



STUDENT BOARD MEMBER HANDBOOK 2021/2022



ALTERNATIVE EDUCATION



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OUR VISION

Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

OUR MISSION

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

Madera Unified Community Compact

As a nation, we face an unparalleled time requiring educators to serve students, and families to care for children in a manner that challenges all of us to reorient our work in an effort to save lives. We recognize that our profession, conditions for learning, and collaboration must evolve to meet our current challenges and those ahead. Now more than ever we rely on our original purpose, looking to our Madera Unified Community Compact to reorient ourselves as individuals, and as an organization to ensure our strategies, decisions, and actions are guided by our original promise.

This Madera Unified Community Compact acknowledges our guarantee to all stakeholders - students, staff, parents, community partners, taxpayers, leadership, and trustees - that during this time of crisis we uphold the responsibility to meet the needs of our students by providing meals, social-emotional support, and continuous learning opportunities. All means will be developed to ensure we are supporting our staff while uncovering the essential needs of our student community.

The MUSD Governing Board believes in compassion & understanding while providing fair and equitable opportunities to empower students and their families to continue to engage in learning activities. During these ever-changing times, the MUSD Governing Board and MUSD Staff believe in serving the community with vital ongoing communication and support while extending kindness and respect for all families encountering these current circumstances.

(Revised for distance learning in May 2020)

MUSD Governing Board of Trustees' Goals

Clarity & Consistency at All Levels

Changing Perceptions & Mindsets of Staff & Community

Excellence in All Things

Our Vision

Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

Our Mission

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

Our Belief Statement

Madera Unified is where Students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.

Our Creed

WE BELIEVE in...

- Strong relationships between students, staff, parents and our community
- Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery
- Collaboratively planned relevant, challenging, and creative lessons
- Intrinsic motivation through curiosity, creativity, and choice
- Intentionally engaging classrooms and active learning
- Strong civic engagement through service learning
- The highest student achievement in all areas
- An orderly learning environment with dynamic school cultures
- A financially sound & effective organization

Our Core Values

These questions frame our decisions when considering expenditures and initiatives. During our Executive Cabinet meetings, we ask ourselves each question aloud and invite debate. We want our budget, programs, and priorities to be aligned to our vision, mission, goals, beliefs, and values to ensure we're moving the district in a positive direction our community and trustees believe in and support.

Equity Before Equality <i>Will this prioritize equity before equality?</i>	Student Centered Decision Making <i>Is this focused on students' needs?</i>	Collaborative Culture <i>Will this facilitate a collaborative culture in our district?</i>
Excellence for All <i>Will this promote excellence for all?</i>		
Learning Organization <i>Will this further the development of our learning organization?</i>	Community Relationships <i>Will this foster and deepen relationships with our community partners?</i>	Results Oriented <i>Will this be measured effectively and be results oriented?</i>
HONESTY + COMPETENCY = TRUST		



Madera Unified School District

Student Champion

WE BELIEVE every student needs a Champion who challenges them to be their best in life outside their home. In Madera, our staff plays a key role in being student champions. We believe that you can be a student champion!

WE BELIEVE one size will never fit all students or staff members. Our unique backgrounds, languages, faiths, cultures, and beliefs reflect our community, state, and nation. Therefore, we are driven by our aspirations and inspired by our circumstances. Madera's students have incredible qualities of resilience, hard work, and creativity. Those characteristics have been at the heart of Madera since the beginning.

WE BELIEVE every system is perfectly designed to get the results it gets. To achieve our vision, we'll need to continuously match the needs of our students to the skills of our staff. Our community expects that we improve ourselves as individuals, teams, departments, and schools.

WE BELIEVE education is a nonprofit human service meant to empower and improve each student's ability to graduate college and career ready.

WE BELIEVE in EXCELLENCE for ALL, so our constituents, parents, and trustees count on us to be results-oriented and transparent. **WE BELIEVE** in a simple equation; Honesty + Competency = TRUST. The trust of our community demands students always will be our first priority.

WE BELIEVE in high expectations for all. We expect staff to passionately believe in students and take ownership in them. Student differences don't require specialists or programs that separate them. All students do better when they're included and supported - ALL means ALL. Student Champions connect, encourage, include, advocate, and inspire. All education is personal and that's why **WE BELIEVE** in strong relationships between students, staff, parents and our community. It all starts with caring teachers and **WE BELIEVE** support staff, parents, and community partners play an essential role as a Student Champion too. And although every student will get access to quality learning, some students and schools require more help and support to truly be equal. **WE BELIEVE** deeply that equity comes before equality to level the playing field in life.

WE BELIEVE every classroom and school is unique and insist on equally high levels of quality. We want our students in clean, orderly, creative, engaging classrooms full of active learning, and stimulating discussions that provide chances to achieve true mastery. **WE BELIEVE** teachers must collaboratively build a standards based guaranteed curriculum for every subject and grade to guide what to teach. Since isolation is the enemy of improvement, **WE BELIEVE** strongly in research-based

collaborative planning among peers. That takes quality time and we intend to provide it. At each school, teams of teachers will bring the curriculum to life for relevant, rigorous, and creative lessons. To help us create dynamic classrooms, we'll observe students and ask what helps them learn best. Evidence of student success helps us determine who needs more help and who can move on. Students matter here and their voices count as they will in the real world. In a democratic nation, **WE BELIEVE** in civic engagement through service learning and that starts with Student Champions.

WE BELIEVE in our staff to set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve. Our teachers know today's students have timeless common humanity and totally modern sensibilities. And most of the jobs our students will do someday, haven't yet been created! With knowledge so easily available, knowing how to learn and think critically are more important than ever. This new generation presents new challenges so we're committed to creating and sustaining a culture that enables our students to experience an unparalleled personal educational journey. **WE BELIEVE** our Student Champions can provide experiences that are intellectually, socially and personally transformative. **WE BELIEVE** having a positive culture is a strategy that helps everyone achieve.

WE BELIEVE in creating the culture of excellence that empowers students and requires us to remember what's best about our traditions and to look forward together. In our rapidly changing world, every level of our staff needs continuous professional learning. These are complicated times and to be at our best for our students, collaboration is crucial. **WE BELIEVE** collaborative teams of committed professionals, in any school or department, can improve through a process of inquiry and reflection. We can improve safety, relationships, support, curriculum, and achievement this way and it's always more effective together. **WE BELIEVE** in developing a true learning organization and that requires voices to be heard at all levels - including students.

WE BELIEVE in student-centered decision making at every level of our learning organization. That is well reflected above, but how adults treat each other impacts students, too. Sometimes adults fall short of these values and beliefs so we want you to know it matters that we're honest about job performance, goals, resources, and professional relationships. Ultimately, no matter our capacity, we're here to help educate children to their maximum potential and live fulfilling lives. And Madera's future depends on us to get along, work together, and put students first always.

WE BELIEVE clarity precedes competence so we wanted to share all our values and beliefs. Our proud community supports our schools because they know us and all we represent. Today's mission leads to tomorrow's vision and we hope you will choose to join us. By joining this learning organization in any role, **WE BELIEVE** you'll make the difference as a Student Champion!

Madera Unified School District
Student Bill of Rights

Resolution No. 32-2020/21

WHEREAS, students have the right to have a socially, emotionally, and physically safe positive school environment; defined as

- a freedom to experience a “safe and inclusive campus; with adults who are committed to protecting and serving all students”; and
- a positive learning environment that is welcoming; and
- empowers students to have confidence in their identities; and
- shows compassion in making mistakes free from ridicule; and
- have administrators who are consistent and approachable; and

WHEREAS, students have the right to be treated with respect and valued by the school community; defined as

- being treated fairly regardless of religion, race, national origin, or disability, sex (including pregnancy, gender identity, and sexual orientation); and
- to attend schools that are free from bullying by students and by adults; and
- to be treated according to their maturity, competency and with compassion; and

WHEREAS, students have the right to inclusive teaching and learning environments in our classrooms; defined as

- having classrooms that feel safe, respectful and welcoming, where everyone can learn; and
- learning opportunities tailored to our individual needs; and
- teachers who care about all students where all means all; and
- teachers who value our educational progress and us as human beings; and
- students are able to see themselves in our schools through challenging and culturally relevant learning; and

WHEREAS, students have the right to effective teachers that are both knowledgeable and supportive; defined as

- individuals who know their content and use various teaching strategies that contribute to a greater understanding; and
- understand that learning starts with relationships; and
- make learning active and visible; and
- are servant leaders who accept feedback from their students; and

WHEREAS, students have the right to equitable quality education, that prepares them for life beyond high school; defined as

- providing instruction that lends itself to differentiation, feedback and re-teaching for proof of mastery and
- ensures teacher's skills align with students' needs; and
- ensures accessibility to the fullest range of rigorous academic classes to all students; and
- provides real life learning opportunities with the widest array of post-secondary options, with the greatest number of choices around College and Career with equity in access to modern technology to support adulthood success; and

WHEREAS, students have the right to Freedom of Expression within an educational context that has clear guidelines and expectations; defined as

- allowing students to exercise our First Amendment rights through various forms and mediums; and
- informing students of these opportunities through a variety of means; and
- providing clear expectations and guidance; and
- providing a defined platform to report violations of student rights without fear of retribution or dismissal of the concern; and

WHEREAS, students have the right to equitable school disciplinary policies and practices that focus on correction not punishment; defined as

- ensuring due process is implemented at every level of infraction; and
- schools adopt positive forms of discipline, aimed at addressing the cause of the behavior and providing an opportunity for students to grow from their mistakes; and
- focusing on the resolution of conflict and restoration of all relationships involved to the extent that is possible; and
- refraining from the use of stereotypes, unwarranted attention, and personal interactions that result in mistrust; and
- focusing on bringing the students back into the school community in a positive manner; and

WHEREAS, students have the right to shape decisions that affect our education; defined as

- formalizing opportunities with school board members, district administration, school administration and with our teachers on a regular, scheduled basis because student voice counts:

NOW THEREFORE, BE IT RESOLVED that the Madera Unified School Board of Trustees hereby proclaims and recognizes on this 23rd Day of March, 2021, that the above mentioned rights be declared as a right of every student within Madera Unified School District.



Ruben Mendoza, Board President



Joetta Fleak, Board Clerk



Todd Lile, Superintendent



Madera Unified School District

Student Believer

WE BELIEVE every student has a right to a socially, emotionally, and physically safe, positive school environment and students have a responsibility to express themselves and behave towards other students and staff with honesty, respect, and kindness.

WE BELIEVE students have the right to be treated with respect and valued by the school community and students have a responsibility to be empathetic and mindful in how they act and show their thoughts and feelings with others.

WE BELIEVE students have the right to inclusive teaching and learning environments in our classrooms and students have a responsibility to embrace their chances to learn by keeping open minds and hearts toward others.

WE BELIEVE students have the right to effective teachers that are both knowledgeable and supportive and students have a responsibility to strive to learn, grow, and achieve their best.

WE BELIEVE students have the right to equitable, quality education that prepares them for life beyond high school and students have a responsibility to take risks and explore what they're capable of by seeking variety in what they learn.

WE BELIEVE students have the right to Freedom of Expression within a place of learning that has clear guidelines and expectations and students have a responsibility to reveal their values, creativity, and opinions without harming others and with understanding of differences.

WE BELIEVE students have the right to equitable school disciplinary policies and practices that focus on correction not punishment and students have a responsibility for their actions and will learn how to appropriately react to challenges and conflicts.

WE BELIEVE students have the right to shape decisions that affect their education and students have a responsibility to properly and clearly share their views on such matters when chances arise to do so.

Meet our Governing Board

Nadeem Ahmad – Board Member

Trustee Area 7- Term expires December 2, 2022

Trustee Nadeem Ahmad was appointed June 15, 2021, to represent Area 7 of Madera Unified. This is his first term as a Board member.

Trustee Ahmad has lived in Madera for about 30 years and is a graduate of California State University, Fresno. He is a business owner and has served as an active member of the Madera Chamber of Commerce since July of 2015.

Trustee Ahmad is married with children.

Joetta Fleak – Board Clerk

Trustee Area 4 – Term expires December 2, 2022



Trustee Fleak was elected to the Board in November 2018. Trustee Fleak is a retired, credentialed teacher from MUSD who is familiar with school operations and the complex and varied issues teachers and students face in the classroom.

Trustee Fleak is a member of the Madera County Historical Society and the treasurer for the North Fork Mono Tribe. Trustee Fleak's entire family attended Madera High School.

In 2019, Trustee Fleak was honored as the Grand Marshal for Madera High School Homecoming. She regularly attends schools' and district events as she enjoys being active in the community. Trustee Fleak is dedicated in her efforts to help students achieve a successful future by having positive educational experiences while attending Madera Unified schools.

Israel Cortes – Board member

Trustee Area 6 – Term expires December 6, 2024



Trustee Israel Cortes was elected to represent [Area 6](#) in November of 2020.

Trustee Cortes was raised in Madera. He attended Madera Unified School District schools, including Madera High School, and graduated from Fresno State University with a B.S. in Business Administration. He owns an insurance brokerage agency in Madera, which he operates alongside his wife.

Trustee Cortes is married to Bertha Ruiz-Cortes and has two children attending MUSD schools.

Ruben Mendoza – Board President

Trustee Area 3 – Term expires December 6, 2024

Trustee Mendoza was elected in November 2016 to represent [Area 3](#) of Madera Unified School District. Trustee Mendoza currently serves as Board President.



Born in El Paso, Texas, Trustee Mendoza attended grade school until his parents decided to move his five brothers and his four sisters to Los Angeles, where he would graduate from high school. Trustee Mendoza would also graduate from Rio Hondo College with an Associate in Science degree, California State University Fullerton with a Bachelor of Arts degree, and Chapman University with a Master in Science degree. Trustee Mendoza was the first in his family to have ever graduated with advanced degrees.

In the 1980s, Trustee Mendoza graduated from Los Angeles County Sheriff's Department Academy and worked for three law enforcement agencies, eventually moving to Madera County. Trustee Mendoza worked for the Chowchilla Police Department and served in multiple committees throughout the county. In 2011, Trustee Mendoza honorably retired as a police sergeant, formally a detective sergeant. However, he was not the type to sit still, bred for public service. He just could not see himself retired, so

he ran for office to continue serving his community, like before. In 2016 Trustee Mendoza was a new school board member to Madera Unified and took a job with Merced County as an investigator.

Trustee Mendoza met and married his wife, Lynette, in Madera and together they have two girls: Kamryn, who graduated from Madera High in 2019, and Korina, who will graduate in 2023 from the same high school.

Since middle school and up through high school, it's been his desire to be a school board member. Trustee Mendoza attended public schools where he came to experience and realize disparities in education, so he took the initiative to improve academics and opportunities with equity and equality in mind.

Ed McIntyre – Board member

Trustee Area 2 – Term expires December 2, 2022



Trustee Ed McIntyre was elected Trustee in November 2014 and has been a member of the MUSD Board of Education since December 2014. He served as Board President in 2018.

Trustee Ed McIntyre represents [Area 2](#) of the district.

Lucy Salazar – Board member

Trustee Area 5 – Term expires December 2, 2022



Trustee Salazar was appointed a trustee in January 2019 to represent [Area 5](#) of Madera Unified School District. She was then elected to the Board in 2019. She serves in the DELAC, PAC, Facility and Bond Advisory committees for the Board.

Trustee Salazar is a business woman, Realtor and member of the Madera Association of Realtors. She has raised her 4 children in MUSD where they graduated. She now has 3 grandchildren attending MUSD schools. Her oldest grandson will be one of the first students attending Matilda Torres High School. Her other two grandchildren attend Madison School in dual language classes. She attends school site meetings to make herself aware of stakeholder needs.

Trustee Salazar is President of Latinas Unidas of Madera, a nonprofit group giving back to the community of Madera in scholarships and community events.

Trustee Salazar's mission is to continue being the voice of the community for our schools and to support the work in progress for schools to improve and prepare all of our students for a successful future.

Ray Seibert – Board member

Trustee Area 1 – Term expires December 6, 2024



A 31-year member of the Madera Unified Board of Education, Ray G. Seibert is serving his tenth term as a district trustee. He was re-elected to represent [Area 1](#), which comprises primarily the rural areas of MUSD that surround the city limits. He serves on the Ag Advisory Committee for Madera High School.

Trustee Seibert has served as the Board's president five times – 1999, '02, '03, '08 and '19.

Trustee Seibert is a local almond farmer who owns commercial real estate in Fresno County as well as a zip line and hotel in Costa Rica. He is a lifelong Madera resident who attended Ripperdan School and then went on to graduate from Madera High School, Reedley College, and Fresno State University. He is a former chapter officer and state farmer for FFA.

Meet our Student Board Members

Victoria Medrano - Student Board Member

Madera High School



Victoria Medrano is 17 years old and has attended Madera Unified School District schools since kindergarten. She started out as a John Adamas All-star, then continued her education as a Thomas Jefferson Patriot, and now attends Madera High School, home of the Coyotes. Her current course schedule includes ERWC, Civics and Economics, Advancement Placement Statistics, Leadership, Advanced Placement Psychology, and Dual Enrollment Anatomy, which have all taught her an abundance of useful information that goes further than just classroom application, but real-world application as well.

While at Madera High School, she has committed herself to being involved at school. She is currently senior class president, a link crew leader, a member of the California Scholarship Federation, a member of the Fellowship of Christian Athletes, a member of the

Class of 2022, and a member of Block M. She is a scholar-athlete as she has been a varsity cross country and track and field participant throughout high school.

She enjoys spending time outdoors with family and friends and volunteering within her community to help raise money for those in need. She looks forward to the future as she plans to pursue a career in the medical field to continue helping others because it is her passion.

As a student board member, she would like to further create relationships with students within our school district. "Relationships built on trust allow a variety of ideas to be explored to solve and create new opportunities for the members of our community," she said. She hopes to be able to fulfill this position with the utmost respect and integrity while creating as many relationships with fellow students as possible so that they can feel comfortable sharing their concerns and ideas with her. As she takes on this position, she would like to work towards conveying her peer's concerns and suggestions and putting them into action. "It is important for them to feel validated and know that their voice matters," she said. Madera Unified School Districts' philosophy is "We Believe." She believes that together with our education system, our ideas, our educators, and our students we can help make our school district the best atmosphere it can be. Her philosophy is that when we all come together, we can create greatness when we feel accepted and appreciated. One can say words that appear to be meaningless, but when we allow all ideas to become substance, we ensure that all those around us feel welcomed.

Sophia Nassar - Student Board Member

Madera South High School



Sophia Nassar is 17 years old and a proud junior at Madera South High School. She was born and raised in Madera. She attended Sherman Thomas Charter School from kindergarten until the 7th grade when she then transferred to and was part of the first graduating class from Sherman Thomas STEM Academy.

Since she has been enrolled at Madera South High School where she has earned her good standing in academics (CSF member, Scholar Athlete and taking honors and Dual Enrollment courses) and extracurricular activities in (Class of 22 Club President, HOSA member, MSTC Secretary, ASB Treasurer, Founder of KIND360, Varsity Swim, Cheer and Dance and Golf) and out of school (Madera Interact Director of Board 2 and President Elect 21-22). She has

always had a passion for helping others and wants to lift up other students out of their comfort zones, so they can voice their opinions, as she had to learn when she was a quiet freshman.

This year as Trustee Nassar takes on the position of Student Board Member, she hopes to create an environment where students are not judged for their backgrounds, whatever their current money/living/health circumstances may be and their culture. She hopes to earn the trust and respect of her peers, so, with community, this vision is closer to becoming a reality. She is honored to be able to serve as the Student Board Member representing Madera South High School '21-22.

Gladys Torres-Carmona - Alternate Student Board Member

Madera South High School



Gladys Torres-Carmona, who is 17, will be a senior in the fall at Madera South High School. In school, she is enrolled in Dual Enrollment, AP and Honor classes. She likes keeping herself busy and is involved with the Interact Club, Class of '22, Opportunity Club, CSF, FFA, and plays on the varsity high school tennis team. On the days she is free, she either goes to the gym, practices the piano, or stays home and bakes desserts with a good movie.

When she shows appreciation towards someone, it would definitely be by showering them with homemade gifts. One way she'd like to show her appreciation for Madera is by becoming a student board member and creating change in a community she grew up in. She was born and raised in Madera, so in her final year of high school, she strives to create a better place for students and future generations.

Madera is the heart of California and she wants the student board to become a special place in her heart and others because of the change it will achieve. The words of George Bernard Shaw, "Progress is impossible without change, and those who can not change their minds, can not change anything," truly emphasize the necessity of change. Madera is willing to progress much more and will become a place others will awe and appreciate. She wants to create many memories, a safe environment, and goals with others because she alone will not create a significant change without the help of others.

In my future, she wants to see herself as a political figure that can create change on a bigger level, or becoming a psychologist that is able to change the lives of those they help. However, the future changes and even if by becoming a trustee inspires one person to eventually make change, this was all worth it. To the future that awaits us, she's wishing for a year full of prosperity, hope, and most importantly, progress.

Ingrid Sosa Ramirez - Student Board member

Matilda Torres High School



The 2021-2022 Student Board Member Ingrid Sosa Ramirez, junior at Matilda Torres High School, was born in Oaxaca, Mexico. She is a resident of California and part of Madera Unified School District since 2017. She has overcome the difficulties of language barriers and wants nothing more than to help those who are going through difficulties by getting to know them and their interests, which she has demonstrated through her involvement in several clubs such as Latinx Culture Club as the Vice-President, as a Committee Chair Member of HOSA, Vice-President of the Science Club, and member of others clubs such as CSF.

Trustee Sosa Ramirez has also demonstrated her hopes to help her community by being part of SWAT (Students Working Against Tobacco) Youth Coalition, leading the movement against tobacco use, actively addressing tobacco control issues affecting our community through outreach, policy change, and service, actively assisting in community service projects, and serving to educate.

The utmost importance of education is the reason why she has taken several honors, AP, and Dual Enrollment courses to prepare for her future in which she seeks to give back to her community by working in the Medical Field and helping those who need it the most. She always embraces the words of Ella Fitzgerald, "Just don't give up trying to do what you really want to do. Where there is love and inspiration I don't think you can go wrong."

Annelise Stephens - Alternate Student Board Member

Matilda Torres High School



I, Annelise Stephens (Annie), was elected to the Board in September 2020, and ran as the student board member for THS. This year i was selected as the alternative board member for THS. I was born and raised in Madera, California, attending Parkwood, Brenda, Desmond, and am now attending Matilda Torres high school.

Now that I am in high school I have served as the Vice President of Activities, and am currently trying for it again. I attend several different clubs and I have also reached out to the teachers in my previous middle school, Jack G Desmond, for volunteer work as well as looking for new ways to get involved and help out the community as best as I can.

My purpose for being an Alternative Student Trustee and being on the Board is to give a voice to those in need. As I was going through school, up until this point, I have always found it difficult to reach out and say something because every time I wanted to make a difference, someone said, “Oh you can’t change that “, or “Rules are rules,” but being the type of person I am I believe the rules can be changed. I want to make a voice for those who feel the same way! Every student is equal and all students matter. I want to make a difference for all people, starting with the future.

Dayana Camacho-Cruz - Student Board Member

Alternative Education



Dayana Camacho-Cruz, born and raised in Madera, started her educational journey at Washington Elementary where she became a proud tiger. Shortly after she attended ETAA charter school, where she became the captain for both the basketball and flag football team and where she developed lifelong relationships. She then attended Madera High for a period of time and is currently attending Furman High school as a junior in hopes to graduate at Furman.

She is passionate about learning and making her high school experience as great as it can be. She also wants to be a great role model for those around her as well as become someone that will advance in life as an educational leader and advocate for silenced voices.

Dayana is the daughter of immigrant parents and is very proud to be so. Dayana hopes to shine a light on issues that are seen but aren't spoken about in order to make not only the students' high school experience better, but hers as well. She believes that life is a learning

experience and that there is always time to focus and improve on yourself. No matter where you come from or who you are, you can always make it if you put forth the effort and remember who you are. She believes that holding this position is something one should be proud of since it comes with a great responsibility, and she is ready to face these challenges head on.

Ashley G. Gutierrez - Alternate Student Board Member

Alternative Education



Ashley Gutierrez was born in Madera and went to Pershing Elementary School. But in 7th grade she moved to Chowchilla and wasn't achieving her goals academically. She then moved back to Madera and is now part of the class of 2022 in Mountain Vista where she found amazing teachers and staff that helped her improve academically. She volunteers in her church youth group. One of the amazing things they do to help others out and give back to the community is go out and give food to people in need.

With her new position, she wants to make a change by making continuation schools have a bigger voice and to be not forgotten by regular high schools in Madera, and to make continuation schools more involved in activities and extracurricular activities just as the regular high schools are in Madera. She wants to listen to her fellow peers' ideas and suggest them to the other student board members. She wants to show that people in high school have great ideas because they're the ones that experience firsthand on a day-to-day basis what it's like on campus and the things that are flawed that can be changed. Ashley is very grateful that this opportunity was given to her so she may give a voice to her fellow peers and change the flaws in continuation schools.

Meet our Superintendent

Todd Lile - Superintendent

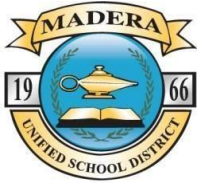


Almost two years after Todd was born, the Lile family moved to Madera to live closer to their relatives, Barry and Marcia Crow. The Crows were lifelong educators in Madera Unified, serving in schools throughout the community. Todd's father, David, was a school teacher at Thomas Jefferson, Dixieland, John Adams, and La Vina schools before joining the administrative staff of Chowchilla City Schools in 1986. After more than 20 years of school leadership, Todd's father retired and continues to teach in alternative education in Dinuba Unified. Todd's mother, Cathy, served first as a teacher in Madera Adult, Eastin Arcola, and John Adams schools before becoming a school psychologist and counselor. She retired from Furman High School and joined the staff at The American International School of Muscat (TAISM), Oman, until again retiring home to the U.S. in 2008. David and Cathy had three children - Kris (class of '89), Todd ('92),

and Amy ('97) - all of whom graduated from Madera High School.

While growing up, Todd attended John Adams and Howard elementary schools and matriculated to Thomas Jefferson Middle School. At Madera High School, Todd was involved in football, basketball and student government all four years where he earned an American Legion appointment to Boys State and a Congressional Medal of Community Service. Upon graduation in 1992, Mr. Lile was admitted to California State University, Fresno, where he graduated in 1996 with a BA in History. While attending Fresno State, he served as a special education paraprofessional for more than four years in Madera Unified School District at Adams and Jefferson schools. Mr. Lile served as a teacher for 13 years before earning his MA in educational leadership from the College of New Jersey in 2010.

As an educator for 26 years, Mr. Lile has demonstrated a love of teaching and learning. His educational career began in Clovis Unified where he served for a combined six years between Clovis High, Clovis West, and the Center for Advanced Research and Technology where he was a founding teacher. For four seasons, he also served as an assistant women's basketball coach at Fresno City College. He and his wife Jessica Zapata-Lile, also of Madera ('94), taught overseas in Escuela Americana Honduras for two years and then Dubai American Academy for five years as an International Baccalaureate history teacher. Mr. and Mrs. Lile traveled together widely in both the Old and New World and often with students. After the birth of their first of three sons (Luke, Ian, and Benjamin), Mr. and Mrs. Lile returned to California where he eventually served as a vice principal and principal at Madera South High School. In 2015, Mr. Lile assumed the role of Chief Academic Officer for Secondary in MUSD and relocated the entire family to their hometown of Madera. During the spring of 2017, Mr. Lile was appointed as Interim Superintendent and formally made permanent in that role in July of that year. He is able to speak conversational Spanish and reads as much as possible about a wide variety of subjects ranging between education, psychology, history and current events.



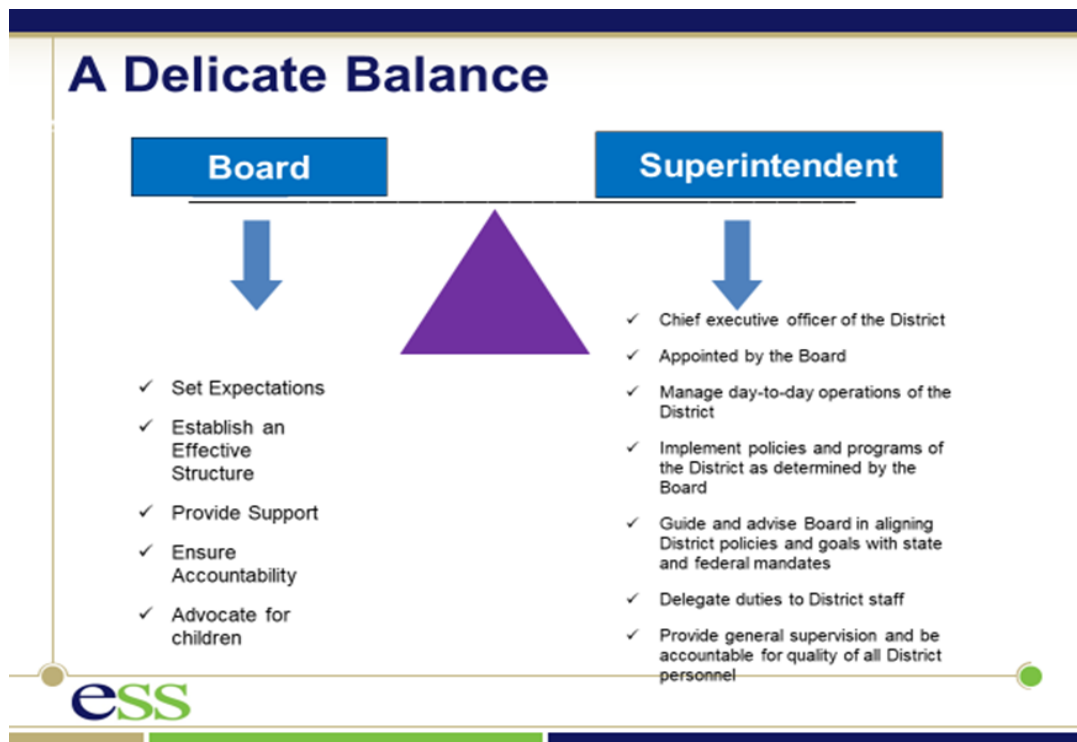
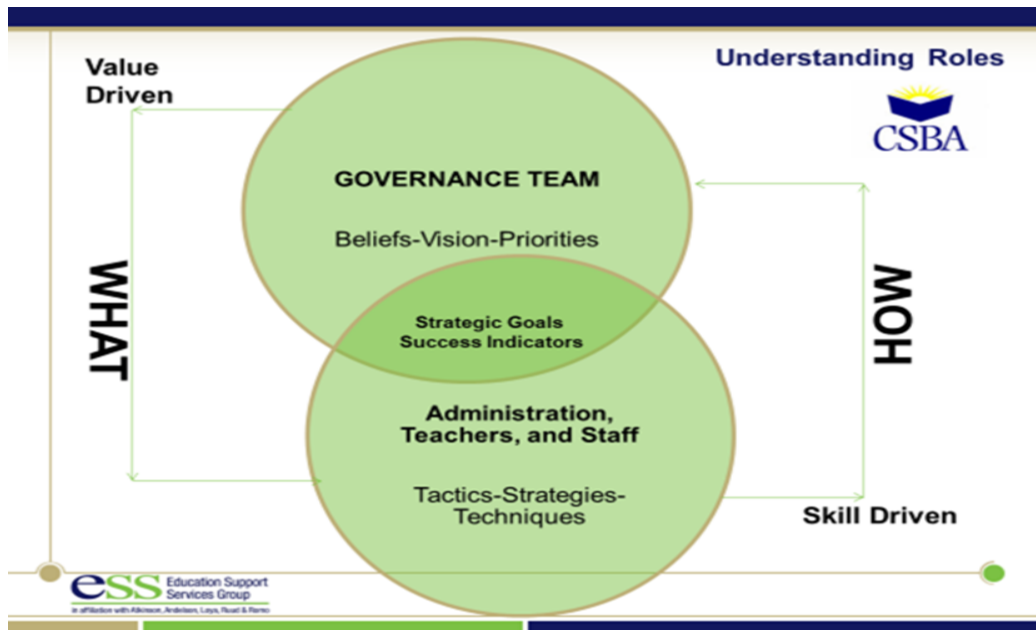
2021 MUSD Trustee Areas And School Sites

2021 MUSD Trustee Areas And School Sites

Trustee	Area	Elementary School Sites	Secondary School Sites
Israel Cortes	Area 6	Chavez Elementary <i>(from Area 1)</i> Millview Elementary Virginia Lee Rose	MadTEC MLK Middle School Mountain Vista Continuation School
Nadeem Ahmad	Area 7	Adams Elementary <i>(from Area 2)</i> Washington Elementary Sherman Thomas Charter School <i>(from Area 3)</i>	
Joetta Fleak	Area 4	Parkwood Elementary Sierra Vista School	Furman High School <i>(from Area 2)</i>
Ed McIntyre	Area 2	Alpha Elementary Madison Elementary	Jefferson Middle School
Ruben Mendoza	Area 3	ETAA Charter School Nishimoto Elementary Lincoln Elementary	Desmond Middle School
Ray Seibert	Area 1	Dixieland School Eastin Arcola School Howard School La Vina School	Ripperdan Community Day School
Lucy Salazar	Area 5	Berenda Elementary Monroe Elementary Pershing Elementary	

***The trustees have access to the three comprehensive high schools (MHS, MSHS, THS) and can attend the School Site Council meetings at any of the high schools.**

Roles and Responsibilities of the Board and the Superintendent



Board Policies and Administrative Regulations - Definitions



Board Policies (BP)

Policies are principles, statements and guidelines adopted by the Board in support of the school district goals and guide administrative decisions. Policies convey standards and set parameters for compliance with legal requirements. Existing law supersedes a board policy.

Administrative Regulations (AR)

Administrative regulations are detailed directions developed by the administration of the district to put the board policy into practice. They tell how, by whom, where and when things are to be done.

BPs and ARs are regularly reviewed and revised by the Superintendent and staff, and brought forward to the Board for their review and approval at the Board meetings.



Board Bylaws (BB)

Board bylaws are the rules and principles that define the board governing structure and operation.

Where do I find the BPs, ARs and BBs?

MUSD Board policies can be found and downloaded from the district's website. Click [here](https://www.madera.k12.ca.us/page/206) to access the policies in GAMUT. <https://www.madera.k12.ca.us/page/206>

GAMUT (Governance and Management Using Technology) provides easy access to more than 650 policies, regulations and bylaws, pertinent laws and other resources. GAMUT is part of the California School Boards Association (CSBA), which provides school districts periodic updates in sample policies that school districts update and tailor to their individual districts practices and needs.



Board Bylaw 9000 - Roles and Responsibilities of the Board

BB 9000

Board Bylaws

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

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
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
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
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.

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)
 12400-12405 Authority to participate in federal programs
 17565-17592 Board duties re property maintenance and control
 33319.5 Implementation of authority of local agencies
 35000 District name
 35010 Control of district; prescription and enforcement of rules
 35020-35046 Officers and agents
 35100-35351 Governing boards, especially:
 35160-35185 Powers and duties
 35291 Rules

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance
 Professional Governance Standards, November 2000
 School Board Leadership: The Role and Function of California's School Boards, 1996
 NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
 The Key Work of School Boards, 2000

WEBSITES

CSBA: <http://www.csba.org>
 CSBA Governance Institute: <http://www.csba.org/gi>
 National School Boards Association: <http://www.nsba.org>

Bylaw
 adopted: December 13, 2011
 revised: January 28, 2020

MADERA UNIFIED SCHOOL DISTRICT
 Madera, California

Board Bylaw 9150 – Student Board Member

BB 9150

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Student Board members may, at the Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. (Education Code 35012, 35120)



Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board, but shall not receive monetary compensation for attendance at Board meetings. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

Election of Student Board Member

Student Board member positions shall be filled by only junior and senior students enrolled in the MUSD comprehensive high schools and, a junior or senior student from Alternative Education (excluding Adult Education) in accordance with procedures prescribed by the Board. (Education Code 35012)

The term of student Board member(s) shall be one year, commencing in August of each year. (Education Code 35012)

Role and Responsibilities of Student Board Members

Student Board member(s) shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. In addition, all materials given to Board members by the district between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 35012)

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

Student Board members shall be appointed to subcommittees of the Board in the same manner as other Board members, be made aware of the time commitment required to participate in subcommittee meetings and work, and have the right to decline an appointment. The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 35012)

Student Board members shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining whether a quorum of the Board is in attendance.

Student Board Member Training

The Superintendent or designee may, at district expense, provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once elected or appointed, incoming student Board members shall be provided an orientation designed to build knowledge of the district and an understanding of the responsibilities and expectations of the position.

Alternate Student Board Member

If the Board determines that the student Board member's duties are not being fulfilled, the Board may appoint another student to serve as an alternate student Board member. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

Elimination of Position

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a

motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student member to State Board of Education
35012 Board members; number, election and terms; student members
35120 Course credit for student board members
35160 Authority of governing boards

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act
54950-54964 Ralph M. Brown Act

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

Adopted: February 25, 2020

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

2021 Board Meeting Schedule

Regular Board Meetings are held at the Madera Unified School District Office Boardroom located at 1902 Howard Road, Madera, California 93637. When under Governor's Executive Orders, or as deemed by the Board, Board meetings are held virtually via Zoom.

Closed Sessions are scheduled to start at 5:00 p.m.

Public Meetings are scheduled to start at 6:30 p.m.

Agendas are posted on our website and at the District Office lobby at least 72 hours prior to a regular board meeting. Online agendas can be accessed from this [link](#) on our website.

Tuesday, January 26

Tuesday, February 9

Tuesday, February 23

Tuesday, March 9

Tuesday, March 23

Tuesday, April 13

Tuesday, April 27

Tuesday, May 11

Tuesday, May 25

Tuesday, June 8

Tuesday, June 22

Tuesday, July 13

Tuesday, July 27

Tuesday, August 10

Tuesday, August 24

Tuesday, September 14

Tuesday, September 28

Tuesday, October 12

Tuesday, October 26

Tuesday, November 9

Tuesday, December 14

* Some Board meetings could be held at different locations. For an accurate location, please refer to the agendas for each meeting included in the link above or contact the Superintendent's office at 559-675-4500 ext. 220.

Student Board Member attendance at Regular Board Meetings

A rotation schedule of two (2) Student Board Members per regular meeting will be assigned by the Superintendent's Senior Executive Assistant for the current school year. Click [here](#) for the draft Student Board Member schedule for the 2021/22 school year. Student Board Members do not need to attend Special or Emergency Board Meetings unless otherwise deemed appropriate by the Board.

Board Meeting Agendas

Agendas for all Board Meetings are posted in advance at the district's headquarters and online. They're also shared by email to district staff and local media. Links to agendas in Spanish, meeting audio and video, meeting minutes, and meeting agendas can be found online ([click here](#)).

Regular Board Meetings are usually on the second and fourth Tuesday of the month. The Board adjourns to Closed Session immediately after a public hearing for Closed Session at 5:00 PM. After Closed Session, the Public Meeting is scheduled to start at 6:30 PM or thereafter. Regular meeting agendas ([click here to find them online](#)) are posted at least 72 hours in advance (Fridays before a Board Meeting).

Special Board Meetings are scheduled as needed and are called by the Board President. Special board meeting agendas are posted at least 24 hours in advance.

Emergency Board Meetings are scheduled as needed and are called by the Board President. Agendas are posted for the public within at least one hour prior to the meeting.

Board Advisory Committees

It is the intent of the Board of Trustees to promote community and staff expertise as advisory support to the Board's decision-making process. Consequently, Advisory Committees have been formed by the Board to serve as needed. The ongoing need for each Advisory Committee shall be assessed and the official Board representatives appointed at the Board's Annual Organizational meeting held in December. The guidelines for Advisory Committees, current Board and District representatives, and the charge to each Committee, the meeting intervals, and the membership eligibility are identified in the document at this [link](#).

A list of Board Advisory Committees, charge, members, and meeting dates and times can be found online [here](#). Student Board Members do not have to attend these meetings as part of their duties but may join if desired. If you would like to join one of the committee's meetings, let the Senior Executive Assistant know.

What is the Brown Act?

In 1953, the Ralph M. Brown Act or “Open Meeting Law” was enacted in California to guarantee the public’s right to attend and participate in meetings of local legislative bodies, and as a response to growing concerns about local government officials’ practice of holding secret meetings without advance public notice. The Brown Act is pivotal in making public officials accountable for their actions and in allowing the public to participate in the decision-making process.

- The Brown Act prevents non-student board members from privately talking with each other about board policy or matters to be decided at upcoming meetings. The Brown Act makes sure that the public has a chance to witness government business done by the board.
- This law requires ALL meetings of the board to have a properly prepared and posted agenda, which must be released to the public at least 72 hours before a regular meeting and at least 24 hours prior to a special meeting.
- Board meetings may have closed and public sessions. The Closed Sessions, which are not open to the public, usually concern personnel matters, like employment, evaluations, disciplinary action on an employee or student, or other confidential matters.
- During a meeting, non-student board members can only discuss topics on the agenda.
- This law allows the board to create regulations for public comments. For example, our board allows 3 minutes for a participant to comment during the meeting. (See *What happens during our Board Meetings* in the section later in this handbook)
- This law also mandates that all board member votes must be recorded and taken in roll call.

How this applies to student board members

- Student Board Members do not have access to Closed Sessions.
- Before each meeting, a draft agenda will be sent to you and the other board members (a final agenda will be posted and shared later on). As a Student Board Member, review the draft agenda, come up with questions and try to ask student populations at your school what their opinions are on agenda topics. This helps everyone to be prepared for the meeting. Realize that the final agenda may not turn out the same as the draft agenda. Some items may be added or removed.
- Student Board members get a preferential vote. This means they vote first so their opinions are taken into account by the Board and are recorded as the Brown Act requires but do not affect whether a vote fails or succeeds. This is to protect you from legal liability for the Board’s actions. Nonetheless, it is important to come into a meeting prepared to share your opinions, if any. ***It is important to read the meeting agenda material prior to the meeting. The Senior Executive Assistant and Superintendent Lile will invite each Student Board member to Agenda Review meetings to review the items listed on the agenda.***



Watch this! Easy explanation of California's Open Meeting Law - The Brown Act
<https://www.youtube.com/watch?v=6BWG08wK-n0>

Understanding MUSD's Rules of Order for School Board Meetings

The following explanation of Madera Unified School District's meeting rules is based on the 2011 revised edition of Rosenberg's Rules of Order by California Judge Dave Rosenberg and on state law (Education Code § 35012 and Ralph M. Brown Act § 54950-54963).

Introduction

What follows are rules for how different situations at a government meeting should be handled. These rules are meant to order a meeting clearly and simply, encourage discussion and decision-making, and enforce the will of the voting majority while protecting the rights of the voting minority.

What is a Quorum?

The starting point for a decision-making meeting is a "quorum." A quorum is a minimum number of a group's decision-making members who must be present at a meeting for matters to be legally decided. For MUSD's Board of Education, four non-student members must be present to have a quorum.

What is a Chair?

The "chair" of the MUSD Board of Education is its president or, in the president's absence, another board member acting as president. The chair leads the meeting in accord with these rules of order. For the sake of civility, the chair may also shutdown debate that becomes too personal, loud, or crude. Moreover, the chair may limit the time given to speakers, including board members, in an effort to keep the length of meetings tolerable for participants.

What is an Agenda?

An "agenda" is a list of items to be considered or done. Before each board meeting, a written agenda is displayed online and at the district's headquarters. By law, only items on this public agenda can be discussed or voted on by the board at a meeting. During each meeting, items to be decided will be announced by the chair, reported on by appropriate persons, clarified by questions from the board if needed, commented on by the public, and then -- after a "motion" has been made by board members - publicly voted on by the board.

What is a Motion?

A "motion" is a proposal by a board member that invites the board to make a particular decision. Motions are made in a two-step process. First, the chair acknowledges a member of the board. Second, the board member says "I move that we" followed by what is being proposed. Often the chair invites members to make a motion at an appropriate time or may even suggest a motion. But board members can independently initiate motions as well. The board can consider up to three motions at the same time.

What is Seconding a Motion?

Many motions require another board member to say "I second the motion" before it can be voted on. This shows that at least one other person is interested in considering the motion.

What are the Most Common Motions?

The three most common motions are the basic motion, the motion to amend, and the substitute motion. The “basic motion” puts forth a decision for the board to consider. The “motion to amend” proposes changing a basic motion that the board is considering. The “substitute motion” proposes replacing a basic motion that the board is considering with a new motion.

How Many Votes are Needed to Pass a Motion?

All motions require a majority of votes by non-student board members to pass. But a few motions also require a “super majority,” which means at least two thirds of non-students voting for an item. The vote of student board members is “preferential,” which means it expresses their opinion but does not determine whether a motion passes or fails. This is to protect student board members from legal liability for the actions of the school board.

What Motions Require a Super Majority to Pass?

The extraordinary motions that require a super majority to pass are the motion to limit debate, the motion to close nominations, the motion to suspend the rules, and the motion to object to the consideration of a question. The “motion to limit debate” is an attempt to cut off the ability of a minority of board members to continue debating an item despite the majority being ready to vote. The “motion to close nominations” similarly attempts to stop further nominations from a minority of board members, such as when choosing officers of the board. The “motion to suspend the rules” would enable the board to suspend its rules of order (but not its bylaws) for a particular purpose. The “motion to object to the consideration of a question” is an attempt to prevent an item on the agenda from being discussed or considered at all. Unlike most motions, it is not debatable and must be voted on immediately after being seconded.

What Other Motions are Not Up for Discussion and Debate?

Besides the one mentioned above, motions that aren’t debatable are the motion to adjourn, the motion to recess, the motion to fix a time to adjourn, the motion to table, and the motion to limit debate. These motions are voted on immediately after being proposed and seconded. The “motion to adjourn,” if passed, requires the immediate end of the board meeting. The “motion to recess,” if passed, requires the board to take a break for a set amount of time before continuing the meeting. The “motion to fix a time to adjourn,” if passed, requires the board to end the meeting at a specific time. The “motion to table,” if passed, halts discussion of an item and put the matter on hold for now. The “motion to limit debate,” if passed, stops the discussion and asks for a vote to decide the item being considered.

Can a Board Member Interrupt a Speaker with a Motion?

Aside from issues of time or propriety, a speaker can only be interrupted for motions of privilege (“Point of privilege”), order (“Point of order”), to appeal, to call for orders of the day, and to withdraw a motion. After interrupting, a board member making a “motion of privilege” is asked to “state your point,” and would reply by pointing out something that is interfering with the normal comfort of the meeting, such as temperature or an inability to hear the speaker. Likewise, a board member making a “motion of order” will -- when asked to state one’s point -- direct attention to a violation of meeting rules. A “motion to appeal” asks the board to consider reversing the ruling of the chair. A “motion to call for orders of the day” asks the board to return to the agenda if it has strayed from it. A “motion to withdraw a motion” enables the maker of a motion to retract it.

Can a Past Vote on a Motion be Reconsidered?

There is a unique motion that, if passed, allows the board to reconsider an item it already voted on previously during the same meeting. This “motion to reconsider” can only be made by a board member who originally voted in the majority on the item.

Rosenberg’s Rules of Order at a Glance

The following is adapted from a simple overview of Rosenberg’s Rules of Order from the South Robertson Neighborhood Council in the city of Los Angeles.

Life of a Motion

1. Chair announces the subject and number of an item on the agenda.
2. Sponsor introduces item.
3. Board asks technical questions for clarification purposes.
4. Public comment on the item.
5. Chair asks for motion.
6. Chair asks for second.
7. Board debates motion.
8. Board votes.
9. Chair announces result.

Debating & Voting on Motions

- All motions require a second before they can be voted upon.
- You must be recognized by the Chair before speaking.
- Chair may set limits on debate time or number of speakers.
- Abstentions don’t count in vote tally.
- A tie vote fails to pass.
- You can “recuse” yourself if you feel you have a potential bias or conflict of interest regarding an item that is about to be discussed and voted on. To recuse yourself, publicly state your reason for recusal and leave the room during the debate and vote.

The Three Basic Motions

Simple majority to pass/open to debate

- **Basic Motion:** “I move that we ...”
- **Motion to Amend:** suggests changes to the basic action.
- **Motion to Substitute:** replaces the basic motion entirely.

Special Motions

Simple majority to pass / no debate, goes directly to vote

- **Motion to Adjourn:** ends the meeting.
- **Motion to Fix a Time to Adjourn:** ends the meeting at a set time.
- **Motion to Recess:** break in the meeting. Chair sets length of the break.
- **Motion to Table:** defers the motion under discussion to a future date.

Motions that Permanently Close Discussion

$\frac{2}{3}$ (super) majority to pass / no debate, goes directly to vote

- **Motion to Limit Debate:** stops debate. “I move the question.”
- **Motion to Close Nominations:** stops new nominations for a position.
- **Motion to Object to the Consideration of a Question:** rare, stronger form of tabling. Used before debate has begun.
- **Motion to Suspend the Rules:** temporarily changes meeting rules. Cannot be used to suspend non-parliamentary bylaws. Can be debated.

Meeting Interruptions

May be used at any time. Chair responds by asking you to state your point.

- **Point of Privilege:** points out uncomfortable surroundings, like a cold room or being unable to hear a speaker.
- **Point of Order:** points out failure to correct meeting procedures.
- **Call for Orders of the Day:** points out that the discussion has strayed from the agenda.
- **Appeal:** reverses a Chair’s ruling when passed by simple majority. Requires a second and can be debated.
- **Withdraw a Motion:** used by the person making the motion. Others may immediately reintroduce the motion if they wish.

Motion to Reconsider

Simple majority to pass / open to debate

May only be made by a member who previously voted in the majority for the item. Must be made during the same meeting (or at the very next meeting, assuming it’s been added to the agenda).

Rosenberg's Rules of Order Cheat Sheet

Motion to	Say	Interrupt speaker	Second needed	Debatable	Amendable	Decided by
Adjourn	"I move that we adjourn." (Only needed prior to agenda's end)	No	Yes	No	No	Majority vote
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority vote
Complain about noise, comfort, etc.	"Point of privilege..."	Yes	No	No	No	Chair
Suspend further consideration of something	"I move that we table this matter."	No	Yes	No	No	Majority vote
End debate on an item and vote on it	"I move the previous question" or "Call the question"	No	Yes	No	No	$\frac{2}{3}$ vote (super majority)
Postpone consideration	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority vote
Introduce a motion	"I move that..." or "I move to..."	No	Yes	Yes	Yes	Majority vote
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority vote
Refer to a Committee	"I move that the question be referred to a committee for more study"	No	Yes	Yes	Yes	Majority vote

The motions and points listed above are in order of precedence. When a motion or point of inquiry is pending, only those listed *above* the pending point may be raised.

Motion to	Say	Interrupt speaker	Second needed	Debatable	Amendable	Decided by
Object to rules violation or personal affront	"Point of order ..."	Yes	No	No	No	Chair
Request information	"Point of information ..."	Yes	No	No	No	No one
Object to considering some undiplomatic or improper matter	"I object to considering this question." (This would generally just be used if something is not on the agenda)	Yes	No	No	No	$\frac{2}{3}$ vote (super majority)
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to ..." (Only a member of the prevailing side can make a motion to reconsider)	Yes	Yes	Only if original motion	No	Majority vote
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority vote

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

What happens during our Board Meetings?

Online links to our meeting agendas are below:

- o <https://madera.novusagenda.com/agendapublic/> (regular meeting agendas)
- o <https://www.madera.k12.ca.us/site/Default.aspx?PageID=211> (special and emergency meeting agendas and other School Board information)

Our meeting agendas follow a particular order. Usually the agenda will follow this pattern:

5:00-6:30 p.m. - Closed Session

- **Call to Order of Public Meeting**
- **Public Comment on Closed Session agenda items** - This is where the public is allowed to address the board only on topics listed in the Closed Session portion of the agenda. The public will have more opportunities to address the Board on other items or on items not listed in the agenda during the Public Meeting portion of the agenda
- **Closed Session** - Agenda items may include student expulsions, employee dismissals, labor negotiations, legal matters, or other private matters.

6:30 p.m. – Public Meeting begins

There are instances when the Board is in Closed Session past 6:30 p.m. The clerk or senior executive assistant will announce to the audience that the Board is still in Closed Session and will estimate the time before the Public Meeting starts.

- **Roll call, Pledge of Allegiance, Opening and Acknowledgement of Visitors and Media, and Invocation.**
- **Closed Session Reportable Actions** – The Superintendent will announce actions taken in Closed Session that need to be reported in public.
- **Adoption of Agenda** – The Board must adopt the agenda prior to discussion of the agenda items. This is an action item that requires the board members vote.
- **Student Board Representative Report** - Up to two students who represent the comprehensive and alternative high schools will present updates on their respective schools.
- **Student Board Member Information and Report** - Student Board Members will share about their recent official activities as a member of the Board and may present updates on their respective schools
- **Communications**
 - **Student and Staff Recognition** – The Madera Minutes video on recent events will be presented at this time. Students and staff will also be recognized..
 - **Public Hearing for visitors who wish to speak on a subject not on the Board Agenda** – This is the section in which members of the audience can address the Board on items not listed in the agenda but within the jurisdiction of the Board. Speakers are limited to three (3) minutes and must state their name and city of residence prior to their comments.
- **Information and Reports** - Items listed under this section are for informational purposes only. No action is taken.
 - **Union Time** – the presidents of the union are allowed to address the Board in this section of the agenda.

- **Superintendent's Time** - This is the time when Superintendent Lile provides information to the Board. The Superintendent may also spotlight a student or staff for outstanding actions or accomplishments.
- **Approval of Minutes** - This is an action item that requires the Board members vote. The President will open this item for public comment prior to taking action on the item.
- **Consent Agenda Items** - This is an action item that requires Board members to vote. Items listed under the consent agenda are approved in one motion and it does not require the discussion of these items prior to the Board vote unless an item was removed from the Consent Agenda for a separate discussion.
- **Old Business & New Business** - Most of these items require a discussion and a vote from the Board. If it is an action item that requires a vote, the President must open the item for public comment on the item. Items under New Business listed as "First Reading" or "for Review and Discussion" do not require a Board vote.
- **Announcements** - The Superintendent provides information on upcoming district events that may be of interest to the Board and the community.
- **Advanced Planning** - A list of upcoming Board meetings is provided at this time.
- **Board Member Information and Committee Reports** - Board members and, if still present, Student Board Members provide information from attendance to Board Advisory Committee meetings or from events they have attended.
- **Suggested Future Agenda Items** - Board members have an opportunity to suggest or request future agenda items from staff.
- **Adjournment** - The end of the meeting.

What is the dais?

The Board "dais" is a low platform to seat Board Trustees and the Superintendent. So long as there are enough seats available, this is where board members and student board members will sit for the duration of the meetings when you are responsible to attend. You may also have the option to sit with the audience on Board meeting days when you are not required to attend meetings.



Student Voice



The MUSD Board of Trustees and the Superintendent value our students' input and feedback on topics that include school culture and climate, classroom experience, evidence of a highly engaging school environment, equity and topics unique to their schools. The Student Voice is another way for students to feel connected with our Board and district officials and get their concerns and ideas heard. Madera Unified top priority is our students. In the Student Voice Meetings with the Superintendent, students are the means to provide us with information about their respective schools and their peers.

Members of the Student Voice may include the following but not limited to:

- Students recruited by the Student Board Member
- Students involved/interested in leadership and advocacy
- A diverse group of students with diverse backgrounds

The Student Voice will meet monthly with the Superintendent and the Student Board Member for their respective school to discuss topics that are of interest to the group, or items brought forward by the Student Board Member. The meetings are held via Zoom and led by the Student Board Member.

Student Board Member Roles & Responsibilities at the Student Voice Meetings

The Student Board member serves as a representative of his/her school Student Voice Monthly Meetings with the Superintendent.

The Student Board member facilitates the meetings for his/her school. Meetings are held at 3:30 p.m. or whenever the Student Board member deems appropriate for his school peers.



The Student Board member shall engage with and invite a diverse group of students to participate in the meeting via Zoom or in-person.

The Student Board member will be tasked to record notes from each meeting and prepare a report to deliver during an upcoming Board Meeting.

Student Board Members shall determine multiple means to communicate, survey and engage all students and be available to listen to concerns/issues, etc. to relay during Voice meetings and/or to the Board during their regular Board Information and Reports at the Board meetings.



Student Voice Meeting Dates

The meeting dates have been set for the 2021/22 school year and can be found in this [link](#). A template for the agenda for each school is included below. Make sure to check this out! (Make a copy of the template to create each agenda.

[MHS Agenda Template](#)

[MSHS Agenda](#)

[THS Agenda](#)

[ALT ED Agenda](#)

Email protocols

Board members and Student Board members are assigned an MUSD email account and are recommended to use it to correspond with those they represent. Board members are advised to not “reply to all” when responding to an email. Reply only to the sender or forward any concerns to the Superintendent or to the Senior Executive Assistant. Only the Superintendent and the Senior Executive Assistant can email to all Board members.



Helpful Links

MUSD Website - <https://www.madera.k12.ca.us/>

MUSD [Board Policies](https://www.madera.k12.ca.us/page/206) - <https://www.madera.k12.ca.us/page/206>

[CSBA](https://www.csba.org/) (California School Boards Association) <https://www.csba.org/>

[NSBA](https://www.nsba.org/) (National School Boards Association) <https://www.nsba.org/>

[EdSource](https://edsource.org/) – Highlighting Strategies for Student Success
<https://edsource.org/>



Education Acronyms - The California Department of Education (CDE) has put together a list of acronyms used by educators, school districts and CDE. Whenever you run into an unknown acronym in a material shared with you, feel free to contact the Superintendent’s office or look it up on the CDE website. Click [here](https://www.cde.ca.gov/re/di/aa/ap/index.asp) to access the website or go to <https://www.cde.ca.gov/re/di/aa/ap/index.asp>
