

The purpose of the Ministry of Education’s International Private School Inspection is to ascertain whether the instruction in secondary school courses is being delivered in compliance with the 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 Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS K-12) 2016, Growing Success, 2010, Ontario Student Record (OSR) Guideline, 2020, Ontario Student Transcript (OST) Manual 2013, curriculum documents and applicable Policy/Program Memoranda. The Ministry of Education’s International Private School Inspection report is based on evidence gathered through the review of pre-inspection materials and discussions with the principal and other school staff. Information is also gathered through the review of students’ work and examination of school policies/procedures.

[Update Form](#)

School Information

Name of the School Columbia International School (Japan)	School BSID # 879061
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Address

Unit Number	Street Number 153	PO Box	Street Name Matsugo
City/Town Tokorozowa	Province Saitiama	Country Japan	Postal Code 359-0027

Website address
www.columbia-ca.co.jp

Telephone Number 011-42-946-1911	Email Address principal@columbia-ca.co.jp
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Skype Address
[barriemccliggott](#)

Mailing address is same as the above

Principal

Last Name McCliggott	First Name Barrie	Middle Initial
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Number of Credit Courses Taught

Grade 9 NA	Grade 10 10	Grade 11 9	Grade 12 9
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Total Student Enrolment in Credit Courses

Grade 9 NA	Grade 10 24	Grade 11 18	Grade 12 21
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Ontario Agent Details

Ontario Agent Name
[Patrick Lee](#)

Telephone Number 416 493 1742	Email Address deliaplee@hotmail.com
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Address

Unit Number	Street Number 40	PO Box	Street Name Seneca Hill Drive
City/Town Willowdale	Province ON	Postal Code M2J 2W4	

School Description

[Columbia International School](#) is a K to12 school located west of Tokyo, Japan, in Saitiama. The school offers credit courses to students in grade 10 to 12. As a majority of the students do not speak English as their first language, the school places significant focus on meeting the needs of the ESL learners. The school has a community-orientated

summer program. The school year (September to June) is comprised of four terms. The school was inspected virtually. The following courses were reviewed during the virtual inspection - ENG2D and PPL3O.

This is a new school and there was no previous inspection

Previous Inspection

1. Start Date of Previous Inspection (yyyy/mm/dd)
2023/02/27

End Date of Previous Inspection (yyyy/mm/dd)
2023/02/27

[Remove Date \(-\)](#)

Inspecting Supervisory Officer

[Add Officer \(+\)](#)

[Remove Officer \(-\)](#)

Last Name

First Name

1. Sebbane

Zineb

[Add Date \(+\)](#)

Current Inspection

1. Start Date of Current Inspection (yyyy/mm/dd)
2024/02/26

End Date of Current Inspection (yyyy/mm/dd)
2024/02/26

[Remove Date \(-\)](#)

Inspecting Supervisory Officer

[Add Officer \(+\)](#)

[Remove Officer \(-\)](#)

Last Name

First Name

1. Sebbane

Zineb

[Add Date \(+\)](#)

Section 1 – Follow-up From Previous Inspection Report

Issues - The following Issue(s) was/were identified in the previous inspection report:

Issue(s) from Previous Report	Status	Current Comments
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Recommendations - The following Recommendation(s) was/were identified in the previous inspection report:

Recommendations(s) from Previous Report	Status	Current Comments
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3.5. It is recommended that the principal continue to ensure teachers use triangulation for evaluation purposes, in particular, on the development of pertinent tools that properly document graded observations and conversations.

- Addressed
- Not Addressed
- Does Not Apply

See Section 3, issue # 5.

3.6. It is recommended that the principal continue to ensure that course content is reviewed to include clear learning goals and success criteria that the student can use from the start of a unit/lesson. Learning goals are brief statements that describe, for students, what they should know, understand, and be able to do by the end of a period of instruction (e.g., a lesson, a cycle of learning, a unit, a course). They represent a subset or cluster of knowledge and skills that students must master in order to successfully achieve the overall expectations.

- Addressed
- Not Addressed
- Does Not Apply

See Section 3, issue # 6.

3.6.1. It is recommended that the principal continue working with teachers to ensure that success criteria are clearly articulated and that students can use them to assess their own learning. It is recommended to ensure the use of success criteria to describe learning and the development and the use of assessment tools, such as rubrics and checklists. This will lead to effective strategies that enhance student learning.

- Addressed
- Not Addressed
- Does Not Apply

See Section 3, issue # 6.1.

3.6.2. It is recommended that the principal continue to work with all teachers to ensure self and peer assessment be used to guide and provide opportunities for students to monitor and critically reflect on their learning and identify next steps.

- Addressed
- Not Addressed
- Does Not Apply

Section 2 – School Policies, Practices and Procedures

Criteria

1. School Course Calendar

The School Course Calendar contains complete, detailed, accurate, and up-to-date information about diploma requirements and the programs and courses offered by the school.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

2. Community Involvement

The school establishes a procedure for completing the community involvement requirement.

Compliance

Yes No N/A

Ministry Recommendation

Yes No

2.1. Students are provided with information and forms about the activities that are approved and the activities that are ineligible.

Implementation

All or Most of the Time Sometimes Seldom or Not at All N/A

Ministry Recommendation

Yes No

2.2. The school indicates on the Ontario Student Transcript (OST) that the student has completed the community involvement requirement.

Implementation

All or Most of the Time Sometimes Seldom or Not at All N/A

Ministry Recommendation

Yes No

3. Ontario Secondary School Literacy Requirement

The school establishes a procedure for the Ontario Secondary School Literacy Test (OSSLT) to include, if applicable, accommodations, deferrals and exemptions.

Compliance

Yes No N/A

Ministry Recommendation

Yes No

3.1. The school establishes a procedure for offering the Ontario Secondary School Literacy Course (OSSLC).

Compliance

Yes No N/A

Ministry Recommendation

Yes No

3.2. The school records the completion of the Provincial Secondary School Literacy Requirement on the Ontario Student Transcript (OST).

Compliance

Yes No N/A

Ministry Recommendation

Yes No

4. Substitutions

There is an established procedure for the substitution of compulsory courses.

Compliance

Yes No

Ministry Recommendation

Yes No

4.1. There is appropriate documentation in the Ontario Student Record (OSR) for substitutions of compulsory courses.

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

4.2. Substitutions are indicated with an "x" on the Ontario Student Transcript (OST).

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

5. Reach Ahead Credits

There is an established procedure for the supervision of elementary students who take secondary "reach ahead" courses.

Compliance

Yes No N/A

6. Prerequisite

There is an established procedure for waiving prerequisites.

Compliance

Yes No N/A

Ministry Recommendation

Yes No

6.1. There is appropriate documentation in the Ontario Student Record (OSR) when prerequisites are waived.

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

7. Attendance

There is an established policy regarding student attendance.

Compliance

Yes No

Ministry Recommendation

Yes No

7.1. There is an established procedure for recording student absences.

Compliance

Yes No

Ministry Recommendation

Yes No

8. PLAR

There is an established procedure for awarding credit equivalencies.

Compliance

Yes No

Ministry Recommendation

Yes No

8.1. There is a copy of the equivalency assessment in the Ontario Student Record (OSR).

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

8.2. There is an established procedure for students who wish to challenge courses.

Compliance

Yes No N/A

Ministry Recommendation

Yes No

8.3. There is documentation of the challenge process in the Ontario Student Record (OSR).

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

9. Cooperative Education

Cooperative education and work experience programs are developed and implemented in accordance with ministry policy stated in the Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018.

Compliance

Yes No N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

10. Courses Earned Through Other Means (Alternative Ways of Earning Credits). There is an established procedure for courses earned through the Independent Learning Centre.

Compliance

Yes No N/A

10.2. Records for independent study and/or private study show evidence that student work is assessed and evaluated according to the overall curriculum expectations.

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

10.3. Records for independent study and/or private study show evidence that the scheduled instructional time for courses corresponds to the Outlines of Courses of Study.

Compliance

N/A

Implementation

All or Most of the Time Sometimes Seldom or Not at All

11. Outlines of Courses of Study

Outlines of the Courses of Study include at least the information as per OS 5.3.2.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

11.1. The school retains on file up-to-date copies of the outlines of all of courses of study for courses offered at the school.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

11.2. Outlines of Courses of Study are available at the school for parents and students to examine.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

12. Music Certificates

Music Certificates accepted for credit are on file.

Compliance

Yes No N/A

13. 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.

Compliance

Yes No

Ministry Recommendation

Yes No

14. Locally Developed Courses

There is documentation of Ministry of Education approval of locally developed courses.

Compliance

Yes No N/A

15. On-line Graduation Requirement

The school has established a process to address the online graduation requirement outlined in Policy/Program Memorandum 167.

Compliance

Yes No

Ministry Recommendation

Yes No

15.1. The school has documented the opt out process for the on-line graduation requirement in the school's course calendar. In the case that all students are exempted, the rationale for the exemption is included.

Compliance

Yes No

Ministry Recommendation

Yes No

15.2. There is appropriate documentation of the exemption in each students' Ontario Student Record (OSR). In the case that all students are exempted, the rationale for the exemption is included.

Compliance

Yes No N/A

Ministry Recommendation

Yes No

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

1. All curriculum expectations set out in the curriculum policy documents are accounted for in instruction through lesson/unit planning (Growing Success, 2010, page 38).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Issues*

3.1. Curriculum expectations set out in the curriculum policy documents were not consistently accounted for in instruction through lesson planning.

Required Resolutions*

3.1. The principal will ensure that lesson/unit plans are developed for the course of study. These plans are to reflect the expectations outlined in the provincial curriculum documents. The principal will also monitor the course delivery to ensure that teaching/learning materials and strategies are used to target the course expectations.

2. 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, 2010, page 38).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

3. Student learning is assessed and evaluated in a balanced manner with respect to the four categories of the achievement chart (Growing Success, 2010, page 17).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

4. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course (Growing Success, 2010, page 38).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

-
5. Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products. This evidence is taken into account when determining the final grade (Growing Success, 2010, page 39).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Issues*

3.5. There was some evidence that observations and conversations are used for evaluative purposes.

Required Resolutions*

3.5. The principal will ensure that teachers are collecting evidence for evaluations from conversations and observations, and evidence will be found in teacher records and students portfolios.

-
6. Learning goals are clearly articulated and linked to success criteria (Growing Success, 2010, pages 28, 29 and 33).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Issues*

3.6. There was no evidence of the use of learning goals that are stated in student friendly language and clearly linked to curriculum expectations.

Required Resolutions*

3.6. The principal will ensure that course content is reviewed to include clear learning goals and success criteria that the student can use from the start of a unit/lesson.

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- 6.1. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card, etc. (Growing Success, 2010, pages 28, 29 and 33).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Issues*

3.6.1. The success criteria are not used to develop assessment tools such as checklists or rubrics.

Required Resolutions*

3.6.1. The principal will ensure, in all courses, that teachers are using success criteria to develop assessment tools. Teachers must ensure success criteria are clearly articulated and that students can use them to assess their own work.

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- 6.2 Assessment 'for' learning and assessment 'as' learning supports students in their understanding of how their work meets the success criteria.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

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7. 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, 2010, page 6).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

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8. 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, 2010, pages 10 and 45).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

9. 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, 2010, page 41).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

10. 30% of the final grade is based on a final evaluation administered at or toward the end of the course (Growing Success, 2010, page 41).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

11. 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, 2010, page 41).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

12. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (Growing Success, 2010, page 41).

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Issues*

3.12. The final evaluation in ENG2D did not allow the student an opportunity to demonstrate comprehensive achievement of the overall expectations. There was no oral component in the final evaluation of ENG2D.

Required Resolutions*

3.12. The principal will review all final evaluations to ensure that the student is allowed an opportunity to demonstrate comprehensive achievement of the overall expectations for the course and that all overall expectations have been covered.

13. The school's policies relating to "Cheating and Plagiarism" are in compliance with Growing Success, 2010, pages 42 and 43.

Compliance

Yes No

Ministry Recommendation

Yes No

14. The school's policies relating to "Late and Missed Assignments" are in compliance with Growing Success, 2010, page 44.

Compliance

Yes No

Ministry Recommendation

Yes No

Section 4 – School Record Keeping: Ontario Student Record (OSR)

1. The school has a policy on the establishment, maintenance, retention, transfer and disposal of a record in compliance with the Ontario Student Record (OSR) Guideline, 2020.

Compliance

Yes No

Ministry Recommendation

Yes No

2. The school holds the Ontario Student Record (OSR).

Compliance

Yes No N/A

Ministry Recommendation

Yes No

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3. The materials in the Ontario Student Record (OSR) are collected and stored in accordance with the policies in the Ontario Student Record (OSR) Guideline, 2020 and the policies established by the school.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

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4. The security of the Ontario Student Record (OSR) is ensured.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

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5. Information is recorded correctly on all sections of the Ontario Student Record (OSR) folder.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

-
6. A report card is filed in the Ontario Student Record (OSR) folder for each student who has been enrolled in the school.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

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7. When a Documentation File is required it is kept in the Ontario Student Record (OSR) folder.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

-
8. The office index cards are maintained.

Implementation

All or Most of the Time Sometimes Seldom or Not at All

Ministry Recommendation

Yes No

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9. Where the school maintains the Ontario Student Record (OSR), the school initiates, maintains, issues, and stores an Ontario Student Transcript (OST) for every student enrolled in accordance with the Ontario Student Transcript (OST) Manual, 2013.

Compliance

Yes No

Ministry Recommendation

Yes No

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10. The Ontario Student Transcript (OST) is a cumulative and continuous record of a student's completion of courses.

Compliance

Yes No

Ministry Recommendation

Yes No

-
11. A hard copy of the Ontario Student Transcript (OST) for every student who has retired or graduated is filed in the Ontario Student Record (OSR).

Compliance

Yes No N/A

Ministry Recommendation

Yes No

Section 5 – Schools offering On-line Credits

Does the school offer on-line courses or on-line instruction ?

Yes No N/A (on-line course not inspected)

Section 6 – Statistical Reporting

The school has submitted all required statistical data as per the legislative requirement under 16(5) of the *Education Act*.

Addressed Not Addressed Not Applicable

Authorization to Grant Credits

The principal has authority to grant credits for this school Yes No

Next Inspection

Based on the evidence from this inspection, the next inspection is scheduled for:

Next School Year: 2024-2025

Section 7 – School Compliance with Selected Sections of the Agreement with the Ministry of Education

1. Has the school made any significant changes for the current school year.

Yes No

Ministry Recommendation

Yes No

2. Does the Principal hold principal qualifications valid in Ontario?

Yes No

Ministry Recommendation

Yes No

3. Do at least 80% of the teachers teaching credit courses hold Ontario certificates of qualification?

Yes No

Ministry Recommendation

Yes No

4. Is the school using textbooks and other learning materials approved by the Ministry of Education for use in Ontario?

Yes No

Ministry Recommendation

Yes No

Section 8 – Summary of Inspection

Issue(s)	Resolutions
3.1. Curriculum expectations set out in the curriculum policy documents were not consistently accounted for in instruction through lesson planning.	3.1. The principal will ensure that lesson/unit plans are developed for the course of study. These plans are to reflect the expectations outlined in the provincial curriculum documents. The principal will also monitor the course delivery to ensure that teaching/learning materials and strategies are used to target the course expectations.
3.5. There was some evidence that observations and conversations are used for evaluative purposes.	3.5. The principal will ensure that teachers are collecting evidence for evaluations from conversations and observations, and evidence will be found in teacher records and students portfolios.
3.6. There was no evidence of the use of learning goals that are stated in student friendly language and clearly linked to curriculum expectations.	3.6. The principal will ensure that course content is reviewed to include clear learning goals and success criteria that the student can use from the start of a unit/ lesson.
3.6.1. The success criteria are not used to develop assessment tools such as checklists or rubrics.	3.6.1. The principal will ensure, in all courses, that teachers are using success criteria to develop assessment tools. Teachers must ensure success criteria are clearly articulated and that students can use them to assess their own work.
3.12. The final evaluation in ENG2D did not allow the student an opportunity to demonstrate comprehensive	3.12. The principal will review all final evaluations to ensure that the student is allowed an opportunity to

Issue(s)	Resolutions
achievement of the overall expectations. There was no oral component in the final evaluation of ENG2D.	demonstrate comprehensive achievement of the overall expectations for the course and that all overall expectations have been covered.

Recommendations

Signature

Inspector's Last Name Sebbane	Inspector's First Name Zineb
Signature	Date of the Report (yyyy/mm/dd) 2024/02/27