



An IB World School

**2025-2026
PARENT and STUDENT HANDBOOK**

UMOJA International Academy
5301 N Street
Sacramento, CA 95819
916-395-5350



An IB World School

At UIA, we break down views of superiority and inferiority by destroying any notions that discriminate and marginalize people. Together, staff, students, create a safe, positive atmosphere where all are welcome and embraced for who they are; regardless of their cultural background, who they identify as, or their values & beliefs.

Office Staff

Dr. LuTisha McGregor, Principal

Shawn D'Alesandro, IB Coordinator

Cindy Ross, Office Manager

Koy Carley Registrar

Stephanie Gentle, Attendance Tech

Meyvi McCready, Office Tech

Lora Jones, School Nurse

Wendell Birt, Plant Manager

Yanika Gilbert, Custodian

Carl Gillmere, Custodian

Umoja International Academy



Mission Statement

Umoja International Academy develops students who express themselves confidently and creatively, who use their knowledge to improve their local and global communities, and who thoughtfully consider the perspectives of other individuals and groups.

Vision Statement

Umoja International Academy prepares students to become successful global citizens through rigorous and engaging, student-centered, academic experiences. We embrace the 21st century and envision compassionate, principled thinkers working together to advance our skills, knowledge, and growth, as we pioneer ideas and innovations in our complex world.

Student Rights

Umoja International Academy endeavors to safeguard the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all UIA students have the right to:

1. Attend school in an environment free of discrimination and harassment.
2. Take part in all District activities on an equal basis regardless of race, color, weight, creed, ethnic group, national origin, religion, religious practice, gender or sexual orientation, sex, or disability.
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

Student Responsibilities

All UIA students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to disciplinary action.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the UIA when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed in a manner consistent with the student dress code and that the responsibility for a student's dress rests primarily with the student and you as their parent(s) or guardian(s).
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment including conducting themselves in a manner free of harassing and/or discriminating behaviors based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law §11[7]), Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and Umoja International Academy..
9. Build good relationships with teachers.
10. Help their children deal effectively with peer pressure.

11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All District Teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn, including conducting themselves in a manner free of harassing and/or discriminating behaviors based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law §11[7]), Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990.
2. Be prepared for each day's classes.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair, equitable, and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
 - f. Student growth and achievement.
6. Resolve individual student problems in the classroom and school environment and keep documentation of persistent infractions.
7. Show respect for students and other members of the school community.

C. School Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.

D. Administration

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with administration and approach Administration for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

Student Drop-off/Pick-up

- Campus does not open until 8:05 AM, or 30 minutes before the start of school
- Open food and beverages are not permitted on campus. Students will be stopped at the main gate until they have finished eating and/or drinking their purchases.
- Students are to leave the campus immediately after school unless they are participating in a supervised after-school program
- The main gate for student drop-off is on N Street. The parking lot in front of the office is not an entrance before school starts.
- N Street is also the main gate during dismissal time at **3:26 pm & 2:26pm**.
- During drop off and pick up traffic is one way on N Street. This is much safer for our students.
- Umoja International Academy is a **CLOSED CAMPUS**. Any student leaving campus without a parent/guardian directly contacting the school is considered to be truant.

Attendance

- **Parents and/or guardians must** notify the school by email, phone or in-person if their student will not attend school on any given day.
- **Excused Absences:** An absence is excused if it meets one of the following:
 - Verified illness
 - Quarantine of student
 - Medical or dental appointments
 - The funeral service of an immediate family member living in the household. (Limited to 1 day within California and 3 days out of state)
 - Exclusion due to incomplete immunization. Parents/Guardians have 10 days to provide evidence of immunization.
- **Unexcused Absences**
 - Vacation
 - Oversleeping
 - Babysitting or taking care of other family members
 - Personal reasons (missed bus, court date, etc)
- **Truancy and Tardies**
 - If a student has 3 or more unexcused absences or 3 tardies of 30 minutes or more, in the school year, he/she is considered truant. SCUSD's truancy program includes a partnership with the District Attorney, Sacramento Police, Juvenile Probation, City of Sacramento, and several judges.
 - Students arriving after the bell must stop by the office and sign in on 5- Star before going to class.
 - Students are considered truant if they are tardy in excess of 30 minutes for three or more days in the school year.

Early Dismissals

- Students are not allowed to leave school early unless they are picked up by a parent/guardian, or other person(s) designated on the emergency card. Parents/guardians are required to come to the front office to sign out a student.
- Identification will be checked before a student is released to anyone.
- The office staff will call for the student to come to the office to meet the parent/guardian. Parents/guardians may not go get their student out of class.

Emergency Cards

- **Every student is required to have a complete and up-to-date emergency card on file in the front office.**
 - Any changes in phone numbers and addresses must be recorded on the emergency card. The card is critically important in the event of an emergency. Students will not be released to anyone not authorized on the emergency card
 - **Students cannot participate in extracurricular activities without an up-to-date emergency card.**

The Office

- Telephone use in the office is limited to emergency calls only
- Class will not be disrupted unless it is an emergency
- Items left in classrooms after school cannot be retrieved unless the teacher is still there
- There is a “Lost and Found” bin in the front office for misplaced items
- If you are **withdrawing from school**, notify the office at least 2 days in advance. That way we can have the student’s records ready for the new school

School Visitation

We welcome and encourage visitors to observe their student’s classrooms and school activities. It is important however that school visits do not interrupt the educational process. Therefore, we ask that all visitors observe the following guidelines:

- All visitors must call or email the front office at least 24 hours in advance of an anticipated visit in order to make an appointment. The school reserves the right to limit the number of visitors to a particular classroom at any one time and the number of visits per person.
- Visitors are asked not to bring children to visitations.
- All visitors are required to sign in at the front office and obtain a visitor’s badge prior to going on to the classrooms.
- Visitors are not to interact with the teacher, students, or materials, or cause any distraction to instruction.
- Observations will be limited to 30 minutes per classroom, unless prior arrangements have been made.
- Parents that visit on a regular basis, must have cleared all volunteer screenings.
- **Visitors may not use their cell phones or take any pictures while in classrooms or on the school yard.**

Because we have many requests for visitations by parents that do not have a child in the class that wish to visit we limit those visits to Wednesdays. Arrangements must be made in the front office with the office manager. Observations are limited to 30 minutes and the observer may not interact with students, photograph, audio tape, or talk to the teacher during that time. Our goal is to allow visitors to observe the class in action with minimal disruption to the instructional process.

Bus Privileges

Bus riding is provided for all students free by Sac RT. It is a privilege which may be revoked. Parents are urged to discuss appropriate bus riding behavior and rules with their child. Should a student persist in disobeying the instructions given by a bus driver, a bus citation may be issued and disciplinary action may follow. Students may be restricted from riding the bus for inappropriate behavior on the bus, while waiting for the bus, or upon leaving the bus.

NO BUS SERVICE IS AVAILABLE AT DISMISSAL ON MINIMUM DAYS AND THURSDAYS

Deliveries to Students

Students should not receive any non-instructional items at school. This includes flowers, balloons, food, or other personal items. If such items are delivered to school, the office will try to notify the student to pick the items up after dismissal. The school will not be responsible for delivering such items to the student. In addition, the school will not be responsible for any such items should they be stolen, damaged, or lost.

OUTSIDE FOOD DELIVERS SUCH AS DOOR DASH and UBER EATS are NOT ALLOWED.

Forgotten items must be brought to the office and not delivered directly to the classroom.

Electronic Devices, & Personal Items

Personal items, such as toys, games, nerf guns, gel blasters, radios, any electronic devices are **NOT** permitted to be brought to school.

Do **NOT** send your student to school with large amounts of money.

Personal electronic devices such as cell phones, iPods, airpods, MP3 players, “wearables” such as Smartwatches with communication capabilities, and similar devices are a part of modern society and the school recognizes that many students will possess them. However, their application and relevance to learning are limited. Teachers and students have a right to teach and learn in an environment free from interruption from such devices.

Our policy tries to allow for sensible student use of such devices while addressing these challenges and maintaining an environment that is ideal for teaching and learning.

Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyber bullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved.

AWAY FOR THE DAY

Cell Phones, Airpods, iPods/MP3 Players, “wearables” such as Smartwatches with communication capabilities, and similar devices:

1. **“Away for the day”**- meaning that these devices will be put away in backpacks or lockers for the duration of the instructional day. This impacts both Middle School and High School
2. Students may not have these devices out without the classroom teacher’s permission.
3. Not allowed at any time in private areas on school grounds such as bathrooms and locker rooms.
4. Recording functions on personal electronic devices used to take photos, video, or audio recordings are not to be used during the school day without permission of a teacher.

The school will not be responsible for any lost, damaged, or stolen personal items brought from home.

Violations of the Personal Electronic Devices Policy

1. **1st Offense – device is confiscated and given to the Administration team. The device will be returned to the student after a warning by the Administration team. Offense is recorded in the student’s contact log.**
2. **2nd Offense – device is confiscated and given to the Administration team . The device will be returned at the end of the day. Offense is recorded in the student’s contact log.**

3. **3rd Offense – device is confiscated and given to the Administration team. The device will be returned to the parent or guardian.**
4. **4th Offense and more – device is confiscated and given to the Administration team. The device will be returned to the parent or guardian at end of semester.**
5. **Use of recording function on a personal electronic device – the device is confiscated and given to the Administration team. Pictures or recordings may be reviewed by the Administration team. The device will be returned to the parent or guardian.**

The Administration team may rescind permission for a student to possess these devices in school if a student violates this policy.

Textbooks, Library Books, and Technology

SCUSD has a policy regarding the care of library ,textbooks, chrome books, and laptops. Please take careful note of the requirements, and consequences for damage or loss of these costly and necessary resources.

1. Textbooks and Laptops are provided for use by students and remain the property of the Sacramento City Unified School District. Students are responsible for returning textbooks checked out in their name in good condition, with no more wear and tear than usually results from normal use. (SCUSD BP 6161.2)
2. Each student is responsible for all text and library books checked out under his/her name and are subject to fines if books are lost or damaged. Students or parents/guardians are responsible for the current replacement cost of the materials. (SCUSD BP 6161.2 and CA Education Code 48904)
3. Payment can be made by cashier’s check, money order or cash. Cashier checks for lost or severely damaged books are made out to Sacramento City Unified School District. If the book(s) are later found (within 9 months) and returned, a refund check will be issued by the district. A receipt must be presented in order to receive a refund.
4. Fines may be waived in instances of unusual circumstances at the discretion of the principal, his/her designee or the district. Or, students may complete service hours in lieu of cash payment for damaged or lost textbooks.
5. When materials are damaged but still usable the student will be charged as follows:
6. Lost or stolen Chromebooks will have a \$100 replacement fee

Damages	Cost
Torn pages, ink or pencil marks	\$1.00 per page
Damaged cover	25% of the cost of the book
Damages that prevent re-issuing books (including mold or mildew or obscenities – drawn or written)	Full cost of the book

Missing bar codes	\$5.00
Chromebook (broken, screen cracked)	\$50

6. All text and library books must be returned by students at the end of every school year. If not, the district may withhold the student's grades, diploma, and transcripts until restitution is made or an agreement is reached with the site administration. (CA Education Code 48904). The student may also be denied participation in school privileges or commencement activities. (SCUSD BP 6161.2)

Please do not wait until the last minute to respond to school communications about unpaid debts. Be proactive so as to avoid having your child be held accountable for parental responsibilities

When you use school technology you agree to:

1. Follow the directions of teachers and school staff.
2. Abide by the rules of the school and school district.
3. Obey the rules of any computer network you access.
4. Be considerate and respectful of other users.
5. Use school computers for school-related education and research only.
6. Not to use school computers and networks for personal or commercial activities (gaming or Email).
7. Not change any settings, software or documents (except documents you create).
8. Not download any programs unless instructed by the teacher.

Use of school computers and access to the Internet is a privilege.

•If you do not follow the rules you will be disciplined and lose your computer privileges.

Do not produce, distribute, access, use, or store information, which is:

1. Unlawful
2. Private or confidential
3. Copyright protected
4. Harmful, threatening, abusive, or denigrates others
5. Obscene, pornographic, or contains inappropriate language
6. Interferes with or disrupts the work of others
7. Causes congestion or damage to systems

Protect your password

Do not allow anyone else to use your password and do not use anyone else's password.

Medication and Health Matters

Pain relievers and any other over-the-counter medications may not be dispensed to students. The school is only equipped to treat minor injuries with ice and band-aides. Parents/guardians will be called for more serious injuries and illnesses. If parents cannot be reached emergency personnel will be contacted.

Students are not allowed to possess any type of medication. Education Code 49423 states: “Notwithstanding the provisions of Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician may be assisted by a school nurse or other designated school personnel if the school district receives:

1. A written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken.

AND

2. A written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the manner set forth in the physician’s statement.”
3. Any student who carries and self-administers prescription auto-injectable epinephrine and/or inhaled asthma medication must submit a written statement of instruction from the physician that includes confirmation that the student is able to self-administer the medication and a written statement by the parent or guardian, 1) consenting to the self-administration, 2) providing a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise regarding the medication, and 3) releasing the school district and school personnel from liability if the student suffers an adverse reaction as a result of self-administering the medication.

Forms are available in the office for the signature of the parent and physician if the child must have medication during the school day. Medication is kept in a secure area and dispensed per the physician’s instruction. If a child is to temporarily take a non-prescription medication, such as an over-the-counter pain reliever or cough drops, the medication must be kept in the office. The parent/guardian must provide a note to the front office stating the time and dates the medication is to be given. The medication will be kept locked in the nurse’s office.

Health and Wellness Policy FAQs

1. What may be served and sold on campus?

Foods and beverages served and sold in schools must meet strict federal and state regulations for calories, saturated fat, sodium, sugar and trans fat. For an easy-to-use list, visit www.scusd.edu/wellnesspolicy.

2. When are these regulations in effect?

PreK-8th grade: Regulations are effective from midnight to a half hour after the school day or expanded learning (whichever is later).

High schools: Regulations are effective from midnight to a half hour after the school day.

3. How can you tell which foods are compliant?

Other than fresh fruits and vegetables, which are always compliant, food compliance varies widely. Use the California Project Lean calculator to determine compliance of items: www.californiaprojectlean.org

4. To whom do these regulations apply?

These federal and state regulations apply to Non-Charter Public Schools participating in the National School Lunch Program.

5. Can I bring snacks for the class on my child’s birthday or general classroom celebration?

Yes, as long as the snack meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice and whole grain snacks. Most cupcakes/cakes do not meet these requirements. Other non-food related options are possible, including but not limited to pencils, erasers, or other small items.

6. Do these regulations apply to food items that students bring from home for their own personal consumption?

No – Parents may decide what food items they want their own child to have.

7. May teachers give students candy/food as a reward for good behavior?

No – BP 3050 Student Wellness Policy restricts the use of food for rewards. The district as a whole wants to limit access to unhealthy items during the school day that decay teeth and teach unhealthy lifelong habits.

8. Do these regulations apply to sports games and parent-sponsored events?

Concessions sold at a sporting events may begin 30 minutes after the school day ends at any grade level.

The regulations do not apply to food sold to adults.

These regulations do not apply to food sold at events held in the evenings or on weekends

Fundraising

- School student-organizations must comply with all food and beverage standards. This includes how many items they can sell, pre-approval of the items, when they can sell, how many sales can be done per year, and more.
- The regulations apply to food sold and served to students before school, during the school day and until 30 minutes after the conclusion of any extended learning program for EK – 8th grade schools.
- These regulations apply to food sold and served to students before school, during the school day and until 30 minutes after the conclusion of the standard school day for 9-12th grade schools.

Classroom Celebration Ideas:

SCUSD employees, parent organizations and outside organizations will not use any food or beverage as a reward, incentive or punishment for academic performance or good behavior. Schools can promote a positive learning environment by shifting the focus from food during classroom celebrations, and striving to have non-food celebrations or healthy non-allergenic food. Food must be compliant with Competitive Foods regulations.

Field Trips

Field trips are always memorable events for students. They also require a great deal of paperwork, planning, and strict deadlines on the part of staff. In order to make sure that all safety and district field trip requirements are met the following protocols must be strictly adhered to:

- ALL permission slips must be turned in with complete and current parent contact information by the deadline stated on the permission slip. NO late additions to the trip roster will be allowed.
- All chaperones must have cleared the entire volunteer screening process, which includes evidence of tuberculosis screening. The paperwork for this screening is included in the first day packet. See the volunteer section of this handbook, or visit the front office for further information about volunteer requirements
- Parents may not just “show up” at the field trip destination. Students are under the direct care and supervision of the school staff and designated chaperones.
- Parents driving their child only must obtain prior approval from the administration and have completed all the appropriate forms.
- Siblings are not allowed to participate in field trips if parents have chosen to supervise or transport students.
- Field trips are a privilege and as such students with poor behavior may be excluded from trips. Donations may not be refunded for students that lose a field trip privilege.
- Parents that drive on field trips may not make any stops with other students in the car, such as at a restaurant. Volunteers that violate this requirement will not be allowed to participate as a driver on future field trips.
- Parents may be called to pick a child up from an overnight trip if the child’s behavior is cause for removal.
- Students with missing emergency cards will be excluded from field trips.
- Students that owe library/textbook or cafeteria money may be excluded from end-of-year field trips until all accounts are brought into balance.
- Safety is our primary concern for all field trips. Consequently, field trip guidelines will be strictly adhered to.

Volunteers

Volunteers are the backbone of an effective and thriving school. However, there are a lot of legal requirements that must be met in order to begin volunteering at a school site. The requirements are in place to insure the safety of every child. The following items must be on file with the school before any volunteer project can be started:

- A current and completed volunteer registration form. This must be completed each school year.
- Copy of a recent TB test or chest x-ray form indicating a negative result.
- A completed and cleared Volunteer Sex Offender Check Authorization Form (SOC-1) and, if necessary, a completed and cleared Volunteer Fingerprinting and Criminal Background Check Authorization Form (BC-1). The sex offender form must be completed each school year. There is no charge for this clearance. There is a charge for fingerprinting and the results are good for the duration of “uninterrupted” volunteering in the district. Call 643-7449 for more information.
- To drive on field trips volunteers need to have a DMV clearance, which can take up to 4 weeks to secure. In addition, volunteer drivers must submit proof of insurance that meets the district’s strict coverage requirements

Please do not wait until the last minute to complete your volunteer packets. They take 2-4 weeks to process so we strongly encourage everyone to be proactive and take care of it at the beginning of the year.

Student Dress Code

Purpose:

Umoja International Academy wants all students to be comfortable in their own bodies and in our schools as well. As such, our dress code is designed to support this purpose:

Underlying Principle: The responsibility for a student’s dress rests primarily with the student and their parent(s) or guardian(s).

Students may wear:

1. *Athletic attire*
2. *Ripped jeans provided that one’s underwear or buttocks are not exposed.*
3. *Tank tops, including spaghetti straps, halter tops.*
4. *Pajama Pants*
5. *Hooded sweatshirts (wearing the hood overhead is allowed, but one’s face and ears must be visible to school staff).*
6. *Fitted pants, including opaque leggings, yoga pants and “skinny jeans.”*
7. *Religious headwear.*
8. *Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.*
9. *Clothing, including footwear, must be suitable for all scheduled classroom activities including physical education, recess, science labs, fabrication labs, and other activities where unique hazards exist.*
10. *Specialized courses may require specialized attire, such as uniforms or safety gear.*

Students cannot wear:

1. *Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).*
2. *Violent language or images.*
3. *Hate speech, profanity, pornography.*
4. *Bullet proof vest, body armor, tactical gear.*
5. *Images or language that creates a hostile or intimidating environment based on any protected class.*
6. *Clothing containing gang identifiers.*
7. *Ski Mask or Shiesty*
8. *Any clothing that reveals visible undergarments or body parts such as buttocks, cleavage.*
9. *Yoga shorts/Biker shorts*
10. *Sunglasses inside the classroom without note from Physician*
11. *Accessories that could be considered dangerous or could be used as a weapon.*
12. *Any makeup or item that obscures the face or ears (except as a religious observance)*

Discipline relative to dress code violations:

If the student's attire threatens the health or safety of any other person, then discipline for said violation should be consistent with discipline policies for similar infractions.

UMOJA INTERNATIONAL ACADEMY SCHOOL WIDE EXPECTATIONS

SCHOOL WIDE EXPECTATIONS

- BEE Inquirers**
Nurture your curiosity; develop inquiry and research skills; enjoy learning independently and with others.
- BEE Knowledgeable**
Develop conceptual understanding and explore knowledge across disciplines and topics of local/global importance.
- BEE Thinkers**
Use critical and creative thinking skills to address complex problems and make ethical decisions.
- BEE Communicators**
Express ideas confidently in multiple languages and ways; work collaboratively and listen actively.
- BEE Principled**
Act with integrity, honesty, fairness, justice, and respect; take responsibility for your actions.
- BEE Open-Minded**
Appreciate your culture and others; seek and evaluate different perspectives; be willing to grow.
- BEE Caring**
Show empathy, compassion, and respect for others; act to make a positive difference.
- BEE Risk-Takers**
Approach unfamiliar situations with determination; explore new ideas courageously; be resilient.
- BEE Balanced**
Understand the importance of balancing intellectual, physical, and emotional aspects of your life.
- BEE Reflective**
Thoughtfully consider your learning and experiences; understand your strengths and areas for growth.

Student Conduct

The ultimate goal of the student code of conduct is the creation of a safe environment conducive to a quality educational experience and equal access to that experience for all students. The following guidelines are designed to assure that every student has the opportunity to contribute to the creation of such an environment.

Philosophy

All members of the school community have the right to work and learn in an environment that is physically and psychologically safe and is free of harassment and/or discrimination.

Parents have the right to be fully informed of the school's procedures for encouraging responsible behavior, and they have the responsibility of supporting it.

Parents and school staff members are responsible for teaching children appropriate behavior consistent with their developmental level.

Prohibited Student Conduct

Students will be subject to disciplinary action that may result in a suspension from school and possible disenrollment from school, when they:

- Engage in conduct that is disorderly. Examples of disorderly conduct include:
 - Running in hallways.
 - Making unreasonable noise.
 - Using language or gestures that are profane, lewd, vulgar, or abusive.
 - Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act which disrupts the normal operation of the school community.
 - Trespassing. Students are not allowed in any school building, other than the one they normally attend, without permission from an adult.
 - Computer/electronics misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.
- Engaging in conduct that is insubordinate. Examples of insubordinate conduct include:
 - Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students, or otherwise demonstrating disrespect.
 - Lateness for, missing, or leaving school without permission.
 - Skipping lunch detention.
 - Use of a cell phone when prohibited.
- Engaging in conduct that is disruptive. Examples of disruptive conduct include:
 - Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students.
- Engage in conduct that is violent. Examples of violent conduct include:
 - Committing, or attempting to commit an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee, or attempting to do so.
 - Committing, or attempting to commit an act of violence (such as hitting, kicking, punching, and scratching) upon another student or other person lawfully on school property, or attempting to do so.

- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
- Intentionally damaging or destroying school District property.
- Engage in any conduct that endangers the safety, morals, health, or welfare of others. Examples of such conduct include:
 - Lying to school personnel.
 - Stealing the property of other students, school personnel, or any person lawfully on school property or attending a school function.
 - Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation or the person or the identifiable group by demeaning them including using electronic means such as Facebook, texting, etc..
 - Discrimination, which includes the use of race (including those traits historically associated with race, including but not limited to hair texture, protective hairstyles such as braids, locks and twists), color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner.
 - Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
 - Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 - Selling, using, or possessing obscene material.
 - Using vulgar or abusive language, cursing or swearing.
 - Smoking a cigarette, electronic cigarette (vapor cigarettes), cigar, pipe, or using chewing or smokeless tobacco.
 - Possessing, consuming, selling, distributing, or exchanging, cannabis, synthetic cannabinoids [synthetic marijuana]
 - Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either.
 - Inappropriately using or sharing prescription and over-the-counter drugs.
 - Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 - Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharge of a fire extinguisher.
- Engage in misconduct on a school bus. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.
- Engage in any forms of academic misconduct. Examples of academic misconduct include but not limited to:
 - Plagiarism.
 - Cheating.
 - Copying.
 - Altering records.
 - Assisting another student in any of the above actions.

Criteria for Participation in Extracurricular Activities

In accordance with District policy, Umoja has set standards that all students are expected to achieve. The following rules and standards outline the criteria for participation in extra-curricular and end of the year activities.

The list of activities includes, but is not limited to:

- Dances
- Sports
- Field trips
- Assemblies
- Field Trips
- 8th grade Promotion Ceremony
- End of the Year Picnic

To participate in activities, students must meet the following criteria:

1. Students must pass all of their assigned classes and have a minimum 2.0 GPA.
2. Students must receive satisfactory or above citizenship in all classes.
3. Students must have satisfactory attendance.
4. All monetary debts must be paid. This includes textbooks, library books, gym locks, art fees, PE uniforms, computers, cords, etc.
5. No suspensions in the grading period during which the activity takes place. This includes in-house suspensions.

Pass Policy

We have a **NO pass policy** at Umoja. No student is to be out of an assigned class unless it is an emergency. In the case of an emergency, students must be given a pass signed by your teacher with date and time or signed out on the Student System. Students found out of class without a hall pass, referral, or other authorization will be considered tardy or truant and will be subject to appropriate disciplinary action.

The Cafeteria

Meals should be a relaxed and social event; however, it is important that the following guidelines be adhered to so as to make a dining hall with close to 200 people as relaxed as possible!

- Stand in line properly, facing forward.
- Keep hands and feet to yourself.
- Use a quiet, conversational tone and speak only to those on either side, or across, the table.
- Be courteous and polite in conversation and refrain from teasing, name calling, foul language, bullying, screaming, and loud talking.
- Refrain from throwing anything.
- You must be seated in the cafeteria while eating. **NO standing.**
- Food is not to be traded (we have many students with food allergies), sold, extorted, or bullied from other students.

ALL STUDENTS WILL BE ABLE TO EAT BREAKFAST AND LUNCH AT NO COST DURING THE 2025-2026 SCHOOL YEAR!

Food Allergies

If your child has food allergies, please let the cafeteria manager and office staff know. Accommodations can be made for dairy and other food allergies. It is critically important that students not share food with each other as

the health of students with serious food allergies can be compromised. There is a nut free table only students with allergy to those should sit at the designated table.

Expectations for Adult Behavior

Umoja is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. Any adult behavior that interferes with the discipline, good conduct and lawful performance of school activities may result in a 14-day withdrawal of consent which removes the right to be on campus in accordance with California Penal Code Section 626.4(a) (enclosed).

California Education Code considers the following to be misdemeanor offenses:

- Willful disturbance of any public school or any public school meeting. California Education Code Section 32210.
- Willful interference with the discipline, good order, lawful conduct, or administration of any school class or activity of the school with the intent to disrupt, obstruct or to inflict damage to property. California Education Code Section 44810.
- Conduct which disrupts classwork or extracurricular activity or involves substantial disorder. Education Code Section 44811.

Any behavior that creates a disruption of classroom or school activities, or disturbance of any school employee, may result in a misdemeanor and subject the perpetrator to arrest. In addition, the District will consider further lawful proceedings, such as obtaining a temporary restraining order and other civil action to maintain safety and order on campus. The District will seek reimbursement for attorney costs the courts may impose.

Keep in mind that posts on social media such as Facebook, Instagram, Nextdoor, and Twitter can be considered bullying if it is pervasive and consistent enough to cause a staff member to feel threatened and/or intimidated.

Please be role models for our students and refrain from cursing, yelling, intimidating, or threatening any district employee, student, or other parent. Please work to resolve any complaints or issues peacefully and respectfully.

Behavior

The foundation of our school wide behavior plan is respect for all, and taking personal responsibility.

Occasionally, a student's behavior is such that it infringes on the rights of other students to a free and appropriate public education. The entire school community recognizes the gravity of such situations, reacts to them in a calculated way, and follows procedure in doing so. The amount of due process to which a student is entitled before a consequence is imposed depends on the penalty being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.

Respect is a mutual process. This means that students will be shown respect and students will respect the authority of teachers, administrators, and all staff members. Respectful behavior is a matter of common sense: doing what you know is right, even when no one is looking, and treating others as you would expect to be treated. Failure to show respect for others is the root of behavior violations and will be treated seriously. In

addition, students are expected to take personal responsibility for their actions. Please note that there are cameras around the school to help support safety and security for all students, staff, and visitors to our campus.

There are plenty of adults and campus monitors on passing periods and lunch. When a conflict arises it is expected that students will go either to the adults or the conflict managers for help resolving the issue. Our goal is that all students practice peaceful resolutions and that violence is never used to resolve problems. Students are encouraged to seek win-win solutions to resolve problems.

Every attempt is made to resolve issues at the local level, in the classroom or on the yard. Only serious issues are referred to the Administration team for resolution. Parents are strongly encouraged to contact the student's teacher with any questions you may have about a disciplinary action. If you feel it was not resolved appropriately after speaking with the teacher, you may then make an appointment to discuss the issue with the Administration team. **Administration team will only discuss disciplinary actions with legal guardians.**

The school has a responsibility to hold students to strict account for their behavior and conduct on the way to and from school, in the classroom, and during recess. Parents are never allowed to speak with any other student about a disciplinary action involving more than one student.

Suspensions

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

A student may be disciplined, suspended for a maximum of five consecutive days or expelled for acts specified in the Standards of Behavior that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

- While on school grounds
- During the lunch period whether on or off campus
- During, going to or coming from a school sponsored activity

Before resorting to suspension the school will make efforts at restorative justice strategies.

All disciplinary and educational information about each child is strictly confidential. Staff will not discuss a student's progress or actions with anyone other than the legal guardians. Please do not ask about another child's academic progress, behavior, or disciplinary record.

If your child is involved in an incident with other students that results in disciplinary action, staff will only discuss the actions taken with your child. As you would not want your child discussed with another parent, other parents do not want their child discussed with anyone else either.

Parents and guardians are never to approach another child and question them about an incident at school.

If you have an issue that needs to be handled, please ask the principal to facilitate that process.

Remember, our goal is to help our students develop personal responsibility, peaceful problem solving skills, and other behaviors that will help them to be successful in society and in their careers.

It is expected that all parents and staff members will act as positive role models for all children on campus.

Bullying

Umoja is a bully free zone! Bullying is the most common behavior that creates a hostile and unsafe environment for students and staff members. Students have a right to not be hurt, physically and emotionally, and the right to learn in a safe environment. Everyone has an ethical responsibility to address bullying.

“A person is bullied when he or she is exposed, repeatedly over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself.”

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Bullying includes, but is not limited to:

- Verbal bullying including derogatory comments and bad names.
- Social exclusion or isolation.
- Hitting, kicking, shoving, and spitting.
- Lies and false rumors.
- Taking money or other things or damaging other students' property.
- Threatening or forcing students to do inappropriate things.
- Racial bullying
- Sexual bullying
- Cyber bullying (via cell phone or Internet)

Bullying is against California Education Code and is a suspendable offense.

This policy includes parents bullying other parents, and teachers, via social media such as Nextdoor, Facebook, Instagram, Twitter, Threads, Snap chat...

Report Bullying Behavior

Bullying behavior that involves student to student aggression may be reported to any SCUSD employee or administrator verbally or in writing. Although not required, the district's Report of Suspected Bullying Form may be used to make a report.

After completing, the report should be forwarded to the administrator at the school site where the targeted student attends. Reports may also be sent to the district's Bullying Prevention Specialist, however, these will be forwarded to the appropriate site administrator.

Anonymous reports may also be made by calling the We TIP system at 1-855-86-BULLY.

If you identify yourself as the reporting party, the administrator may contact you for additional information. However, all information will be kept strictly confidential.

Profanity and Inappropriate Gestures

Children are exposed to profane language, gestures, and behavior on a daily basis. Television, video games, movies and music lyrics are filled with explicit and racially charged language. While that may be considered appropriate for mainstream pop culture it is totally unacceptable on the Umoja campus. Therefore; such language and gestures will be taken seriously and dealt with accordingly.

- The first offense we will try to repair the harm done through restorative practices.
- The second offense will result in the student and parent conference with the Admin team.
- The third offense may result in an in-house suspension.
- The fourth offense may result in a formal 1 day out of school suspension.
- The fifth, and any subsequent offenses, may result in a minimum of 3-day suspension up to a maximum of 5 days.
- After 5 days of suspension students will be placed on a behavior contract.

When a student has accrued 10 days of suspension they may be taken to a behavior review hearing for possible alternative school placement.

Please note that this policy includes the use of the “n” word, or any other derogatory racially biased word, by a student of any race towards any student, staff member, visitor, or parent of any race.

Umoja celebrates the rich diversity of our community and views this diversity as a strength of our community. It is therefore expected that all community members treat each other with the respect and dignity we all deserve.

Processes and Procedures for Disciplinary Actions

Umoja uses a two tiered disciplinary process (Classroom Referrals and Administration Referrals) built on a philosophy of progressive discipline. This means that if behaviors become chronic and are continuously disruptive to the learning environment, the consequences become gradually more severe.

Every attempt is made to handle disciplinary actions at the classroom level. Students are issued referrals for behaviors only after attempts have been made to correct the behavior with verbal warnings, phone calls home, or other strategies. Phone calls may not be made for every single infraction, particularly those that were resolved appropriately and did not result in any injury to staff or other students. Part of our goal is to help students develop their own problem solving skills. If your child receives a classroom referral it is a sign that site level attempts to change the identified behavior have not been successful. Please take citations seriously.

Principal referrals are issued for serious actions that cause injury to others, or are serious enough to cause others, including staff, to feel threatened by the behavior. The fourth referral will then be a principal referral. Principal referrals will always result in a phone call home and more serious consequences, including suspensions.

All school rules and policies are based on California State Law and SCUSD policy. The rules and policies apply equally to all students and are based on the fundamental need to ensure student safety and maintain an environment where all students can learn. In addition to the school wide discipline plan, each teacher has classroom rules and procedures that students are expected to follow. The classroom rules will be discussed in class.

Student Support Strategies

The following strategies may be used as interventions in an effort to address behavior concerns:

- | | | |
|--------------------------|--|------------------------|
| 1. Alternative Placement | 4. Community service on campus (cafeteria duty, campus cleanup, work with custodial staff) | 5. Conflict Resolution |
| 2. Character Education | | 6. Counseling |
| 3. Community Service | | 7. Detention |
| | | 8. Extended Day |

- | | | |
|--|--|--|
| 9. Home Visitation | 19. Referral to Counseling Group | 24. Restorative Justice Practices |
| 10. In-house Suspension (on school grounds) | 20. Referral to district resources staff for academic assessment | 25. Saturday School |
| 11. Lunch Detention | 21. Referral to School Attendance Review Board (SARB) | 26. Site Level Behavior Contract |
| 12. Meetings | 22. Referral to Student Attendance Review Team (SART) | 27. Student Conference |
| 13. Hawk Institute | 23. Referral to Student Study Team | 28. Teacher Suspension |
| 14. Mentoring | | 29. Time Out Buddies |
| 15. Modified Schedule | | 30. Transfer Classes |
| 16. Parent attends a portion of the school day | | Voluntary Short Term Independent Study |
| 17. Parent Conference Via Telephone (document) | | |
| 18. Peer Court | | |

PHYSICAL AND HEALTH EDUCATION CLASSES

Philosophy

The Physical, Health and Education Department of Umoja is driven to educate students about their physical fitness, to nurture a life-long enthusiasm for physical activities, and to promote positive sportsmanship. Our goal is to provide a physical education program that will offer each student an opportunity for individual success.

PE Uniform

All students must wear a PE uniform during their Physical Education classes, which includes proper rubber-soled, athletic shoes. The PE uniform will be labeled with the student's first and last name using a permanent black marker. No other marks should be on the uniform. PE Clothes must be the appropriate size: no sagging or overly bagging clothes will be allowed. Street clothes are not to be worn under PE uniform.

The cost of the uniform is \$25. Or you may buy each piece separately: \$12 for a shirt and \$13 for shorts. For cold-weather days, official Umoja sweatpants and sweatshirts will be available for purchase. Umoja black hoodie - \$25.00 Umoja black sweatpants - \$20.00 All items are available at the UIA on-line store which can be found on the UIA website.

Inclusion Policy

At Umoja International Academy, we strive to ensure that all students are given every opportunity to reach their fullest potential. We are dedicated to serving all students' educational needs, especially including those students with specialized academic needs. Our school offers a variety of classroom environments and services in order to best support and meet the individual academic, social, emotional, and physical needs of our students.

Student needs and supports are determined by a team of educational professionals and parents who meet and create an Individualized Education Plan (IEP). The IEP is a legal document that clearly describes how services will be provided to students, which are in compliance with the Individuals with Disabilities Education Act (IDEA 2004). IEPs are stored and overseen by our Special Education and RSP teachers, and 504 plans are overseen by appropriately designated staff. As determined by their IEP, students are placed in the least

restrictive environment appropriate to their specific educational needs, and regular meetings are held with all stakeholders present to assess growth, establish goals, and modify accommodations as appropriate. At Umoja we offer a continuum of services that include: Co-taught classes (general and special education teachers together), Resource Specialist Program (RSP), Special Day Classes (SDC) in 7th and 8th grade, class environments with multiple teachers or teacher aides, small group instruction, on site counseling, and speech therapy.

All staff at Umoja International Academy work in collaboration to plan rigorous and engaging lessons that utilize principles of Universal Design by Learning to meet the needs of all students. Curriculum and instruction takes into consideration learner variability and utilizes differentiation through a variety of strategies including: strategic pairing or grouping, scaffolding, graphic organizers, note taking supports, extended time, technological supports, and specific accommodations based on individualized student needs to ensure that all students have the optimal opportunity to achieve academic success. Our staff is committed to providing support for every student, in every class, every day.

Academic Integrity and Our School's Philosophy

Academic integrity is essential to the Umoja International Academy educational philosophy. Consider our mission statement:

Umoja International Academy develops students who express themselves confidently and creatively, who use their knowledge to improve their local and global communities, and who thoughtfully consider the perspectives of other individuals and groups.

Our school strives to cultivate students and staff who engage with their local and global communities in authentic, meaningful, and compassionate ways. Instead of the artifice of engaged citizens of the world, our school seeks to produce graduates who believe that the value of their knowledge and skills is reflected in the five fundamental values of the IB program: honesty, trust, fairness, respect, and responsibility. Academic integrity is integral to these values.

Rights and Responsibilities

All members of our school community must understand their rights and responsibilities to ensure and promote academic integrity. Students, families, and staff have the right to know the Umoja Academic Integrity Policy and to expect a fair, transparent, and consistent implementation of that policy. These same community members have the responsibility to uphold and promote the values and practices of the academic integrity policy with themselves and each other. For a detailed description of each community member's rights and responsibilities, go to the appendix at the end of this document and read the [IB Academic Integrity Guide](#).

Academic Integrity: Good Practice

- ◆ School community members promote the good practice of academic integrity by clearly explaining, teaching, modeling, and practicing elements of academic integrity

- > Honesty - All school members only produce works of original ideas. When works contain the ideas of others, these ideas are appropriately sourced to give credit where credit is due.
- > Trust - Teachers build trust by clearly teaching and by consistently and fairly enforcing the concepts and expectations of the Umoja Academic Integrity Policy. Students build trust by consistently following and promoting the values and practices of academic integrity.
- > Fairness - Academic integrity lifts the whole community. UIA staff support the whole community by implementing the Umoja Academic Integrity Policy consistently and fairly. Students support the whole community by following and promoting the Umoja Academic Integrity Policy.
- > Respect - The heart of this policy is respect for original work and equal, fair expectations for student achievement. Students' original work is valued and celebrated, as is the original work of others that is appropriately acknowledged.
- > Responsibility - Teachers promote responsible academic integrity by clearly defining elements of academic honesty and repeatedly using transparent methods to encourage and enforce academic honesty, including the use of the digital resource turnitin.com.

◆ Academic Honesty

- > According to the International Baccalaureate Organization (IBO), Academic Honesty is "a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment" (1B. 2007).
- > Students practice academic honesty in the following ways:
 - Only turn in original work
 - Appropriately cite all sources to attribute credit to the original work of others
 - Follow all written and stated protocols for coursework, projects, assessments, and exams—which may include running essays, reports, etc., through turnitin.com.
 - When in doubt, cite all sources and/or ask a teacher for guidance
 - Inform the administration or teaching staff of knowledge of academic dishonesty by others.

Academic Misconduct (Students)

◆ Academic Dishonesty

- > IBO defines academic dishonesty as plagiarism, collusion, and misrepresenting one's work.
 - Plagiarism: The act of using another person's words or ideas without giving credit to that person (Webster online. 2014).
 - The International Center for Academic Integrity characterizes plagiarism as "using words, ideas, or work products attributable to another identifiable person or source without attributing the work to the source from which it was obtained." (Center for Academic Integrity, 2014).
 - Collusion: Secret cooperation for an illegal or dishonest purpose (Webster online. 2014).
 - Misrepresenting work: The act of copying or duplicating someone else's work and representing it as one's own

◆ Conduct that threatens the integrity of an exam

- > Any behavior that advantages a student or undermines the fairness and integrity of an exam
- Any behavior that interferes with an academic misconduct investigation.

Consequences of Academic Misconduct

There are three levels of consequences for students who engage in academic misconduct:

- Level 1 - Warning letter to student
- ❖ Level 2 - Zero grade for assignment
- ❖ Level 3 - No grade for subject

Appropriate UIA staff will meet with student(s), parents, and legal guardians to investigate the incident of academic misconduct and determine the appropriate consequences. To the extent possible, students will be given the opportunity to redo the assignment in a way that reflects their ability to demonstrate academic honesty. Individual teachers will determine whether there is a grade related penalty associated as well (reduced credit for the assignment, unsatisfactory citizenship mark, etc.).

Students who are involved in multiple acts of academic misconduct will be required to do additional research on academic honesty and present their understanding of the Umoja Academic Integrity Policy to the principal or coordinator. Students may also receive administrative consequences such as, but not limited to, suspension or exclusion from extra-curricular activities.

Maladministration

According to the IB Academic Integrity Policy Guide, maladministration is "an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.'"

The IB Organization will investigate allegations of maladministration.

Rights and Responsibilities

A. Students

a. Rights

- i. To have the Umoja Academic Integrity Policy clearly explained and readily available in writing
- ii. To have learning experiences in different subjects that investigate the concept and practice of academic integrity
- iii. To have learning experiences that promote the behaviors and advantages of academic integrity
- iv. To have opportunities to reflect on their practice and understanding of academic integrity
- v. To receive a fair, transparent, and consistent implementation of the academic integrity policy

b. Responsibilities

- i. To follow the expectations listed in the Umoja Academic Integrity Policy when creating original work and participating in exams
- ii. To encourage academic integrity in themselves and each other
- iii. To inquire about the appropriate practice of academic integrity when they are unsure how to proceed

B. Families

a. Rights

- i. To have the Umoja Academic Integrity Policy clearly explained and readily available in writing

- ii. To be notified of any infractions of the Umoja Academic Integrity Policy in a timely manner
- iii. To have the opportunity to address concerns with appropriate UIA staff

b. Responsibilities

- i. To encourage academic integrity in their family members who attend UIA
- ii. To communicate concerns related to the academic integrity policy with UIA staff

UIA Staff

a. Rights

- i. To contribute to the development of the Umoja Academic Integrity Policy
- ii. To receive appropriate training in school-wide implementation of the Umoja Academic Integrity Policy
- iii. To have planning time allocated to review and improve the Implementation of the Umoja Academic Integrity Policy

b. Responsibilities

- i. Transparency: Review the Umoja Academic Honesty Policy with students on a regular basis and ensure that everyone has a clear understanding of on-going expectations
- ii. Clearly define academic honesty and provide examples in different subjects and contexts
- iii. Create learning experiences that investigate the concept and practice of academic honesty
- iv. Provide opportunities for students to reflect on their practice and understanding of academic honesty
- v. Model academic honesty by using appropriate forms of citation in their own work
- vi. Teach students appropriate forms of citation when using the work of others
- vii. Provide students with guidance about when and how it is appropriate to use the work of others
- viii. Incorporate characteristics of the Learner Profile (principled, inquirers, reflective) into discussions of academic honesty
- ix. Regularly communicate expectations of academic honesty to parents and community
- x. Utilize school resources, such as Turnitin.com, to account for academic integrity
- xi. Enforce appropriate consequences of the academic honesty policy with consistency and compassion

Sources Cited:

Carroll, Jude (2012). "Academic Honesty in the 1B" A Position Paper. International Baccalaureate Organization

Plagiarism.org (2014)

International Baccalaureate (2014)

Statement from the IB about ChatGPT and Artificial Intelligence in assessment and education

“The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.”

Source Cited:

Dr. Matt Glanville, Head of Assessment Principles and Practice at the IB

AI Use Policy for Umoja International Academy

1. Permitted uses:

- Research and information gathering
- Writing assistance (outlines, brainstorming)
- Math problem-solving support
- Language learning and translation

2. Prohibited uses:

- Submitting AI-generated work as one's own
- Using AI on tests/exams without authorization
- Generating content that violates academic integrity

3. Students must disclose AI use on assignments when applicable
4. Teachers may restrict or permit AI use for specific tasks
5. School will provide education on responsible AI use
6. Violations may result in academic penalties
7. This policy will be updated as AI technology evolves

Assessment Policy

Assessment Policy

At Umoja, we believe that assessment is a fundamental part of the learning process. Not only does assessment give students timely feedback that guides their learning, it also helps teachers plan logical next steps for instruction. As much as possible, authentic assessments related to real world problems are included which allow students to utilize their critical thinking skills as it relates to the subject matter and develop the learner profile attributes associated with International Baccalaureate students.

Students are given a variety of opportunities to demonstrate and reflect upon their understanding of concepts. Teachers use summative as well as formative assessments to guide their instruction. Our goal is to have student centered activities in classrooms that allow teachers and students to monitor the progression of learning as they strive to develop a deeper understanding of the Key, Related, and Global concepts, and the ATLs within the Unit. In addition, students are assigned a variety of essays, presentations, projects and tests that allow students to demonstrate their understanding of the content.

Common Practices

In their Unit planning, Umoja teachers collaboratively design a variety of formative assessments as well as a summative assessment that allow students to demonstrate their understanding of the Statement of Inquiry, Key, Related, and Global Concepts, as well as the ATLS. Assessments are aligned to address the specific IB objectives and criteria they are covering in each particular subject. All MYP students, in every class, are assessed on the four subject-specific MYP assessment criteria a minimum of two times every year utilizing the IB rubrics, or modifications of those rubrics when appropriate. The 0 - 8 score is then converted to a localized A - F grade, per district scale. The results from these assessments are used to help students reflect on their growth and to help teachers plan future learning experiences.

In Unit planning for the Diploma Programme, there is less opportunity for collaboration among teachers, as most teachers are the sole subject instructor. DP instructors develop their units with the chief objective of meeting the scoring guide criteria provided for each subject group by IB. The exams taken at the end of year 2 Diploma Programme dictate most, if not all, summative and formative assessments. All DP courses have unique assessments which rely on the formative assessment process to promote success in the summative assessments. Summative assessments show student gains in learning and areas which need more focused attention. The summative assessments are scored by the criteria set forth by both IB and the classroom teacher, incorporating the IB scoring guides and the localized A - F grade, per district scale.

All Umoja teachers collaboratively develop common, formative assessments (CFA) for their units. They also participate in calibrated scoring sessions on a regular basis to track student growth. This allows them to agree on anchor products to establish consistency in scoring. In addition, Umoja teachers are reflective in their assessment practice. Teachers are continuously evaluating the efficacy of the assessments they are using and make adjustments to optimize the impact that assessments have on student learning.

Reporting

Currently, teachers are assigning students letter grades using the traditional, district-mandated A-F scale. These grades are based on a variety of tasks including formative and summative assessments, classwork, homework, projects, and participation. Although there are multiple factors that contribute to student grades, all teachers base a minimum of 80% of the overall grade on assessment results. Students also receive citizenship marks which range from "needs improvement" to "outstanding." Our MYP Year 2 and 3 students receive quarter grades in October, January, March and June. Our MYP Year 4 and 5 students, and DP Year 1 and 2 receive semester grades in January and June. Progress reports and final report card grades are mailed home to parents and guardians. If students are not progressing in their learning and achievement, parent/teacher conferences are held to inform parents and develop a plan for intervention and support.

For MYP, all teachers provide opportunities for students to be assessed on all strands of all four subject specific assessment criteria at least twice in each year and use the criteria to assign each student an achievement level from 0 - 8. As the A - F grading structure is district policy, we will need to convert achievement levels into appropriate letter grades. Effective 2020-21, district policy is now such that the grading scale bottoms out

at 50% as the floor for F, weighting every grade band, in essence, at a 1-5 scale, 100-90% is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and 59-50 is an F. Each achievement level has a corresponding letter grade that will be reported to parents. Teachers utilize an appropriate conversion scale from the 0-8 point rubric to the A-F gradebook scale. Although other assignments factor into the student's overall grade, the scores based on the MYP assessment criteria are weighted so that they have the greatest overall impact.

For Diploma Programme, all teachers provide opportunities for students to be assessed subject specific scoring guide assessment criteria and use the criteria to assign each student an achievement level appropriate to the scoring guide. As the A - F grading structure is district policy, we will need to convert achievement levels into appropriate letter grades. Effective 2020-21, district policy is now such that the grading scale bottoms out at 50% as the floor for F, weighting every grade band, in essence, at a 1-5 scale, 100-90% is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and 59-50 is an F. Each achievement level has a corresponding letter grade that will be reported to parents. Teachers utilize an appropriate conversion scale from the 0-8 point rubric to the A-F gradebook scale. Although other assignments factor into the student's overall grade, the scores based on the DP assessment criteria are weighted so that they have the greatest overall impact.

OTHER ASSESSMENTS

All of the assessments below are used to measure learning and inform practice, but none of these assessments have a direct impact on student academic grades.

English Learner Proficiency Assessment for California (ELPAC)

All students whose home language is not English are required by law to be assessed in English language proficiency (ELP). In California, the ELP assessment is the ELPAC. The ELPAC allows schools to identify students who need to improve their skills in listening, speaking, reading, and writing in English. Schools also give the test each year to students who are still learning English.

California Assessment of Student Performance and Progress (CAASPP)

The Smarter Balanced Assessment System utilizes computer adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English-language arts (ELA) and mathematics. It is mandated by the state of California for all 7th, 8th, and 11th graders.

California Science Test (CAST)

The California Standards Tests (CAST) Science assessment is given to all students in grades 8 and 12.

California Alternative Assessment (CAA)

The California Alternative Assessment is administered to students with learning disabilities as specified by their IEP or 504.

Physical Fitness Testing (PFT)

The Physical Fitness Test (PET) for students in California schools is the FITNESSGRAM[®]. The main goal of the test is to help students in starting life-long habits of regular physical activity. Students in grades 7 and 9 take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is taken by 8th and 9th graders.

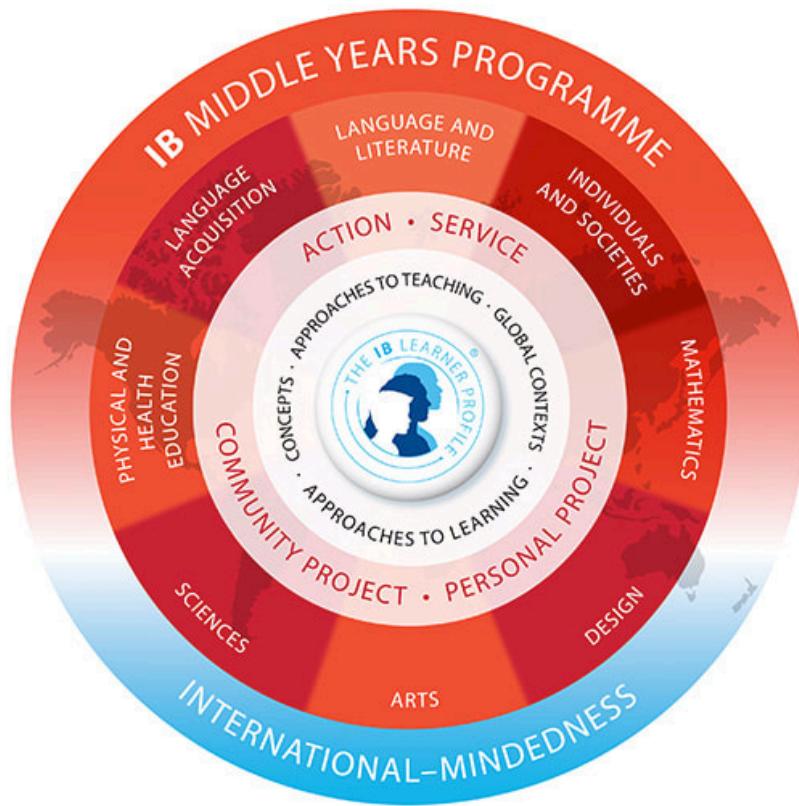
National Merit Scholarship Qualifying Test (NMSQT)

The PSAT/NMSQT is taken by students in the 10th grade.

Scholastic Aptitude Test

The SAT is taken by students in their 11th and 12th grade years. This assessment is used for college admission and scholarships

Academic Expectations





IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

<p>Reflective Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.</p>	<p>Balanced Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.</p>	<p>Knowledgeable Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p>
<p>Open-minded Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.</p>	<p>Risk-takers Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.</p>	<p>Inquirers Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.</p>
<p>Caring Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>	<p>Principled Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.</p>	<p>Communicators Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.</p>
		<p>Thinkers Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical and decisions.</p>



IB LEARNER PROFILE

Who are we becoming through our learning in MYP?

Adapted from: ibo.org/benefits/learner-profile/



INQUIRERS

As IB Learners we strive to:

- Nurture our curiosity
- Learn independently and with others
- Learn with enthusiasm all our life



KNOWLEDGEABLE

As IB Learners we strive to:

- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important in our lives and for the whole world



THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the perspectives of others
- Share our ideas respectfully



PRINCIPLED

As IB Learners we strive to:

- Act with integrity, honesty and a strong sense of fairness and justice for all
- Take responsibility for our actions and their consequences



OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



CARING

As IB Learners we strive to:

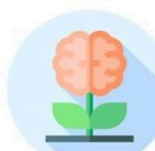
- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live



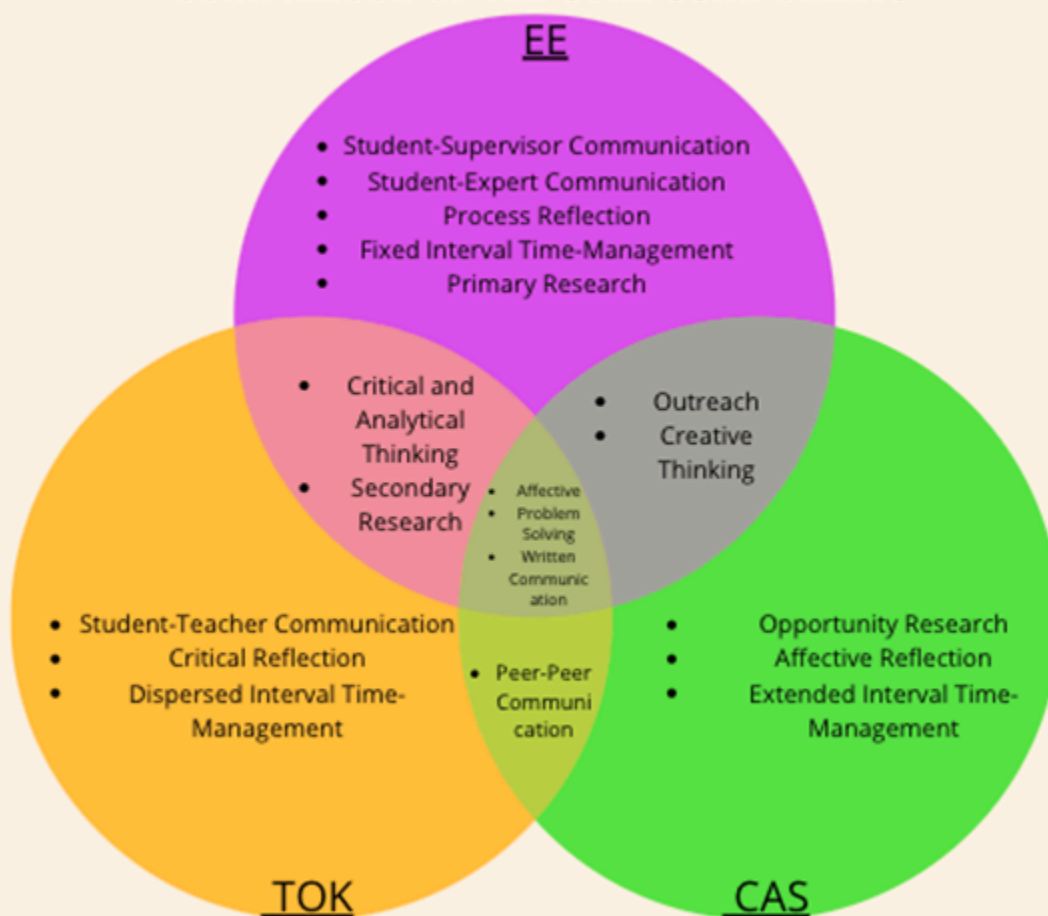
REFLECTIVE

As IB Learners we strive to:

- Consider the world, our own ideas and our experiences thoughtfully
- Understand our strengths and weaknesses in order to support our learning and personal development

 THINKING SKILLS	 SOCIAL SKILLS	 COMMUNICATION SKILLS	 SELF-MANAGEMENT SKILLS	 RESEARCH SKILLS
Critical Thinking Creative Thinking Transfer	Collaboration	Communication	Organization Affective Skills Reflection	Information Literacy Media Literacy
<ul style="list-style-type: none"> Acquisition of Knowledge Comprehension Application Analysis Evaluation Dialectical thought Metacognition 	<ul style="list-style-type: none"> Accepting responsibility Group decision-making Adopting a variety of group roles Respecting others Cooperating Resolving conflict 	<ul style="list-style-type: none"> Listening Speaking Reading Writing Viewing Presenting Non-verbal communication 	<ul style="list-style-type: none"> Gross motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behavior Informed choices 	<ul style="list-style-type: none"> Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings

COMPARISON OF THE CORE COMPONENTS



NO LATE WORK POLICY

We are committed to helping students build responsibility, time management, and accountability—skills that are critical for both academic and real-world success.

Policy Overview:

- All assignments (homework, classwork, and projects) are expected to be turned in **on time**.
- Late work **will not** be accepted, except in cases of **excused absences** or at the **teacher's discretion**.
- Teachers may choose to accept late work under specific circumstances and with prior communication, but this is **not guaranteed** and is at each teacher's professional discretion.

Homework & Classroom Assignments:

- No late homework or classroom assignments will be accepted.
- If a student is absent with an excused reason, they may be allowed to make up work in accordance with school policy.

Teacher Discretion:

- Teachers may allow late submissions for major projects or assessments based on individual student needs, emergencies, or accommodations, but this will be determined on a **case-by-case** basis.
- Students are encouraged to communicate with their teachers before the due date if they anticipate any difficulty meeting a deadline.

ACADEMIC PROMOTION REQUIREMENTS

8th Grade End of the Year Requirements: In order to participate in any 8th grade end of year activities including the 8th grade field trip, 8th grade Promotion dance or the Promotion Ceremony. **Students must have no more than 3 F's in all four terms and library fines cleared.** Students who earn one or more suspensions in the fourth quarter may not be able to participate in the end of the year activities. Students that are referred for expulsion procedures during the year and return to campus may not be eligible to participate in any activities unless allowed by site administration.

Middle Years Programme (MYP) Course of Study - Grades 7 - 10

7th Grade (Year 2)MYP	8th Grade (Year 3) MYP	9th Grade MYP (Year 4)	10th Grade (Year 5) MYP
Courses <i>(SCUSD Course Names in Italics)</i>	Courses <i>(SCUSD Course Names in Italics)</i>	Courses <i>(SCUSD Course Names in Italics)</i>	Courses <i>(SCUSD Course Names in Italics)</i>
Language and Lit Year 2 <i>ELA 7</i>	Language and Lit Year 3 <i>ELA 8</i>	Language and Lit Year 4 <i>English 9</i>	Language and Lit Year 5 <i>English 10</i>
Math Year 2 Math 7	Math Year 3 Math 8	Math Year 4 Integrated Math 1	Math Year 5 Integrated Math 2

Individuals and Societies Year 2 <i>World History</i>	Individuals and Societies Year 3 <i>U. S. History</i>	Individuals and Societies Year 4 <i>Geo. and Contemporary Political Issues</i>	Individuals and Societies Year 5 <i>World History 10</i>
Science Year 2 Life Science	Science Year 3 Physical Science	Science Year 4 Biology 9	Science Year 5 Chemistry 10
Physical and Health Year 2 <i>PE 7/8</i>	Physical and Health Year 2 <i>PE 7/8</i>	Physical and Health Year 4 <i>Frosh/Soph PE</i>	Physical and Health Year 5 <i>Frosh/Soph PE</i>
Spanish Year 2 Spanish 1	Spanish Year 3 Spanish 2	Spanish Year 4 Spanish 3	Spanish Year 5 Spanish 4
Visual Arts/Design Year 2 <i>Visual Arts7/8/Performing Arts</i>	Visual Arts/Design Year 3 <i>Visual Arts7/8/Performing Arts</i>	Visual Arts/Design Year 4 <i>Visual Arts/Performing Arts</i>	Visual Arts/Design Year 5 <i>Visual Arts/Performing Arts</i>

MYP Personal Project

What is the Personal Project?

- The Personal Project is an individual, **self-directed** project completed in Year 5 (10th grade).
- It is the culminating activity of the MYP, is a **requirement** for completion of the Middle Years Programme and a **requirement** if a student intends to return to UIA for the Diploma Programme with a minimum score of 4.
- The project must have a **principled action**. The project must extend beyond what students have learned in their classes. It is not required that all personal projects provide a direct service to the community, but it should allow students to learn the importance of being socially responsible and how to take thoughtful and appropriate action.

Principled action includes:

- Developing an area of interest that extends beyond your course subjects.
- Communicating and sharing your learning with others.
- Changing your behavior as a result of your learning with the understanding that your choices and decisions do make a difference.
- Reflecting regularly and recording how this process has influenced your actions, attitudes, behaviors, and beliefs.

Admission to High School

Into 9th Grade MYP:

- All non-UIA students must complete Open Enrollment

- Current students complete Intent to Stay in November
- 2 letters of recommendations from current Teachers or Administration
- Transcript Review (C's or Better), Essay on what you want to attend Umoja International Academy

Into 11th Grade DP:

- Must Complete Open Enrollment, unless current UIA student
- Application, Transcript Review for Prerequisites (C's or Better), Essay, Recommendations
- Successful** Completion of the Personal Project at the end of 10th grade for current UIA students

Diploma Programme (DP) Course of Study - Grades 11 - 12

11th Grade Courses	12th Grade Courses
DP Land & Lit 1 HL	DP Land & Lit 2 HL
DP Math Application and Interpretation 1 SL	DP Math Application and Interpretation 2 SL
DP History of the Americas 1 HL	DP History of the Americas 2 HL
DP Chemistry 1 SL	DP Chemistry 2 SL
DP Spanish 1 SL	DP Spanish 2 SL
DP Visual Arts 1 HL	DP Visual Arts 1 HL
CORE/Theory of Knowledge	Theory of Knowledge/CORE

Grading Policy

Rubric Score	Percentage Score	Points	Associated Letter Grade
8	96% - 100%	96-100	A - A+
7	90% - 95%	90-95	A- - A
6	85% - 89%	85-89	B - B+
5	80% - 84%	80-84	B- - B
4	75% - 79%	75-79	C - C+

3	68% - 74%	68-74	D+ - C
2	62% - 67%	62-67	D- - D
1	56% - 61%	56-61	F - D-
0	50% - 55%	0-55	F

School Language Policy

Language Profile of Umoja International Academy

Umoja students speak a wide variety of languages. During the year 2023-2024-13, the following Home Languages were noted: Spanish, Vietnamese, Russian, Hmong, Ukrainian, Mien, Filipino, Farsi, and Arabic. When a student enrolls in our district, a Home Language survey is completed to identify their primary language. Depending on their level of English proficiency as identified by the English Language Proficiency Assessment for California, services are provided at Umoja to match the level of support required.

English Language Development (ELD)

Students in Years 2 and 3 are enrolled in the required Language and Literature course, which all students take, which is aligned to the Common Core State Standards and International Baccalaureate program standards. In addition, Year 2 & 3 students at the Beginning and Intermediate levels are enrolled in an English Language Development class taught by a teacher with a Cross-cultural Language and Academic Development (CLAD) certification. This class has a student to teacher ratio of about 20 to 1.

Language Acquisition (Spanish)

Due to the MYP and DP International Baccalaureate program, Umoja International Academy presently offers 6 years of Spanish Language Acquisition courses. The Spanish Language Acquisition courses in MYP Years 2, 3, and 4 utilize the same textbook, incrementally building on foundational skills. The expectation is that by the completion of the Diploma Programme all students achieve biliteracy in Spanish and English.

Parent Engagement

Opportunities to be involved in student language learning are presented through the School Site Council, the English Learner's Advisory Committee (ELAC), and our Parent Teacher Student Organization (PTSO). In addition, Umoja communicates with Spanish speaking families through translated communications by phone and in written form. The ELAC is a forum for parents of our English learning students, whose home language is not English, to provide input regarding school programs.

Umoja International Academy Media Release Policy

1. Purpose This policy governs the use and distribution of student images, videos, and other media by Umoja to protect student privacy while allowing the school to share student achievements and activities.

2. Scope This policy covers all photographs, video recordings, audio recordings, and written content featuring students, staff, or school activities, intended for use in school publications, websites, social media, or distribution to external media outlets.
3. Consent a. Umoja requires written parental/guardian consent before using any student's image or information in media releases. b. Consent forms will be distributed annually and will remain valid for the school year unless revoked in writing. c. Parents/guardians may choose full consent, limited consent (specifying allowed uses), or no consent.
4. Opt-Out Procedure Parents/guardians may change their consent status at any time by submitting a written request to the school office.
5. Student Safety a. Umoja will not use students' full names in conjunction with their images without specific permission. b. The school will not share any information that could be used to identify a student's location outside of school activities.
6. Social Media Use a. Only designated staff members may post on official school social media accounts. b. Posts will adhere to this policy and maintain student privacy. c. Staff members are advised not to post school-related content on personal social media accounts without prior approval.
7. Third-Party Usage Umoja will only share student media with third parties (e.g., local newspapers) with explicit parental consent.
8. Storage and Retention a. All media will be stored securely on school servers. b. Media will be retained for 1 year after a student leaves the school, after which it will be securely deleted.
9. Policy Review This policy will be reviewed annually by the school administration and board.
10. Staff Training All staff will receive annual training on this policy and its implementation.

By allowing your child to participate in school activities, you agree to this policy. If you have any questions or concerns, please contact us