FOR PARENTS & GUARDIANS · 2026–2027

# A school experience built around the learner.

A practical introduction to Universal One International Academy: its focused academic core, language-rich community, S.T.E.A.M. studio work, family partnership, and international pathways.

**Small by design**

Our micro-academy model plans for a community of no more than 50 learners, so families and educators can build relationships with purpose.

**UNIVERSAL ONE INTERNATIONAL ACADEMY**

Mérida, Yucatán, México · universaloneacademy.com



## 1 What families are choosing

THE UOIA IDEA

# Focused learning. Human guidance. A wider world.

Universal One is a micro-academy for families who want a more intentional school experience. The day is organized around a focused academic core, daily language practice, practical S.T.E.A.M. exploration, and an international community. The goal is not to make every learner follow the same path. It is to help each student understand the next meaningful step.

THE PARENT PROMISE

### Clarity about what happens each day.

Families should be able to see how a day is structured, what their child is practicing, and how the school team is using that information to plan the next step. UOIA combines adaptive learning tools with educator observation, conversation, and project work.

AGES K–12

DAILY LANGUAGE PRACTICE



01

### A focused academic core

A two-hour, technology-supported morning core makes room for meaningful practice in mathematics, reading, writing, keyboarding, and languages.

02

### S.T.E.A.M. with purpose

Students extend the day through hands-on studio experiences such as coding, robotics, design, media, music, entrepreneurship, and more.

03

### A smaller learning community

A micro-academy setting gives educators and families more opportunities to notice strengths, discuss priorities, and support belonging.

## 2 Evidence families can discuss

FIRST WEEK OF SCHOOL · AGGREGATE EVIDENCE

# Individualized education should leave a useful signal.

In the first week of the school year, two active reading groups generated early learning signals that educators could use to plan the next block of instruction. These figures are shared as group-level evidence, not as a ranking of students.

**8**
**active learners**
Across two reading groups

**824**
**knowledge points**
Group-level platform activity

**56**
**completed quizzes**
Short checks that inform next steps

**113L–277L**
**Lexile indicators**
Current group-average range

### The conversation changes when feedback arrives early.

Adaptive practice, short assessments, and educator coaching help identify what to reinforce, what to accelerate, and where a learner may be ready for a deeper challenge. These numbers do not identify individual students or promise a particular outcome. They show the kind of early signal the team can use responsibly.

PRIVACY IS PART OF THE PROOF

### No names. No roster rows. No individual grades.

The shared first-week summary combines information by group. UOIA does not publish student names, individual grade rows, performance records, or other personally identifiable learning data.



## 3 What a purposeful day can look like

THE LEARNING EXPERIENCE

# A rhythm that leaves room for focus, practice, and discovery.

The UOIA learning day is designed to balance core skill development with active, project-based exploration. Families can ask the admissions team how this rhythm is adapted for a student's age, readiness, and program pathway.

MORNING · FOCUSED CORE

### Five 20-minute learning blocks

Mathematics · Reading & comprehension · Keyboarding · Writing & expression · Languages

Short movement, hydration, and transition breaks are built into the rhythm so students can reset attention and prepare for the next activity.

AFTERNOON · S.T.E.A.M. STUDIO

### Hands-on work that makes learning visible

Projects can include coding, robotics, design, music, media, chess, visual arts, athletics, entrepreneurship, and other age-appropriate studios. Availability varies by schedule and pathway.

The point is not to add technology for its own sake. Tools are used to help students practice, create, explain, and collaborate.



AI TOOLS, IN CONTEXT

### Technology supports the conversation; it does not replace it.

AI-supported tools can adjust practice, help surface learning patterns, and give students an opportunity to work at an appropriate level. Educators remain responsible for guidance, feedback, and the relationships that make learning feel safe and meaningful.

**Questions worth bringing to your meeting**

Which tools fit my child's age? · How is progress shared? · How do teachers decide when to slow down or go deeper?

## 4 A pathway that can cross borders

COMMUNITY, LANGUAGE & TRAVEL

# Students can learn locally and think globally.

UOIA connects a learning community in Mérida with learning pathways and community in Dallas and Denver. Families can explore micro-academy, homeschool, worldschool, middle-school, high-school, bilingual, camp, sport, and international-learning options with the admissions team.

MÉRIDA, MEXICO

### Campus community

Focused academics, daily language practice, S.T.E.A.M., and community life in Yucatán.

DALLAS, USA

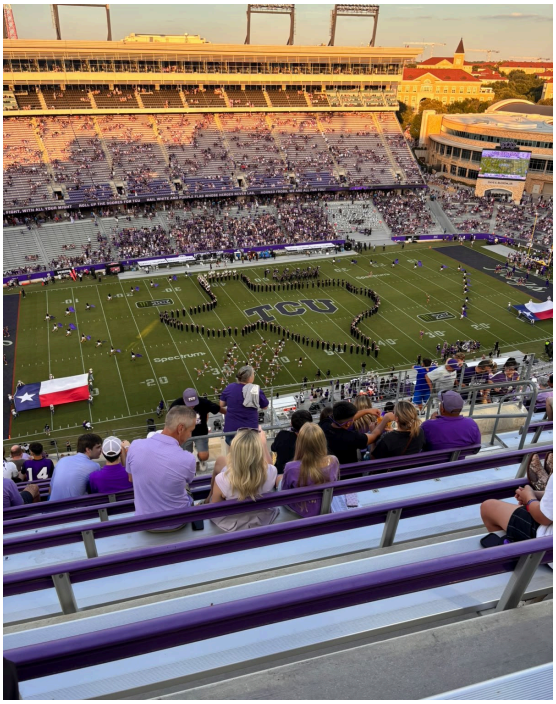
### Learning pathway

A U.S. learning location and community connection for eligible students and families.

DENVER, USA

### Learning pathway

A Colorado learning location and community connection for eligible students and families.




STUDY & TRAVEL EXPERIENCES

### Learning can take students further.

Study travel, team visits, and immersion experiences can help students meet new communities, practice languages, and picture future academic and athletic goals. Travel, visits, and participation depend on confirmed eligibility, partners, family planning, and availability.

**Important distinction**

Vienna, Austria is presented as a past student travel and camp destination. It is not an active UOIA campus.

## 5 Use this packet in your family meeting

THE CONVERSATION STARTS HERE

# Come with questions. Leave with a next step.

A strong admissions conversation is not only about choosing a program. It is about understanding a learner, the family's priorities, and the setting in which the student can grow. Bring this page to your meeting and make it your working agenda.

### ASK ABOUT THE LEARNER

1. **Readiness**
   Which academic, language, or confidence-building goals should guide the first term?
2. **Learning rhythm**
   What does an appropriate focused core and studio schedule look like for this student?
3. **Community**
   Which pathway—Mérida, online flexibility, camps, sport, or travel—best fits our family now?

### ASK ABOUT THE PATHWAY

4. **Admissions process**
   What information will help the team understand our child and recommend an appropriate placement?
5. **Availability & investment**
   Which program spaces, schedules, tuition options, and scholarship conversations apply to our family?
6. **Communication**
   How will we share questions and follow the next steps after the meeting?

## Ready to continue the conversation?

Schedule a campus visit or admissions conversation. The team can help your family identify the right starting point and explain the next enrollment step.

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Scan to schedule a visit

This parent media kit is an introduction to the UOIA experience. Program details, availability, travel eligibility, schedules, tuition, and admissions requirements are confirmed with the academy before enrollment.