

Ministry of Education
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May 29, 2015

Anchuan Jiang
Ontario International College
4620 Finch Avenue East
Toronto, ON M1S 4G2

Dear Anchuan Jiang

The Private School Inspection Report related to the secondary school courses offered for credit by your school during the 2014-2015 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:

Paul Bertrand
Telephone: 416-325-6835
Private Schools and International Education Unit

Sincerely,

A handwritten signature in black ink, appearing to read "Mr. Rethazi".

Michael Rethazi
Coordinator (A), Private Schools and International Education Unit

cc: Paul Bertrand
Private Schools and International Education Unit



MINISTRY OF EDUCATION
Private School Inspection Report
2014-2015

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 (OSR) Guideline, 2000, Ontario Student Transcript (OST) 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	Ontario International College	School BSID #	666777
Address	4620 Finch Avenue East	City, Prov Postal Code	Toronto, ON M1S 4G2
Mailing Address (if applicable)		City, Prov Postal Code	
Principal	Anchuan Jiang		
Phone	416 739-1888		
E-Mail	adm@oicedu.ca	Web Site	www.oicedu.ca
Number of Credit Courses Taught:			
Grade 9	0	Grade 10	0
Grade 11	4	Grade 12	8
Total Student Enrolment in Credit Courses:			
Grade 9	0	Grade 10	0
Grade 11	25	Grade 12	125
Date(s) of Previous Inspection	January 8, 2013		
Previous Inspecting Supervisory Officer(s)	Paul Bertrand		
Date(s) of Inspection	January 9, 2015		
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.

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:				
<p>1. PLAR Equivalency (<i>Ontario Schools, K-12, 2011 (OS) 7.2.5</i>)</p> <p>The school has an equivalency form. However, it is not a sufficiently detailed assessment.</p> <p>Resolution: 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 <i>OS, K-12, 2011, Appendix 2, Equivalent Diploma requirements</i>. The assessment will detail how the determination was arrived at.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>2. Evidence of Student Achievement for Evaluation (<i>Growing Success, 2010, page 39</i>)</p> <p>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.</p> <p>Resolution: Teachers must collect evidence for evaluation from observations, conversations and student products. Evidence will be found in teacher records.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See Recommendation 1.

Item	Addressed	Not Addressed	Does Not Apply	Comments
<p>3. Learning Goals and Success Criteria (<i>Growing Success, 2010</i>, page 33)</p> <p>There is evidence of assessment <i>for</i> learning and assessment <i>as</i> learning. Learning Goals appear in teacher planning. However, success criteria were not clearly articulated.</p> <p>Resolution: 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 criteria 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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Progress has been made but further work is needed. See Issue 1.
<p>4. Ontario Student Records (OSRs) (<i>The Ontario Student Record (OSR) Guideline, 2000</i>)</p> <p>In some cases OSR folders were not fully completed.</p> <p>Resolution: The principal will review OSR folders and complete them in accordance with the inspector's direction.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The following Recommendation(s) was/were identified in the previous inspection report:				
<p>1. It is recommended that the principal conduct professional development on <i>Growing Success, 2010</i>, 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. (<i>Growing Success, 2010</i>, p. 39)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Item</i>	<i>Addressed</i>	<i>Not Addressed</i>	<i>Does Not Apply</i>	<i>Comments</i>
<p>2. It is recommended that the principal conduct professional development for teachers on <i>Growing Success, 2010</i>, 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.</p> <p>http://www.edugains.ca/newsite/aer2/aervideo/video-clips.htm.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	
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 Ontario Student Transcript (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 Ontario Secondary School Literacy Test (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 Ontario Secondary School Literacy Course (OSSLC).	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3.2. The school records the completion of the Provincial Secondary School Literacy Requirement on the Ontario Student Transcript (OST).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
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 Ontario Student Record (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 Ontario Student Transcript (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 Ontario Student Record (OSR) for elementary students who have reached ahead to take secondary courses.			<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 Ontario Student Record (OSR) when prerequisites are waived.			<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	The principal has not waived a prerequisite.
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"/>			

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
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 Ontario Student Record (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 Ontario Student Record (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	
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	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
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	
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"/>		The school has not had a request.
12.1. Appropriate notation of the credit toward the Ontario Secondary School Diploma (OSSD) is noted on the Ontario Student Transcript (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, 2010, page 38)</i>				<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, 2010, page 28)</i>				<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, 2010, page 17)</i>				<input checked="" type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
5. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course. <i>(Growing Success, 2010, page 38)</i>				<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, 2010, page 39)</i>				<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.

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, 2010, page 38</i>)				<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, 2010, pages 28, 29 and 33</i>)				<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.
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, 2010, page 6</i>)				<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		
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, 2010</i> , pages 10 and 45)				<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.
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, 2010</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, 2010</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, 2010</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	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
14. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (<i>Growing Success, 2010, page 41</i>)				<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, 2010, pages 42 and 43.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
16. The school's policies relating to "Late and Missed Assignments" are in compliance with <i>Growing Success, 2010, page 44.</i>	<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>Ontario Student Record (OSR) Guideline, 2000</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. The materials in the Ontario Student Record (OSR) are collected and stored in accordance with the policies in the <i>Ontario Student Record (OSR) Guideline, 2000</i> and the policies established by the school.			<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	See Issue 3.
3. The security of the Ontario Student Record (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 Ontario Student Record (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 Ontario Student Record (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 Ontario Student Record (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	

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
8. 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 <i>Ontario Student Transcript (OST) Manual, 2010</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. The Ontario Student Transcript (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 Ontario Student Transcript (OST) for every student who has retired or graduated is filed in the Ontario Student Record (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 has all required statistical data submitted within the last 12 months as per the legislative requirement under 16(5) of the <i>Education Act</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

RECOMMENDATIONS

1. Evidence for Evaluation (*Growing Success, 2010, page 39*)

Evidence of student achievement for evaluation is being gathered from multiple sources. However, the level of implementation varies from class to class. Further professional development is needed. It is recommended that the principal conduct professional development on *Growing Success, 2010*, 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, 2010, p. 39*).

ISSUE(S)	RESOLUTION
1. Learning Goals and Success Criteria (<i>Growing Success, 2010, page 33</i>) Rubrics and other assessment tools are distributed to the students at the beginning of a cycle of learning. Learning goals and success criteria are in use in some classes. In some cases, it appeared that criteria were not used explicitly. Peer and self-assessment were not evident in one course. Although assessment <i>for</i> and <i>as</i> learning activities are planned and conducted, the activities are not as effective as they should be since they lack clear success criteria.	The principal will ensure that teachers are using learning goals and success criteria with students and that this is reflected in teacher planning and classroom practice. A tool, such as a checklist, should be used as a component of assessment for learning so that the teacher can provide targeted descriptive feedback based on criteria. The same checklist should be used as part of assessment <i>as</i> learning so that students can self-assess or peer-assess based on the targeted criteria. In assessment <i>as</i> learning the feedback can then be used by the student for individual goal setting.
2. Learning Skills and Work Habits (<i>Growing Success, 2010, page 10</i>) In two classes participation marks were being included in the calculation of marks.	The principal will ensure that learning skills and work habits are not considered in the determination of students' grades. Therefore, no participation marks should be included.

3. . The Ontario Student Record (OSR) (<i>Ontario Schools, K-12, 2011, (OS) 4.1.1, and OS K-12, 2011, 4.4.2, Ontario Student Record Guideline, 2000</i>) PLAR Equivalency assessments documentation was not stored in the OSR.	The principal will ensure this documentation is added to the OSRs.
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AUTHORIZATION TO GRANT CREDITS

<input checked="" type="checkbox"/>	The principal has authority to grant credits.
<input type="checkbox"/>	The principal does not have authority to grant credits.

NEXT INSPECTION

Based on the evidence from this inspection, the next inspection is scheduled for:	<input type="checkbox"/>	The Same School Year: 2014-2015	<input type="checkbox"/>	The Next School Year: 2015-2016	<input checked="" type="checkbox"/>	In Two Years: 2016-2017
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