



# **Student Board Member Reference Guide**

**2024/2025**

**Leadership is the sum total of who you are. Leaders are developed, not simply born, and we can all develop ourselves to be able to guide others. Anyone who follows their internal compass can become an authentic leader.**



*Bill George*

## **SCHOOL BOARD MEMBER ROLES & RESPONSIBILITIES**

A Madera Unified Student School Board Member will understand:

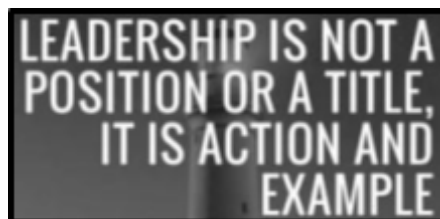
- The School Board sets the standards for the district through Board policy.
- Board members do not manage the district on a day-to-day basis.
- The Board makes decisions as a team.
- All Board members respect the right of other Board members to have opinions and ideas that differ.
- Decisions are made by a majority vote and outcomes should be supported by all Board members
- The Board must comply with the Public Meetings Law (Brown Act) and has the authority to make decisions only at official Board meetings.
- All Board and district business must be ethical, honest, open, fair and conducted without a hidden agenda.
- School Board members may not use their position for personal or family gain or prestige.
- School Board members may not bring family problems into Board considerations.
- District staff and administration must be addressed with respect and consideration due to skilled professional employees.
- School Board members respect the right of the public to attend and observe Board meetings and speak out during the public comments session.
- School Board members respect the right of the public to be informed about district decisions and school operations as allowed by law.

## **SCHOOL BOARD MEMBER ROLES & RESPONSIBILITIES**

A Madera Unified School District Student Board Member will:

- Have the right to attend all Board meetings, except during closed sessions.
- Be seated with elected Board members and be recognized at meetings as full members.
- Receive all materials presented to the Board, except those related to closed sessions.
- Be expected to share peers' voices and provide informal input or notes on agenda topics.
- Cast preferential votes on all matters (except those subject to closed session and employee matters). The vote does not affect the final numerical outcome of a vote.
- Be able to make motions that may be acted upon by the Board (except those subject to closed session and employee matters).

*At the district's expense, the MUSD Superintendent or their designee may provide learning opportunities (e.g. training, workshops, conferences) to student Board members, in an effort to enhance their knowledge, understanding, and performance of their Board responsibilities.*



## **KEY TERMS**

### **Motion:**

- To introduce a new piece of business or propose a decision or action, a motion must be made by a group member ("I move that...")
- A second motion must then also be made ("I second it.")
- After limited discussion, the group then votes on the motion. A majority vote is required for the motion to pass (or quorum as specified in your bylaws.)

### **Amend:**

- This is the process used to change a motion under consideration. Perhaps you like the idea proposed but not exactly as offered. Make the following motion: "I move to amend the motion." This also requires a second.
- After the motion to amend is seconded, a majority vote is needed to decide whether the amendment is accepted.
- Then a vote is taken on the amended motion.

### **Table:**

- To table a discussion is to lay aside the business at hand in such a manner that it will be considered later in the meeting or at another time ("I make a motion to table this discussion until the next meeting. In the meantime, we will get more information so we can better discuss the issue.")
- A second motion is needed and a majority vote is required to table the item being discussed.

### **Adjourn:**

- A motion is made to end the meeting.
- A second is required.
- A majority vote is then required for the meeting to be adjourned (ended).

## **CODE OF ETHICS & CONDUCT**

A student member of the MUSD School Board will adhere to the following code of conduct and ethics while executing his or her term:

Recognize and honor that all people deserve respect regardless of their cultural background, ethnicity, race, religious beliefs, political ideologies, disabilities, sexual orientation, age, or socioeconomic status.

Recognize that being a student member of the MUSD School Board involves participating in an environment by which freedom of speech is allowed and respected, and ensures student member input on the policy depictions and the free exchange of ideas.

Respect for fellow Board members, students, MUSD staff, and the general public must be demonstrated at all times. The Student Board member represents the professionalism and high standards of sitting on the dais.

Student Board members are encouraged to strive to remain open-minded, intellectually resilient, and willing to entertain and evaluate positions other than his/her own. By maintaining this posture, it ensures that personal beliefs are not imposed upon other people, and civil debate is encouraged without penalty.

Student Members of the MUSD School Board must always consider carefully the consequences of their actions; in order to protect the integrity of the process by which actions are taken and to protect the overall mission of the MUSD School Board and School District. Like elected School Board Members, Student School Board Members must decline such gifts; others could construe the gift as an attempt to curry favor.

While participating on the School Board, student members will maintain their educational goals and promote the idea of academic achievement and success.

Student School Board members will adhere to all school disciplinary rules and regulations, and acquiring a suspension and/or expulsion mandated by their school of attendance will result in the student being removed from their Student School Board membership for the remainder of their term.

Student School Board members making false statements may be subject to disciplinary action, including removal from the Board.

## **Bylaw 9150: Student Board Members**

**Status:** ADOPTED

**Original Adopted Date:** 02/25/2020 | **Last Reviewed Date:** 02/25/2020

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)

## ROBERT'S RULES OF ORDER

### *History*

Henry Martyn Robert was an engineering officer in the regular Army. Without warning he was asked to preside over a public meeting being held in a church in his community and realized that he did not know how. He tried anyway and his embarrassment was supreme. This event, which may seem familiar to many readers, left him determined never to attend another meeting until he knew something of parliamentary law.



Ultimately, he discovered and studied the few books then available on the subject. From time to time, due to his military duties, he was transferred to various parts of the United States, where he found virtual parliamentary anarchy, since each member from a different part of the country had differing ideas of correct procedure. To bring order out of chaos, he decided to write *Robert's Rules of Order*, as it came to be called.

(*Robert's Rules Association*. Robert's Rules of Order, 2021, [www.robertsrules.com](http://www.robertsrules.com). Accessed 2021)



## TIPS FOR PARLIAMENTARY PROCEDURES

### To Introduce a Motion\*:

- Once you have the floor, "I move that ...," (state your motion).
- Another member may second your motion. A second implies they agree that the motion should come before the trustees and not that he/she is in favor of the motion.
- If there is a second, the President states the question, "It has been moved and seconded that ... (states the motion) ..., is there any discussion?"

### Discussion:

- A main motion must be moved, seconded, and stated by the chair before it can be discussed.
- The member who made the motion is entitled to speak first.
- Every member has the right to speak.
- The discussion should be related to the pending motion.

### When debating your motions:

- Listen to the other side.
- Focus on issues, not personalities.
- Avoid questioning motives.
- Be polite.

### Voting:

- If you approve the motion as is, vote for it.
- If you disapprove of the motion, vote against it.
- If you approve the idea of the motion but want to change it, amend it or submit a substitute for it.
- If a motion has several parts, and you wish to vote differently on these parts, move to divide the motion.

### Recess:

- After recognition, "President \_\_\_\_, I move to recess for \_\_minutes."

\***Important note:** Student Board Members may not make a MOTION or a SECOND to any Personnel-related agenda items, but they may vote on them. So if Student Board Members wish to make a motion or a second for Consent items, they must "pull" any Personnel agenda items out first before taking action.

## 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 have their concerns and ideas heard. The Student Voice Meetings serve as a means to provide district staff with information regarding their respective student population and school site(s).

Student Voice meetings should include members from the following groups:

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

It is highly encouraged to schedule Student Voice meetings on a quarterly or monthly basis. The Superintendent, Activities Director, other pertinent district staff, and the Student Board Member are invited to attend the meetings. Meetings may be held virtually if a larger group of students will be reached.

### **Student Board Member Roles & Responsibilities at the Student Voice Meetings**

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

The Student Board member facilitates the meetings for his/her school. Meetings are typically held after school but can be scheduled for a time the Student Board Member deems appropriate for greater attendance and participation.

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 asked 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**

It is highly recommended that Student Voice Meetings be scheduled at least 3 weeks in advance if possible. Please contact the Superintendent's Office to schedule your school's Student Voice Meeting. Once a date is set please the Superintendent's Office will forward a calendar invite to all pertinent staff.



An agenda should be created for each meeting. The agenda should be shared with the Superintendent's office in advance of the meeting. An agenda template is included in the link below. You may use this template or create your own agenda as long as it contains the same topics included in the template. Feel free to add your school's logo. Please download a copy of the template for your use.

**[Student Voice Meeting Agenda Template](#)**

## **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.

## MUSD Governing Board of Trustees' Goals

### 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

Excellence in All Things

Changing Perceptions &  
Mindsets of Staff &  
Community

Clarity & Consistency at All  
Levels

## 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.

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



## 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 Life, Superintendent

## 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.

## Graduate Profile

Madera Unified Graduate Profile

**WE BELIEVE**  
MADERA UNIFIED

### OUR GRADUATES WILL...



#### Think

critically and creatively  
to solve problems



#### Adapt

to new challenges by  
reflecting and growing



#### Collaborate

with others to achieve  
more together



#### Communicate

effectively in multiple mediums,  
languages, and settings



#### Produce

quality work, through initiative,  
self-direction, and perseverance




#### Contribute

to the success of the  
community and world

# BOARD AGENDA REVIEW AND MEETING LOGISTICS

## [Gamut Meetings - Simbli](#)



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Madera Unified School District  
1902 Howard Rd  
Madera, CA 93637  
Phone: 559-675-4500  
[www.madera.k12.ca.us/](http://www.madera.k12.ca.us/)

**Board of Education**

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[Ruben Mendoza](#)  
[Nadeem Ahmad](#)  
[Israel Cortes](#)  
[Gladys A. Diebert](#)  
[Joetta Fleak](#)  
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Board President  
Board Clerk  
Trustee  
Trustee  
Trustee  
Trustee  
Trustee

Links

▶ [CSBA Website](#)

Other Simbli Sites

▶ [Madera Unified School District](#)

Welcome to **GAMUT**. This site is used by the Board of Education to organize, manage, and align critical information for the district including board policies and board meetings. We invite all of our community stakeholders to access this site to better understand the work that is happening in our district, and we welcome your input and dialog to help us best serve our students. If you have questions regarding our policies please email [mariaelizondo@maderausd.org](mailto:mariaelizondo@maderausd.org).

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Board meeting agendas will be posted 72 hours in advance of a Board meeting and can be found on the MUSD website under the Board tab, or by following the link provided. Student Board Members may have an agenda review meeting with the Superintendent or an Executive Cabinet member prior to the Board meeting. This is your opportunity to ask questions. All students will be invited to attend the agenda review meeting but only the assigned Student Board Member for each particular Board meeting will be required to attend.

## **Important Dates**

Student Board Member terms of office are from August 27, 2024 through June 6, 2025

## **2024 Board Meeting Dates**

August 27, 2024 *(All Student Board Members will attend this meeting to be sworn in together so they may sub for each other during the year if needed)*

September 10, 2024

September 24, 2024

October 8, 2024

October 22, 2024

November 12, 2024

December 17, 2024

## **2025 Proposed Board Meeting Dates\***

*\*The final 2025 Board Meeting schedule will be provided after Board approval on December 17, 2024. Board meetings are typically held every 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month.*



**2024/2025**  
**Student Trustee**  
**Contact Information**

<b>SCHOOL SITE</b>	<b>NAME</b>	<b>CONTACT INFORMATION</b>
Alt. Ed. (FHS, Mt. Vista, RCHS)	Camila Campos-Gutierrez, 11th Grade	
Alt. Ed. – Alternate	N/A	
MHS	Angelica Castillo, 11 <sup>th</sup> Grade	
MHS – Alternate	Aidan Delacruz, 11 <sup>th</sup> Grade	
MSHS	Angelica Cervantes-Hernandez, 12 <sup>th</sup> Grade	
MSHS – Alternate	Julian Martinez-Rodriguez, 12 <sup>th</sup> Grade	
THS	Emmely Duque-Martinez, 12 <sup>th</sup> Grade	
THS - Alternate	Kaypree Adams, 12th Grade	

**MUSD Staff**  
**Contact Information**

<b>NAME</b>	<b>TITLE</b>	<b>CONTACT INFORMATION</b>
Todd Lile	Superintendent	559-675-4500 ext. 222 toddlile@maderausd.org
Elizabeth Soto	Chief Executive Assistant	559-675-4500 ex. 222 elizabethsoto@maderausd.org
Maria Elizondo	Senior Executive Assistant to the Superintendent & Governing Board	559-675-4500 ext. 220 mariaelizondo@maderausd.org
Norma Martinez	Senior Executive Assistant to the Superintendent & Governing Board	559-675-4500 ext. 219 normamartinez@maderausd.org

## Madera Unified School District Governing Board Members



### **Lucy Salazar – Board President**

Trustee Area 5 - Term expires December 2, 2026

Trustee Salazar was appointed as trustee in January 2019 to represent [Area 5](#). She was elected to the Board in 2019.



### **Ruben Mendoza – Board Clerk**

Trustee Area 3 - Term expires December 6, 2024

Trustee Mendoza was elected in November 2016 to represent [Area 3](#). Trustee Mendoza served as Board President in 2021.



### **Nadeem Ahmad – Board Trustee**

Trustee Area 7 - Term expires December 2, 2026

Trustee Nadeem Ahmad was appointed June 15, 2021, to represent [Area 7](#). Trustee Ahmad is serving his first term as a Board member.



### **Israel Cortes – Board Trustee**

Trustee Area 6 – Term expires December 6, 2024

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



**Gladys A. Diebert – Board Trustee**

Trustee Area 2 – Term expires December 2, 2026

Trustee Diebert was elected to the Board in November 2022 to represent [Area 2](#). Trustee Diebert formerly served as the Senior Executive Assistant to the Superintendent and Board of Trustees prior to retiring in 2021.



**Joetta Fleak – Board Trustee**

Trustee Area 4 – Term expires December 2, 2026

Trustee Fleak was elected to the Board in November 2018 to represent [Area 4](#). Trustee Fleak served as the Board Clerk in 2021. Trustee Fleak is a retired MUSD teacher.



**Ray Seibert – Board Trustee**

Trustee Area 1 – Term expires December 6, 2024

Trustee Seibert is a 30-year member of the Madera USD Board of Education. He represents [Area 1](#). Trustee Seibert has served as the Board's president five times including in 1999, 2002, 2003, 2008, and 2019.

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