

Ministry of Education
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900, rue Bay
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April 11, 2014

Mr. Anchuan Jiang
Toronto International College
400-3550 Victoria Park Ave
Toronto, ON M2H 2N5

Dear Mr. Anchuan Jiang

The Private School Inspection Report related to the secondary school courses offered for credit by your school during the 2013-2014 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,

A handwritten signature in black ink that reads "Anthony Di Lena". The signature is written in a cursive, flowing style.

Anthony Di Lena
Coordinator, Private Schools and Attendance Unit

cc: Elizabeth McGuire
Karen Acton
Toronto and Area Regional Office



MINISTRY OF EDUCATION
Private School Inspection Report
2013-2014

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 Schools, Kindergarten To Grade 12, Policy And Program Requirements (OS K-12) 2011, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools , 2010, Ontario Student Record Guideline, 2000, Ontario Student Transcript Manual , 2010, curriculum documents 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	Toronto International College	School BSID #	665800
Address	400-3550 Victoria Park Ave	City, Prov Postal Code	Toronto, ON M2H 2N5
Mailing Address (if applicable)		City, Prov Postal Code	
Principal	Mr. Anchuan Jiang		
Phone	416-498-9299		
E-Mail	dean@ticedu.ca; ceo@ticedu.ca	Web Site	www.ticedu.ca
Number of Credit Courses Taught:			
Grade 9	0	Grade 10	2
Grade 11	2	Grade 12	4
Total Student Enrolment in Credit Courses:			
Grade 9	0	Grade 10	0
Grade 11	7	Grade 12	17
Date(s) of Previous Inspection	April 11th, April 25th, May 9th, 2012		
Previous Inspecting Supervisory Officer(s)	Nancy Gilbert		
Date(s) of Inspection	March 18, 2014		
Inspecting Supervisory Officer(s)	Karen Acton		

School Description:

This school has the same administrator and the same owner as Ontario Institute of Technology. Both schools are located in the same building, on different floors. Toronto International College currently offers mainly Social Studies, English and Arts courses. The school offers three sessions: Fall, Winter and Spring and operates Mon-Fri between the hours of 9:00am to 5:30pm. At the time of inspection, the school had 24 students. Most students at the school are international students, therefore, five-level ESL programs are offered to new students upon registration to provide foundations in language proficiency.

SECTION: 1**Follow-up From Previous Inspection Report**

<i>Item</i>	<i>Addressed</i>	<i>Not Addressed</i>	<i>Does Not Apply</i>	<i>Comments</i>
The following Issue(s) was/were identified in the previous inspection report:				
1. Substitutions: A procedure will be established by the principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The current School Course Calendar now contains this information.
2. The school had an attendance policy which could be described as such: a student could make up the hours by completing a minimum of half the hours. If the student had obtained a mark of 70-80%, he or she could complete up to 3 assignments to improve grades. The grade would be calculated as follows: final semester mark + average mark of 3 assignments = new final grade. The inspector reminded the principal of all the noncompliance issues including: full disclosure, evaluation of overall expectations, assessment of curriculum expectations, the 70%-30% split, 110 hours of minimum scheduled instructions. The policy was removed and rewritten to meet Ministry compliance. It was approved by the inspector. The school is reminded that credit recovery cannot be implemented in a private school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Credit Recovery is no longer offered at Ontario Institute of Technology. Instead, students who are struggling are offered extra assistance and time to improve their success using a formalized "Academic Performance Improvement Plan" to achieve the expectations in a course prior to the final evaluation.

<i>Item</i>	<i>Addressed</i>	<i>Not Addressed</i>	<i>Does Not Apply</i>	<i>Comments</i>
3. The Four Categories of the Achievement Chart: It was not always evident that student learning was assessed and evaluated in a balanced manner with respect to the standards of knowledge and performance. The principal will ensure compliance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of the Four Categories of the Achievement Chart was evident in many tests and rubrics and assignments. More consistent use in all classes is recommended, as well as using a method to calculate marks that can allocate the correct percentages of the four categories towards the final mark on the report card.
4. Implementation of "Growing Success, 2010": The school has begun implementation and is encouraged to continue in order to ensure compliance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence was found of some improvement of the implementation of "Growing Success", however, further professional development on the essential components of the document is recommended.
5. Learning skills and work habits: In one course, bonus marks were added to the final grade. Learning skills and work habits cannot be calculated towards the final grade.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bonus marks are no longer used.
The following Recommendation(s) was/were identified in the previous inspection report:				
1. N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

SECTION:2					
School Policies, Practices, Procedures, and Record Keeping					
Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
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.				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	The School Course Calendar required some revisions, which were subsequently completed and re-submitted. When updating the School Course Calendar in the future, the Principal is to continue to ensure that it meets all the requirements as outlined in <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011 (OS)</i> .
2. Community Involvement The school establishes a procedure for completing the community involvement requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
2.1 Students are provided with information and forms about the activities that are approved and the activities that are ineligible.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
2.2. The school indicates on the OST that the student has completed the community involvement requirement.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
3. Provincial Secondary School Literacy Requirement The school establishes a procedure for the OSSLT to include, if applicable, accommodations, deferrals and exemptions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3.1. The school establishes a procedure for offering the OSSLC.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
3.2. The school records the completion of the Provincial Secondary School Literacy Requirement on the OST.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Substitutions There is an established procedure for the substitution of compulsory courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4.1. There is appropriate documentation in the OSR for substitutions of compulsory courses.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
4.2. Substitutions are indicated with an "x" on the OST.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
5.1. There is appropriate documentation in the OSR for elementary students who have reached ahead to take secondary courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
6. Prerequisite There is an established procedure for waiving prerequisites.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.1. There is appropriate documentation in the OSR when prerequisites are waived.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
7. Attendance There is an established policy regarding student attendance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
7.1. There is an established procedure for recording student absences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
8. PLAR There is an established procedure for awarding credit equivalencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
8.1. There is a copy of the equivalency assessment in the OSR.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
8.2. There is an established procedure for students who wish to challenge courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
8.3. There is documentation of the challenge process in the OSR.			<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> 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 <i>Cooperative Education and Other Forms of Experiential Learning, 2000</i> .			<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
10. Courses Earned Through Other Means (Alternative Ways of Earning Credits) There is an established procedure for courses earned through the Independent Learning Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
10.1.1. There is an established procedure for earning courses through distance education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
10.1.2. There is an established procedure for offering courses through independent study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
10.1.3. There is an established procedure for offering courses through private study.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
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.			<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> 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.			<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> 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.				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	Although some Outlines of Courses of Study needed corrections, this was remedied by the principal who re-submitted the revised Outlines of Courses of Study.

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
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.				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
11.2. Outlines of Courses of Study are available at the school for parents and students to examine.				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
12. Music Certificates Music Certificates accepted for credit are on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
12.1. Appropriate notation of the credit toward the OSSD is noted on the OST.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
14. Locally Developed Course There is documentation of Ministry of Education approval of locally developed courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

SECTION: 3

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

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

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
7. 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. (<i>Growing Success</i> , page 38)				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
8. Assessment <i>for</i> learning and assessment <i>as</i> 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. (<i>Growing Success</i> , pages 28, 29 and 33)				<input type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	See Issue #2.
9. 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. (<i>Growing Success</i> , page 6)				<input type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	See Issue #1.
10. 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. (<i>Growing Success</i> , pages 10 and 45)				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
11. 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. (<i>Growing Success</i> , page 41)				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
12. 30% of the final grade is based on a final evaluation administered at or toward the end of the course. (<i>Growing Success</i> , page 41)				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
13. 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. (<i>Growing Success</i> , page 41)				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
14. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (<i>Growing Success</i> , page 41)				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
15. The school's policies relating to "Cheating and Plagiarism" are in compliance with <i>Growing Success</i> , 2010, pages 42 and 43.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			See Recommendation #2.

<i>Criteria</i>	<i>Compliance</i>			<i>Implementation</i>	<i>Comments</i>
	<i>Yes</i>	<i>No</i>	<i>N/A</i>		
16. The school's policies relating to "Late and Missed Assignments" are in compliance with <i>Growing Success, 2010</i> , page 44.	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

SECTION: 4					
School Record Keeping: Ontario Student Record (OSR)					
Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
1. The school has a policy on the establishment, maintenance, retention, transfer and disposal of a record in compliance with the <i>OSR Guideline, 2000</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. The materials in the OSR are collected and stored in accordance with the policies in the <i>OSR Guideline, 2000</i> and the policies established by the school.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
3. The security of the OSR is ensured.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
4. Information is recorded correctly on all sections of the OSR folder.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
5. A report card is filed in the OSR folder for each student who has been enrolled in the school.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
6. When a Documentation File is required it is kept in the OSR folder.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
7. The office index cards are maintained.			<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

<i>Criteria</i>	<i>Compliance</i>			<i>Implementation</i>	<i>Comments</i>
	<i>Yes</i>	<i>No</i>	<i>N/A</i>		
8. Where the school maintains the OSR, the school initiates, maintains, issues, and stores an OST for every student enrolled in accordance with the <i>OST Manual, 2010</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. The OST is a cumulative and continuous record of a student's completion of courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. A hard copy of the OST for every student who has retired or graduated is filed in the OSR.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SECTION: 5
Statistical Reporting

<i>Item</i>	<i>Addressed</i>	<i>Not Addressed</i>	<i>Does Not Apply</i>	<i>Comments</i>
The school, as of the end of the 2012-2013 school year, is current in its requirement to submit its statistical reports for October 2012 and March 2013 to the Ministry. (<i>Education Act</i> , s.16(5))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

RECOMMENDATIONS

1. Use of the Four Categories of the Achievement Chart was evident in many tests and rubrics and assignments. However, more consistent use in all classes is recommended, as well as using a method to calculate marks that can allocate the correct percentages of the four categories towards the final mark on the report card.
2. It is suggested that all assignments are routinely checked for plagiarism, as the inspector found evidence of student work that was copied word-for-word from the internet.

ISSUE(S)	RESOLUTION
1. More evidence of varied student achievement for assessment (for and as learning) and evaluation (of learning) needs to be collected over time, especially from observations and conversations. (Growing Success, page 39)	The principal will undertake professional development on assessment and evaluation with emphasis on observations and conversations as components for student evaluation. This will allow students to demonstrate their learning in a variety of ways over a period of time to provide multiple opportunities for students to display the full range of their knowledge and skills. Evidence of the varied assessments will be collected in each course and will be provided at the next inspection.
2. Effective learning goals and success criteria need to be created and utilized in the classroom to provide descriptive feedback and to assist students in meeting the curriculum expectations. (Growing Success, pages 28, 29 and 33).	The principal will undertake professional development on learning goals and success criteria in order to identify the criteria that will be used to assess students' learning, as well as to provide descriptive feedback to enhance assessment <i>as</i> and <i>of</i> learning. The effective use of success criteria would also allow for increased self and peer assessment opportunities.

AUTHORIZATION TO GRANT CREDITS

☒

The principal has authority to grant credits.

☐

The principal does not have authority to grant credits.

NEXT INSPECTION

inspection, the next inspection is scheduled for:

☐

The Same School Year:
2013-2014

☐

The Next School
Year:

☒

In Two Years:
2015-2016