

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

HAYAT UNIVERSAL SCHOOL (HUBS) QATAR

DOHA,

QATAR

OCTOBER 10-12, 2023

INTRODUCTION

On October 10-12, 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 if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Bill Beeke and Henry Contant, who served as Chair for this inspection.

The School's BC program has an enrolment of 778 students, in grades 1-12. The School also enrolls a PreK, KG1 and KG2 program, which is not part of the BC program, with an enrolment of 260 students. The entire school which houses the BC program enrolls 1030 students.

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, Vice Principal, BC program heads, BC subject program heads and coordinators, BC support and grade level team leaders, BC teachers and students enrolled in the graduation program. In addition, the Team was able to meet with additional administrative support staff including personnel with responsibilities in HR, student records, IT and the school nursing team.

The Owner/Operator, EduGlobe Corporation, is responsible for the BC program. EduGlobe Corporation also operates an international school in Kuwait offering an American curriculum.



The BC program’s philosophy, objectives and special features have been articulated effectively in its vision and mission statements, the HUBS Values (Hayat High 5), the HUBS Graduate Profile and the Muslim Global Citizenship Standards.

The newly published *HUBS Muslim Global Citizenship Passports* effectively incorporate core competencies and self-assessment reflection, within the context of age-appropriate Muslim global citizenship standards. Samples of grade level standards from the *HUBS Muslim Global Citizenship Passports* include the following:

- Grade 1:** *“Our curiosity, wonder and Islamic faith guide our discovery of the world around us.”*
- Grade 2:** *“Our cultural and social awareness and Islamic teachings help us to see the cause and consequence between local and global communities.”*
- Grade 3:** *“Diverse perspectives have shared common experiences, understandings and goals.”*
- Grade 4:** *“Treat others with kindness, respect, modesty, patience and generosity regardless of their nationality, religion, gender, social status or tribal affiliation.”*
- Grade 5:** *“We use inquiry processes and skills to question, interpret, analyze ideas and communicate effectively.”*
- Grade 6:** *“We understand that effective leadership represents good planning, goal setting, collaboration, and problem solving.”*
- Grade 7:** *“We must recognize that people differ in their values, beliefs, languages, cultures and traditions.”*
- Grade 8:** *“We inquire and identify local and global opportunities and create manageable goals that positively affect our community; in the process, we consider various perspectives but are ultimately guided by the teachings of Islam.”*
- Grade 9:** *“We understand our personal, public and global identities and we make reasoned ethical judgements guided by our Islamic teachings when cooperating and working with others.”*
- Grade 10:** *“We are able to think critically, to form our own opinions, to cooperate and work with others, to collaborate in order to solve conflicts, to identify with others and to be aware of our own place in society.”*
- Grade 11:** *“We engage in global networks and relationships to broaden awareness and opinions of the world within the confines of our Islamic faith.”*
- Grade 12:** *“We have a shared responsibility for creating awareness and dialogue about global issues.”*

The Team would like to thank Hayat Universal School (HUBS) for its gracious 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 Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: The School had no requirements within the previous inspection report.			
Commendation: The School is commended for their thoughtful reflection and consideration of the suggestions made in the previous report.			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team affirms that a sound business plan has been submitted to the BC Ministry of Education and Child Care that confirms the ongoing sustainability of the BC Offshore School Program.</p> <p>The School faces a unique challenge in that HUBS is currently at the enrolment capacity that has been prescribed by the Qatari Ministry of Education’s calculations of the square footage of the current school building. Were these restrictions lifted, based on current enrolment demand, the School could undoubtedly increase its enrolment.</p> <p>A further financial/business challenge the School faces is that the Qatari Ministry of Education has not permitted the School to increase tuition fees for the past five years. The challenge of being at enrolment capacity along with the inability to increase tuition fees in spite of annual operating cost increases has created a further challenge for the School.</p> <p>In addition, many students who meet the admissions requirements of the School come from the British educational system. However, the Qatar Ministry of Education and Higher Education mandates that such students are placed one grade lower than the grade they completed. This often discourages new families from considering the transfer to HUBS.</p> <p>The School has incorporated a meaningful analysis of student performance data into its continuous school improvement planning. The School has established administrative cycles for collecting, analysing and using student data in the areas of academics, behaviour and attendance which guides decision making with regards to school improvement. The HUBS</p>		



professional learning communities' structure is another avenue for collecting and arriving at instructional planning decisions based on data.

Commendation:

The School is commended for its initial steps towards incorporating analysis of student performance data into its continuous school improvement planning.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the Owner/Operator meets all requirements outlined in the Agreement.

The CEO of EduGlobe Corporation remains fully committed to the BC program as demonstrated by her active engagement and support of all aspects of the School's operation.

The School holds Council of International Schools (CIS) accreditation and is currently in the process of its five-year reaccreditation cycle. This accreditation is in no way indicative of a waning commitment to the BC program. The CIS accreditation further supports the School in its school improvement process within its international context in the country of Qatar.

Commendation:

The Team commends the thoroughness, clarifying detail, and thoughtful analysis provided throughout the 2023/24 Annual Report that had been submitted to the Ministry of Education and Child Care.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the School is in possession of all required educational establishment licences required by the government of Qatar. The Team noted that the current educational establishment licence remains valid through May 30, 2024. Therefore, the Team encourages the School to begin the renewal process soon to ensure a seamless transition to obtaining a new educational establishment licence.

2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School is an attractive, functional and well maintained four-storey school building plus a basement situated on a 10,000 m² gated campus, directly adjacent to another international school. The School has 54 classrooms; four science labs; two IT labs, two libraries (one for K-3, another for grades 4-12); rooms for administration, teacher planning, student support services, school counselors, and school supplies; an inquiry room; reflection rooms; three gymnasiums; four canteens; and indoor and shaded rooftop play areas.

After COVID-19 the basement was renovated, repurposing space that at one time was dedicated to a swimming pool. Today it is a creative, dedicated play space for students.

The Team reviewed several documents that demonstrate that the School continues to meet local building inspection/safety, food preparation/cafeteria and fire safety codes and regulations. These include:

- Certificate issued by the *Ministry of Interior's General Administration of Civil Defence Prevention Department* with validity until May 30, 2024, that certifies that the School fulfills "the preventive and firefighting system".
- Agreement for catering services with validity until July 1, 2024, that includes requirements that the catering company will prepare food in the School's kitchen facility according to *Ministry of Food Safety* regulations.

The School is encouraged to ensure these required certificates are renewed in a timely manner during this current school year.

The Team also reviewed the School's comprehensive Emergency Plan for the Temporary or Permanent Closure of the School. Emergency plans include a variety of helpful examples of scenarios for escalating levels of risk and advice to evacuate. These are categorized into the following threat levels:

- Threat Level 1 Caution (low threat)
- Threat Level 2 Alert (medium threat)
- Threat Level 3 Emergency (high threat)
- Threat Level 4 Crisis (operational shutdown)

The Team confirms that the Emergency Plans for the Temporary or Permanent Closure of the School have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

In summary, the Team confirms that the facilities are well-suited to support the delivery of BC's curriculum from grades 1-12.



2.06 Offshore School Representative (OSR) – The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Offshore School Representative (OSR) is currently in her sixth year supporting the School. She has extensive teaching and administrative experience in British Columbia and in other Canadian provinces. The OSR consistently remains a highly engaged and supportive advisor to the School.

The OSR was on-site for the entire BC offshore inspection process. She attends all weekly administrative council meetings via ZOOM and provides extensive professional development and mentoring to the School's Principal, BC Program Head, BC teachers and administrators. Many BC program heads referenced appreciation for the support they received from the OSR particularly with regards to the many professional development sessions she has led in implementing various components of BC's curriculum.

The OSR also played a significant role in the Council of International Schools (CIS) reaccreditation process the School is currently undergoing. This has included the OSR receiving extensive training to qualify as a CIS accreditor.

The Offshore School Representative has been confirmed by the Province and meets all of the requirements set out in section 14 of the Agreement. The OSR is aware of her obligation to report critical information related to changes in the operation of the School or ownership structure that could significantly impact the School's operations.

Commendation:

The OSR is commended for her effective guidance and mentoring of the Principal, BC program heads, and the BC program teachers and her participation in a professional book study with the administrative council.

2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The new Principal is currently serving in her first year as principal at the School. She has 16 years of prior teaching and administrative experience in both public and private schools in Canada (Ontario), Lebanon and Qatar. She joined the staff at HUBS in 2015, first as a grade



one teacher, then as a grade four teacher and later as grade five teacher. In 2021 she was appointed as BC Program Head for grades 4-7.

Throughout her teaching and administrative career, the Principal has honed her skills in team management and program development, excelling in creating a positive and productive work environment that fosters collaboration and teamwork among staff and faculty. This experience bodes well as she has now moved into the principal's role.

The Principal self-describes her leadership style as being committed to open communication, respect for diversity, and a focus on continuous improvement. In discussions with the School's administrative council, made up of the Vice-Principal, BC program heads, subject program heads and coordinators, they all affirm these characteristics of their new leader.

As the Principal continues to grow in her new role, she is being mentored by the Offshore School Representative (OSR), the former BC Principal, and a former BC Head of Character Education and School Improvement. The Principal has a positive and receptive posture to grow in her new leadership role. She is encouraged to accompany the BC department heads on their regular classroom walkthroughs as a way of further deepening her understanding of school culture and implementation of BC's curriculum at all levels from grades 1-12.

The Principal was actively engaged in the BC offshore school inspection and demonstrated a thorough understanding the BC offshore inspection process.

Commendation:

The Team commends the Principal for her successful transition into the role of principal and for the trust, respect, and confidence she has already earned among her administrative council, BC program teachers, support staff, and the board of directors of EduGlobe Corporation.

2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School has an impressive administrative support structure that supports every facet of the educational and operational structure of the School.

The Principal is supported by an experienced and long-serving Vice-Principal who has been with the School since its inception in 2009/10. She assumes the responsibilities of the Arabic Program Head and 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 vice-principal 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 Vice-Principal provides to the Principal is invaluable because the areas she is responsible for require knowledge of the local language, culture, market and regulations. However, final decision making in all these areas remains with the Principal.

Three BC program heads (grades 1-3, grades 4-7 and grades 8-12), four department heads/coordinators including one for math, career counselling and career education, English language acquisition (ELA), physical health education (PHE) and an Inquiry Based Learning Coordinator with further responsibilities for the implementation of First Peoples Principles of Learning, all provide invaluable leadership support to the School.

There are also support and grade level teachers that provide additional administrative support. The School is also supported by a large team of staff responsible for areas such as records management, student registration, IT, the libraries, nursing, school security and cleaning.

In summary, an extensive administrative support structure that touches every aspect of the School's operation exists. Built-in supports are everywhere, and no teacher or support staff needs to work in isolation. It is impressive.

The School meets and exceeds the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.

Commendation:

The School is commended for the extensive administrative support structure that touches every aspect of the School's operation. Built-in supports are everywhere, and no teacher or support staff needs to work in isolation.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

School files are stored in secure, fireproof filing cabinets and are effectively managed by an administrative coordinator. Medical and legal alerts are properly identified with further description added in the Inclusion section of the Permanent Student Record (PSR) form. The Team reviewed a sampling of student files across all grade levels and verified that all required elements listed in section 2.09 of the Annual Report for offshore schools are present.



Although no longer required, the School continues to update student and parent consent forms annually. The School is committed to updating the current consent forms with the updated Ministry of Education and Child Care name for the upcoming school year.

The School employs the Rediker student information system and the Windsor TESS student information system to transfer TRAX data to the Ministry.

2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that all BC program teachers hold current certification with the BC Teacher Regulation Branch (TRB) or possess temporary authorization in the form of a Letter of Exemption (LOE) from the Director of the Offshore Schools Program, with the exception of one teacher whose LOE is still in process. The Team was pleased to confirm that one other teacher received her LOE on the last day of the on-site inspection.

An Authorized Person is responsible for the planning, teaching, assessment and reporting in each classroom, and the Team confirms that the School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report.

Alerting teachers of the need to obtain BC teacher certification starts from the point of recruitment. More details on this condition for employment at HUBS are included in the initial email sent to interested teachers providing information about the position. The formal job offer includes a clause that the teacher should start obtaining the British Columbia teacher certification immediately upon signing with the School, arrange to provide all required documents in a timely manner to make sure certification is obtained as quickly as possible and report progress on achieving certification. The employment contract also includes a similar clause. Both documents specify that the School may terminate the offer/contract if the teacher does not diligently pursue this responsibility.

The Owner/Operator's HR & Operations Executive Manager personally follows up with the new hires to ensure they promptly provide the certification requirements starting with the Criminal Record Check (CRC).

The follow-up process includes requesting teachers to provide the details of submitting the pending requirements for their BC application and to report any difficulties they are facing. The constant follow-up and reminders aim to put pressure on the teacher as well as guide them through the process and provide them with the needed support.



The Owner/Operator's HR & Operations Executive Manager keeps the Principal updated and alerted when teachers do not seem to be engaged in this process so that the necessary follow-up takes place at the School. When needed, the Principal reminds teachers of the relevant clause in the job offer and contract and the commitment they made by signing these documents.

The Team confirms all locally certified teachers delivering exempted courses have valid local teacher certifications and criminal record checks.

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the curriculum documents and engaged in conversations with teachers, the Principal, the BC program heads, and students. The School's planning documents reveal a comprehensive inclusion of Core Competencies, First Peoples Principles of Learning, Big Ideas, Curricular Competencies and content. The BC program heads demonstrated a thorough working knowledge of BC's curriculum and supported BC program teachers by conducting walk-through observations with follow-up conversations to ensure the successful delivery of BC's curriculum.

The development of Core Competencies is evident through conversations with teachers and the BC program heads. Student work demonstrating intentionality of core competency development was evident in the classrooms, through student conversations and recorded in the HUB's Muslim Global Citizens Passport booklet.

The First Peoples Principles of Learning are evident in unit plans. BC program teachers and the administrative team regularly review unit and lesson plans to ensure best practice is followed for all aspects of BC's curriculum.

The Offshore School Representative (OSR) provides support for the critical role of instructing and coaching new teachers in BC's curriculum through virtual and face-to-face meetings, collection of resources and finding and securing professional development opportunities.

The School is developing and implementing the English First Peoples 12 course, which meets the new 2023/24 Indigenous-focused graduation requirement. Grade 12 students interviewed by the Team expressed appreciation for this new course and how it was being taught.



Commendation:

The School is commended for implementing an English First Peoples 12 course, meeting the new Indigenous-focused graduation requirement, and providing significant professional development on the First Peoples Principles of Learning.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team has found evidence of a comprehensive approach to English language acquisition (ELA). The School utilizes the three BC program heads (grades 1-3, 4-7 and 8-12), and an additional ELA coordinator to ensure the success of English language acquisition.

In grades 1-7, small groups are used to ensure that each student receives individual attention and assistance in English language acquisition. Professional development for teachers and educational assistants is targeted at English language acquisition and guided reading strategies.

Grade one primarily learns decoding skills while grades two and three develop comprehension and writing strategies. Grades 4-7 continue to develop English comprehension and vocabulary.

In grades 4-7, the School has developed a W.I.N (What I Need) block where the students will receive targeted high-quality enrichment/intervention in small groups based on their individual needs in both ELA and math.

In grades 8-12, the School has developed a flex block that allows students and teachers time to meet in small groups to assist with English language acquisition. The Scholastic Comprehension Skills Test is used to help teachers adapt their teaching and resources to assist students. An essential word bank has been developed for each grade level and shared with all grade 8-12 teachers and students.

Measures of Academic Progress (MAP) testing for language usage and reading are conducted from grades 2-9. The results inform the strategies used by teachers to ensure continued progress of learning. All English teachers are trained in the analysis of the MAP data.

Assessments are usually completed three times a year and the results are used to guide instruction. Grade level Professional Learning Communities (PLCs) also create common assessments to ensure the growth of English language acquisition.

The Offshore School Representative (OSR) is actively involved in training teachers with a variety of strategies and assessments to ensure ELA success for the students.



Commendation:

The School is commended for their support of students in their ELA as evidenced by competent BC programs heads, the ELA Coordinator and innovative programs and schedules to allow for individual student support.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 2.21 (a-e) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School does not offer Board/Authority Authorized Courses (BAA). The School is exempted from the requirement of having BC certified teachers deliver the arts and physical health education (PHE) curriculum. The School uses locally certified teachers for PHE 4-12 and Arts Education in grade 8 – grade 12. The curriculum documentation for these courses was reviewed.

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed Ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed curriculum planning documents. The School is developing a Google drive storage for all documents which includes year plans, unit plans and lesson plans. The use of a common school-wide template helps teachers design learning that incorporates the Big Ideas, Curricular Competencies, content, Core Competencies, and First Peoples Principles of Learning. The conversations with BC program teachers and BC program heads provided further evidence of their understanding and implementation of BC's curriculum.

Commendation:

The School is commended for continuing to take significant steps in improving curricular documentation that links competencies, learning and assessment.



2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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 Partially Met Requirement Not Met

Comment:

The School is in session for 181 days per school year. The instructional time in the BC program exceeds the 850 hours of required instructional time at all grade levels.

2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School uses a variety of assessments to help the students learn and record their progress. Teachers create classroom assessments and co-create additional classroom assessment strategies through their dialogue within their Professional Learning Communities (PLC's).

Common assessments are used to measure student achievement. These include diagnostic assessments that are administered at the beginning, middle and end of the academic year. Examples include PM Benchmark (reading comprehension), Literacy Pro (reading comprehension), MAP for the BC curriculum (reading comprehension, language usage, math), School-Wide Writes with moderated marking based on the BC Performance Standards (Quick Scale), math unit tests, and science common assessments.

The Team observed a variety of assessment strategies during their inspection visit.

Commendation:

The School is commended for incorporating analysis of student performance data into its continuous school improvement planning.



2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School has two libraries, one dedicated for grades K-3 and the other for grades 4-12. The libraries circulation includes a variety of English books and guided reading programs to help facilitate English Language Acquisition (ELA). The libraries also contain teacher resources for a variety of subjects and in support of ELA. A librarian staffs each library.

The School has a strong internet connection with a large variety of technology and software. The School reported having 1Gbps fiber broadband internet connectivity and software capability to meet Ministry requirements outlined in Schedule F of the Agreement.

Technological tools were prevalent and in use throughout the School. Tablets and Chromebooks are available for classroom use. The School has purchased additional Chromebooks and are eagerly waiting their arrival. There are also Chromebook carts for classroom use.

There are a variety of programs available for the teachers to use. Google Classroom, SeeSaw, and Reading A-Z are a few examples.

Commendation:

The School is commended for its continued investment in educational technology.

2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School uses many avenues to communicate with parents. Some examples include telephone calls, Plus Portals (student information management system), email/SMS, parent-teacher conferences and many more. Parents and students are encouraged to check the assessment information in real-time through Plus Portals.

Elementary learning updates are issued three times a year, with mid-term learning updates issued for grades 1-3 and available online for grades 4-12. There is one parent-teacher conference during the school year. The School has developed a plan to continue implementing the updated Student Reporting Order throughout the year.



Commendation:

The School is commended for developing a plan to implement the new BC Program Reporting Order.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the School's updated 2023/24 parent/student handbook. It is written in English in a logical, easy to reference format.

The handbook contains appropriate information for students and their parents on such topics as the mission and philosophy of HUBS, a graduate profile, an overview of the BC program from grades 1-12 including assessment, evaluation and reporting practices, graduation requirements, extra-curricular opportunities for students, school schedules/timetables, student conduct, parental appeals, admission requirements, emergency procedures and school policies that directly impact students and their parents.

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

The Team verified that the Parent/Student handbook meets the requirements as outlined in section 2.26 of the Annual Report.

2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the School's updated 2023/24 teacher handbook embedded within the School's operations manual. The extensive handbook, updated annually, contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers within the BC Offshore School Program at HUBS and within the country of Qatar.

It contains content related to the School's purpose, mission and vision, governance & administration, school support services, human resources, curriculum & instruction, co-curricular and extracurricular program and activities, assessment and reporting, student well-being and safety, learning resources, community and parent partnership, student registration, an extensive series of fillable and printable school forms for use by teachers,



copies of previous accreditation reports and a school technology plan that extends to the 2024/25 school year.

In short, the teacher handbook is comprehensive, relevant, and informative for new and experienced teachers alike.

The Team confirmed that the teacher handbook is comprehensive and meets the requirements as outlined in section 2.27 of the Annual Report.

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:
The School does not offer Online Learning at this time.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:
The School does not currently offer any courses via Remote Instruction.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Hayat Universal School for:

- their thorough preparedness, clarifying detail, and thoughtful analysis provided throughout the 2023/24 Annual Report and supporting documents, as well as their active engagement during the BC Ministry's inspection.
- creating a caring and nurturing learning environment where students are safe, valued and appreciated.



- the OSR's effective guidance and mentoring of the Principal, BC program heads, the BC program teachers, and her participation in a professional book study with the administrative council.
- the Principal's successful transition into the role of principal and for the trust, respect, and confidence she has already earned with the administrative council, BC program teachers, support staff and the board of directors of EduGlobe Corporation.
- the extensive administrative support structure that touches every aspect of the School's operation. Built-in support is everywhere, and no teacher or support staff needs to work in isolation. It is impressive.
- their intentional planning and core competency development as further evidenced through the Muslim Global Citizenship HUBS Passport program.
- for implementing the English First Peoples 12 course and providing significant professional development on the First Peoples Principles of Learning.
- their support of students in their English language acquisition (ELA) as evidenced by competent BC programs heads, ELA coordinator and innovative programs and schedules to allow for individual student support.
- the organization and ongoing development of curricular documentation that links competency learning and assessment.
- its continued investment in educational technology and achieving their goal of purchasing one-to-one electronic devices for students.
- developing a plan for implementing the new BC program Student Reporting Policy.
- incorporating analysis of student performance data into its continuous school improvement planning.

SUMMATIVE RECOMMENDATION

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

