

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

HAYAT UNIVERSAL SCHOOL

DOHA

QATAR

OCTOBER 16-18, 2018

INTRODUCTION

On October 16-18, 2018, a certification inspection was completed on Hayat Universal School (HUBS) in Doha, Qatar, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Henry Contant (Chair) and Kevin Kraushar.

The School's B.C. program has an enrolment of 949 students, in grades 1-12. The School also has 138 students enrolled in kindergarten which is not included in the scope of the Agreement.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, offshore school representative (OSR), B.C. principal, B.C. vice-principal, the four B.C. program heads, education technology coordinator, a number of B.C. teachers, as well as some support staff and administrative staff.

The owner/operator is the EduGlobe Corporation, Kuwait Shareholding Closed Company. It is responsible for the B.C. program as well as the private pre-school/kindergarten program that is also housed in the HUBS school building. Eduglobe Corporation also operates a second school in Kuwait that offers an American education program. Certain senior administrative staff work at both schools.

The B.C. program's philosophy, objectives and special features include:

A vision to contribute to the development of a generation who masters the art of life management.



A mission to provide a high quality bilingual Canadian education that integrates core subjects and life skills, knowledge and application, and cultural identity and openness; all interwoven to develop our students to be well-rounded individuals and life-long learners prepared for the challenging future.

The core values of the school are expressed in a belief that:

- All students can learn in a caring and stimulating environment that recognizes and addresses their individual differences, talents and learning styles.
- Learning is meaningful when it is applied to real life situations, when students make meaning not just receive it—through individual and group work- and when thematic instruction is used to integrate the different subjects as well as life skills throughout the school day.
- It is the school’s duty to empower students to succeed in our globalized and complex age by refining their qualities of moderation and rationalization, developing respect and appreciation of universal values and cultural diversity, and having a sound understanding, and love for the Islamic religion.

The School’s graduate profile describes the goal to produce students who are effective communicators, reflective thinkers, responsible individuals and global Muslims.

Hayat Universal School achieved Candidacy for Counsel of International Schools (CIS) Accreditation. The School completed the CIS Preparatory Evaluation Visit in May 2018. A month later, the School received confirmation of its candidacy status and an approval of the plan to complete its accreditation during 2018/19.

The Team would like to thank Hayat Universal School for its warm hospitality, active cooperation and thorough preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.		
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment: There were no requirements contained in the previous (2017) inspection report. However, the report did offer some suggestions, most of which have been implemented and some that remain “in process” and still relevant a year later.</p> <p>Highlights include:</p> <ul style="list-style-type: none"> - Forming a staff committee during the 2017-2018 school year. Members of the committee created a total of 10 PowerPoint presentations to address various aspects of gender specific instruction. The general guide was shared with all staff as it was felt that best practice for the instruction for boys was also very useful in the 		



instruction of girls and mixed gender classes. The principal articulated that this initiative of gender specific instruction remains 'on-going'.

- Developing a vision and long-term plan for the future acquisition and use of technology in its growth plan. The School has prioritized the use of technology to be addressed in the 2019/2020 school year.
- Updating the job description of the owner/operator in the school policies to reflect the responsibilities stated in the 2017/2018 B.C. Global Education Program – Operating Manual for Offshore School.
- Obtaining a 'no objection' letter from the Qatar Ministry of Education and Higher Education which was translated. Both the Arabic original and translation were authenticated by the Qatar Ministry of Foreign Affairs and then attested by the Canadian Embassy in Doha.

Commendation:

The School is commended for the implementation of most of the suggestions of the previous report aimed at strengthening the School. Further, it is also commended for creating a school culture of continuous improvement with a commitment to the on-going implementation of the remaining suggestions within the current and following year.

BUSINESS PLAN

The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Not Met

Comment:

The owner/operator submitted its business plan on September 30, 2018. Following the template of the Ministry of Education, the School has developed a comprehensive plan in regard to:

1. Description of their new school building
2. School Growth Plan
3. Human Resources
4. Alignment with International Education in B.C.
5. School Finances
6. Development of a new B.C. offshore school in Doha, Qatar

Not only does the business plan outline the details of the Mission and Vision of the School, it mentions the owner/operator's plan to open a new school in September 2020 using the 'old campus' facility once a major renovation and expansion project is completed on the 'old' site. This renovation and expansion project has already commenced. The School's



owner/operator is encouraged to communicate with the Ministry of Education, International Education Branch its preliminary intention to open a second B.C. offshore school campus in Doha possibly as early as September 2020.

The School also looks forward to realizing a decade long vision, namely the graduation of its first grade 12 class. The School added grade 12 this school year (2018/19) with two classes of boys and girls. In the coming years it is anticipated that the senior cohorts will increase in size with the movement of full cohorts from the lower grades. There is an acknowledgement that more specialist teachers will need to be hired for the larger senior cohorts.

There has also been an increase in sport co-curricular and extra-curricular activities including hosting interschool competitions. The School will continue to identify student interests in extra-curricular activities in the year(s) ahead.

Commendation:

The School is to be congratulated for realizing a decade long vision, namely the graduation of its first grade 12 class this coming June 2019.

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

Hayat Universal School (HUBS) is owned by Hayat Universal School Company Ltd. This company consists of two partners, EduGlobe Corporation and a private Qatari citizen. EduGlobe Corp. is mandated by the partnership to operate the School. To this end, EduGlobe Corp. has appointed a Chief Executive Officer and hired a permanent full-time principal who are both responsible for the B.C. program.

Upon the retirement of the previous Offshore School Representative (OSR), the Owner/Operator fulfilled its requirement of appointing a new OSR to legally represent the corporate entity and having that appointment approved by the Ministry of Education.

Commendation:

The Team commends the owner/operator for continuing to manage the School in a manner that ensures the School's long term financial sustainability, sound educational practise, and visionary leadership.



2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. program.

Requirement Met Requirement Not Met

Comment:

Hayat Universal School was established almost a decade ago (June 2, 2009). It holds Commercial Registration No. 42597. It received its current commercial license from the State of Qatar, Ministry of Economy and Commerce on November 25, 2014. This license permits HUBS to operate a “private international school” and “Kindergarten, Middle School and Secondary Education”. The current commercial license will expire on June 13, 2019.

The School is now in the second year of operation in its new location within the Ryyan Municipality having moved into its current facility in September 2017. The School is a modern 4 story concrete building (basement, ground floor, first floor and penthouse) which occupies virtually the entire space of the securely gated school property. This has created the necessity for underground parking.

The School building contains 54 classrooms, four science labs, two IT labs, two small libraries, three indoor play areas, three roof-top outdoor shaded play areas, two gymnasiums, two indoor swimming pools, canteens and several administrative offices. Additional offices, specialty rooms, storage areas, and washrooms are located throughout the School. Although only just over a year old, the school facility is already at near full capacity, utilizing virtually every possible space within the school building.

The School received its Educational Establishment License from the State of Qatar, Ministry of Education and Higher Education on May 10, 2017. The School is in the process of renewing its Educational Establishment License. The Team confirms that the State of Qatar, Ministry of Municipality and Environment, Ryyan Municipality, issued a completion Certificate of Building/Work for the new facility on September 26, 2017.

A new-building fire inspection was completed by the Ministry of Interior Civil Defense on October 1, 2017 and has an initial expiry date of September 9, 2019. No issues were identified in the initial inspection. There is an appropriate level of consciousness regarding school safety and security issues.

The School has developed a comprehensive School Emergency Plan for “any event that would cause an unplanned temporary or permanent closure of the school”. These plans have been appropriately vetted by the offshore school representative for accuracy and functionality.

The emergency plan has been created to ensure:

- Safety of students,



- Safety of staff from British Columbia, other western regions, and other expats at the School,
- Evacuation of B.C./Canadian staff from Qatar,
- Evacuation of other expat/non-Qatari staff from Qatar,
- Communication during or following the disaster, and
- Continuation of educational programs for students.

During an event, such as a fire or other loss of the School where this event is particular to the school, EduGlobe would be responsible for finding an alternative school site or closing the operation.

In a situation where the School could no longer operate, but in which the country as a whole is not experiencing a major event, EduGlobe would work to help expedite the transportation of expats choosing to leave Qatar in accordance with their contract wherein the School has taken on the obligation of providing such transportation. This would apply almost exclusively to teachers in the B.C. program.

As EduGlobe Corporation is a small, private organization with very limited resources to address the needs of all staff in a major natural disaster or another crisis during which the country as a whole was under duress, it is most likely that the national governments of those expat staff, working with Qatari government officials, would be called upon to lead and support any necessary evacuation from the country, if it should prove necessary to do so.

In the event that, in isolation, there is an official closure of Hayat Universal School, the Qatari national students are eligible to register in the Qatari national school system schools. Qatari students cannot be denied entrance to these schools.

Those students whose parents work at the School and are non-nationals, would have to be registered in accordance with the wishes and ability of those parents in order to carry on their educational program. It is expected that, in a country-wide evacuation, many expats might return to their home country for safety and would register their children in their home country.



ADMINISTRATION 3.0

3.1 Offshore school representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met Requirement Not Met

Comment:

A new OSR was officially appointed by HUBS on September 1st, 2018 for an initial two year contract. However, in anticipation of being confirmed by the Ministry of Education as an OSR, she attended Ministry of Education meetings for offshore schools during the summer of 2018. The OSR was confirmed by the province soon thereafter, and meets all of the requirements set out in section 14 of the Agreement.

The new OSR's educational career spans almost four decades during which she has taught students ranging from kindergarten to university. She has held administrative roles for the last 25 years. They have included being a language coordinator, a vice-principal, a principal at both the elementary and secondary levels, and an assistant superintendent. Her experiences also included working as head or principal of two private schools. The OSR is a passionate educator with a keen interest in the development of language, in particular reading and second language acquisition. International education has been part of her portfolio both as a school-based administrator and as an assistant superintendent.

It is anticipated the OSR will spend up to two months annually on-site at the School; a month in the fall around the time of the annual Ministry of Education offshore inspection, and a month in the Spring. In addition, it is expected that the principal, senior leadership team and OSR will communicate regularly via virtual (ZOOM) meetings.

The Team confirms that the OSR is aware of her obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operation.

Commendation:

The School is commended for appointing a highly qualified OSR who brings with her many years of visionary and practical leadership, a commitment to support the owner/operator and B.C. principal, and a passionate advocacy of the B.C. K-12 program.



3.2 The principal meets the requirements as outlined in section 3.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal is serving in his 6th year as principal of the School. He is currently under contract until August 2020. The School has benefited from the stability and continuity of the principal's leadership and the strong educational and administrative leadership team he has built around him.

His leadership team consists of a vice-principal, four B.C. program heads, two subject program heads, two support and grade level team leaders, three Arabic program coordinators, a head of the early years program, a registration/PR supervisor, and an education technology coordinator.

The principal's job description contains several key performance areas and duties that include such items as:

- Student achievement (literacy, numeracy, science, social responsibility, character development and performance of students in the Graduation Program),
- Student enrolment,
- Parents' engagement with the school and their satisfaction with the objectives and overall orientation of school programs,
- Meeting the requirements of the certification from the B.C. Ministry of Education,
- Meeting the Qatar Ministry of Education and Higher Education requirements for school accreditation
- Integration of English and Arabic staff, objectives and pedagogy,
- Talent and Leadership development,
- The development of positive staff morale and a collaborative school culture that supports its multi objectives and the fact that it is a private enterprise, and
- Growth Planning in collaboration with EduGlobe Executives and HUBS educational staff to ensure the school is growth oriented, with annual plans being prepared and implemented each year within the framework of school accreditation.

Commendation:

The principal is to be commended for the development of a strong educational and administrative leadership team he has built around him.



3.3 The School meets the administrative support requirements as outlined in section 3.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School has developed a highly skilled, supportive and effective administrative support team that work together under the leadership of the principal.

The principal is ably assisted by a locally-hired vice-principal who has been with the School since its inception. She assumes the responsibilities of the Arabic program Head as well as supports the principal in running the school operations including managing supervision duty and class coverage programs, meeting parents, implementing the Student Discipline Policy, organizing school-wide events and managing teacher assistants to optimize their contribution especially their support for classroom teachers. The VP role also includes business management duties such as general administration, canteen, HR affairs management, staff accommodation, legal/government relations, facilities maintenance and IT. Support staff in these areas report to the vice-principal.

The support the VP provides the principal is invaluable because the areas she is responsible for require knowledge of the local language, culture, market and regulations. Final decision making in all these areas remains with the principal.

There are several managerial level roles within the leadership structure of the School. These include:

Four B.C. program heads which essentially function at the academic vice-principal level position:

- B.C. program head for character education and school improvement;
- B.C. program head for grades 1-3
- B.C. program head for grades 4-6
- B.C. program head for grades 7-12

Subject program heads:

- Math
- PHE & Career Education department head and career counselor

Support and grade level team leaders:

- Elementary English support and K2
- Intermediate and graduation program English support and early years.

Three Arabic program coordinators:

Early Years and K2, grades 1 – 4 and grades 5 – 12. The coordinators support the vice-principal in the supervision of the Arabic program.



Head of early years program:

This person acts as a resource for the B.C. program and teaches in areas of classroom management and character development. The early years head is also in charge of the after-school care service and has a significant business component within her job description. The Head plays a facilitative leadership role in marketing, PR and registration, student records, resourcing and the school library.

In the past few years, she has been able to develop leadership specific to each of the areas she has been overseeing. Delegating to these supervisors, the Head has been able to assume additional responsibilities in new areas such as social coordinator, global citizenship project administrator, graduation committee chair and assistance with the CIS accreditation project.

Registration/PR supervisor:

This position oversees a smooth and credible admission and registration process.

Education technology coordinator:

This role aims to help teachers in all programs make the best use of technology to support student learning and to help in meeting the B.C. program IT learning outcomes. The School has two full-time IT officers with a technical background that provide general IT deployment and maintenance support.

Additional non-managerial administrative and professional support staff positions within the School include:

- Accounts team leader,
- Receivables accountant,
- IT officers,
- Executive coordinator, and
- HR administration officer.

The School outsources several services including security, cleaning, cafeteria, and technology maintenance.

The School is commended for a full complement of administrative support services that are all designed to support the School's delivery of its educational program.



3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the student records that are securely stored in filing cabinets in the records room. Within each student file contains the completed permanent student record (PSR) card showing the personal education number (PEN), school and attendance record and historical achievement records by grade/year. The file also contains all the student's report cards and English language assessments, as well as Arabic policies and letters.

The School will need to implement the new student and parent consent forms that have been updated based on the Ministry guidelines for the 2018/19 school year.

Although record of student medical alerts and detailed health records are filed in the Registration Department and Nurse's Unit, the School is required to review all student records (PSR Cards) as well as any electronic copies—if applicable) to ensure that medical/legal alert indicators and psycho-educational files /IEP's have been flagged, have the appropriate accompanying documentation in the student file, and properly identified as inclusions on the personal student record.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the School's updated (October 11, 2018) Teacher Regulation Branch (TRB) verification response file that was provided at the beginning of the inspection and compared it to the list of teachers who are currently teaching in the B.C. program from grade 1-12.

The Team also reviewed two Letters of Exemption (expiry October 24, 2018 and October 25, 2018) from the International Education Branch of the Ministry of Education that allow a total of 14 teachers permission to teach in the B.C. program. Of these 14 teachers whose application for B.C. certification with the TRB is still 'in process' the Team identified 8 teachers whose application were still 'in process' at the time of the inspection.

The Team suggested that a second exemption letter for these 8 teachers be requested from the B.C. Ministry of Education (International Education Branch) before October 24, 2018. This could grant an additional four-week extension to allow for their applications to be evaluated and processed. During the inspection visit the principal prepared such a letter and



shared with the Team a copy of the letter (dated October 22, 2018) that he intends to send next week.

The Team is satisfied that the School is fully aware of and supportive of these teachers in the completion of their TRB application. The School requires weekly updates from each of these teachers (individual screen shots from the TRB website) to monitor each applicant's progress towards completion of all outstanding documents and requirements identified by the TRB.

The local certification of three other teachers was also confirmed because they teach P.E. and Fine Arts, courses that have been approved to be taught by locally certified teachers.

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Evidence that the School was engaging with the new B.C. curriculum was found in the form of student work and resources posted on classroom walls, classroom learning activities, written curriculum documentation, and through conversations with teachers and administrative staff. A variety of pedagogies were observed during the inspection ranging from teacher-directed instruction to collaborative, student-led activities. Across the various subjects and grade levels a wide range of abilities to deliver competency-based instruction was observed. The Team observed that classroom learning activities were not consistently reflected in the supporting curriculum documentation. It is recommended that the School focusses available resources to make further progress in this area.

The new curriculum has been implemented in the School in grade 10 as well as in Mathematics and Physics 11 and 12. Resources such as textbooks, workbooks, digital media, and laboratory materials have been procured to support learning. Teaching staff and administration are planning for the full implementation of the new curriculum in Grades 11 and 12 in the 2019/20 school year.

The School has been providing targeted professional development for its teachers. Resources of both time and money have been invested in sending staff members for training in British Columbia as well as locally presented workshops. The Team noted the intentionality with



which the School identified growth areas of the school and individual teachers in pursuing professional development opportunities.

The School has established administrative positions to support teachers in developing their classroom instruction and in the implementation of curriculum. Among other roles these 'B.C. heads' visit classrooms frequently and provide support for teachers in improving identified areas of need.

4.2 The School meets the requirements for English language assessment and acquisition as outlined in section 4.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The English language proficiency of students seeking admission is assessed by school personnel, and only those students with scores that meet a predetermined standard are admitted. Standardized literacy assessments ('school-wide writes'), with an emphasis on reading, writing, speaking, and listening, are undertaken three times throughout the year. Teachers engage in moderated marking of these assessments, and the results inform instruction and are used by school administration in making adjustments to academic programming.

4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team confirms that the School meets course credit requirements. No BAA courses are being offered in the current school year.

4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (d) of the Agreement; namely, that all B.C. program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Not Met

Comment:

The School has developed a course curriculum template that includes Big Ideas, Curricular Competencies, Content, Instructional Strategies, Resources, Assessment Methods, and Key



Vocabulary. With the exception of Core Competencies, the required elements of course planning documents are included. The School is encouraged to continue exploring the development of 'teacher-owned' curricular compliance instruments (or documentation) that reflect the School's educational philosophy and practice. Additionally, the School is required to consider how it can more authentically embed core and curricular competency development into its curriculum.

Unit plans have been updated to reflect the new curriculum in Grade 10 and Mathematics and Physics 11 and 12, though these documents are in a developmental stage. The School is encouraged to continue developing curriculum to reflect the intentions of the B.C. Ministry of Education.

4.5 The School meets the instructional time allotment requirements as outlined in Section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Not Met

Comment:

The School meets the instructional time allotment requirements. Due to time constraints the School has not sought certification from the B.C. Ministry of Education, International Education Branch for its kindergarten program.

4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School collects a variety of assessment data and compares it to ensure school marks accurately reflect individual student achievement. Sources of data include B.C. assessments such as the Numeracy Assessment, the English 12 Provincial Exam (which will be written by HUBS students for the first time in 2019), and other standardized assessments such as the Lexile Framework for Reading. Staff review individual and class results and make adjustments as necessary if significant discrepancies between school grades and provincial examination results occur. In addition, the School seeks input from B.C. educators to ensure that assessment criteria from provincial exams and B.C. Performance Standards are applied consistently.



The School has developed a policy consistent with Ministry of Education guidelines for security and invigilation procedures for B.C. provincial examinations/provincial assessments. Protocols set up include picking up the examination 20 minutes prior to the scheduled start time, giving a visual inspection of the room to ensure any possible aids have been removed, seating students a minimum distance from each other, and requiring invigilators to actively watch the students while the examination is being written.

4.7 The School meets the learning resources requirements as outlined in section 4.7 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School meets the learning resources requirements. Classroom walls are adorned with resources aimed at supporting learning in the various curricular areas as well as the broader aims of the school. Posters with anti-bullying messages, slogans such as “We are HUBS”, and statements about the positive behaviours that are encouraged communicate that the School is focussed on creating a safe and caring learning environment for its students.

Technology is used throughout the School to support learning. Smart boards, projectors, document cameras, and laptops are used by teachers and students, and a wide variety of digital resources such as *Brainpop*, *RazKids*, *MAP Assessment* for the B.C. curriculum, and *Career Cruising* augment learning.

Two libraries (for pre-K to grade 3 and grade 4 to 12) have been established. This is the second year the School has been in operation at its new location and consequently the collection has not yet reached its optimal size, though a three-year plan has been established and sufficient resources committed to ensure the collection expands.

New resources being considered for adoption are brought before the literature selection committee where they are vetted for content considered unsuitable for the Muslim population the School serves. When content of concern is found it is either redacted, entire page(s) removed, or the book deemed unsuitable and therefore not adopted. The principal signs off on learning resources.

4.8 The School meets the student progress report requirements as outlined in section 4.8 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School meets the student progress report requirements. The Team noted assessment data in the form of numerical values, rubrics, and anecdotal comments being collected



consistently across all grade levels. Formal report cards are issued three times per year, with informal interim reports being sent home twice. Teacher-parent conferences are scheduled in the fall and additional communication with the home is made via phone calls, letters, text messages, or through the student information system when the need arises. Parents are invited to attend various student presentations throughout the year.

Student self-reflection of the core competencies were included in the final summative report of the 2017/18 school year, and protocols are being established to ensure the reflections are included in the appropriate student file.

POLICY DEVELOPMENT 5.0

5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team reviewed the School's updated 2018-19 parent/student handbook. It contains appropriate information for students and their parents on such topics as the vision, mission and beliefs of HUBS, graduate profile, the curricular programs from pre-K through grade 12, the School's schedule, a description of the admissions process, and a number of school policies that directly impact students and their parents.

These policies cover such items as homework, field trips, evaluating and reporting, student recognition, evaluating and reporting, retention, attendance, dress code, school property and learning resources, student/parent dispute policy and process, HUBS code of conduct for all constituents, HUBS policy and procedures for child safeguarding, discipline program, student services, nurse services, extracurricular activities, technology and computer use, dropping off and picking up students, birthday party policy, gifts to staff, tutoring policy, school/home communication, parent conferences, safety drills, vacations, and freedom of information.

The handbook is available to parents and students on the website at:

<http://hayatschool.com/qatar/qatarmain.htm>

As the School is now a grade 1-12 school, the administration is encouraged to add additional information in future handbooks that include information on the graduation program such as the graduation program course credit requirements; policies in regards to course equivalency, challenge, and exemptions; and pathways to post-secondary institutions, etc. Perhaps a separate supplementary handbook for those parents/students in the Graduation Program may be a more effective way of communicating this type of information to high school parents and students alike.



In short, the HUBS parent/student handbook is relevant, informative and very helpful for parents and students alike.

5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team reviewed the School's updated 2018-19 HUBS "International Staff Handout" meant to prepare newly-hired teachers for joining HUBS. The extensive 34-page handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the B.C. offshore school program in Doha, Qatar. Topics covered within the Handbook include such items as:

1. What you ought to do prior to leaving your home country.

Information in regards to: Documents You Need to Send the School Prior to Arrival; Documents You Need to Bring to Doha; Clothes, Resources, and Personal Items to Bring; Documents & Materials You Will Receive from the School; Address for Sending Materials Ahead of Arrival; Traveling to Doha; Ticket Arrangements; Required Arrival Dates and Early Arrival; Emergency Numbers You Need to Keep with You and Meeting You at the Airport.

2. Living & Working in Qatar

Information in regards to: Apartments, Cultural Cautions, and Entertainment and Shopping,.

3. Essentials of Working at HUBS

Information in regards to: Teacher Assistants, Class Size, Private Tutoring, Resources, Staff Communication & Collaboration, Conflict Resolution, Teacher Support & Teacher Evaluation, and Workload.

4. HR Matters

Information in regards to: Attendance, Contracts, Leaves, Information & Communication Technology, Personal Cash and Banking Services, School Payments, Estimated Cost of Living, Professional and Staff Development.

5. Teaching at HUBS

Information in regards to: Curriculum and Instruction Overview, Planning for Instruction, Transportation, Visas, Residencies and Exit Permits, Visas and Residencies - Staff Families and Weather.

The "School Operations Manual", the main staff handbook, is a much more extensive electronic manual uploaded on Google Drive with an index document. It comprises of ten areas with policies/procedures and information electronically filed within these areas.

In summary, the staff handout and handbook are clear, extensive, and informative.



Commendation:

The School is to be commended for the development of a clear, extensive and informative staff handout and handbook.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0**6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.**

Requirement Met Requirement Not Met Not Applicable

Comment:

The School does not offer any distributed learning (DL) courses.

CONCLUSION**Commendations:**

The Inspection Team wishes to recognize the owner/operator, principal and staff of Hayat Universal School for:

- Implementing most of the suggestions of the previous report aimed at strengthening the School and for creating a school culture of continuous improvement with a commitment to the on-going implementation of the remaining suggestions within the current and following year.
- Realizing a decade long vision and goal of the School, namely the implementation of its first grade 12 class. The School looks forward to graduating its first grade 12 students in June 2019.
- Continuing to manage the School in a manner that ensures the School's long term financial sustainability, sound educational practise, and visionary leadership.
- Appointing a highly qualified OSR who brings with her many years of visionary and practical leadership, a commitment to support the owner/operator and B.C. principal, and a passionate advocacy of the B.C. K-12 program.
- Developing a strong educational and administrative leadership team the principal has built around him.
- Developing a clear, extensive and informative staff handout and handbook.



SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools that the British Columbia education program offered at Hayat Universal School continue to be recognized as a British Columbia-certified school.

