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Ontario

January 23, 2013

Anchuan Jiang
Ontario International College
4580 Dufferin St. Suite 600
Toronto ON M3H 5Y2

Dear Anchuan Jiang

The Private School Inspection Report related to the secondary school courses offered for credit by your school during the 2012-2013 school year is attached. The report provides an assessment of your school's compliance with Ministry of Education policies and confirms your authority to grant credits towards the Ontario Secondary School Diploma.

If you have any questions about the report, please contact:

Elizabeth McGuire
Toronto and Area Regional Office
Telephone: 416-314-0045

Sincerely,

Anthony Di Lena
Coordinator, Private Schools and Attendance Unit

cc: Elizabeth McGuire
Toronto and Area Regional Office

MINISTRY OF EDUCATION
Private School Inspection Report
2012-2013

The purpose of the Ministry of Education's inspection of a private school is to ascertain whether the instruction in secondary school courses being delivered is in compliance with Ministry of Education requirements. The structure of the courses, the delivery of the curriculum expectations, the assessment and evaluation strategies and the work of the students must be congruent with Ontario Secondary Schools, Grades 9 to 12, 1999, Education Policy and Program Update to April 30, 2010, curriculum documents, Growing Success, 2010, Ontario Student Record Guideline, 2000, Ontario Student Transcript Manual, 2010, and applicable Policy/Program Memoranda.

The Ministry of Education's inspection report is based on evidence gathered through the review of pre-inspection materials and on-site discussions with the principal and other school staff. Information is also gathered through observations during classroom visits, review of samples of students' work, examination of school policies/procedures, and the examination of school records.

School	Ontario International College		School BSID #	666777
Address	4580 Dufferin St. Suite 600		City, Prov., Postal Code	Toronto ON M3H 5Y2
Mailing Address			City, Prov., Postal Code	
Principal	Anchuan Jiang			
Phone	446-239-1888			
E-Mail	adm@oicedu.ca		Web Site	www.oicedu.ca
Number of Credit Courses Taught:				
Grade 9	0		Grade 10	0
Grade 11	2		Grade 12	9
Total Student Enrolment in Credit Courses:				
Grade 9	0		Grade 10	0
Grade 11	5		Grade 12	80
Date(s) of Previous Inspection	February 16, 2011			
Previous Inspecting Supervisory Officer(s)	Jim Watt			
Date(s) of Inspection	January 8, 2013			
Inspecting Supervisory Officer(s)	Paul Bertrand			

School Description:

Ontario International College operates primarily for VISA students and offers courses at the grade 11 and 12 level.

<table>
<tr><td colspan="5" align="center">**SECTION: 1**
Follow-up From Previous Inspection Report</td></tr>
<tr><td align="center">*Item*</td><td align="center">*Addressed*</td><td align="center">*Not Addressed*</td><td align="center">*Does Not Apply*</td><td align="center">*Comments*</td></tr>
<tr><td colspan="5">The following Issue(s) was/were identified in the previous inspection report:</td></tr>
<tr><td>1. Some Course outlines are not current and complete SBI3U, SCH3U, CHI4U, AVI4M.
Resolution: Undertake to correct these outlines immediately.</td><td align="center">☑</td><td align="center">☐</td><td align="center">☐</td><td></td></tr>
<tr><td>2. Course Calendar should be reviewed and revised to correct inaccurate information eg. TIC, Computer Studies, as a credit option
Resolution: Undertake to make these revisions to the School Calendar ASAP..</td><td align="center">☑</td><td align="center">☐</td><td align="center">☐</td><td></td></tr>
<tr><td>3. No policies exist to deal with cheating, plagarism, missed and/or late assignments.
Resolution: Refer to the "Growing Success" document-pages 42-44 and develop and implement policies as required.</td><td align="center">☑</td><td align="center">☐</td><td align="center">☐</td><td></td></tr>
<tr><td colspan="5">The following Recommendation(s) was/were identified in the previous inspection report:</td></tr>
<tr><td>1. N/A</td><td align="center">☐</td><td align="center">☐</td><td align="center">☑</td><td></td></tr>
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	SECTION:2				
	School Policies, Practices, Procedures, and Record Keeping				
Criteria	Compliance			*Implementation*	*Comments*
	Yes	*No*	*N/A*		
Course Calendar The Course Calendar contains complete, detailed, accurate, and up-to-date information about diploma requirements and the programs and courses offered by the school.				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Community Involvement The school establishes a procedure for completing the community involvement requirement.	☑	☐			
Students are provided with information and forms about the activities that are approved and the activities that are ineligible.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
The school indicates on the OST that the student has completed the community involvement requirement.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Provincial Secondary School Literacy Requirement The school establishes a procedure for the OSSLT to include, if applicable, accommodations, deferrals and exemptions.	☑	☐			
The school establishes a procedure for offering the OSSLC.	☑	☐			
The school records the completion of the Provincial Secondary School Literacy Requirement on the OST.	☑	☐	☐		

Criteria	Compliance			Implementation	Comments
	Yes	*No*	*N/A*		
Substitutions There is an established procedure for the substitution of compulsory courses.	☑	☐			
There is appropriate documentation in the OSR for substitutions of compulsory courses.			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	The principal has not made a substitution.
Substitutions are indicated with an "x" on the OST.			☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
"Reach Ahead" Credits There is an established procedure for the supervision of elementary students who take secondary "reach ahead" courses.	☐	☐	☑		
There is appropriate documentation in the OSR for elementary students who have reached ahead to take secondary courses.	☐	☐	☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Prerequisite There is an established procedure for waiving prerequisites.	☑	☐	☐		
There is appropriate documentation in the OSR when prerequisites are waived.			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	The principal has not waived a prerequisite.
Attendance There is an established policy regarding student attendance.	☑	☐			

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
There is an established procedure for recording student absences.	☑	☐			
PLAR There is an established procedure for awarding credit equivalencies.	☑	☐			
There is a copy of the equivalency assessment in the OSR.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	See Issue #1.
There is an established procedure for students who wish to challenge courses.	☐	☐	☑		
There is documentation of the challenge process in the OSR.			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Cooperative Education Cooperative education and work experience programs are developed and implemented in accordance with ministry policy stated in *Cooperative Education and Other Forms of Experiential Learning, 2000.*			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Courses Earned Through Other Means (Alternative Ways of Earning Credits) 1. a) There is an established procedure for courses earned through the Independent Learning Centre.	☐	☐	☑		

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
b) There is an established procedure for earning courses through distance education.	☐	☐	☑		
c) There is an established procedure for offering courses through independent study.	☐	☐	☑		
d) There is an established procedure for offering courses through private study.	☐	☐	☐		
2. Records for independent study and/or private study show evidence that student work is assessed and evaluated according to the overall curriculum expectations.			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
3. Records for independent study and/or private study show evidence that the scheduled instructional time for courses corresponds to the course outline.			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Outlines of Courses of Study Outlines of the courses of study include at least the information as per OSS 7.1.1.				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
The school retains on file up-to-date copies of the outlines of all of courses of study for courses offered at the school.				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Outlines of courses of study are available at the school for parents and students to examine.				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	

Criteria	Compliance			Implementation	Comments
	Yes	*No*	*N/A*		
Music Certificates Music Certificates accepted for credit are on file.	☐	☐	☑		
Appropriate notation of the credit toward the OSSD is noted on the OST.	☐	☐	☑		
Hours for Credits All full-credit courses are scheduled for a minimum of 110 hours and all half-credit courses are scheduled for a minimum of 55 hours as documented on the school's timetable.	☑	☐			
Locally Developed Course There is documentation of Ministry of Education approval of locally developed courses.	☐	☐	☑		

SECTION: 3
Classroom Evidence: Instruction of Curriculum Expectations, Assessment and Evaluation of Student Achievement

Criteria	Compliance			Implementation	Comments
	Yes	*No*	*N/A*		
All curriculum expectations set out in the curriculum policy documents must be accounted for in instruction. (*Growing Success,* page 38)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Online courses demonstrate evidence of ongoing interaction between teacher and students in an on-line learning environment.			☑	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Assessment is based on evidence of student achievement of the provincial curriculum expectations. (*Growing Success,* page 28)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Student learning is assessed and evaluated in a balanced manner with respect to the four categories of the achievement chart. (*Growing Success,* page 17)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course. (*Growing Success,* page 38)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products (*Growing Success*, page 39)				☐ All or Most of the Time ☐ Sometimes ☑ Seldom or Not at All	See Issue #2 and Recommendation #1.

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
Evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his/her achievement of related specific expectations. (*Growing Success*, page 38)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Assessment *for* learning and assessment *as* learning support students in understanding the success criteria used to assess their learning as well as what evidence of learning they will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool such as a checklist, a rubric, or an exit card, etc. (*Growing Success*, pages 28, 29 and 33)				☐ All or Most of the Time ☑ Sometimes ☐ Seldom or Not at All	See Issue #3 and Recommendation #2.
Assessment, evaluation, and reporting are ongoing, varied in nature, administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. (*Growing Success*, page 6)				☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation, in a subject or course, are not considered in the determination of a student's grades. (*Growing Success*, pages 10 and 45)				☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
70 % of the final grade is based on evaluation conducted throughout the course, reflecting the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement. (*Growing Success,* page 41)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
30% of the final grade is based on a final evaluation administered at or toward the end of the course. (*Growing Success*, page 41)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
30 % of the grade (final evaluation) is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.(*Growing Success*, page 41)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, page 41)				☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
The school's policies relating to "Cheating and Plagiarism" are in compliance with *Growing Success, 2010,* pages 42 and 43.	☑	☐			
The school's policies relating to "Late and Missed Assignments" are in compliance with *Growing Success, 2010,* page 44.	☑	☐			

SECTION: 4
School Record Keeping: Ontario Student Record (OSR)

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
The school has a policy on the establishment, maintenance, retention, transfer and disposal of a record in compliance with the *OSR Guideline, 2000* .	☑	☐	☐		
The materials in the OSR are collected and stored in accordance with the policies in the OSR Guideline, 2000 and the policies established by the school.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
The security of the OSR is ensured.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
Information is recorded correctly on all sections of the OSR folder.			☐	☐ All or Most of the Time ☑ Sometimes ☐ Seldom or Not at All	See Issue #4.
A report card is filed in the OSR folder for each student who has been enrolled in the school.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
When a Documentation File is required it is kept in the OSR folder.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
The office index cards are maintained.			☐	☑ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
Where the school maintains the OSR, the school initiates, maintains, issues, and stores an OST for every student enrolled in accordance with the *OST Manual, 2010*.	☑	☐	☐		
The OST is a cumulative and continuous record of a student's completion of courses.	☑	☐	☐		
A hard copy of the OST for every student who has retired or graduated is filed in the OSR.	☑	☐	☐		

SECTION: 5 Statistical Reporting				
Item	Addressed	Not Addressed	Does Not Apply	Comments
The school, as of the end of the 2011-2012 school year, is current in its requirement to submit its statistical reports for October 2011 and March 2012 to the Ministry. (*Education Act*, s.5)	☑	☐	☐	

RECOMMENDATIONS
1. It is recommended that the principal conduct professional development on Growing Success with a focus on evidence of student achievement collected over time from three different sources - observations, conversations and student products as using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. (Growing Success, p. 39)
2. It is recommended that the principal conduct professional development for teachers on Growing Success, 2010 with emphasis on Learning Goals, Success Criteria, Questioning, Descriptive Feedback and Self-Assessment. It is recommended that the following support materials be used for professional development http://www.edugains.ca/newsite/aer2/aervideo/videoclips.htm.

ISSUE(S)	RESOLUTION
1. PLAR Equivalency (OS K-12 7.2.5) The school has an equivalency form. However, it is not a sufficiently detailed assessment.	The principal will develop an equivalency assessment that details the total credit equivalency as well as the number of compulsory and optional credits still to be awarded in accordance with OS Appendix 2, Equivalent Diploma requirements. The assessment will detail how the determination was arrived at.
2. Evidence of Student Achievement for Evaluation (Growing Success, page 39) Evidence of student achievement for evaluation is being gathered largely in the form of student products. Most teachers were not collecting evidence for evaluation from observations and conversations.	Teachers must collect evidence for evaluation from observations, conversations and student products. Evidence will be found in teacher records.

3. Learning Goals and Success Criteria (Growing Success, page 33) There is evidence of assessment for learning and assessment as learning. Learning Goals appear in teacher planning. However success criteria were not clearly articulated.	The principal must ensure that teachers are using learning goals and success criteria in the classroom and that the approach is documented in teacher planning. More emphasis must be placed on ensuring students understand success critieria and can use them to assess their own work. The co-construction of success criteria is a powerful way to help students understand how they are evaluated.
4. OSRs (The Ontario Student Record (OSR) Guideline, 2000) In some cases OSR folders were not fully completed.	The principal will review OSR folders and complete them in accordance with the inspector's direction.

AUTHORIZATION TO GRANT CREDITS

☑	The Principal is authorized to grant credits.
☐	The Principal is not authorized to grant credits.

NEXT INSPECTION

Based on the evidence from this inspection, the next inspection is scheduled for:	☐	The Same School Year: 2012-2013	☐	The Next School Year: 2013-2014	☑	In Two Years: 2014-2015