

Academics

Academic Probation

A student is placed on “**academic probation**” when the student’s Quarter Report Card overall core academic average falls below 60% or if a student has two or more failing marks.

Once placed on “**academic probation**”, the student may not participate in school extra-curricular activities (including parties, clubs and athletics).

A student on “**academic probation**” may **NOT** represent the school in any activity as a member of a team, a performance group, or in a leadership position within the school.

A student who remains on “academic probation” at the end of a school year (an overall average of less than 60%) will be required to take make-up exams that will determine promotion to the next grade level.

A student with less than a 55% overall average will be retained in grade level without benefit of makeup exams and will not be eligible for reenrollment at UCA for the next school year. This guideline is established in the interest of the student who may benefit from being in another academic setting.

Academic Assistance

Provided By Parents

Parents do their part to improve achievement levels when they cooperate with the school in the following ways:

- *Do not stop monitoring your child’s work because they become teenagers. Frankly, this is when they need you the most. They will try to convince you that they can manage without your assistance, but do not buy this idea. Stay on top of what they are doing.*
- *Establish a home-culture of learning as fun and meaningful.*
- *Set high standards and expectations for your child.*
- *Show a genuine interest in the student’s school and home practice activities throughout your child’s education.*

- Provide suitable study conditions for home practice.
- Make a **STUDY SCHEDULE** and stick to it daily.
- The time allocated for study should be the same each day, regardless of the “home practice” that is assigned.
- When **“home practice tasks”** are completed, students should use the remaining time in their study schedule to **review** previously completed material and **practice** skill based tasks, such as handwriting, extra math problems, etc.
- Emphasis should be placed upon **“study for learning”** rather than **“study for finishing”**.
- **Long-term memory** is only established through repetition and daily practice.
- **Stay involved!** Talk things over with the student and help the student be an independent and confident learner, rather than the parent or tutor doing the work.
- **Stay in touch with your child’s teachers** through periodic conferences, whether you think they are needed or not. In specific instances, when it seems necessary for a parent to provide direct help with home practice in skill subjects, the parents should know the method used in the classroom and the extent that help is to be provided.
- **Encourage** the student to work hard and complete each home practice assignment.
- Attend parent/teacher conferences.
- Attend school meetings and teacher conferences.

Tutoring Policy

A teacher may not tutor a student who is currently enrolled in his or her class. The classroom teacher should notify the parent when a student falls behind the expected standard. It will be the responsibility of parents to provide assistance at home if it is needed.

The tutor must be in contact with the student’s classroom teacher to gather needed information to help the student.

The fee agreement is between the tutor and the parents. UCA will not be involved in financial negotiations or agreements in any way.

Tutors can be recommended by the school, who will keep the names of qualified individuals for reference. The school assumes no liability for any payments, arrangements, or difficulties.

As a general rule, you get what you pay for, so take care not to waste resources where your child will not benefit from a “qualified tutor”.

Home Practice

Home practice assignments are some of the activities designed to meet long and short-term course objectives and individual student needs. The amount of time spent on home practice is directly related to academic success. The time needed by each student will be different. The following times are general guidelines.

Early grades (**KG-GR1-GR2**) will have **small amounts** of assigned practice in the form of practice sheets and an occasional project.

In Grades 3-6, students should be working from **one to two hours** each night in the completion of assignments and review of the material.

Grades 7-12 should be engaged in study and review from **two to three hours** each night depending on the difficulty of the assignment, the student's "time to learn" factor, and the needed preparation.

STUDY NEEDS TO INCLUDE THE FOLLOWING:

- Practice and drill to reinforce course-related skills;
- Review and preparation for daily class, quizzes, and tests;
- Background reading and re-reading;
- Research utilizing related resources;
- Laboratory, art, and other project preparation;
- Writing of assigned papers, journals, and laboratory and technology reports;
- Individual enrichment;
- Media-related viewing and listening.

REVIEW & PRACTICE are critical to the development of long-term memory and retention of information and processes!

Students should include significant nightly review of past assignments, notes and tests so that information will be brought forward. This is critical for success on end of year exams including the BREVET and Lebanese Baccalaureate.

Students who study nightly have a better chance of success than students who wait until the last minute to prepare. Home assignments are an essential ingredient of success. Attempting to "**cram**" information into the memory at the last minute will never produce the desired results. This kind of study results in information being

placed in “short-term” memory where it is lost almost immediately after study. Thus, the importance of “distributed practice” daily and significant review over a long period of time can’t be overstated.

PRACTICE—PRACTICE—PRACTICE!

REVIEW—REVIEW—REVIEW!

- **Overview**

Overview

Established over 100 years ago, overlooking the capital city of Beirut, Universal College – Aley (UCA) is a learning community committed to providing children with a very nurturing and highly individualized learning environment with a strong reputation of academic excellence. UCA is a college preparatory school, licensed by the Lebanese Ministry of Education, offering the Lebanese Baccalaureate or the American Diploma. UCA was restored and re-opened as an Esol Education school in the year 2000, and is fully accredited by the Middle States Association of Colleges and Schools (MSA).

- **Program of Studies**

Program of Studies

The Universal College of Aley offers an AMERICAN CURRICULUM program of studies that is “college preparatory” from KG1 through Grade 12. English is the “language of instruction”. Arabic is also taught from KG1. The focus of everything offered at UCA is to maximize each student’s achievement and preparation for successful transition to university study after graduation from UCA. This preparation begins in KG1 and continues through Grade 12. A great deal of emphasis is placed on “vertical teaming” to provide for seamless transitions from grade-to-grade and a continuum of continuous progress for each student.

Learning targets have been identified at each grade level for each subject area. These grade-level benchmark objectives have been derived from subject area KG1-12 syllabi. Students are guided to construct knowledge through experiences and relationships among and within central themes of various disciplines while “learning to learn”. Recognizing the dynamic nature of knowledge, instructional topics are selected and organized so that students can make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, they are encouraged to explore and question. Multiple perspectives are sought through the integration of disciplines, student interests, and technological resources. At UCA students will view central themes and subject matter from as many cultural and intellectual viewpoints as possible.

- **UCA Students**
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Our Students

UCA is a “student-centered” learning community in which an atmosphere of trust and openness will produce a stimulating exchange of ideas. Each student’s needs are assessed regularly as an integral part of teacher planning and instruction. Materials, technology, and activities are selected that are developmentally appropriate and designed to engage the student’s interest in learning. Students work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

The UCA curriculum provides each student with a “world-class” education that will allow the student as many choices as possible in the selection of “educational pathways” after graduation. It is the UCA vision that each graduate will have as many options as possible when selecting schools for university studies. To this end, UCA offers the American Diploma and the Lebanese Baccalaureate Diploma.

AMERICAN DIPLOMA PROGRAM REQUIREMENTS

HIGH SCHOOL

(Number of Periods Each Week)

Grades	10	11	12
Arabic	5	5	5
English	6	6	6
Math	6	6	6
Science	5	6	6
Social Studies	5	5	5
PE	1	0	0
Elective	2	2	2
Total number of periods	30	30	30

MIDDLE SCHOOL

(Number of Periods Each Week)

Grades	7	8	9
Arabic	5.5	5.5	6
English	6	5.5	5.5
Math	6	6	6
Science	5	6	8
Social Studies	3.5	3.5	4
PE	2	2	0.5

Elective	1	1	0
Total number of periods	30	30	30

- **School Programs**

- **Grade Reporting**

Grade Reporting (Pre-School)

Students in the Pre-School (KG1-KG2-KG3) are viewed developmentally when it comes to their progress reporting. In these early years, students vary greatly in their readiness from year to year. Of course this can be true in the upper grades, but it is especially true in the lower grades. Therefore, UCA will report **WHERE** a student is in terms of their “global” mastery of concepts and skills.

At these early ages, students often have a great deal of variance in performance based on their individual development. We want to give each student a full opportunity to develop prior to administering the competitive measures such as percentages and grade averages. We want to assess and describe the student’s progress rather than evaluate and compare to other students.

Grade Reporting (Grades 1-12)

Grades are reported eight (8) times each year. At the mid-point of each quarter students receive a **PROGRESS REPORT** and at the end of each quarter of work students receive a Quarter **REPORT CARD**. The Quarter **REPORT CARD** will be the final grades of record and represent all of the marks given for that quarter.

All grades are reported as percentage numeric averages out of one-hundred percent (100%). For grades 1—6, each quarter grade will count for 25% of the final yearly

average. For grades 7-12, each quarter grade will count for 20% of the final yearly average with the final exams at the end of the school year counting for the remaining 20% of the final yearly average.

The yearly average, quarter Honor Roll and promotion standard will be based only upon marks in English, Arabic, Math, Science and Social Studies. **ALL** grades will be reviewed for "activity eligibility".

90 - 100 = (Superior Standard)

80 - 89 = (Excellent Standard)

70 - 79 = (Satisfactory Standard)

60 - 69 = (Low Standard)

Below 60 = (Failing)

Grading and evaluation will vary from teacher to teacher and in course content. As a general rule, the following guidelines can be anticipated:

- Major Semester Exams 40%
- Quizzes 30%
- Term Papers, Projects 10%
- Home Practice, Class Participation 20%

PROGRESS REPORTS will be issued near the midpoint of each quarter to **update** students and parents, and to solicit assistance if necessary.

REPORT CARDS will be issued four times each year at the end of each quarter during the week following the end of the quarter.

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- **Testing**
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Testing Schedule (Grades 4 - 12)

ELEMENTARY (CYCLE 2) Cycle two students may only have one exam and one quiz per day or two quizzes per day.

MIDDLE SCHOOL Middle School students may only have one exam and two quizzes per day.

HIGH SCHOOL High School students may only have two exams and one quiz per day or three quizzes per day.

Final Exams (Grades 7 - 12)

Comprehensive final examinations will be held at the end of each course for Grades-7 through Grade-12. Each exam will be comprehensive and include all of the material covered throughout the entire school year. The yearly final examination will count for **20%** of the yearly average.

Final exams are required for all secondary core academic courses, unless an **"exemption"** is awarded based on the achievement of a 90+% average for the four quarters preceding the final exam (80% in Philosophy).

All non-exempt students must participate in the examinations in accordance with the approved exam schedule. Students must take the exams at the assigned time and, except for documented illness, documented family emergency, make-up exams will not be given.

Grade-9 Brevet, Grade-12 HSDP and Grade-12 LBP students will have a slightly altered final exam schedule to accommodate government exam preparation and graduation. The highest mark in each subject on the practice exams will be counted as the final exam grade.

PROMOTION (Grades 1 - 12)

Students who have a passing overall academic average (60%+) in their core academic subjects of English, Arabic, Math, Social Studies and Science will be eligible for promotion to the next grade level.

Students with ***less than a 65%*** average or more than two failing subject grades will be reviewed for further enrollment at UCA.

Students with ***less than a 60%*** average in all core academic subjects, but more than 55% will be allowed to take make-up exams to determine if the promotion standard has been met.

Students with ***less than a 55%*** core academic average will be ***retained*** at grade level and are ineligible for makeup exams and re-enrollment at UCA.

Students with less than a 55% average in a course, but have an overall passing average of 60% in core academic courses, may be required to complete makeup exams in that course for remediation and preparation for the next grade level.

- **Honor Roll**

Honor Roll Calculation (Grades 1 - 12)

Each core academic course is weighted by the number of periods held each week. Averages are compiled by multiplying the grade for each course by the number of periods it meets each week. This total is then divided by the total number of periods for the week. An Honor Roll will be calculated for each quarter and for the final year averages. It will be based on the core academic courses.

Core Academic Courses are English, Arabic, Math, Science and Social Studies.

HIGH FLYER HONORS Quarter 1 Quarter 2

Students must achieve an average of 90%+ (89.5 and above will be rounded to 90.0) for all core academic courses and have no failing grades in any subject.

HAWK EYE HONORS Quarter 1 Quarter 2

Students must achieve an average of 80%+ (79.5 and above will be rounded to 80%) for all core academic courses and have no failing grades in any subject.
