



WE BELIEVE
MADERA UNIFIED

STUDENT BOARD MEMBER HANDBOOK 2022/2023

August 3, 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.

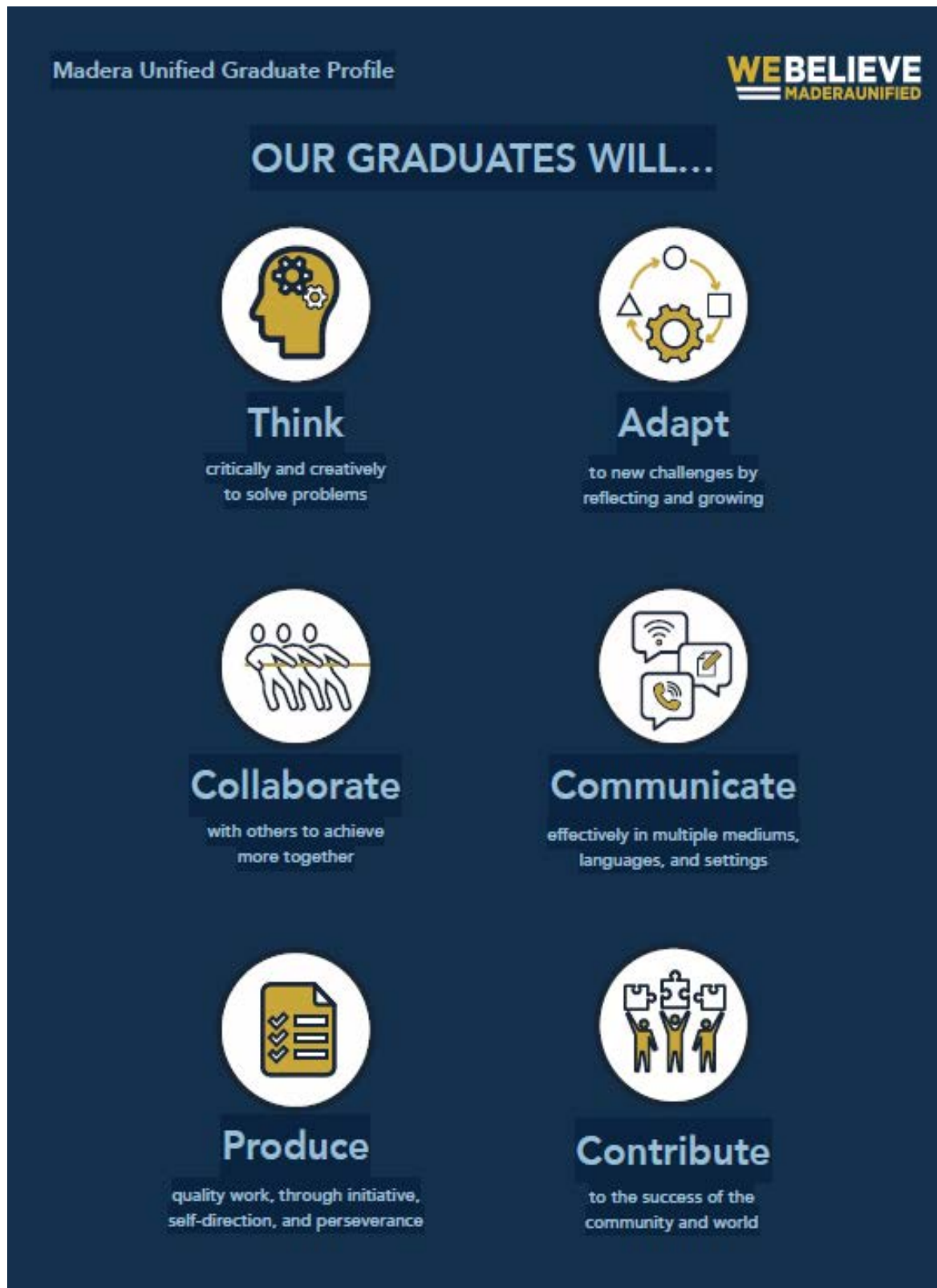
WE BELIEVE students have the right to equitable, quality education that prepares them for life beyond high school and students have a responsibility to take risks and explore what they're capable of by seeking variety in what they learn.

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.

MUSD Graduate Profile



Meet our Governing Board

Ed McIntyre – Board President

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. Trustee McIntyre is the current Board President and has also served as Board President in 2018.

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

Lucy Salazar – Board Clerk

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 currently serves as the Board Clerk.

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 was 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.

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.

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.

Joetta Fleak – Board member

Trustee Area 4 – Term expires December 2, 2022



Trustee Fleak was elected to the Board in November 2018 to represent [Area 4](#). 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.

Trustee Fleak served as the Board Clerk in 2021 and is currently the Board Representative at the Madera County Arts JPA.

Ruben Mendoza – Board member

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 served as Board President in 2021.

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.

Ray Seibert – Board member

Trustee Area 1 – Term expires December 6, 2024



A 30-year member of the Madera Unified Board of Education, Ray G. Seibert is serving his eight 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

Sebastian Zavalza - Student Board Member - MHS

Madera High School



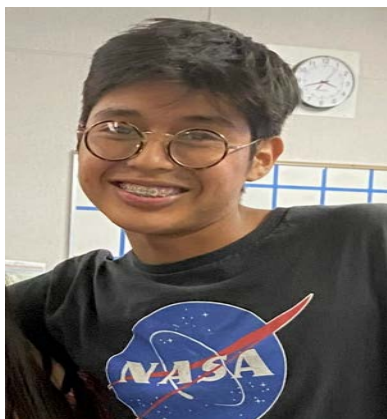
Trustee Sebastian Zavalza is 16 years old, was born in Palo Alto and now lives in Madera. Trustee Zavalza went to Lincoln Elementary School, Thomas Jefferson Middle School, and is currently a senior at Madera High School. Trustee Zavalza is involved in Link Crew, CSF, and Class of 2023. Trustee Zavalza plays soccer and is going to play his second year on varsity. Trustee Zavalza is also a black belt in karate which he got when he was just 10 years old.

As a Student Board Member, Trustee Zavalza plans on encouraging the students that are afraid to voice their opinions. He wants to make sure that every student can feel comfortable and confident no matter their background. He has always been a respectful person and he will continue to respect others and listen to their ideas. He is very

honored to hold this position and is excited for the future.

Jossen Garcia - Alternate Student Board Member - MHS

Madera High School



Jossen Garcia is a Madera native, and a student of Madera Unified since kindergarten. Trustee Garcia has attended Parkwood Elementary and Eastin-Arcola, but he primarily attended La-Vina Elementary from grades 2-3rd and 5-8th. Now attending Madera High, Trustee Garcia has taken part in various clubs and organizations such as, CSF (California State Federation), Class of 2023, The Mexican-American Club, Dreamers Club, Link Crew, and Mock Trial, holding leadership positions in majority of them.

As a strong advocate for inclusivity and diversity, Trustee Garcia commits to helping and defending students from all backgrounds, focusing on those marginalized for their identity and/or hindered by financial reasons. It takes more than thoughts or compassion to

ensure a better future for the students of Madera Unified; this is why Trustee Garcia will make it his priority for him and the other trustees, to vote on actions that set up the proper building blocks for the students of Madera Unified.

In time, Trustee Garcia plans to attend a 4 year university in either Los Angeles or New York, in which he will major in cinematic arts. Videography--specifically post production--has been an outlet for him to tell the stories of those ostracized and whose lifestyles have been misinterpreted. Starting the new 2022-23 school year, Trustee Garcia is in the process of starting his own club at Madera High, which will focus on videography and possibly photography as well.

Genesis Guillen - Student Board Member - MSHS

Madera South High School



Trustee Genesis Guillen was born and raised in Madera, California. Trustee Guillen attended La Vina Elementary School and is currently a senior at Madera South High School, all of which are located in the Madera Unified School District. Trustee Guillen participates in a variety of clubs such as Family, Career, and Community Leaders of America (FCCLA), Class Club of 2023, Link Crew, Big Brothers and Big Sisters (BBBS), and California Scholarship Federation (CSF). With her new position as a Student Board Member for the school year 2022-23, she is working to encourage students to use their voices and provide feedback on what can be changed for the betterment of schools. Trustee Guillen wants to represent all students and staff members at Madera South High School and ensure that everyone has the potential to thrive. Trustee Guillen also wants to make her school a safe environment for students to provide honest feedback. Trustee

Guillen is honored to represent Madera South High School at district board meetings, and she hopes to return after graduating from college to work in the district and give back to her community.

Bianca Reyes-Ruiz - Alternate Student Board Member - MSHS

Madera South High School



Trustee Bianca Reyes was born and raised in Madera, California. She attended Sierra Vista Elementary from 1st through 6th grade, Martin Luther King Jr Middle School, and is currently a Senior at Madera South High School. Trustee Reyes has been involved in several extracurricular activities during her high school years. She was a member of the Class of 2023 club where she served as the Junior Class President, Link Crew, Student of the year for English and Spanish, and Future Farmer of America (FFA). With her new position as a Board member for 2022-2023, Trustee Reyes's purpose is to effectively represent all students in the Madera Unified School District to make them feel welcomed no matter their age, personal struggles, or background. During her time as Student Board Member, she would like

to accomplish an organized and well-put-together team of students that would like to incorporate ideas from all groups of students. Creating a plan and implementing the ideas for future generations is a long-term goal she strives for. This would be a groundbreaking process for students, present and future alike. Trustee Reyes's greatest hope is to lay the foundation for the future of all Madera Unified Schools to raise the buy-in of students to the idea that our campus is a home away from home. A safe place where students are able to be creative, have fun, and focus on our common goal of earning a diploma while making memories that will last a lifetime. Trustee Reyes is extremely honored to represent Madera South High at District Board meetings, as she hopes to one day give back to her community all the love and support they have given her throughout her 17 years in Madera.

Ingrid Sosa Ramirez - Student Board member - THS

Matilda Torres High School



The 2022-23 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."

Frank Jerik Santos - Student Board Member - Alt Ed

Alternative Education



Frank Santos is a 17-year-old who was educated in a Roman Catholic-run by Franciscan Priests during his early elementary years in Manila, Philippines. Additionally, a product of both Fresno and Madera Unified School District, he is currently a senior at Duane E. Furman High School.

In his entire student life, he received numerous awards while maintaining a 4.0 GPA. Such as the Honor Roll Awards, Two-time Lion of the Month, and Football Coach choice award, among others. Furthermore, he received excellence in customer service in his part-time job in the service industry. Despite all these laurels, he remains grounded as he finds balance in life by going to the gym, helping his parents, and cleaning his home. Through these experiences, he has developed a well-rounded personality, able to accept and embrace diversity, endurance, perseverance, and integrity. He is also a magnet for having a large group of friends wherever he goes, consulting him on academic, familial, or personal matters, his advice was greatly appreciated.

As a student board member representing alternative schools for 2022 to 2023, he wants to create a place where every student can access various academic resources. At the same time promoting brotherhood, camaraderie, and accountability to ensure academic success and mental health wellness. This will be achieved in an atmosphere of respect and engagement for students to feel that their views are essential through upholding individual beliefs and values while finding common ground as he believes that students are a part of the solution.

Meet our Superintendent

Todd Lile - Superintendent



Superintendent Todd Lile is a Madera native who attended both John Adams and Howard Elementary School and matriculated to Thomas Jefferson Middle School. At Madera High School Mr. Lile was involved in athletics and student government for four years. 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. 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 30 years, Mr. Lile has demonstrated a love of teaching and learning. His teaching 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 (CART) where he was an original staff member. He and his wife Jessica Zapata-Lile, also of Madera, taught overseas in Escuela Americana Honduras for two years and Dubai American Academy for five years all as an International Baccalaureate history teacher. Mr. and Mrs. Lile traveled widely in both the Old and New World together and often with students. After the birth of their first of three sons (Luke, Ian, and Benjamin respectively), 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 and in 2017 as Superintendent. He is able to speak conversational Spanish and reads as much as possible about subjects ranging from education, psychology, history and current events. Mr. Lile keeps in touch with former students internationally but takes special pride in seeing them return locally to serve their hometown.

The main reason to return to the USA was to reconnect to friends and family in Madera and Fresno. The entire Madera Unified executive cabinet and Mr. Lile believes deeply that MUSD's identity and philosophy must be built upon its best traditions and must align to modern student needs. The Governing Board's adoption of a Community Compact, Core Values, Graduate Profile, Student Bill of Rights, and more has helped reinvest in those traditions and the next generation of alumni. One of the most satisfying aspects of local leadership is working with so many who share a deep commitment to their community. Mr. Lile also serves on the Kremen School of Education's Dean's Advisory Council to support his university alma mater, Fresno State.

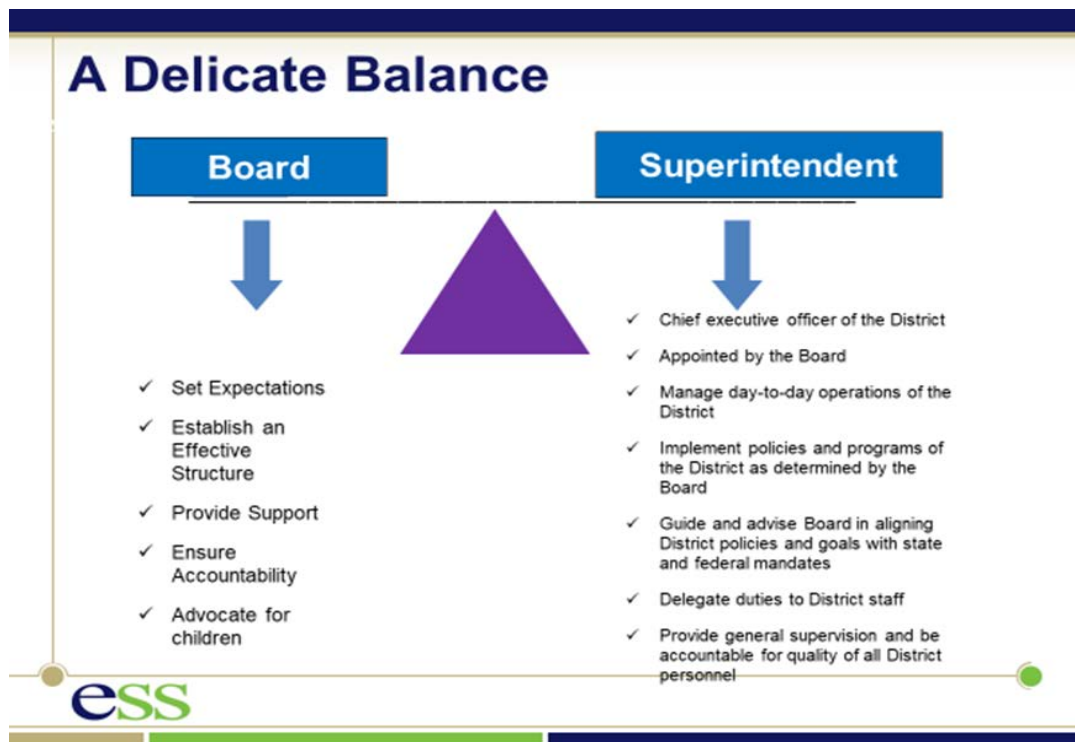
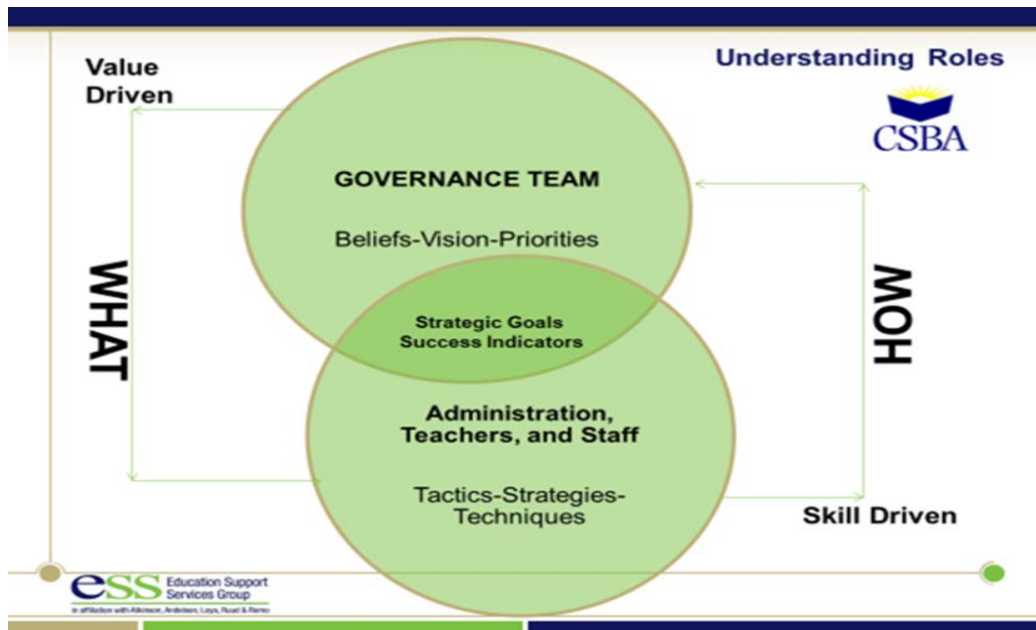


2022 MUSD Trustee Areas And School Sites

Trustee	Area	Elementary School Sites	Secondary School Sites
Nadeem Ahmad	Area 7	Adams Elementary <i>(from Area 2)</i> Washington Elementary Sherman Thomas Charter School <i>(from Area 3)</i>	
Israel Cortes	Area 6	Chavez Elementary <i>(from Area 1)</i> Millview Elementary Virginia Lee Rose	MadTEC MLK Middle School Mountain Vista Continuation School
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
Lucy Salazar	Area 5	Berenda Elementary Monroe Elementary Pershing Elementary	
Ray Seibert	Area 1	Dixieland School Eastin Arcola School Howard School La Vina School	Ripperdan Community Day School

***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 Simbli™ . <https://www.madera.k12.ca.us/page/206>

Simbli™ a service of 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.



NOTE: The website to view the district's updated policies is being updated. Policies listed in the link above may not have the updated policies. Contact the Superintendent's office if you need assistance with the policies.

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 training, 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

2022 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, 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 25

Tuesday, February 8

Tuesday, February 22

Tuesday, March 8

Tuesday, March 22

Tuesday, April 26

Tuesday, May 10

Tuesday, May 24

Tuesday, June 14

Tuesday, June 28

Tuesday, July 12

Tuesday, July 26

Tuesday, August 9

Tuesday, August 23

Tuesday, September 13

Tuesday, September 27

Tuesday, October 11

Tuesday, October 25

Tuesday, November 8

Tuesday, December 13

* 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 2022/23 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 the 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 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 Supermajority to Pass?

The extraordinary motions that require a supermajority 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 a 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.
- Abstention doesn't count in the 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	Interrupts 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 to 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's 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. Alternate Student Board members can act as note takers at Student Voice meetings and/or co-facilitate the meetings.

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 2022/23 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://edsources.org/) – Highlighting Strategies for Student Success
<https://edsources.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>

Student Board Member Training Provided by Madera Unified School District and Facilitated by:

Michael Crass, Retired Superintendent, Retired School Board Member

Alan Rassmusen, Ed. D, Retired Superintendent

Gladys A. Diebert, Retired Senior Executive Assistant to the Board and Superintendent, MUSD

Kiyana Granados, Former Student Board Member, MUSD (2019/20)

Jeremiah Goodman, Former Student Board Member, MUSD (2019/20)

Meet your Training Facilitators

Michael Crass



Cerritos Office
12800 Center Court Drive
Suite 300
Cerritos, California 90703

(562) 653-3200 Phone
(209) 761-2839 Cell
(562) 653-3333 Fax
www.aalrr.com

Michael E. Crass
ESS Consultant
Education Support Services Group
mcrass@aalrr.com



Michael Crass is a consultant with Education Support Services Group (ESS). ESS provides a comprehensive menu of services for governing boards, superintendents, senior management teams, school districts and community colleges. The divisions of service include: leadership and governance; executive search services; curriculum and instruction; human resource management; and business and fiscal services.

Mr. Crass has more than 45 years of experience in K-12 education, including 20 years as a superintendent. In addition to his superintendent experience, Michael has been an Assistant Superintendent for curriculum and instruction, elementary and high school principal, Director of Professional Development, and elementary, high school and college teacher.

Following undergraduate study at California State University, Fresno, Mr. Crass received his Master's degree in Education Systems Management from Chapman University.

Mr. Crass has served on several boards, including School Employees Association of California, ASCD, and the California Education Coalition for Health Care Reform, where he serves as the Management Co-Chair. Mr. Crass was selected as the Superintendent of the Year for ACSA Region IX in 2006.

Married for almost 50 years, Michael and his wife, Jo, have three children and nine grandchildren. Their two daughters are high school teachers, their daughter-in-law is a kindergarten teacher, and a son-in-law is a high school principal.

Alan Rasmussen, Ed.D



Cerritos Office
12800 Center Court Drive
Suite 300
Cerritos, California 90703

(562) 653-3200 Phone
(714) 907-3634 Cell
(562) 653-3333 Fax
www.essinformation.com

Alan Rasmussen, Ed.D.
ESS Consultant
Education Support Services Group
arasmussen@aallr.com



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Dr. Rasmussen has more than 40 years of experience in K-12 education, including 13 years as a superintendent. In addition to his superintendent experience, he has been an Assistant Superintendent for Personnel and Educational Services, elementary and middle school principal, and a classroom teacher.

Following undergraduate study at California State University, Northridge, Dr. Rasmussen received his master's in teacher education from the University of Southern California and a doctoral degree from the University of La Verne. Dr. Rasmussen served as an adjunct faculty member for the University of La Verne's doctoral program in organizational leadership.

In 2001, Dr. Rasmussen received the Gold Award from the California Teachers Association for his support of public education. In 2004, the Association of California School Administrators named him as the Superintendent of the Year for Region IX.

As one of the founding ESS consultants, Dr. Rasmussen has been working with and assisting school boards and superintendents in supporting and building leadership capacities. Areas of focus include board governance training, superintendent evaluations, goal setting, conflict resolution, leadership coaching, policy revisions, human resource audits, and executive searches. In addition, Dr. Rasmussen is a trained presenter and facilitator of interest-based bargaining and has extensive experience working with districts during negotiations.

Gladys A. Diebert



Mrs. Diebert is a retired Senior Executive Assistant. Mrs. Diebert worked for Madera Unified School District for 32 years and the last 9 of those years assisted the MUSD Board of Trustees and Superintendents.

Mrs. Diebert was born and raised in Lima, Peru. Mrs. Diebert moved to the USA at the age of 21. Like for many immigrants, the challenges were many but her dreams were bigger. Mrs. Diebert attended high school and college in Lima Peru. Mrs. Diebert graduated from the Instituto Britanico del Peru and went on to teach English to children in the preschool and kindergarten agen. Mrs. Diebert moved to Madera in 1989 and right away started her career at Madera Unified.

Mrs. Diebert believes that success is measured by the accomplishments of one's own goals and objectives in life, and for her, the implementation of Student Board Members to the MUSD Board was one of her bigger accomplishments. Mrs. Diebert worked closely with the Governing Board and MUSD Superintendent to ensure the newly elected Student Board Members had the information necessary to bring students to this leadership position. Mrs. Diebert assisted and coached the first "class" of Student Board Members to be successful leaders at their own high schools, in their Student Voice meetings to represent their schools at board meetings by addressing their school needs and requests.

Mrs. Diebert currently provides consulting services to school districts and school boards in California by sharing her knowledge and experience gained while assisting five Superintendents and the Governing Board of Madera Unified. Mrs. Diebert enjoys traveling, reading, being involved in the betterment of citizens, and believes in children for the success of their own communities.

Kiyana Granados



Miss Kiyana Granados will start her second year at Louisiana State University this August. At LSU, Miss Granados will be majoring in psychology and hopes to become a clinical psychologist in the future. Miss Granados attended MHS and was very involved in different clubs, sports, and other school activities. Throughout her high school years, she took on many leadership roles such as being a link crew leader, being a part of Madera High's ASB, becoming a Student Board Member, etc. Being a Student Board Member provided Miss Kiyana with the most amazing opportunities and leadership experiences like being able to develop a Student Bill of Rights policy with a large group of students from a variety of grades. These experiences helped her grow in many ways as she was able to not only help amplify the

student voice but also, she was able to gain the confidence needed to amplify her own. Being a Student Board Member and a leader at the Student Voice meetings, helped her gain many useful skills like being able to work with peers, public speaking, listening to problems and then finding solutions, and so much more. Having the opportunity to be involved as a leader was an amazing experience that helped her get to where she is today and still continue on with leadership roles while in university. Miss Granados believes that every individual has the ability to become a leader with the hopes that they will use their voice and make a change.

Jeremiah Goodman



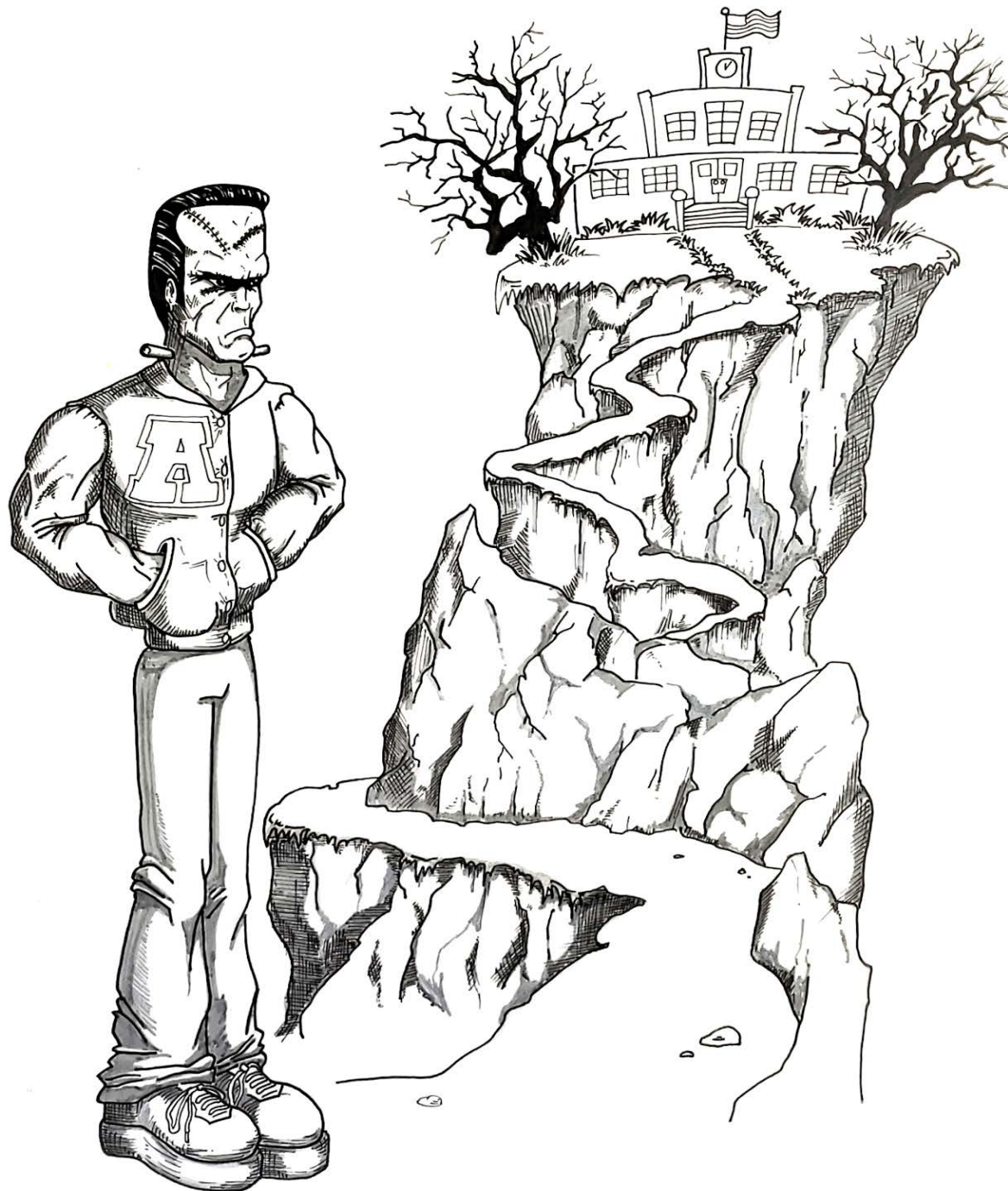
Mr. Jeremiah Goodman is a psychology/pre-medical sophomore at Morehouse College, an HBCU in Atlanta, GA. Mr. Goodman is a former School Board Member and a Madera South High School alum. After college, Mr. Goodman plans on pursuing a career in medicine, specifically pediatrics. Some of Mr. Goodman's notable work in Madera includes

- The 2020 Black Lives Matter march, and
- The Student Bill of Rights, where he teamed up with staff from different branches of the district, and students from other schools to create a Bill that expands on the rights of all students.

Mr. Goodman is a member of Phi Delta Epsilon (a pre-med fraternity) and a mental health organization called C.H.I.L.L (Counseling Humans In Life Lessons). Outside of work, Mr. Goodman loves listening to music, collecting vinyl records, and watching social commentary videos on YouTube. Mr. Goodman believes every individual in this world should have equal access to the necessary materials to live a life of contentment.

Art creates a conversation between the viewer and the artist through time and space. The artist created a visual allegory to express a message. What was the artist trying to communicate? Does the artist's messages resonate with your work as a representative of the community? If so, how? If not, why not?

“The Creature”



NOTES

[illegible]