the motion.
3. **Restate motion:** The chairperson restates the motion.
4. **Debate:** The members debate the motion.
5. **Vote:** The chairperson restates the motion, and then first asks for affirmative votes, and then negative votes.
6. **Announce the vote:** The chairperson announces the result of the vote and any instructions.

TIP! If the board is in obvious agreement, the chairperson may save time by stating, "If there is no objection, we will adopt the motion to..." Then wait for any objections. Then say, "Hearing no objections, (state the motion) is adopted." And then state any instructions. If a member objects, first ask for debate, then vote and then announce the vote.

REQUESTING POINTS OF SOMETHING

Certain situations need attention during the meeting, but they don't require a motion, second, debate or voting. It's permissible to state a point during a meeting where the chairperson needs to handle a situation right away. Board members can declare a Point of Order, Point of Information, Point of Inquiry, or Point of Personal Privilege.

- **Point of Order:** Draws attention to a breach of rules, improper procedure, breaching of established practices, etc.
- **Point of Information:** A member may need to bring up an additional point or additional information (in the form of a nondebatable statement) so that the other members can make fully informed votes.

- **Point of Inquiry:** A member may use point of inquiry to ask for clarification in a report to make better voting decisions.
- **Point of Personal Privilege:** A member may use point of personal privilege to address the physical comfort of the setting such as temperature or noise. Members may also use it to address the accuracy of published reports or the accuracy of a member's conduct.

TIPS AND REMINDERS FOR CHAIRPERSONS

Robert's Rules of Order, which is also widely known as parliamentary procedure, was developed to ensure that meetings are fair, efficient, democratic and orderly. A skilled chairperson allows all members to voice their opinions in an orderly manner so that everyone in the meeting can hear and be heard. The following tips and reminders will help chairpersons to run a successful and productive meeting without being run over or running over others.

- Follow the agenda to keep the group moving toward its goals.
- Let the group do its own work; don't overcommand.
- Control the flow of the meeting by recognizing members who ask to speak.
- Let all members speak once before allowing anyone to speak a second time.
- When discussions get off-track, gently guide the group back to the agenda.
- Model courtesy and respect, and insist that others do the same.
- Help to develop the board's skills in parliamentary procedure by properly using motions and points of order.
- Give each speaker your undivided attention.
- Keep an emotional pulse on the discussions.
- Allow a consensus to have the final authority of the group.

Action	What to say	Can speaker be interrupted?	Need a second?	Can this be debated?	Can this be amended?	Votes needed
Introduce main motion	"I move to..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move to amend the motion by..."	No	Yes	Yes	Yes	Majority
Move item to committee	"I move that we refer the matter to committee."	No	Yes	Yes	No	Majority
Postpone item	"I move to postpone the matter until..."	No	Yes	Yes	No	Majority
End debate	"I move the previous question."	No	Yes	Yes	No	Majority
Object to procedure	"Point of order."	Yes	No	No	No	Chair's decision
Recess the meeting	"I move that we recess until..."	No	Yes	No	No	Majority
Adjourn the meeting	"I move to adjourn the meeting."	No	Yes	No	No	Majority
Request information	"Point of information."	No	Yes	No	No	No vote
Overrule the chair's ruling	"I move to overrule the chair's ruling."	Yes	Yes	Yes	No	Majority
Extend the allotted time	"I move to extend the time by _____ minutes."	No	Yes	No	Yes	2/3
Enforce the rules or point out incorrect procedure	"Point of order."	Yes	No	No	No	No vote
Table a motion	"I move to table..."	No	Yes	No	No	Majority
Verity voice vote with count	"I call for a division."	No	No	No	No	No vote
Object to considering some undiplomatic matter	"I object to consideration of this matter..."	Yes	No	No	No	2/3
Take up a previously tabled item	"I move to take from the table..."	No	Yes	No	No	Majority
* Reconsider something already disposed of	"I move to reconsider our action to..."	Yes	Yes	Yes	Yes	Majority
Consider something out of it scheduled order	"I move to suspend the rules and consider..."	No	Yes	No	No	2/3
Close the meeting for executive session	"I move to go into executive session."	No	Yes	No	No	Majority

*A member may make a motion to reconsider something that was already disposed; however, the reconsidered motion may not be subsequently reconsidered. A motion to reconsider must be made during the same meeting and can extend to a meeting that lasts for more than one day.