2026-2027

TIOGA MIDDLE SCHOOL HAWKS

PARENT HANDBOOK



WORK HARD.



GET SMART.



BE KIND.

Every Learner. Every Day.

TIOGA MIDDLE SCHOOL

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TIOGA MIDDLE SCHOOL

2026-2027

Calendar of Events

SEMESTER 1 (FALL)

First Day of School	Monday, August 17
School Picture Day	Thursday, August 21
Back to School Night	Thursday, August 20
Labor Day *(No School)*	Monday, September 7
School Picture Make Up	Monday, September 22
7th Grade School Dance	Thursday, September 25
Teacher Buy Back *(No School)*	Monday, October 12
Quarter 1 Ends	Friday, October 16
First Report Cards	Tuesday, October 14
Parent Conference	Thursday, October 22
Quarter 1 Awards	Wednesday, October 22
Fall Festival	Friday, October 31
Veteran's Day *(No School)*	Wed., November 11
Winter Concert	Thursday, November 20
Thanksgiving Break *(No School)*	Mon. Nov. 23–Fri 27
Quarter 2 Ends	Friday, December 18
Second Report Cards	Friday, January 16
Winter Break *(No School)*	Dec. 21–January 8

SEMESTER 2 (SPRING)

First day of Semester 2	Monday, January 12
Quarter 2 Awards	Thursday, January 15
M.L. King Jr. Day *(No School)*	Monday, January 18
Reward Party	Friday, January 30
Lincoln's Birthday *(No School)*	Monday, February 8
Valentine's Day Celebration	Friday, February 13
Presidents' Day	Monday, February 15
Reward Party	Friday, February 27
Teacher Buy Back *(No School)*	Monday, March 8
Quarter 3 Ends	Friday, March 19
Open House	Thursday, March 26
Third Report Cards	Friday, March 27
Spring Break *(No School)*	March 30th–April 3
State Testing Window	April 13 – June 10
Spring Fling	Friday, April 10
Math Reward Park Party	Friday, April 24
ELA Reward Park Party	Friday, May 8
Memorial Day *(No School)*	Monday, May 25
Quarter 4 Ends	Thursday, June 10
4th Report Card	Thursday, June 10
Last Day of School	Thursday, June 10

WORK HARD. GET SMART. BE KIND.

Principal's Letter

3232 E Fairmont Avenue
Fresno, CA 93726
559-248-7280

August 2026

Dear Parents/Guardians:

Welcome to the 2026-27 school year. As we start the new school year together on Monday, August 17, 2026, the staff at Tioga Middle School looks forward to working with you and your child. Our Tioga staff strongly believes that educating children is a partnership between the home and the school, and that parent involvement is crucial to the success of our students. Please mark Thursday, August 20, for Tioga's Back-to-School Night from 4 to 6 pm, where you will meet our staff and receive important information about the upcoming school year.

The Tioga office will extend our hours on Tuesday, August 11, 2026, for registration. The office will be open through 7:00 PM.

Class lists will be available on the ATLAS Parent Portal and posted in the cafeteria and/or office windows on Thursday, August 13, 2026. These lists will indicate your child's teacher and advisory room number. No room changes will be made prior to Tuesday, September 8, 2026. Please note that due to possible enrollment changes, we may need to adjust student schedules once the school year begins.

Our district will implement an early release schedule on Tuesdays during a five-day school week for teacher professional development. Please visit our district website for calendar details: https://www.fresnounified.org/calendars/

Regular School Day Daily Schedule:

8:00 am to 2:30 pm

Early Release School Day Daily Schedule:

8:00 am to 1:30 pm

Parent conference night will be held on Thursday, October 22, in our cafeteria from 4 pm to 6 pm.

Breakfast is served each morning from 7:30 am to 7:55 am, and our after-school program is available daily until 5:30 pm. Continue to check the transportation website for updates to bus routes: Bus Routes - Fresno Unified School District

The staff at Tioga Middle School is committed to providing an education that will prepare your child to be a career-ready graduate, and we look forward to working with you toward this goal.

Sincerely,

Kevin Evangelinos

Principal

TIOGA MIDDLE SCHOOL
STAFF DIRECTORY
2026–2027

Work Hard. Get Smart. Be Kind.

Administration Staff

Position	Staff Member
Principal	Kevin Evangelinos
Vice Principal	Lydia Gonzalez
Vice Principal	Michelle Angel

Main Office

Position	Staff Member
Office Manager	Thalia Salas
Office Assistant	Brianna Lane
Attendance Clerk	Jessie Esparza-Vasquez
Home School Liaison	Araceli Montes Casillas

Academic Counselors

Position	Staff Member
7th Grade & DLI Counselor	Raquel Lara
8th Grade Counselor	Justin Carrasco

Health Staff

Position	Staff Member
School Nurse	Leslie Ogawa
LVN	TBD

Support Staff

Position	Staff Member
School Psychologist	Kira Armbruster
Tier II Intervention Specialist	TBD
Registered Substance Use Disorder Counselor	Marlyn Rodriguez
Educationally Related Mental Health Services Counselor	Micaela Vargas
All For Youth Clinician	Nancy Gomez
Restorative/Mediation Counselor	Caitlen Mehas
Director of Student Services	Steven Lebda
Assistant Director of Student Services	Francisco Medrano
Community School Coordinator	Natalie Ellis
School Librarian	Ashley Demedio
A4 Mentor	Nayeli Mozqueda
Literacy Coach	Katrina Gidstedt

Extracurricular Staff

Position	Staff Member
Athletic Director	Meagan Schiller
Assistant Director	Monolito Villalva
Cheer Coach	Shereen Scharnick
Football Coach	Demetrius Martin
Activities Director	Franki Kaufman
Climate & Culture Director	Autumn Dose

Food Service Staff

Position	Staff Member
Cafeteria Manager	Socorro Castillo

Campus Safety Staff

Position	Staff Member
School Resource Officer	Noel Perez
Campus Safety	Jaime Contreras
Campus Safety	Esperanza Valencia
Noon Time Assistant Lead	Monolito Villalva
Noon Time Assistant	Victor Bullock
Noon Time Assistant	Freddie Gonzalez
Noon Time Assistant	Lourdes Velazquez

Custodial Staff

Position	Staff Member
Plant Coordinator	Gabriel Cruz
Custodian	Frung Xiong
Custodian	Houa Xiong
Custodian	Daniel Webb

TIOGA MIDDLE SCHOOL
TEACHER DIRECTORY
2026–2027

Work Hard. Get Smart. Be Kind.

English Department

Position	Teacher
Department Chair	Joseph Bushong
8th Grade	Andrew Gonzalez
7th Grade Lead	Ashley Demedio
7th Grade	Tori Cronin
7th Grade & ILT Lead	Rachel Aldecoa
7th /8th Grade	Alaina Gillett

Math & Science Department

Position	Teacher
Department Chair	Heather Valle
8th Grade	Meagan Schiller
8th Grade	Nancy Del Real
8th Grade	Kathryn Saldivar
8th Grade	Corina Valdivia
7th Grade	Krystal Watkins
7th Grade Lead	Esmeralda Gonzalez
7th Grade	Denise Klinger
7th Grade	Brandi Turner
7th Grade	Arianna Choate

History Department

Position	Teacher
Department Chair/ Modern World History/US History/ Dual Immersion	Cindy Salazar
8th US History	Alexandrea Jackson
8th US History	Kirsten Dodge
7th Modern World History/US History	Alfredo Gutiérrez
7th Modern World History	Chris Hawkins

Physical Education Department

Position	Teacher
Department Chair	Kimberly Lee
8th Grade	Michael Tittle
7th Grade	Pania Vang

Special Education Department

Position	Teacher
Department Chair	Daniel White
Autism Teacher	Bryce Asadoor
7/8th Grade MM	Octavio Gutiérrez
7/8th Grade MM	Victor Leyva
7th Grade MM	Angela Ramirez
7th/8th Grade MM	Shareen Scharnick

Elective Department

Position	Teacher
Leadership/Department Chair	Autumn Dose
Leadership	Franki Kaufman
Music Director	Randall Robinson
Spanish Teacher/Dual Immersion	Teresa Sanchez
Construction CTE	Maxmiliano Anthony Godinez
Drama/Theater	Joseph Bushong

Middle School Academy (MSA)

Position	Teacher
English & History	Laura Kojekian
Math & Science	Ann Marie Molano

Work Hard. Get Smart. Be Kind.

TIOGA MIDDLE SCHOOL HAWKS

WORK HARD. GET SMART. BE KIND.

PARENT/STUDENT HANDBOOK

"Empowering every learner, every day"

MISSION

At Tioga Middle School, we are committed to fostering an equitable, welcoming, and rigorous learning environment where all students are valued, supported, and challenged. Through culturally responsive teaching, restorative practices, and meaningful partnerships with families and the community, we ensure every student receives the resources, relationships, and opportunities needed to succeed today and in the future.

VALUES

- Equity and access for every learner.
- A welcoming and affirming school community.
- Rigorous learning experiences that challenge and support students.
- Culturally responsive teaching and inclusive practices.
- Restorative practices and positive relationships.
- Meaningful partnerships with families and the community.

GOALS

- Ensure every student receives the resources, relationships, and opportunities needed to succeed today and in the future.
- Support academic growth through inclusive curriculum, increased instructional time, targeted tutorials, and mastery-based assessment opportunities.
- Strengthen social-emotional learning, attendance, positive behavior, and student engagement.
- Partner with families to help every student thrive at Tioga Middle School.

OUR BELIEFS ABOUT LEARNERS AND LEARNING

1. Every child can achieve at the highest levels.
2. Children learn best when they are active participants in the process of acquiring knowledge.
3. Every child is unique in key ways: strengths, needs, interests, identities, and life context. One size fits no one.
4. Positive relationships are foundational to a child's sense of safety, belonging, and willingness to challenge themselves.
5. Children must be equipped to be lifelong learners, possessing the skills and habits necessary to continue learning and growing as they encounter new contexts in and beyond school.
6. Students' investment in their learning is the shared responsibility of educators, students, and parents.

ACADEMICS

At Tioga Middle School, we are committed to delivering a curriculum that reflects the rich cultural diversity of our students, families, and community. Our instructional materials, classroom practices, and learning experiences are designed to be inclusive, affirming, and representative of the diverse backgrounds, identities, and histories of our learners.

We intentionally integrate culturally responsive teaching strategies to ensure that students see themselves reflected in what they learn and how they learn. By valuing multiple perspectives, we foster critical thinking, empathy, and respect. Our curriculum equips students not only with academic knowledge but also with the cultural awareness and understanding necessary to thrive in an increasingly diverse world.

- **Increased Instructional Minutes in Math:** We have increased math instructional time to 400 minutes per week, compared to the typical 275 minutes, helping ensure students are on track to pass Algebra and graduate from high school successfully.
- **ELA Small Group Tutorial:** Fresno State Teaching Fellows assist students who need extra support in English during the school day.
- **Assessment Retakes:** Students retake assessments until they demonstrate mastery. This ensures all students learn at their own pace and receive the time they need.

SOCIAL EMOTIONAL SUPPORT

- **Counseling and Emotional Support Team:** Our dedicated team offers group and individual counseling. Students may self-refer or be referred by staff.
- **Hand-in-Hand Mentors:** Our partnership provides mentors who support small groups of students daily and maintain close communication with parents.
- **Advisory Support:** Our 30-minute daily advisory helps students complete missing assignments and strengthen their math and English skills.
- **Student Activities Director:** A dedicated team organizes engaging activities like intramural sports, music, karaoke, games, and competitions.

SCHOOL CONNECT

School-Connect is a leading provider of secondary school social emotional learning (SEL) curriculum. Our multimedia curriculum is designed to improve middle school students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers. Lessons include:

- Mod 1: School-Connect Foundations
- Mod 2: Improving Communication Skills
- Mod 3: Boosting Academic Skills & Motivation
- Mod 4: Collaborating on Group Projects
- Mod 5: Supporting Empathy & Inclusion
- Mod 6: Building Relationships & Resolving Conflicts
- Mod 7: Setting & Achieving Long-Term Goals
- Mod 8: Skill-building for Mental Health & Well-being
- Mod 10: Developing Employability Skills
- Mod 11: Planning for Higher Education

STUDENT ATTENDANCE

Students who are not present cannot learn effectively. Chronic absenteeism (more than 18 days or 10% of the school year) puts students at risk of falling behind and not graduating.

We provide the following to support student attendance:

- **On-site Home School Liaison:** Our HSL acts as a bridge between the school and family, focusing on building relationships, improving communication, and supporting students and families to enhance attendance, behavior, and overall academic success.
- **Regular Student Park Party Celebrations:** These celebrations provide students with extra time to be outside, play games, connect with friends, and engage in clubs.
- **Team Attendance Rewards:** The team with the highest weekly attendance gain earns early lunch privileges.
- **Individual Attendance Rewards:** Students with perfect weekly attendance receive a free advisory period.
- **Perfect Attendance Celebrations:** Quarterly rewards and activities honor students with perfect attendance.

BEHAVIORAL SUPPORT

We aim for a safe, positive learning environment free from harassment and bullying. Our system includes the following:

- **Counseling for Behavior Support:** Students receive ongoing counseling to resolve conflicts and manage behavior through our Restorative Practices Counselor, Licensed Clinical Social-Worker, Hand-in-Hand mentors, Tier 2 Intervention Specialist, and others.
- **Weekly Class Lessons:** Advisory lessons are focused on conflict resolution, anger management, and relationship-building.
- **Alternative to Suspension:** A full-time specialist provides counseling and social skills development as an alternative to suspension.
- **Positive rewards, extra free time, and incentives:** These are meant to help provide students with additional motivation for positive behavior.
- **Parent Meetings (Per FUSD Board Policy BP 5144.4):** In some cases, parents may be asked to attend class with their student or meet with staff to discuss ways to help increase positive student behavior.

TIPS TO SUPPORT A STRUGGLING STUDENT

- **Communicate with Teachers:** Work collaboratively with teachers to understand your child's needs. Our teachers use Atlas Connect as their preferred way to communicate.
- **Review Your Child's Friendships:** Students are influenced by their peers. Ensure their friends are positive influences.
- **Spend Quality Time:** Build your child's confidence and connection by investing time with them.
- **Set Clear Consequences:** Enforce appropriate consequences for disruptive behaviors.
- **Reflect on the Home Environment:** Changes at home may affect your child's behavior.
- **Discuss Behavior with Your Child:** Openly talk about concerns, listen actively, and involve them in solutions.

Together, we can help every student thrive at Tioga Middle School.

DISTRICT INFORMATION

- Traditional School Year has 180 teaching days, 5 non-student days, 2 Institute Days, and 3 District Buyback Days.
- Institute & Buyback Days are NON-Student Days.
- Board of Education Meetings are 2nd & 4th Wednesdays unless otherwise specified.
- Board Meetings are held at the FUSD Education Center, 2309 Tulare Street, on the 2nd Floor in the Board Room.

TIOGA MIDDLE SCHOOL HAWKS

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PARENT/STUDENT HANDBOOK

"Empowering every learner, every day"

2026–2027 ACADEMIC REPORTING, PROGRESS REPORTS, AND TESTING DATES

Printable reference sheet for Tioga Middle School. Dates are based on the Fresno Unified School District Board Approved 2026–2027 Academic Calendar.

ACADEMIC REPORTING PERIODS / QUARTERS

Reporting Period	End Date	Instructional Days
Period 1 / Quarter 1	October 16, 2026	43 days
Period 2 / Quarter 2	December 18, 2026	39 days
Period 3 / Quarter 3	March 19, 2027	46 days
Period 4 / Quarter 4	June 10, 2027	52 days

ACADEMIC REPORTS SENT TO PARENTS

Report / Notice	Dates
1st Progress Notice	September 14–18, 2026
1st Report Card	October 19–23, 2026
Elementary Parent Conferences	October 26–30, 2026
2nd Progress Notice	November 9–13, 2026
2nd Report Card	January 11–15, 2027
3rd Progress Notice	February 16–19, 2027
3rd Report Card	March 30–April 2, 2027
4th Progress Notice	May 3–7, 2027
4th Report Card	June 10, 2027

END OF SEMESTER DATES

Semester	Date	Instructional Days
Semester 1	December 18, 2026	82 days
Semester 2	June 10, 2027	98 days

STANDARDIZED / STATE TESTING DATES

Testing Item	Dates / Window	Notes
FUSD Standardized Testing Window	April 13–June 10, 2027	District academic calendar testing window
State Testing Window Opens	April 13, 2027	Use district testing calendar for assessment-specific schedules
State Testing Window Closes	June 10, 2027	Last day of school
Summative ELPAC / Alternate ELPAC	February 1–May 31, 2027	Annual state window for English learner assessment

District Testing Calendar: https://www.fresnounified.org/training/test/Pages/calendar.aspx

TIOGA MIDDLE SCHOOL HAWKS

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PARENT/STUDENT HANDBOOK

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IMPORTANT DISTRICT DATES

IMPORTANT DISTRICT DATES

Event	Date
School Begins	August 17, 2026
Teacher Institute Days / Non-Student Days	August 13-14, 2026
District Buy Back Days / Non-Student Days	August 12, 2026; October 12, 2026; March 8, 2027
Labor Day	September 7, 2026
Veteran's Day	November 11, 2026
Thanksgiving Break	November 23-27, 2026
Winter Break	December 21, 2026–January 8, 2027
M.L. King, Jr. Day	January 18, 2027
Lincoln's Birthday Observed	February 8, 2027
Presidents' Day	February 15, 2027
Spring Break	March 22-29, 2027
Memorial Day	May 31, 2027
Last Day of School	June 10, 2027

EARLY RELEASE TUESDAYS

Month	Dates
August 2026	August 18, 25
September 2026	September 1, 15, 22, 29
October 2026	October 6, 20, 27
December 2026	December 1, 8, 15
January 2027	January 12, 26
February 2027	February 2, 23
March 2027	March 2, 16
April 2027	April 6, 13, 20, 27
May 2027	May 4, 11, 18, 25

Source: Fresno Unified School District Academic Calendar for the 2026/2027 School Year, Board Approved February 25, 2026. Testing note includes California Summative ELPAC annual state window.

DRESS CODE

Our dress code at Tioga Middle School has been created to ensure a positive and safe learning environment for students and staff. Clothing or items with words, lettering, designs, or pictures with sexually suggestive expressions or actions, gang affiliations, profanity, weapons, obscenity, drugs, alcohol, or tobacco are not permitted. All students at Tioga Middle School must adhere to our official Tioga Dress Code Policy. Students who violate this policy will be asked to correct or resolve the issue before being permitted to enter the class. Appropriate dress at school helps prepare students for success in college and their careers. Please refer to the official Tioga Dress Code on our website or in the front office. **go.fresnou.org/tioga**

- Site Administration has the discretion to determine whether clothing or accessories are appropriate.
- Pants/shorts must fit around the waist. No excessively baggy or oversized clothing.
- Undergarments or shorts worn underneath pants or shorts must not be exposed.
- Shirts, pants, shoes, backpacks, and any accessories may not be more than 50% red of any individual item.
- No visible solid red under clothing.
- Tank top straps must be at least 2" wide.
- See-through clothing and midriff attire that exposes the stomach are not permitted.
- Shorts, dresses, and skirts may not exceed 5" above the knee.
- Shoes must always be worn at school and at all campus functions.
- Personal hygiene, such as combing hair, putting on make-up, etc., is not permitted in class.
- Students are expected to remove hoods from their heads while indoors.

NOTE: **Changes may occur during the year if clothing and/or items become a distraction to the learning environment or create a safety concern.**

APPROPRIATE STUDENT RELATIONSHIPS

Tioga Middle School does not condone public displays of affection. Holding hands, hugging, and kissing are not permitted on campus.

ACCEPTABLE USE OF TECHNOLOGY

The use of technology is a privilege at Tioga Middle School. The FUSD acceptable use policy has been included in the registration materials sent home to parents. All students must complete the form and return it signed to use technology on campus. Violation of this policy is subject to disciplinary action.

MEDICATIONS AND HEALTH CONDITIONS

If your child has a health condition and/or takes prescribed medication, please reach out to the School Nurse during the first week of school. All medications—both prescription and over-the-counter—must be stored and administered through the nurse's office. A completed "Medication Order for School" form, signed by both the parent/guardian and the health care provider, is required to be kept on file. Students may only carry an asthma inhaler or EpiPen if their healthcare provider has indicated permission on the form. All medication must be in the container with the pharmacist's label attached (or in its original, unopened container for non-prescription medications).

Illness and Injury

If a student becomes ill or injured while at school, the student will receive every care and consideration. Parents/guardians will be contacted about injuries of a serious nature or if a student is too ill to remain at school. If a student needs to go home due to an injury or illness, the School Nurse or their designee will contact the parent. Students will be released through the Health Office. The School Nurse is always happy to consult with parents regarding health problems and/or injuries; however, please note that injuries which occur at home should be cared for at home.

Crutches, wheelchairs, and other devices require a doctor's prescription indicating directions for use and that the student has been educated on the proper use of the device.

If your child has ONE of the following, the student should be kept at home:

- Illness with a fever greater than 100.0 degrees F
- Illness that affects your child's ability to participate in class
- Vomiting and/or diarrhea
- Initiation of antibiotics within the past 24 hours.

Upon return to school after any extended illness or communicable disease, the student should follow up with the school nurse.

Contact: Nurse Leslie Ogawa for more information.

TRANSPORTATION

Bicycles, Scooters, and Skateboards- Tioga provides a micromobility rack in front of the main office for students to secure their bikes, Tioga Middle School takes no responsibility for the theft or vandalism of any bike brought to school.

BUS RIDERS

Taking the bus to and from school is a privilege. All students must adhere to our district's transportation safety rules and regulations for bus riders. Students may be denied entry on Fresno Unified buses if they do not follow our agreed-upon regulations. Students must have a Tioga ID to ride on all Fresno Unified bus routes. The first ID is provided free of charge; additional IDs may be purchased in the library.

BUS PROCEDURES

Riding the bus is a privilege. All buses drop students off in front of the school, starting at 7:30 AM or 8:30 AM on late-start Tuesdays. Buses pick up students from school at the end of the day at the back gate behind the gym. A late bus for students in athletics or the after-school program picks up students at 5:00 PM in front of the school. Students must follow all Fresno Unified rules, as outlined in USD 5000, AR 5131.1, regarding bus procedures. Students caught violating bus procedures will be referred by the driver to Tioga administration and may go through the following guidelines:

1. The rider and his/her guardian will be given notice and warning.
2. Upon a second offense of misconduct, the rider will be denied transportation services for a period not to exceed two weeks.
3. Upon a third offense of misconduct, the rider may be denied transportation services for the remainder of the school year.
4. In case of severe violation, the Tioga administration team, in consultation with the Transportation Department, may deny student bus transportation for the remainder of the year.

EXTENDED LEARNING DAY PROGRAM

The Tioga Extended Learning Program (ELP) provides two main components for our students. The first component is academic. All students enrolled in the ELP attend an instructional enrichment program for 45 minutes. The second component comprises clubs and activities designed to promote student engagement. All students are welcome to participate in the after-school program, provided they maintain good behavior. Contact the After School Program Coordinator, Johnny Phomthirath, for more information at 248-7280 or email at **Johnny.phomthirath@fresnounified.org**



BEHAVIOR

All students at Tioga Middle School are expected to exhibit high standards of behavior. Tioga Middle School encourages close cooperation between the home and school. When students choose to disregard school rules and procedures, the following consequences may be assigned: phone calls home, mandatory parent meetings with staff, mandatory parent attendance in class with their child, detention assigned in class, detention assigned during lunch, detention assigned after school, campus beautification, mediation, on-campus suspension, and out-of-school suspension.



BULLYING

Tioga is a bully-free zone. Statistics show that over 80% of all middle school students report bullying at one time or another during the school year. Our goal is to educate our students about the adverse effects of bullying on their peers. Tioga students who bully or intimidate others will be required to go through any or all of the following:

1. Peer mediation
2. Counseling
3. Mandatory parent conference
4. On-Campus Suspension
5. Out-of-school suspension
6. Expulsion



DRUG FREE ZONE

Tioga Middle School is a drug-free campus. Students found in possession of drugs or under the influence will be subject to disciplinary action, including any or all of the following: suspension, arrest, and expulsion. FUSD contracts with outside agencies providing drugs-sniffing canines. These agencies conduct random visits to Tioga and classrooms. If your child's belongings are alerted by canines, they will be subject to a search for contraband. Parents will be notified on the day of the investigation and of the results.



CLOSED CAMPUS

Tioga Middle School is a closed campus. Students are not allowed to leave campus without parental permission until the end of the school day.



CHEATING

Cheating or plagiarism of any form is not tolerated. Students caught cheating will be subject to disciplinary action according to the rules of the classroom where the cheating occurred. Students who copy or cheat on assessments will be required to retake the assessment. Please see our website for each department's rules on plagiarism at **go.fresnou.org/tioga**

NO CELL PHONE VISIBILITY POLICY - 2026- 2027

Beginning in the 2026-2027 school year, Tioga Middle School will implement a No Cell Phone Visibility policy. This aligns with Fresno Unified School District guidelines and recent statewide efforts to prioritize student focus, safety, and well-being.

Why We Are Making This Change

1 Reducing Distractions & Enhancing Learning

Smartphones can significantly disrupt classroom instruction and reduce academic engagement. Limiting their use during school hours helps foster a focused learning environment and encourages student interaction.

2 Supporting Student Mental Health

Research has shown that excessive smartphone use is linked to increased levels of anxiety and depression among adolescents. Reducing access during the school day supports healthier social-emotional development.

3 Complying with California Law

By July 1, 2026, all California school districts must adopt policies restricting student smartphone use. Tioga's policy is a proactive measure that ensures compliance with this statewide mandate.

Permitted Cell Phone Use

Students may use their phones during the school day under the following specific conditions:

- **During Lunch** (while seated and eating inside the cafeteria)
- To show their **Fast Pass** in the designated Fast Pass line
- After **2:30 PM**, outside the main office gate

At all other times during the school day, including lunch recess, phones must be turned off and out of sight.

Enforcement of the Policy - If a student is seen using a phone outside the allowed times and locations:

- The phone will be confiscated by staff.
- It will be held in the main office until a parent or guardian comes to pick it up.

Tioga Middle School is Not Responsibile - Please note that we are not responsible for lost or stolen cell phones, AirPods, or watches. Tioga Middle School will not take the time to search for these items, nor will our School Resource Officer. Please be careful with any items you bring on campus.

Questions - You may contact us at **248-7280** with any questions or concerns.

TIOGA
★ MIDDLE SCHOOL ★

WORK HARD. GET SMART. BE KIND.



STUDENT SUPPLIES

Students need to have paper, pencils, and pens available at all times to be effective learners. A backpack, binder, ruler, and colored pencils are also recommended. Students in need of supplies will be provided with paper and pencils. Please speak with your teacher if you need supplies.



TARDY POLICY

The passing periods are 3 minutes in length. Each passing period is a tardy sweeping period. Students who are not inside their class when the late bell rings will be assigned a step on the Tioga progressive attendance program to encourage students to be in class on time. Student tardiness may result in lunch detention, after-school detention, phone calls to parents, a home visit by school officials, and/or a parent-teacher conference.



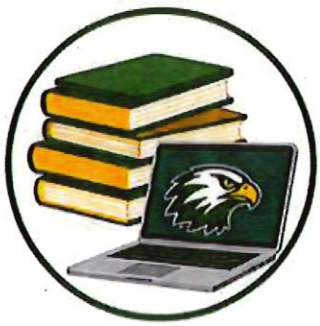
TRUANCY

During the school day, the Fresno Police Department will pick up students who are off campus without permission. Students who cut class are subject to disciplinary actions. All students are expected to be in class daily. Our goal is to have all Tioga students reach grade level and be ready for high school upon completing 8th grade.



TRESPASSING

Students walking to and from school are to use public walkways and sidewalks. Walking on or across private property is considered trespassing. This includes other schools' grounds. Students are expected to go directly home after school.



TEXTBOOKS *and* LAPTOPS

Students are responsible for the condition of the books and laptops assigned to them. Textbooks and technology must be returned at the end of the year or when withdrawing from school. Students with unpaid bills may be restricted from participating in school activities and have the amount added to their senior bill. If an investigation determines that a student has damaged a school laptop, it is the student's responsibility to pay for the damage.

HARASSMENT POLICY

The Fresno Unified School Board states that all schools should be a safe environment in which to learn. The California Education Code prohibits any forms of harassment. If you feel you are being harassed in any manner by a student or adult on campus, don't hesitate to get in touch with an administrator.

OFF-CAMPUS SUSPENSION (OCS)

Students violating the education code may be subject to off-campus suspension. Parents will be notified verbally and in writing.

PE CLOTHES

Students are not required to wear official Tioga PE attire; however, they will still participate in physical activity during PE, Therefore, students should wear comfortable clothing that follows the Tioga dress code. Clothing must allow for safe and active movement.

PERSONAL PROPERTY

All personal property is the responsibility of the student. Tioga Middle School is not responsible for the loss of personal property, including, but not limited to: sports equipment, purses, wallets, money, phones, bicycles, skateboards, or electronic devices left unattended.

SEARCH AND SEIZURE

Tioga school officials may search for individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, district rules, or school regulations.

RESTROOM

Students are not permitted to loiter in or around restrooms. Students must have a pass from the teacher that includes their name, date, and time. Restrooms are closed to students for the first and last 10 minutes of each class period to encourage classroom instruction and learning.

CLUBS

All students at Tioga Middle School are encouraged to participate in clubs through our award-winning ASP, or After School Program.
We have over 18 students to enjoy.

COUNSELING

Tioga Middle School offers a variety of counseling services, including those provided by our academic counselor, school psychologist, social worker, and licensed clinical therapist. If you feel your student requires counseling, don't hesitate to get in touch with an adult on campus for a referral.

GRADING

Student grades are generated from the Summit Personalized Learning System. Students are graded on their successful completion of Focus Areas, Projects, and Concept Units. Students are required to retake assessments until they have proven proficiency.

HABITS OF SUCCESS

Our Habits of Success are the attitudes and personal qualities vital for accomplishment and contribution in the workplace and society. Our 16 Habits of Success include:

- Self-Direction
- Curiosity
- Purpose
- Resilience
- Agency
- Academic Tenacity
- Growth Mindset
- Self-Efficacy
- Sense of Belonging
- Relevance of School
- Self-Awareness
- Empathy
- Executive Function
- Attachment
- Stress Management
- Self-Regulation

SCHOOL CONNECT

School-Connect is a leading provider of secondary school social-emotional learning (SEL) curriculum. Our multimedia curriculum is designed to enhance middle school students' social, emotional, and academic skills, while also strengthening relationships among students and between students and teachers. Lessons include:

- **Mod 1:** School-Connect Foundations
- **Mod 2:** Improving Communication Skills
- **Mod 3:** Boosting Academic Skills & Motivation
- **Mod 4:** Collaborating on Group Projects
- **Mod 5:** Supporting Empathy & Inclusion
- **Mod 6:** Building Relationships & Resolving Conflicts
- **Mod 7:** Setting & Achieving Long-Term Goals
- **Mod 8:** Skill-building for Mental Health & Well-being
- **Mod 9:** Developing Employability Skills
- **Mod 10:** Planning for Higher Education

STUDENT ATTENDANCE

To succeed, students must attend school daily and be ready to learn. If your child is absent, please call the attendance clerk at **248-3670** to clear the absence promptly. Students with frequent absences will be contacted by school staff and may be subject to home visits. Those who are habitually or chronically truant (i.e., with six or more absences or missing over 10% of the school year) risk academic failure and may face referral to the School Attendance Review Board or the District Attorney, with fines of up to $500.

We provide the following to support student attendance:

- **On-site Home School Liaison:** Our Home School Liaison (HSL) acts as a bridge between the school and family, focusing on building relationships, improving communication, and supporting students and families to enhance attendance, behavior, and overall academic success.
- **Regular Student Park Party Celebrations:** These celebrations provide students with extra time to be outside, play games, connect with friends, and engage in clubs.
- **Team Attendance Rewards:** The team with the highest weekly attendance gain earns early lunch privileges.
- **Individual Attendance Rewards:** Students with perfect weekly attendance receive a free advisory period.
- **Perfect Attendance Celebrations:** Quarterly rewards and activities honor students with **perfect attendance.**

ATHLETIC ELIGIBILITY GUIDELINES

- Students have two years of athletic eligibility at the middle school level, beginning in the 7th grade.
- All first-time 7th-grade students are automatically eligible. Their academic eligibility will be evaluated at the end of the 1st Quarter.
- The Athletic Director conducts academic eligibility evaluations before the start of each sports season.
- Student eligibility status takes effect on the second Monday following the end of the quarterly grading period.
- Progress Reports do not affect academic eligibility.

ELIGIBILITY CATEGORIES



ELIGIBLE

- Students who earn a 2.0 GPA or higher and pass at least four classes (D or better).
- Students may participate in all athletic activities during the quarter.



PROBATION

Students who:

- Earned below a 2.0 GPA but still passed at least four classes (D or better) and were eligible in the previous quarter.
- Students on probation may still participate in all athletic activities during the quarter.



INELIGIBLE

Students who:

- Earn below a 2.0 GPA and pass at least four classes (D or better) in two consecutive quarters, OR
- Fail to pass at least four classes (D or better) in a quarter.
- Ineligible students may not participate in athletic contests or be released early from school for games.
- School sites may allow ineligible students to practice with the team at their discretion

PARENT OBSERVATION PROTOCOL

At Tioga Middle School, we welcome parent involvement and value transparency in our classrooms. To maintain a focused and respectful learning environment, we have established guidelines for classroom observations. Parents must schedule visits in advance, follow the check-in procedures, and remain quiet without disrupting the instruction. Confidentiality and student privacy are essential. This protocol ensures that observations are meaningful while protecting the integrity of the classroom experience. Full details and procedures follow below.



SCHEDULING OBSERVATIONS:

- Parents must submit an observation request at least two days in advance.
- Requests should be directed to the school office, specifying the class, teacher, and preferred date/time.
- The principal or designated administrator will review requests and confirm the observation schedule and time.
- Each observation session is limited to 30–45 minutes to minimize disruptions.
- Only one parent observer per classroom per day to avoid overcrowding.



ARRIVAL AND CHECK-IN:

- Parents must check in at the office upon arrival.
- A visitor badge will be issued and must be worn at all times.
- A staff member may accompany the parent to the classroom.



OBSERVATION GUIDELINES:

- Parents should remain silent observers and avoid engaging with students or teachers.
- Use of cell phones, cameras, or recording devices is strictly prohibited.
- The parent/guardian should sit in the designated area assigned by the teacher.
- Confidentiality must be maintained; discussions about students other than their own are not allowed.



POST-OBSERVATION PROCEDURES:

- Parent/guardian must return to the office to sign out and return the visitor badge.
- If the parent/guardian has questions or concerns, they may schedule a follow-up meeting with the teacher or administrator; immediate discussions after class are not permitted.



SPECIAL CONSIDERATIONS:

- Teachers may request to reschedule if an observation conflicts with tests, special activities, or sensitive discussions.
- Administrators reserve the right to deny or revoke observation privileges if guidelines are not followed.
- Emergency procedures must be followed in case of drills or real emergencies.

ACKNOWLEDGMENT: Before the observation, parents will be required to sign an acknowledgment form indicating they understand and agree to these guidelines. This protocol ensures that parental involvement is encouraged while preserving the integrity of the educational environment.

TIOGA HAWKS

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ **Date:** _____

COMMUNITY SCHOOL

Tioga Middle School is in its second year of implementation as a Community School. A Community School serves students from pre-K through high school using a "whole-child" approach that integrates academics, health and social services, youth and community development, and community involvement. This model focuses on equity and building on students' strengths to transform schools. The California Community Schools Framework outlines six key pillars: Expanded and enriched learning opportunities, Collaborative leadership and shared decision-making, Rigorous, community-connected classroom instruction, Strong student and family engagement, A culture of belonging, safety, and care, and Integrated systems of support. Tioga Middle Community School Advisory Council will regularly review this framework as part of its evaluation and continuous improvement process. It will also be used to guide annual updates to the Needs and Assets Assessment and the implementation plan. Additionally, we provide families with access to resources and offer a monthly food distribution and a clothing closet on-site.



Expanded and enriched learning opportunities



Collaborative leadership and shared decision-making



Rigorous, community-connected classroom instruction



Strong student and family engagement



A culture of belonging, safety, and care



Integrated systems of support



We provide families with access to resources and offer a monthly food distribution and a clothing closet on-site.



Community Service as an Alternative to Suspension

Tioga Middle School is committed to promoting student growth, accountability, and a positive school culture. As part of this commitment, eligible students may be offered the opportunity to participate in school-based community service as an alternative to suspension for certain nonviolent, nonsevere disciplinary infractions.

The purpose of this option is to help students accept responsibility for their actions while remaining engaged in their education and making a positive contribution to the school community.

Examples of School-Based Community Service

- Beautifying the campus (gardening, picking up litter, or assisting with approved campus beautification projects)
- Painting over graffiti or assisting with other campus maintenance projects, as appropriate
- Supporting school events or organizational tasks under the direct supervision of school staff
- Other school-approved service activities that benefit the campus community

Eligibility

Participation in the Community Service Alternative is voluntary and requires parent/guardian consent. Not all disciplinary incidents qualify for this option.

Eligibility is determined by school administration based on:

- The nature and severity of the incident
- The student's disciplinary history
- Fresno Unified School District policies and administrative guidelines

Benefits

This program is designed to:

- Promote personal accountability
- Encourage responsible decision-making
- Reduce the loss of instructional time
- Reinforce positive values such as respect, teamwork, and school pride
- Provide students with an opportunity to make positive contributions to the school community

If a student is eligible for this disciplinary option, a school administrator will contact the parent/guardian to discuss the opportunity and provide a consent form.

Student Name: _____ **ID:** _____ **Grade:** _____

Date of Incident: _____ **Hours of Community Service:** _____

Tioga Middle School offers a community service alternative to suspension for certain nonviolent, nonsevere disciplinary incidents. This option allows students to remain engaged in learning while taking responsibility for their actions through supervised, school-based community service.

Examples of community service activities may include:

- Beautifying the campus (gardening, picking up trash, painting over graffiti)
- Assisting with school events or organizational tasks under staff supervision

Participation in this option is voluntary and requires parental or guardian consent. Eligibility is determined by school administration based on the nature of the incident, the student's disciplinary history, and district guidelines.



Parent/Guardian Consent

☐ YES, I give permission for my child to participate in the community service alternative to suspension as assigned by school administration.

☐ NO, I do not give permission for my child to participate in this option and understand that the standard disciplinary consequence will apply.

Acknowledgment

By signing below, I acknowledge that:

- Participation is supervised by school staff.
- Community service will take place on campus and during designated school hours or assigned times.

Student signature: _____

Parent/Guardian Signature: _____ **or Phone Consent:** _____

COMMUNITY SERVICE ACTIVITY MENU

A. Grounds & Outdoor Beautification

☐ Pick up trash and debris around campus
☐ Sweep sidewalks, walkways, or outdoor stairs
☐ Remove weeds from planters or fence lines
☐ Rake leaves / clear outdoor debris
☐ Water plants or assist with gardening projects
☐ Clean outdoor benches or seating areas

B. Graffiti & Vandalism Repair

☐ Wipe graffiti from walls or surfaces using approved materials
☐ Assist with painting over or wiping off graffiti
☐ Remove marker, paint, or scuff marks from walls or doors

C. Campus Organization & Cleanliness

☐ Organize classroom storage or supplies (non-instructional)
☐ Straighten library shelves or materials
☐ Organize PE or athletic equipment
☐ Clean and organize common areas (MPR, counseling area, etc.)
☐ Sanitize desks, tables, or chairs with approved supplies

D. School Pride & Presentation

☐ Create school-pride posters or positive messages
☐ Assist with bulletin boards or hallway displays
☐ Help decorate for school events or spirit days
☐ Prepare materials for assemblies or school activities

E. Support & Service Tasks

☐ Deliver materials or supplies to classrooms
☐ Assist office staff with sorting or organizing
☐ Help prepare materials for meetings or events
☐ Assist with event set-up or take-down

STUDENT REFLECTION (Required)

Please respond in complete sentences.

1. What behavior or choice led to this community service assignment?
   _____
   _____
2. What did you learn from completing this service?
   _____
   _____
3. How will you make more positive choices moving forward?
   _____
   _____

COMPLETION VERIFICATION

Student Completed Assigned Hours:

☐ Yes ☐ No

Supervisor Signature: _____

Date: _____

Submit to Office Staff

TIOGA MIDDLE SCHOOL ACADEMY (MSA)

BEHAVIOR & SOCIAL-EMOTIONAL SUPPORT PROGRAM

Tioga Middle School Academy is a district-level behavior and social-emotional support program housed on the Tioga Middle School Campus. Students attending Tioga MSA receive middle school academic standard instruction in all core subjects in a smaller class setting.

Additionally, students benefit from behavioral and social emotional supports in the forms of whole-class instruction, push-in and pull-out behavioral coaching, individual and group Acceptance and Commitment Training, and consistent monitoring, modeling, and feedback on appropriate school skills and behaviors. Strategies are evidence-based and informed by the science of Applied Behavior Analysis. Tioga MSA staff are committed to helping all students achieve their goals!

Tioga MSA students fluidly transition back to the main Tioga Middle School campus based on a team decision informed by student progress. Students are selected to participate in the Tioga MSA via district-level teaming structures, including the Student Success Team (SST) and the Interagency Student Empowerment Team (ISET).

FACULTY AND STAFF

Math and Science	Ann Marie Molano
English and History	Laura Kojekian
Registered Behavior Technician	Maria Breceda
Behavior Intervention Specialist	Teya Looney
Behavior Support Advisor	Robert Jost
Social Emotional Support Manager	Joe Zavala

WORK HARD. | GET SMART. | BE KIND. *Every Learner. Every Day.*

TIOGA
MIDDLE SCHOOL HAWKS

PORTRAIT OF A LEARNER

Preparing Students to Thrive



CRITICAL THINKING | COMMUNICATION | ADAPTABILITY | EMPATHY | DIGITAL LITERACY | COLLABORATION

At Tioga Middle School, we are committed to developing the whole child through our Portrait of a Learner framework. As Tioga Hawks, we believe that success extends beyond academic achievement and includes the development of essential skills and character traits that prepare students to thrive in high school, college, careers, and life. Our Portrait of a Learner focuses on six key competencies: Critical Thinking, Communication, Adaptability, Empathy, Digital Literacy, and Collaboration.

Through rigorous instruction, meaningful learning experiences, and positive relationships, students learn to analyze information, solve problems, communicate effectively, work collaboratively, adapt to challenges, and demonstrate empathy and respect for others. We emphasize responsible use of technology and digital tools while fostering engaged learners, critical thinkers, problem solvers, responsible citizens, team players, and lifelong learners.

By cultivating these skills and mindsets, Tioga Middle School empowers every student to reach their full potential and become confident, compassionate, and capable contributors to their communities.

WORK HARD. GET SMART. BE KIND.

EVERY LEARNER. EVERY DAY.

TIOGA

PORTRAIT OF A LEARNER

Preparing Students to THRIVE



CRITICAL THINKING

- I can think critically, analyze information, and solve problems effectively.
- Ask questions, check facts, and seek different perspectives
- Explain and justify my thinking with clear reasoning



ADAPTABILITY

- I can adapt to challenges, stay resilient, and embrace change.
- Adjust to new situations and tasks
- Persist, even when things don't go an planned.



COMMUNICATION

- I can communicate clearly and share my ideas.
- Speak, write, and present effectively
- Listen respectfuly and share with confidence.



EMPATHY

- I can understand others' feelings and show kindness.
- Treat others with care and respect.
- Consider others' experiences and perspectives.



DIGITAL LITERACY

- Evaluate information and sources,
- Use digital tools responsibly and ethically.
- Create original content!



COLLABORATION

- I can work well with others to achieve our goals.
- Share ideas, solve problems, and complete tasks as a team
- Listen to others and practice teamwork skills

WHAT IT LOOKS LIKE AT TIOGA

- ☑ Engaged Learners
- ☑ Critical Thinkers
- ☑ Team Players
- ☑ Problem Solvers
- ☑ Responsible Citizens
- ☑ Lifelong Learners





Fresno Unified School District

DECODING OUR PORTRAIT IN THE CLASSROOM





CRITICAL THINKING

Is learning mainly organized around lectures and exams? **OR** Are students synthesizing and analyzing content to solve real life problems through discussion and /or projects?

Student Indicators

- **EVIDENCE & ANALYSIS:** Students are using a variety of tools to formulate and solve real world problems through source evaluation, data analysis, statistical reasoning, scientific inquiry, creativity, and nonlinear thinking and persistence.
- **DEFEND YOUR REASONING:** Students are able to defend their analysis of what was read or heard with evidence through a variety of modalities.
- **EVIDENCE PROBLEM SOLVING:** Students can apply a decision-making process to effectively identify and analyze problems, generate potential solutions, and anticipate the impact of decisions.
- **REFLECTION:** Students can use reasonable judgement, reflect on outcomes, and evaluate one's role in the impact of decisions

Teacher Indicators

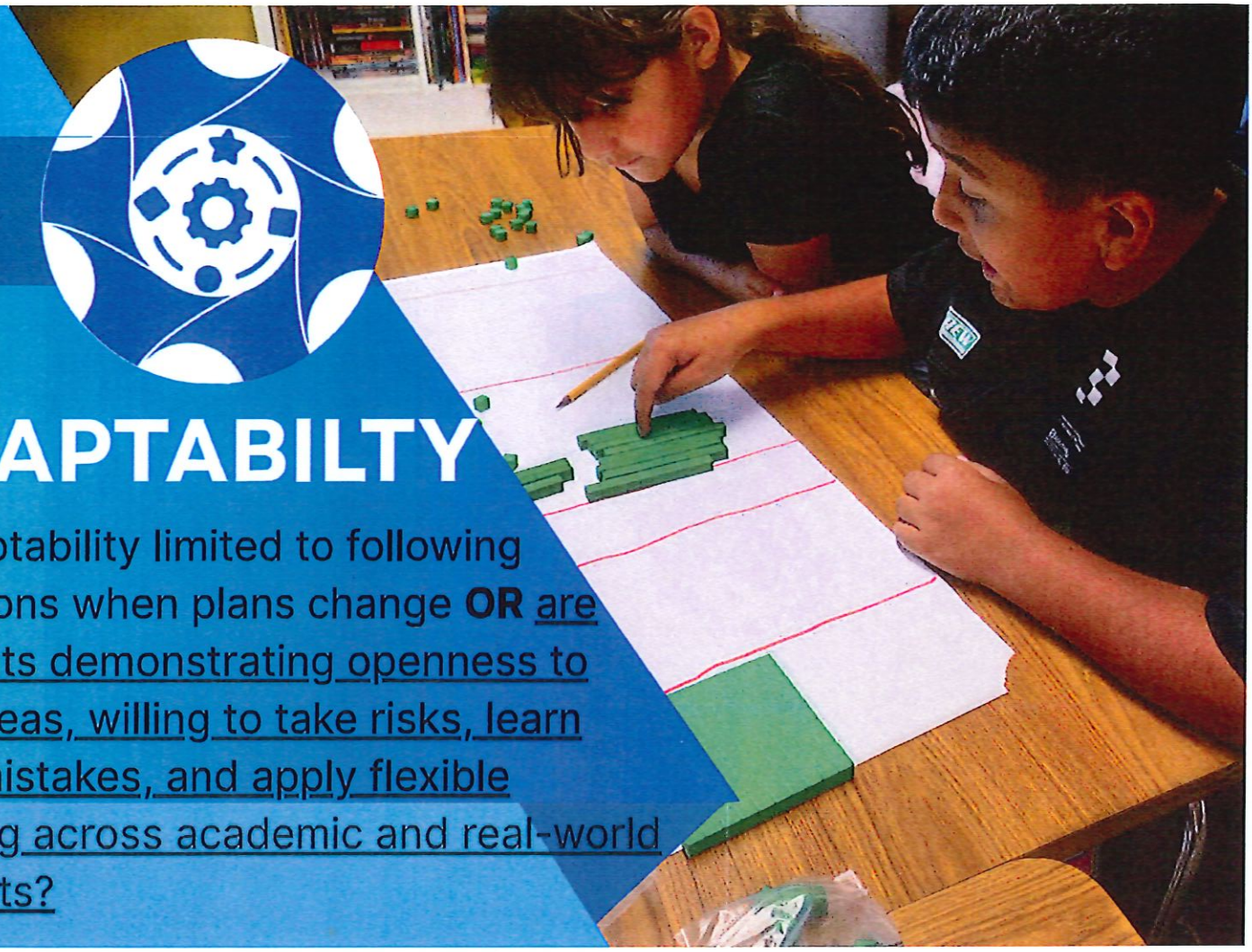
- **DESIGN**: Lessons and projects organized around guiding questions. Walls filled with explicit learning targets for academics, habits of work, and success criteria.
- **ENGAGE:** Provide a variety of ways to demonstrate learning.
- **FACILITATION**: Promote student-directed learning by encouraging meaningful student discourse and implementing collaborative learning experiences, with teachers guiding and supporting students as they take ownership of their learning.
- **ASSESSMENT:** Systematically check for understanding through observation, analysis of student work, and questions and feedback.
- **REFLECT:** Lessons provide opportunities for students to debrief where teachers and students can synthesize and reflect on their learning.

WHAT YOU'LL SEE IN A CLASSROOM



QUESTIONS TO ASK

- "How did you use evidence, data, or tools to analyze and solve today's problem?"
- "What evidence supports your thinking, and how can you clearly explain your reasoning?"
- "How did you identify the problem, choose a solution, and consider its impact?"
- "What did you learn from the outcome, and what was your role in how it turned out?"
- "How did today's guiding question help you understand what and why you were learning?"
- "How did you contribute to discussions or collaborate to deepen your understanding?"
- "Which way of showing your learning helped you express your thinking best?"
- "What shows me that you understand this concept, and what support do you still need?"



ADAPTABILTY

Is adaptability limited to following directions when plans change **OR** are students demonstrating openness to new ideas, willing to take risks, learn from mistakes, and apply flexible thinking across academic and real-world contexts?

Student Indicators

- **RESPOND**: Develop personal and collective goals while demonstrating cognitive flexibility when things don't go as planned.
- **PERSIST**: Demonstrate resilience and confidence by embracing a growth mindset and cultivating self-efficacy.
- **REFLECT**: Evaluate goal attainment and identify obstacles to progress.
- **ADJUST**: Seek and apply feedback to make informed adjustments.

Teacher Indicators

- **DESIGN**: Creating a safe space to allow students to make mistakes without fear of judgement and design relevant experiences in which students take an active role in the direction of their learning.
- **ENGAGE**: Encourage student inquiry by fostering a classroom culture where questions, dialogue, and curiosity drive learning.
- **FACILITATION**: Model flexibility and growth mindset. Anticipate student variability and provide appropriate guidance, instruction, and resources to support students' access to learning
- **ASSESSMENT**: Use formative and summative assessment practices to monitor learning, provide meaningful feedback, and guide instructional adjustments.
- **REFLECT**: Support students in reflecting on their learning, decision-making, and progress to deepen understanding and inform the next steps.

WHAT YOU'LL SEE IN A CLASSROOM



QUESTIONS TO ASK

- "What's another way you could do this?"
- "How can we adjust now that the plan has changed?"
- "What helped you stay flexible?"
- "What did you try when the first idea didn't work?"
- "How did you decide to change your approach?"
- "What did you learn from adjusting your plan?"



COLLABORATION

Are students mainly working on their own with direct instruction from the teacher **OR** are there opportunities for teamwork, discussion, active listening and cooperative work towards a common goal?

Student Indicators

- **COMMUNICATION**: Listen actively, share ideas clearly, and ask clarifying questions to advance group work.
- **RESPONSIBILITY**: Contribute meaningfully to tasks, fulfill assigned roles, and prioritize group goals over individual outcomes.
- **INCLUSION**: Value diverse perspectives, encourage all members to participate, and maintain respect during disagreements.
- **PROBLEM-SOLVING**: Collaborative with peers to solve problems, negotiate compromises, and use reasoning to support decisions.
- **REFLECTION**: Analyze group dynamics, apply feedback to improve collaboration, and acknowledge personal impact on group success.

Teacher Indicators

- **DESIGN**: Create tasks requiring shared problem-solving and diverse perspectives. Establish clear roles, norms, and structured opportunities for teamwork.
- **ENGAGE**: Foster a culture where students are co-owners of group work. Value diverse voices through authentic, meaningful collaboration.
- **FACILITATE**: Model active listening and intervene to resolve conflicts. Guide students in building on ideas while maintaining group accountability.
- **ASSESS**: Evaluate both the process and the product using clear rubrics. Provide feedback on teamwork and facilitate student self-reflection.
- **REFLECT**: Analyze participation data to ensure equity. Use student feedback to refine group structures and remove barriers to inclusion.

WHAT YOU'LL SEE IN A CLASSROOM



QUESTIONS TO ASK

- "What's another way you could do this?"
- "How can we adjust now that the plan has changed?"
- "What helped you stay flexible?"
- "What did you try when the first idea didn't work?"
- "How did you decide to change your approach?"
- "What did you learn from adjusting your plan?"



EMPATHY

Do students view empathy as an optional social skill **OR** do they see their voice as an essential tool for actively building and sustaining an inclusive community where valuing others' perspectives is a core shared responsibility?

Student Indicators

- **LISTENING**: Listen actively without interrupting, acknowledging diverse viewpoints and asking clarifying questions.
- **COMMUNICATION**: Use respectful, supportive language that validates peers' ideas and avoids judgment.
- **AWARENESS**: Recognize emotions in self and others, adjusting behavior to show empathy and concern.
- **INCLUSION**: Proactively invite participation and demonstrate patience and kindness during group work.
- **COMMUNITY**: Take ownership of a positive classroom culture by resolving conflicts respectfully and minding personal impact.

Teacher Indicators

- **DESIGN**: Create flexible, identity-affirming lessons with multiple pathways for success. Establish routines that prioritize emotional safety, student voice, and belonging.
- **ENGAGE**: Empower students as co-creators of classroom culture. Foster an environment where empathy is practiced and students feel safe sharing diverse perspectives.
- **FACILITATION**: Model calm, active listening and curiosity-based conflict resolution. Guide discussions that validate student feelings and honor multiple viewpoints.
- **ASSESSMENT**: Use assessment as a growth tool rather than a judgment. Provide clear criteria and revision opportunities, using data to adjust to student needs.
- **REFLECT**: Adopt an empathy-based mindset to analyze student data and personal assumptions. Continually refine practices to improve student belonging and academic impact.

WHAT YOU'LL SEE IN A CLASSROOM



QUESTIONS TO ASK

- Do you see evidence of students "owning" their learning and believing that their efforts can lead to improvement in their lives?
- Do students have a "voice" in choosing their projects and/or setting the classroom and small group norms?
- Does assessment feedback push students to raise their expectations?
- Are the efforts to help students feel they belong? (clubs, advisories, other activities)



COMMUNICATION

Is communication focused on what happens in English class, mainly mastering the rules of grammar and punctuation with an occasional essay?
OR Are students embedding communication skills into everything they do in all of their courses: speaking, listening, reading, and writing?

Student Indicators

- **INQUIRY**: Students engage in meaningful dialogue, demonstrate active and empathic listening, ask clarifying questions, and synthesize information from diverse sources.
- **RESEARCH**: They gather and evaluate information critically, connecting ideas across texts and contexts.
- **EXPRESSION**: Students communicate ideas effectively through writing, speaking, and multimedia formats tailored to audience and purpose.
- **COLLABORATION**: They provide constructive critiques and incorporate feedback through multiple revisions, demonstrating growth in clarity and impact.
- **COMMUNICATION**: Demonstrate effective communication by using strong social skills, interpreting verbal and nonverbal cues, and responding with respect and thoughtfulness.

Teacher Indicators

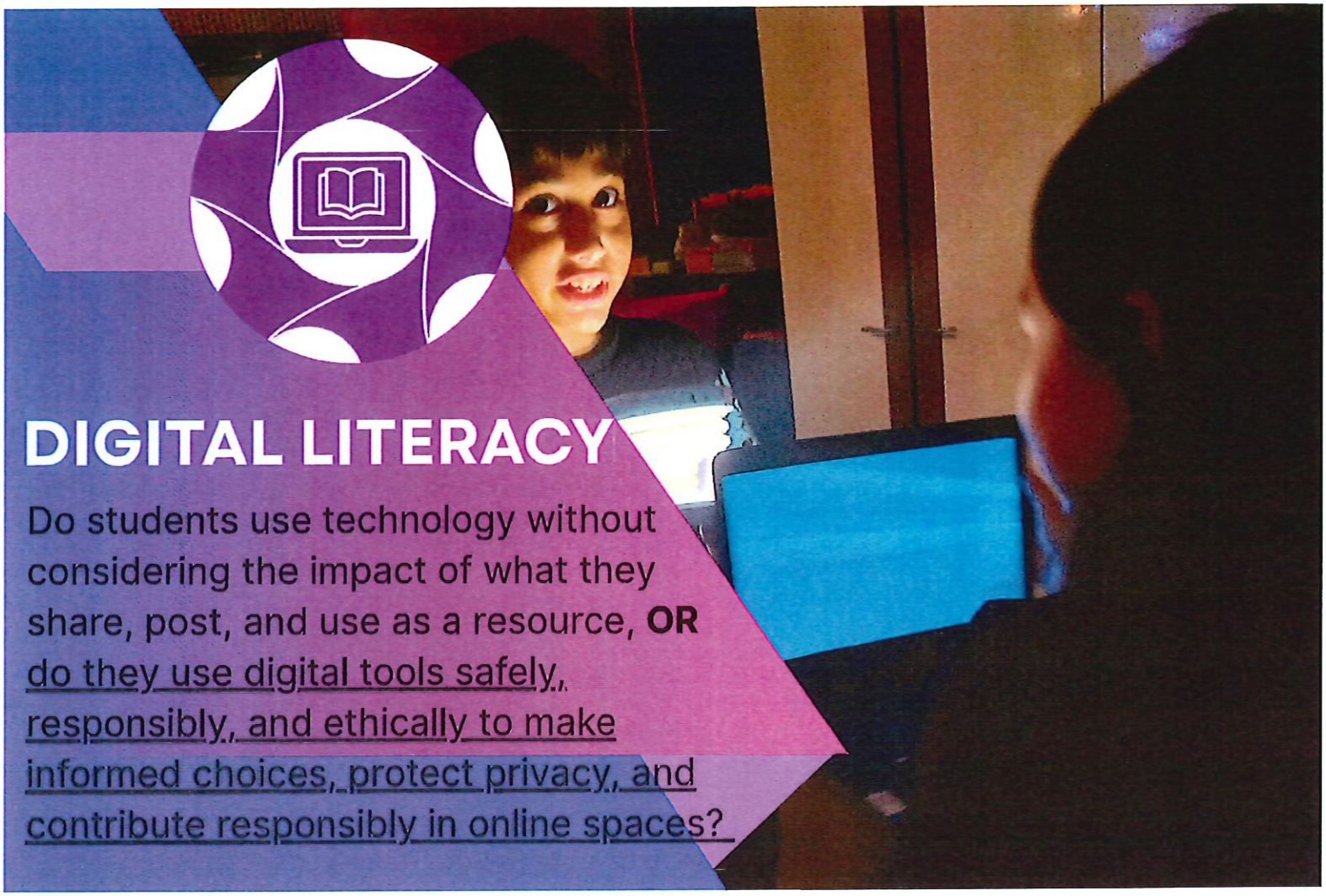
- **DESIGN**: Set clear learning targets and language expectations. Plan structured opportunities for oral and written expression while establishing norms for respectful dialogue.
- **ENGAGE**: Foster a safe, inclusive environment for purposeful collaboration. Value student voice by ensuring equitable participation and thoughtful perspective-sharing.
- **FACILITATE**: Model inclusive communication and guide discussions that build on student ideas. Use responsive feedback to deepen understanding and academic discourse.
- **ASSESS**: Use formative checks and rubrics to evaluate communication skills. Provide timely feedback and engage students in self-reflection on their progress.
- **REFLECT**: Analyze participation patterns to address marginalization. Refine strategies and clarify prompts to ensure all students can communicate effectively.

WHAT YOU'LL SEE IN A CLASSROOM



QUESTIONS TO ASK

- Are students regularly asked to present, explain, and defend their ideas orally and in writing?
- Are students regularly using multimedia tools (video, podcasts, animation, art, writing) to show their work? Are students constantly revising and improving their work? How often? How explicit and central is this expectation?
- Is communication routinely being taught and practiced in all classes and projects, not just in "English class?



DIGITAL LITERACY

Do students use technology without considering the impact of what they share, post, and use as a resource, **OR** do they use digital tools safely, responsibly, and ethically to make informed choices, protect privacy, and contribute responsibly in online spaces?

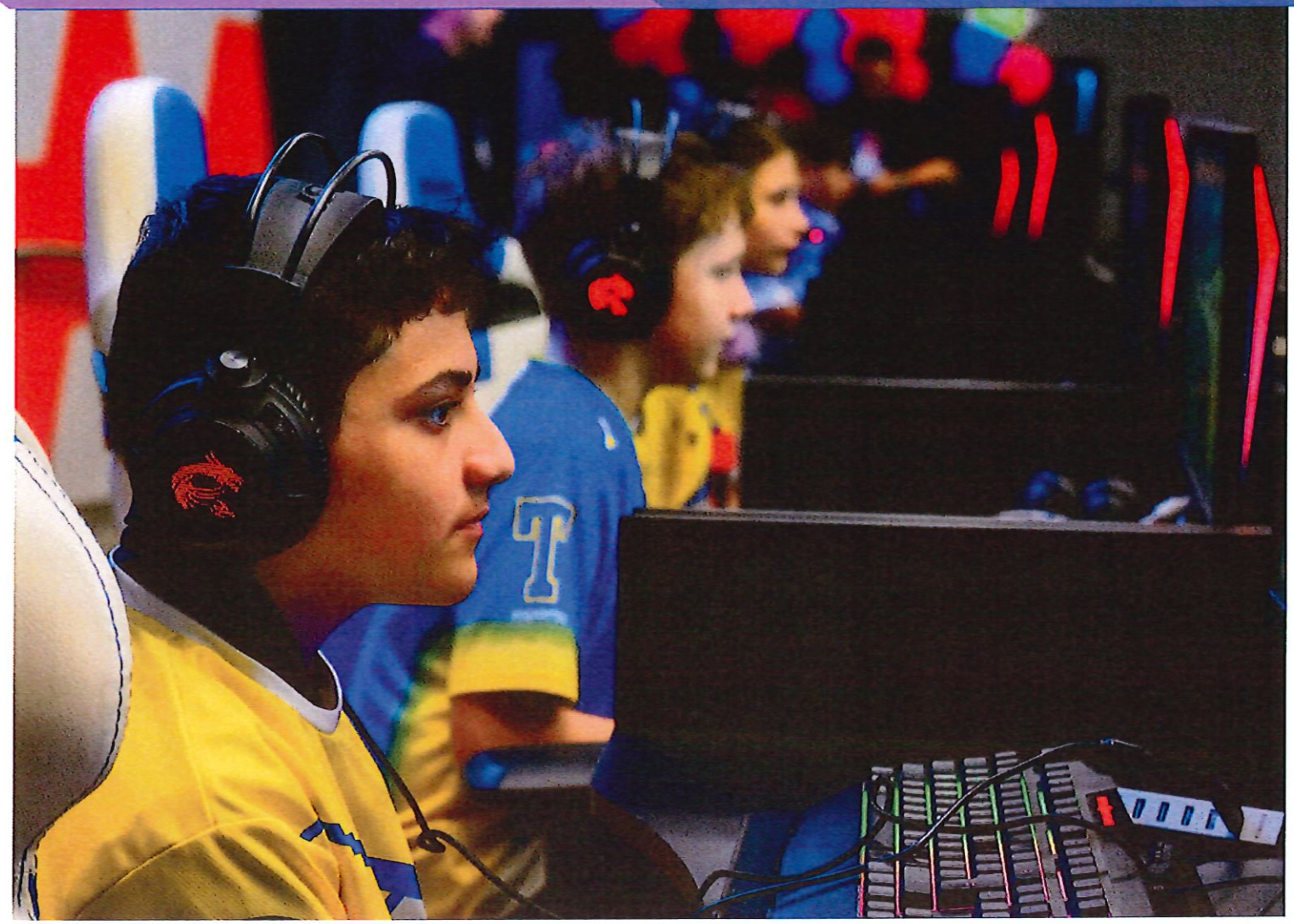
Student Indicators

- **ETHICS**: Practice responsible digital citizenship by considering the impact of online actions and maintaining respectful, inclusive behavior.
- **SAFETY**: Protect personal and peer privacy, recognize online risks, and use digital tools and settings securely.
- **LITERACY**: Evaluate source credibility to distinguish fact from misinformation and use digital resources intentionally for learning.
- **COLLABORATION**: Communicate clearly and empathetically in digital spaces while collaborating responsibly through shared tools.
- **AGENCY**: Use technology purposefully to create and solve problems while taking ownership of your digital footprint.

Teacher Indicators

- **DESIGN**: Integrate digital tools to enhance—not replace—learning. Select credible, age-appropriate resources that explicitly teach safety, ethics, and privacy management.
- **ENGAGE**: Transform students from passive consumers into active creators. Use digital platforms to spark collaborative problem-solving and responsible communication.
- **FACILITATE**: Model digital citizenship and ethical habits, such as proper citation. Address digital misuse with instructional guidance and lead critical evaluations of online information.
- **ASSESS**: Evaluate digital products and online behavior using clear rubrics. Provide feedback on a student's decision-making and ethics, rather than just their technical proficiency.
- **REFLECT**: Analyze how technology impacts equity and engagement. Use student data to refine tool selection and ensure digital practices support responsible decision-making.

WHAT YOU'LL SEE IN A CLASSROOM



QUESTIONS TO ASK

- "How do you know this source is trustworthy?"
- "What tool would work best for this task?"
- "Is this safe to share online?"
- "What makes this information reliable or unreliable?"
- "Where else could you check to confirm this information?"
- "Who might see this online, and how could it be used?"

TIOGA MIDDLE SCHOOL

WORK HARD. GET SMART. BE KIND.

CHEER POLICIES & PROCEDURES

Mission Statement

Involvement in the Tioga Pep and Cheer program shall provide members with educational experiences and learning outcomes that contribute toward the development of the attributes of academic success, self-discipline, and good citizenship. The educational process should be enhanced, not compromised, through participation in Tioga Pep and Cheer. Our spirit teams serve as a support group for the interscholastic athletic program and are essential in administering athletic and activity contests. Squads will strive to boost school spirit, promote good sportsmanship, develop positive crowd involvement, and help student participants and spectators achieve the most worthwhile educational objectives of the interscholastic program. As one of the school's most visible and recognizable representatives, Tioga Pep and Cheer members shall be dedicated to demonstrating the highest standards of conduct through positive personal behavior and squad cohesiveness.

Cheerleaders are expected to be mentally and physically fit and athletically skilled in cheerleading. They are first and foremost representatives of their school. Because of these responsibilities, cheerleading squad members will be expected to maintain a higher standard of behavior both on and off campus than their peers. In or out of uniform, cheerleaders represent the **Tioga Pep and Cheer** program and the school.

The Tioga Pep and Cheer coaching staff is looking forward to a successful 2025/2026 season. GO Tomahawks!

Parent Signature: _____

Student Signature: _____

TIOGA MIDDLE SCHOOL

WORK HARD. GET SMART. BE KIND.

CHEER POLICIES & PROCEDURES

Citizenship and Academic Eligibility

Students representing their schools in extracurricular and co-curricular activities shall maintain satisfactory citizenship records and conform to Fresno Unified School District credit and grade requirements. To be eligible to participate in extracurricular and co-curricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including but not limited to:

1. Receive and maintain a minimum **2.0 grade point average** at the end of each grading period. Students who receive a GPA lower than 2.0 will be placed on academic probation. Students who receive below a 2.0 GPA for two consecutive grading periods will be removed from the team, according to CIF guidelines. (Accommodations will be discussed with the director, staff, and student if needed).

2. The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is severe enough to warrant loss of this privilege.

Tobacco, Alcohol, and Other Drugs

Student possession, use, distribution, or sale of tobacco products, alcohol, or unlawful drugs—including drug paraphernalia or any substance purported to be an illegal drug—on or near any Fresno Unified property (including parking lots) or while participating in Fresno Unified-sponsored activities is prohibited and will result in disciplinary action. Suppose such an incident occurs while going to or coming from school or a school-sponsored activity. In that case, disciplinary action will likely include removal from the co-curricular or extracurricular program, as well as additional discipline, up to and including suspension. Parents will be notified of all substance-related violations and resulting discipline. If appropriate, students may also be referred to law enforcement.

The term 'tobacco products' includes inhalant delivery systems such as electronic cigarettes, vapes, e-hookahs, and any vapor-emitting devices that mimic the use of tobacco.

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CHEER POLICIES & PROCEDURES

Social Media Policy

Fresno Unified and its co-curricular and extracurricular programs recognize and support students' rights to freedom of speech, expression, and association, including the use of social networks. However, each student must remember that they represent Fresno Unified, their school, and their team, and that participation in these programs is a privilege. Students are expected to portray themselves, their team, and the district positively at all times.

Online social networks are not places where you can say and do anything without consequences. The information you post is considered public. Protect yourself by maintaining an image you can be proud of now and in the future.

Social Media Guidelines:

1. Students are high-profile representatives and must always behave appropriately online.
2. Privacy settings may not protect your content; deleted posts can remain accessible.
3. Think before posting. Content can remain public forever.
4. Ensure posts reflect respect and integrity. College and job recruiters may view your profile.
5. Do not post content that is racist, sexist, vulgar, profane, or promotes illegal activities.
6. Do not repost or support offensive content.
7. Do not post media of others without permission.
8. Staff may monitor social media.
9. Cyberbullying is taken seriously and includes spreading rumors, threats, impersonation, or posting embarrassing content.

Fresno Unified reserves the right to discipline students for off-campus conduct that poses a threat or disrupts school activities.

TIOGA MIDDLE SCHOOL

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CHEER POLICIES & PROCEDURES

Consequences for Noncompliance with the Code of Conduct

Fresno Unified priorities are the safety of students and staff, as well as maintaining an orderly school environment. When misconduct occurs, programs will determine appropriate consequences based on each case. Disciplinary actions will be fair, consistent, and support student growth.

Disciplinary Levels:

Level 1 – Minor Offense:
- Handled with verbal/written warnings or probation
- Examples: minor social media violations, tardiness, dress code issues, profanity, misuse of phone, incomplete uniform, and minor misconduct

Level 2 – Moderate Offense:
- May include loss of leadership or limited participation
- Examples: bullying, repeated tardiness, poor sportsmanship, social media violation, defamatory statements, repeated Level 1 behaviors

Level 3 – Major Offense:
- May result in 14-day suspension or removal from team
- Examples: school suspension, hazing, performance-enhancing drugs, felony charges, harassment, threats, gang activity, theft, vandalism

Note: Level 3 violations will result in automatic removal from the program.

Parent Signature: _____

Student Signature: _____

TIOGA MIDDLE SCHOOL

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CHEER POLICIES & PROCEDURES

Practices and Game Responsibilities

- **Cheerleaders** are required to attend all practices, games, and events.
- **Game cheer practices** will be held weekly after school. Cheerleaders may ride the bus or be picked up by a parent/guardian. Practices run from June through December, resuming before basketball season.
- **Football Games:** Teams cheer weekly at Saturday games (August–November). Each team aims to perform at halftime during home games, weather permitting.
- **Basketball Games:** Cheerleaders support home games only (December–February).
- **Additional Events:** Cheerleaders may be asked to participate in rallies, Back to School Night, Orientation, fundraisers, Open House, and more. Game teams do not participate in competitions unless notified by coaches.
- **Pep and Cheer** is a year-round commitment. Team members may not participate in other sports that conflict with scheduled duties.

Squad Descriptions

Pom Squad:

- **Focus:** Dance (jazz, ballet, and cheer).
- Encouraged: Enroll in a dance technique class.
- Practice: At least weekly, with additional practices assigned as needed.
- Participation in practice begins in June.

Cheer Squad:

- Focus: Cheerleading (motions, jumps, stunts, cheer-dance).
- Tumbling is preferred but not required.
- Encouraged: Enroll in tumbling, dance, or cheer classes.
- Practice: At least weekly, with additional workouts starting in June.

Pep and Cheer Finances

- A price estimate will be provided for campus and choreography costs. Prices may vary.
- Uniforms are required ($300–$400 est.) and must be paid in full before distribution.
- Uniforms must be kept clean and in good condition. Damaged, lost, or stolen items must be replaced at the student's expense.
- If fitted for a uniform, you are responsible for full payment, even if removed or if you quit.
- Fundraising opportunities are available. However, each individual is responsible for covering expenses.
- Competition teams have additional financial/time requirements that will be discussed before tryouts.

TIOGA MIDDLE SCHOOL

WORK HARD. GET SMART. BE KIND.

CHEER POLICIES & PROCEDURES

Communications

- Weekly reminders will be shared via morning announcements. Cheerleaders must inform their parents/guardians.
- Weekly Remind updates will be sent. Parents must download the Remind app to receive updates.
- If multiple guardians are involved, each must have access to the app.

Parent Communication

- Discuss your child's concerns with the coach at an appropriate time.
- Appropriate topics: member's progress, behavior, and safety.
- Inappropriate topics: team decisions or concerns about other students.
- Follow communication steps:
  - Schedule a meeting with the campus cheer coach
  - Do not confront coaches during or after events
  - Enter practice areas only with principal or designee permission

Parent Signature: _____

Student Signature: _____

WORK HARD. GET SMART. BE KIND.

TIOGA
MIDDLE SCHOOL

ACADEMIC SCHOOL YEAR
2026-2027

HAWKS



WORK HARD.
GET SMART.
BE KIND.

Every Learner. Every Day.