

The purpose of the Ministry of Education's International Private School Virtual Inspection is to ascertain whether the instruction in secondary school courses is being delivered 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 Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS K-12) 2011, Growing Success, 2010, Ontario Student Transcript (OST) Manual 2010, curriculum documents and applicable Policy/Program Memoranda.

The Ministry of Education's International Virtual Private School Inspection report is based on evidence gathered through the review of pre-inspection materials and virtual discussions with the principal and other school staff. Information is also gathered through the review of students' work and examination of school policies/procedures.

Fields marked with an asterisk (*) are required.

[Update Form](#)

School Information

Name of the School Columbia International School (Japan)				School BSID # 879061	
Address					
Unit Number	Street Number 153	PO Box	Street Name Matsugo, Tokorozowa		
City/Town Saitama		Province	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			
Skype Address barriemccliggott					
<input checked="" type="checkbox"/> Mailing address is same as the above					

Principal			
Last Name McCliggott		First Name Barrie	Middle Initial
Number of Credit Courses Taught			
Grade 9 0	Grade 10 13	Grade 11 9	Grade 12 9
Total Student Enrolment in Credit Courses			
Grade 9 0	Grade 10 18	Grade 11 22	Grade 12 27

Ontario Agent Details			
Ontario Agent Name Patrick Lee			
Telephone Number 416 493 1742		Email Address deliaplee@hotmail.com	
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 to 12 school located west of Tokyo, Japan, in Saitama. 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 is also a boarding school and welcomes students from different parts of Asia. The courses reviewed --MHF4U and AVI2O.

☐ This is a new school and there was no previous inspection

Previous Inspection

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

2019/04/09

End Date of Previous Inspection (yyyy/mm/dd)

2019/04/18

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

Inspecting Supervisory Officer

Last Name

1. Sebbane

First Name

Zineb

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

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

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

Current Inspection

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

2020/04/08

End Date of Current Inspection (yyyy/mm/dd)

2020/04/08

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

Inspecting Supervisory Officer

Last Name

1. Sebbane

First Name

Zineb

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

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

[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
2.1. The School Course Calendar does not contain complete information about courses offered by the school, as stipulated in OS, 2016.	<input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <input type="checkbox"/> Does Not Apply	
3.1. There was not enough evidence to indicate that all curriculum expectations are accounted for in instruction through lesson and unit planning.	<input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <input type="checkbox"/> Does Not Apply	
3.5. There was limited evidence to support that student achievement for evaluation is collected over time from three different sources.	<input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <input type="checkbox"/> Does Not Apply	
3.6.1. Although rubrics are used, it is unclear that sufficient feedback on their work is provided to students.	<input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <input type="checkbox"/> Does Not Apply	

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

Recommendations(s) from Previous Report	Status	Current Comments
3.6. It is recommended that teachers use clear learning goals and success criteria based on the curriculum expectations.	<input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <input type="checkbox"/> Does Not Apply	
3.8. It is recommended that all teachers track learning skills and evidence will be found in teacher records.	<input checked="" type="checkbox"/> Addressed <input type="checkbox"/> Not Addressed <input type="checkbox"/> 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

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

4. Substitutions

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

Compliance

☒ Yes ☐ No

Ministry Recommendation

☐ Yes ☒ No

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

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

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

Compliance

☐ Yes ☐ No ☒ N/A

9. 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.

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

Recommendations

2.11. It is recommended that the principal review the Outlines of Courses of Study to reflect the three assessments (assessment for, As and Of) and include observations and conversations in addition to student products in a manner that facilitates the triangulation process.

11.1. 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

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

Ministry Recommendation

☐ Yes ☒ No

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

Ministry Recommendation

☒ Yes ☐ No

Recommendations

3.5 The principal is to continue to implement Growing Success by further engaging teachers in professional development with particular emphasis on evaluation that is based on observations, conversations and student products and find ways to use triangulation to supplement products as a way to evaluate student achievement.

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

Ministry Recommendation

☐ Yes ☒ No

- 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

Ministry Recommendation

☐ Yes ☒ No

- 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

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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

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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

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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

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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

Ministry Recommendation

☐ Yes ☒ No

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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

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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)

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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, 2000.

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

3. 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, 2010.

Compliance

☒ Yes ☐ No

Ministry Recommendation

☐ Yes ☒ No

Section 5 – Schools offering On-line Credits

Does the school offer online courses or online instruction ?

☐ Yes ☒ No

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:

☐ Same School Year: 2019-2020 ☒ The Next School Year: 2020-2021

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

Recommendations

2.11. It is recommended that the principal review the Outlines of Courses of Study to reflect the three assessments (assessment for, As and Of) and include observations and conversations in addition to student products in a manner that facilitates the triangulation process.

3.5 The principal is to continue to implement Growing Success by further engaging teachers in professional development with particular emphasis on evaluation that is based on observations, conversations and student products and find ways to use triangulation to supplement products as a way to evaluate student achievement.

Signature

Inspector Last Name

Sebbane

Inspector First Name

Zineb

Signature

Date of the Report (yyyy/mm/dd)

2020/04/09

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