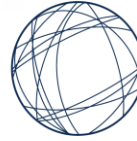




ROSEDALE



ROSEDALE
GLOBAL HIGH SCHOOL

ROSEDALE GLOBAL HIGH SCHOOL

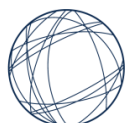
Academic Administration

Handbook

2024-2025

Key Updates/Changes from AA Handbook – 2024-2025

Type	Item
Update	Updated Format: School Year Calendar – Section 6.6.2 Switched from .docx to .xlsx – improves ease of filling in and streamlines procedures.
Update	Updated Link: Partner School Profile – Section 6.6.1
Update	Resubmissions Policy: Section 7.6 All Business & Socials Courses [BOH4M, BBB4M, BAT4M, BAF3M, BEP2O, CHC2P, CIA4U, HFA4U, CHY4U, CPW4U] now have 1 resubmission attempt. No Midterm assessment can be resubmitted.
Update	Wrong File Submissions: Section 7.4 (Section 5) Graders can no longer assign Wrong File Submissions to students – all work will be graded by the Grader as presented. A new tool now allows students to preview their uploaded document before submission
Update	SLA & Deadline Manager Rules - Section 7.2 - Grading Times will now be linked to the complexity of grading. Assignment grading times will be labeled as Standard Grading Time (SGT) - min. 3 business days and Extended Grading Time (EGT) – min. 5 business days – Screenshot of DM - ENG3U & ENG4U – assignments deadlines must be 3+ days of each other - Individual Deadline Extensions – Maximum 3 per activity, after which a signed form must be submitted.
New	New Tool: WebMonitor – Section 7.8 New tool requiring students to share their screen and webcam for the full-test duration. Used for in-class assignments and certain tests.
New	English Language Learning and Communication Policy - Section 9.1.4 - New policy emphasizing the requirement for students to be instructed in English and to communicate in English as best as possible to develop English communication skills. - Students will be required to complete unscripted spoken exercises throughout the school year to measure their English communication improvement.
New	CTA and Mandatory Formative Activities: Section 7.5 - Classroom Teacher Activities (CTAs) are formatives that are marked for completion by the Classroom Teacher. This is optional for Classroom Teacher use. - Many Rosedale formatives assigned are directly tied to the success of a linked summative assignments. These linked formatives are now mandatory, they will appear on the Deadline Manager and students must complete the formative before they can view the summative.
Update/ New	Academic Integrity Conduct – Section 9.2 - <i>Updated Terminology:</i> Academic Integrity Violations (AIV) renamed to Academic Conduct Violation (ACV) - <i>Updated:</i> New section about CopyLeaks and appropriate use of the Pre-Check Tool. - <i>New Resources:</i> Examples of Student Academic Misconduct & Staff Academic Misconduct - <i>New Documentation:</i> Student Guide to Appropriate Use of AI Tools
Update	CT Learning Skills & Comments Feedback - Section 7.9.1 - To simplify the process, Classroom Teachers can download an excel list of their student names in each class: Where to Download Class List - Learning Skills Comments have been updated to provide Classroom Teachers with more comment options.
Update/ New	Curriculum Updates: - Removal of Worksheet (Proxy Submission) Tests for most Science/Math Courses – Section 8.8 - Increase in percentage weight of in-class assessments and tests. - <i>Course Updates:</i> MPM2D, SNC2D, GWL30 - <i>New Courses Launching in December 2024:</i> BEP2O (Grade 10 - Launching and Leading a Business; MTH1W (Grade 9 Math); SNC1W (Grade 9 Science) <i>Courses Discontinuing after August 2024:</i> BTT2O & BBI2O
New	New OSSD Ministry Graduation Requirements – Section 1.5 This will only impact students starting Grade 9 in national/OSSD curriculum after June 1, 2024.



ROSEDALE
GLOBAL HIGH SCHOOL

Rosedale Global High School Academic Administration Handbook

Rosedale Global High School is an Ontario-based private high school specializing in personalized and differentiated online learning opportunities for students worldwide. Our academic offerings are rigorous, stimulating, and transformative, fostering both intellectual and personal development.

Rosedale Global High School is a specialized secondary school program that grants the Ontario Secondary School Diploma (OSSD) to students anywhere in the world. Powered from Toronto (Ontario, Canada), Rosedale Global High School works collaboratively with our overseas education partners so that students can stay in their home country and receive an exemplary secondary school education experience in one of Rosedale's partner schools. There, students will become part of a globally connected learning community, study with some of the best Ontario Certified Teachers, and benefit from a dynamic curriculum that redefines excellence. After graduating with an OSSD, students can apply to and receive admission from top universities/colleges around the world.

This Academic Administration Handbook is a detailed guide to all the terminology and processes that OSSD administrative staff must be familiar with to successfully run the Rosedale Global High School OSSD program. It is recommended that all administrative staff be supplied an electronic copy of this handbook and be provided with a paper-copy to be kept in the administrative offices for easy and quick reference.

Legend:

While reading through this document, you'll find links to Rosedale created documents as well as external links to Ministry of Education documents or other useful links.

See the legend of icons below:

- ★ - Rosedale-created resource
- ✎ - Rosedale forms/documents to be filled-out
- ▲ - Rosedale Learning Management System (LMS) link or resource
- ✂ - Screenshot of an image or example
- ↗ - External Link

Table of Contents

2	Ontario Secondary School Education Terms and Definitions	7
2.1	Ontario Education Number, OEN	7
2.2	Ontario Student Record, OSR.....	7
2.3	Ontario Report Cards.....	7
2.4	Ontario Student Transcript, OST.....	8
2.5	About the Ontario Secondary School Diploma, OSSD	9
2.6	Prior Learning Assessment & Recognition (PLAR)	10
3	Rosedale Global High School Program.....	11
3.1	Rosedale Collaborative Learning Model.....	11
3.2	Rosedale OSSD Evaluations.....	12
3.3	Rosedale OSSD Credit Courses	13
3.3.1	Reading Rosedale Course Codes.....	13
3.3.2	Rosedale Full Course List.....	14
3.4	Rosedale OSSD Programming	14
3.4.1	Full-time and Part-time OSSD Programs.....	14
3.4.2	Individual Courses	16
3.4.3	Non-Credit Courses.....	16
3.5	Rosedale Education Platform: Learning Management System (LMS)	16
3.6	Rosedale Academic Administration System—Edsembli.....	17
3.7	Rosedale Service Level Agreement (SLA).....	18
3.8	Rosedale Support Teams.....	18
4	School Facilities Requirements.....	19
4.1	General Requirements for Partner School Facilities	19
4.2	General Requirements on Classroom Setup	20
	It is important to have extra available laptops or computers for student use if needed. Student laptop/computer requirements are as follows:.....	21
5	School Staff Requirements & Recruitment	21
5.1	School Administrator: Recruitment, Roles, and Responsibilities	22
5.2	Academic Integrity Officer: Recruitment, Roles, and Responsibilities	23
5.3	Guidance Counsellor Recruitment.....	24
5.4	Classroom Teachers Recruitment.....	25
5.4.1	Partner School Recruited Classroom Teachers.....	25
6	Training & Professional Development Workshops	26

6.1	<i>OSSD Program (Implementation) Training (First Year of Operation)</i>	26
6.2	<i>OSSD Academic Administration Training (First Year of Operation)</i>	26
6.3	<i>Rosedale Global High School Teacher Training Program (On-going)</i>	26
6.4	<i>Guidance Counselling Training Program (On-going)</i>	27
6.5	<i>Proctor Training (On-going)</i>	28
School Year Tasks – Detailed Processes		29
7	Beginning the New School Year	29
7.1	<i>Finalize OSSD Programming and Course Offerings (1-2 months prior to school start date)</i>	29
7.2	<i>Recruit and Hire Classroom Teachers (1-2 months prior to school start date)</i>	29
7.3	<i>Recruit and Assess Students for Admission (1-2 months prior to school start date)</i>	30
7.4	<i>Register New Students (1-2 months prior to school start date)</i>	31
7.5	<i>Review Rosedale Documents & Update School Policies (1-2 months prior to school start date)</i>	34
7.6	<i>Complete All Items on the School Year Startup Checklist (1-2 months prior to school start date)</i>	35
7.6.1	<i>Submit the Partner School Profile (2-4 weeks prior to school start date)</i>	35
7.6.2	<i>Develop the School Year Calendar (2-4 weeks prior to school start date)</i>	35
7.6.3	<i>Submit Course Enrolment Forms (minimum of 5 business days before start date of any class/course)</i>	37
7.6.4	<i>Fill & Submit the Course Selection Form for All Students (within a month of school start date)</i>	38
7.7	<i>Prepare Classroom and School Facilities (1-2 weeks prior to school start date)</i>	39
7.8	<i>Meet with School Staff/Host a Student Assembly (Prior or at school start date)</i>	39
7.9	<i>Complete The Introductory Modules on Rosedale's LMS (First week of the school start)</i>	39
7.10	<i>Introduce Students to the Academic Skills Development Module (First week of school start date – ongoing)</i>	40
7.11	<i>Rosedale's Academic Integrity Program: Citation Guides (First week of school - ongoing)</i>	40
7.12	<i>Verify Completion of Staff Training Programs (1-2 months after the school start date)</i>	41
8	Instructional/Course Management (On-Going)	41
8.1	<i>Send Course Enrolment Forms</i>	41
8.2	<i>Ensure the Deadline Manager is Set for Each Course</i>	41
8.3	<i>Monitor Student Progress Using Rosedale's LMS Tools</i>	42
8.4	<i>Monitor and Manage Student Deadlines & Assignment Submissions</i>	45
8.5	<i>View Participation Power and Submission of Formative Activities</i>	48
8.6	<i>Monitor Resubmissions of Assessments</i>	49
8.7	<i>Monitor Grade Appeal Requests</i>	50
8.8	<i>Proctoring for Tests, Final Exams & In-Class Writing Assignments</i>	51
8.8.1	<i>Proctoring Policy & Resources</i>	52
8.8.2	<i>Storing Proctoring Videos</i>	53
8.9	<i>Monitor Academic Skills Development and Reporting</i>	53
8.9.1	<i>Learning Skills & Work Habits</i>	53
8.9.2	<i>Higher Order Thinking Skills</i>	54
8.9.3	<i>Receiving & Reviewing Report Cards</i>	55
9	Academic Administration Management (On-Going)	56

9.1	<i>Mandatory Tasks</i>	56
9.1.1	Organize and Record Community Involvement Activities for Students	56
9.1.2	Prepare for and Administer the OSSLT	56
9.1.3	Review OUAC Application Information.....	57
9.1.4	Report University/College Application Data to Rosedale.....	58
9.1.5	End of Year Student Graduation.....	58
9.2	<i>Individual Student Services Requests</i>	59
9.2.1	Enrolment Changes Requests.....	59
9.2.2	Documentation Requests: Transcripts & Proof of Enrolment	61
9.2.3	Prerequisite Waiver Tests Requests	61
9.2.4	Documentation Requests: Predicted Grades & Sending Documents to Universities.....	62
9.2.5	Course Retake Requests.....	62
10	Student & Staff Management (On-Going)	64
10.1	<i>Standards of Conduct</i>	64
10.1.1	Code of Conduct	64
10.1.2	Mutual Respect Policy	65
10.1.3	Acceptable Use Policy.....	66
10.1.4	English Language Learning & Communication Policy	66
10.2	<i>Academic Integrity Conduct Policy</i>	68
10.2.1	Academic Integrity – Plagiarism and Artificial Intelligence Checker: CopyLeaks	70
10.2.2	Academic Integrity Flags and Reports	71
10.2.3	How To Prevent Academic Dishonesty.....	72
10.3	<i>School Staff Resources: Staff Policy Guide and Classroom Teacher User Guide</i>	73
10.4	<i>School Manager Tool</i>	73
10.5	<i>Partner School Compliance Policy</i>	73
11	Rosedale Head Office: Key Contacts	75
11.1	<i>Rosedale Address</i>	75
11.2	<i>First Point of Contacts for School Administrators</i>	75
11.3	<i>Rosedale Toronto Academic Team Staff List</i>	76
	Appendix A: Sample Report Card	77
	Appendix B: Sample Transcript	78
	Appendix C: Sample OSSD and OSC	79
	Appendix D: Welcome Email from Rosedale (Sample)	80
	Appendix E: Examples of Academic Misconduct (Students)	81
	Appendix F: Examples of Academic Misconduct (School Staff)	82

1 Ontario Secondary School Education Terms and Definitions

This section will describe general terms, definitions, and requirements associated with the Ontario Secondary School program that all Partner School administrative staff should be familiar with. The Ontario Ministry of Education governs all policies and curriculum related to Ontario Secondary School education. Rosedale Global High School students follow the same Ministry defined policies as all Ontario high school students in Canada.

1.1 Ontario Education Number, OEN

At registration, each student is assigned an Ontario Education Number (OEN) by the Ontario Ministry of Education. The OEN is a 9-digit student identification number that is unique to every Ontario elementary and secondary student. It is used as the key identifier on a student's school records and follows the student throughout their elementary and secondary education.

Students who choose to transfer between Ontario schools keep the same OEN. Academic credits in one Ontario school are recognized at another.

1.2 Ontario Student Record, OSR

The Ontario Student Record (OSR) is the ongoing, confidential record of an Ontario student's educational progress. Every Ontario school keeps a hard-copy OSR for each student enrolled at their school and continually adds academic materials to it, including report cards, transcripts, and other important documents. If a student chooses to transfer between Ontario schools, the OSR and all student academic history will be transferred as well.

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR at any time. It is securely held at the Rosedale Toronto Head Office.

1.3 Ontario Report Cards

Student achievement will be communicated formally to students and parents through the Ontario report card. Report cards at Rosedale follow Ministry of Education report card templates. The report card focuses on two aspects of student achievement: the achievement of curriculum expectations and the development of learning skills.

- Midterm report cards are issued when students have completed the first 50% of the course.
- Final report cards will be issued when the student has completed the course.

Each report card shows:

- **The student's percentage grade in the course**
- **The course median** – this is the median of **all** Rosedale Global High School students taking the course.
- **The credit earned** – if the course has been successfully completed, 1.00 credit will be awarded. If the course has not been successfully completed, 0.00 credits are awarded.

- **Grading Teacher’s descriptive comments** – comments are made about the student’s strengths, areas in which improvement is needed, and ways in which improvement might be achieved.
- **Learning Skills & Work Habits:** students are evaluated on a 4-point scale in each of the following six categories: responsibility, organization, independent work, collaboration, initiative, and self-regulation.
 - **E** – Excellent, **G** – Good, **S** – Satisfactory, **N** - Needs Improvement.

The evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are not considered in the determination of percentage grades.

Grades in Ontario are reported as percentages in both and are defined as follows:

80-100%	Level 4: a very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3: a high level of achievement. Achievement is at the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.
60-69%	Level 2: a moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50-59%	Level 1: a passable level of achievement. Achievement is below the provincial standard.
Below 50%	Insufficient achievement of the curriculum expectations.

A credit is granted and recorded for every course in which the student's grade is 50% or higher.

A sample report card is found in [Appendix A](#).

1.4 Ontario Student Transcript, OST

The Ontario Student Transcript (OST) is a provincially standardized document that provides a one-page record of a student's achievement in secondary school. A sample transcript is found in [Appendix B](#). The OST displays:

- Student biographical details;
- The marks earned in each completed course;
- The marks earned in any ESL, Grade 11 or 12 withdrawn or failed course (Grade 10 courses that are withdrawn from or failed do not appear on the OST);
- The total credits that a student has earned towards their OSSD diploma.

At the time of student graduation, Rosedale will send Partner Schools the official signed and sealed transcripts (courier fees will apply). Furthermore, as part of the program fee, Rosedale will send official transcripts to post-secondary schools that require it, an extra courier charge will apply.

To learn more about how to read the Ontario Student Transcript, please see the following legend from the Ministry of Education: [OST Legend](#).

1.5 About the Ontario Secondary School Diploma, OSSD

Rosedale issues the Ontario Secondary School Diploma (OSSD) to students who meet all the requirements of the OSSD as laid out by the Ministry of Education. The OSSD is internationally recognized by universities and colleges.

At the end of the school year, Rosedale courier Ontario Secondary School Diplomas to Partner Schools. Students whose 6 highest Grade 12 courses have an average above 80% will also receive an Ontario Scholar Certificate (OSC). Please see [Appendix C](#) for samples of the OSSD and OSC.

Students must meet the following requirements to graduate from Rosedale with an OSSD:

1) Earn a total of 30 credits

Students must earn a total of 30 credits from grades 9 to 12, including:

- a. 18 compulsory credits, earned in English, Mathematics, Science, Secondary Language, History, Geography, Civics and Career Studies, Art, and Physical Education.
- b. 12 optional credits, earned in courses that the student may select from the full range of courses offered by the school.

Students receive 1 credit for each Ontario course they successfully complete. To earn the credit, the student must receive a minimum average of 50% in the course.

For students who are admitted to Rosedale after Grade 9, Rosedale will complete the Prior Learning Assessment and Recognition (PLAR) process. This process grants students equivalent OSSD credits based on their prior learning.

For more details on how equivalent OSSD credits are granted, please see [6.4 Registering New Students](#).

2) Complete 40 hours of Community Involvement Activities

Every student must find, organize, and complete a minimum of 40 hours of community involvement activities. The purpose of this requirement is to encourage students to develop an understanding of the various roles they play in their community, and to help them develop a greater sense of belonging within the community.

The number of required hours depends on what grade the student enters Rosedale.

Rosedale provides Partner Schools with the guidance needed to help students meet the community involvement requirements. Partner Schools should assign a single contact person to organise, coordinate and manage the community involvement activities, and keep detailed records as requested by Rosedale. More information can be found in [8.1.3 Community Involvement](#).

3) Meet the Provincial Literacy Requirement

Every student must meet the provincial literacy requirement by either successfully passing the standardized Ontario Secondary School Literacy Test (OSSLT) or passing the Ontario Literacy Credit

Course (OLC4O). This requirement ensures that all students have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life.

Under the direction of the Ontario Ministry of Education, the Education Quality and Accountability Office (EQAO) offers the OSSLT twice every year (December & April). Rosedale Global High School Head Office is responsible for registering all eligible students with the EQAO.

The test must be taken on-site by all students on the same day and the same time. This test must be proctored and video-recorded.

Grade 12 students who have not successfully passed the OSSLT must successfully complete an additional course, the Ontario Secondary School Literacy Course (OLC4O), to meet the literacy requirement for graduation. An additional fee will apply. Students cannot take OLC4O without having attempted the OSSLT.

Please see [8.1.4 OSSLT Preparation and Administration](#) for more details on the process.

4) Meet the Online Learning Requirement

All Rosedale students will meet this requirement. Rosedale will track and monitor this requirement.

Special Notice: New Graduation Requirements

This new graduation requirement will apply to all students whose **first date of Grade 9** (in either OSSD or national curriculum) is on or after **June 1, 2024**.

- 30 credits total:
 - **17** compulsory credits earned in English, Mathematics, Science, Secondary Language, History, Geography, Civics and Career Studies, Art, Physical Education, an additional Science or Business course, and **technological education**.
 - **13** optional credits
- Literacy Requirement
- Community Involvement Requirement
- Financial literacy requirement (this will be included in the MPM2D course curriculum starting September 2025).

1.6 Prior Learning Assessment & Recognition (PLAR)

PLAR is the formal evaluation and credit-granting process where students may obtain credits for prior secondary school learning. Rosedale's Student Success Services team will evaluate each students' transcript and grant credits towards their OSSD.

It is important for full transcripts to be provided at the time of student registration so that Rosedale can properly PLAR each student and provide details to the administration as to how many credits can be granted and whether there are any specific courses that students need to take to fulfil the OSSD requirements.

Students are granted equivalent credits based on the following guidelines provided by the Ministry of Ontario. Please be aware that each student transcript will be individually assessed by Rosedale and may or may not match the numbers shown in the guideline. An OSSD credit is granted for each completed credit course shown on the students' previous transcripts.

Grade Completed	Maximum number of credits that can be transferred	Minimum number of credits still required for OSSD graduation
9	8	22
10	16	14
11	23	7
12	26	4

The transcript documents that **must** be provided for PLAR based on the student's previous education curriculum.

★ [Required Transcripts based on Education Curriculum – Resource Guide](#)

Once the assessment has been completed, the credits will be transferred onto the student's Ontario transcript displayed under the course name and code "Equivalent Credits - PLE". The total number of credits granted will be shown and added to the student's total OSSD credits.

If full and complete transcripts are not sent to Rosedale Global High School, students will not be able to enrol in courses with prerequisites since transcript evidence of prior subject learning is not provided.

2 Rosedale Global High School Program

This section will detail the different components of the Rosedale Global High School Program.

2.1 Rosedale Collaborative Learning Model

Rosedale applies a collaborative learning model at all Partner Schools. Rosedale provides Partner Schools with the curriculum, instruction guides and resources, academic management support, professional development training, and professional grading and feedback. Partner Schools are responsible for daily academic management.

Four levels of support are assigned to students for each course to ensure the highest education quality and an immersive learning experience for students:

- **Classroom Teacher (CT):** Classroom Teachers provide classroom instruction, answer student questions, and provide oral feedback in Partner Schools;
- **Rosedale Grading Teacher (GT):** Ontario Certified Teachers (OCTs) located in Canada who mark assignments, test, and exams from students and provide additional individual feedback;

- **Rosedale Lead Teacher (LT):** Ontario Certified Teachers (OCTs) located in Canada who are subject matter experts and provide additional academic and instructional support to students and Classroom Teachers;
- **Rosedale Academic Manager (AM):** Experienced educators stationed at Rosedale Head Office in Toronto facilitate communication between the Grading Teacher and Classroom Teacher.

All four levels of educators will work together to ensure Partner School students are well-supported throughout their learning experience.

2.2 Rosedale OSSD Evaluations

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations of a course. Information gathered through these types of activities helps teachers determine student strengths and weaknesses in their achievement of the overall curriculum expectations of each course. This information also serves to guide teachers in adapting instructional approaches to student needs.

There are two forms of activities that occur within Rosedale courses:

- **Formative Assessment:** These activities do not count towards the final grade but provide feedback to help students identify strengths and areas for improvement. Some are graded by Rosedale Grading Teachers, while others are marked for completion by Classroom Teachers. Classroom Teachers should offer meaningful feedback.
- **Summative Assessment:** These activities are graded and contribute to the final marks. All summative evaluations are graded by the Grading Teacher using rubrics to ensure clarity and consistency in marking for both students and Classroom Teachers.

As outlined in the Ontario Ministry of Education assessment policy, each summative evaluation is graded in 4 areas:

- **Knowledge & Understanding:** Subject specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding)
- **Thinking & Inquiry:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

For each evaluation, a different value is given to each category. These categories are known as **KICA**.

A student's final grade in a course is divided into two main parts:

- 70% for all non-final summative evaluations (this includes assignments and tests)
- 30% for the final exam/project

The Course Overview page of each Rosedale course will display the course's *evaluation table*, which is a breakdown of all the summative assessments, their value, and their KICA grade value.

Distribution	Evaluation	Max Value	Max Grade	Grade Value			
				K	I	C	A
70%	1-2E: Annotated Bibliography	3.6%	25	6	6	7	6
	Unit 1 Test	7.3%	50	10	12	16	12
	2-2E: Research Presenta	3.6%	25	4	6	9	
	Unit 2 Test	7.3%	50	10	13	17	
	3-3E: Final Research Essay	5.1%	35	8	10	11	6
	Mid Term Project	14.7%	100	20	25	30	25
	4-2E: Novel Setting Summary	3.3%	23	4	6	7	6
	Unit 4 Test	7.7%	50	10	12	14	14
	5-2E: Marketing Campaign	4.1%	28	6	7	8	7
	Unit 5 Test	7.3%	50	10	12	15	13
	6-3E: Novel Study Essay	5.7%	39	8	10	11	10
	Final Project	10%	50	10	12	16	12
	Final Exam	20%	100	20	25	30	25
	30%						

2.3 Rosedale OSSD Credit Courses

Rosedale offers a variety of courses within the subject areas of Science, Mathematics, Social Sciences, Arts, Languages, and more. Each course is designed to meet Ministry of Education standards and requirements and contains 110 hours of instructional activities and content.

2.3.1 Reading Rosedale Course Codes

All Rosedale courses have a unique 5-character course code created by the Ministry of Education. These codes are recognized at every Ontario secondary school and at post-secondary institutions around the world. It is important that all Partner School staff familiarize themselves with course codes.

Example: MHF4U

The first three characters identifies the subject (i.e., MHF).

The first letter identifies the department area (i.e., M stands for a Mathematics course).

A = Arts	G = Guidance & Career Education	P = Physical & Health Ed.
B = Business	H = Humanities & Social Sciences	S = Sciences
C = Canadian & World Studies	I = Interdisciplinary Studies	T = Technology
E = English	L = International Languages	
F = French	M = Mathematics	

The fourth character, the number, indicates the Grade level.

1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12

The last letter identifies the type of course.

Grades 9 & 10	D = Academic P = Applied O = Open W = De-Streamed Courses
Grades 11 & 12	U = University Preparation C = College Preparation M = University/College Preparation O = Open Courses

For this example, MHF4U:

This course is a **mathematics** course (MHF4U) that is a **Grade 12** course (MHF4U) and is a **university preparation** course (MHF4U).

The full name for MHF4U is Advanced Functions.

Universities worldwide will only look at the averages of Grade 12 courses that end with U or M.

2.3.2 Rosedale Full Course List

Rosedale offers a wide variety of Ontario courses for students. Rosedale's full course list can be seen in the resource below:

★ [D14 – Full OSSD Course List](#)

The full course list shows Rosedale courses grouped into subject and grade levels. Some courses have a **prerequisite**. A **prerequisite course** is a junior-level course that must be taken before taking the more advanced level course. For example, if a student is interested in taking ENG4U (Grade 12 English), the prerequisite course they must take beforehand is ENG3U (Grade 11 English).

Students may be able to take a more advanced level course without the prerequisite course if they display sufficient knowledge. Please see [8.2.3 Prerequisite Waiver Test Requests](#) to learn more.

2.4 Rosedale OSSD Programming

Rosedale offers many different programming options. Partner Schools can customize their own programming under the guidance and final approval of Rosedale administration.

2.4.1 Full-time and Part-time OSSD Programs

All full-time and part-time OSSD programs allow students to gain an OSSD. The number of OSSD courses required for each program depends on individual student transcript assessment.

Full-time Programming examples includes:

- 1-year college pathway OSSD program (minimum 4 courses)
- 1-year university pathway OSSD program (minimum 6-10 courses)
- 1.5-year OSSD program (minimum 14 courses)
- 2-year OSSD program (minimum 14 courses)

- 2.5-year OSSD program (minimum 22 courses)
- 3-year OSSD program (minimum 22 courses)

Part-time programming includes:

- Multi-year dual diploma program (number of courses may vary)

The table below shows a summary of each program and who the target students should be.

Type of Program	Min. # of OSSD courses	Target Students	Admission Requirements	Distribution of Courses
3-year Full OSSD program	22	Students who: - want to increase OSSD program duration for language and academic skills development; - want an increased application edge for competitive universities - want to bypass the English test requirement for certain universities.	- Minimum local Grade 9 completion. - ESL Placement score ESLBO+.	Year 1: 7 Courses Year 2: 8 Courses Year 3: 7 Courses
2.5-year OSSD program (accelerated full OSSD program)	22	Students who: - have partially completed their local grade 10 education but would like to transfer to the OSSD program mid-way.	- Minimum local Grade 9 completion. - ESL Placement score ESLBO+.	Year 0.5: 6-7 Courses Year 2: 8 Courses Year 3: 7-8 Courses
2-year OSSD program	14	Students who: - want to gain Grade 11 OSSD credits that can be used for early acceptances & scholarship opportunities for some universities.	- Minimum local Grade 10 completion. - ESL Placement score ESLCO+	Year 1: 7-8 Courses Year 2: 6-7 Courses
1.5-year OSSD program (accelerated 2-year program)	14	Students who: - have partially completed their local grade 11 education and would like to transfer to the OSSD program midway.	- Minimum local Grade 10 completion. - ESL Placement score ESLCO+	Year 0.5: 6-7 Courses Year 2: 7-8 Courses
1-year University Pathway Program	6-10*	Students who: - want to gain an OSSD and access to post-secondary admissions world-wide.	- Minimum local Grade 11 completion. - ESL Placement score ESLDO+	Year 1: 6-10 Courses
1-year College Pathway Program	4*	Students who: - have received their local secondary school diploma; - want to gain an OSSD and access to college admissions in Canada.	- Minimum local Grade 12 (equiv.) completion. - ESL Placement score ESLDO+	Year 1: minimum 4 Courses

Hybrid OSSD Program (multi-year options)	6-14*	Students who: - want to gain their OSSD and their local secondary school diploma at the same time. Students will be considered as a part-time OSSD student.	- local secondary school diploma must be achieved before OSSD graduation.	Varied based on individual assessment.
--	-------	---	---	--

*Depends on entry point, prior learning, and placement test scores. Number of credits depends on individual transcript assessment.

Partner Schools are expected to declare which program each student is planning on joining at registration point.

2.4.2 Individual Courses

Students with the correct prerequisite courses can enroll in individual courses without being enrolled as a full-time OSSD program student. Students will still receive credit towards the OSSD for every successfully completed individual course if they choose to become a full-time program student.

What type of students would choose individual courses?

- Students who are unsure about joining the OSSD program full-time.
- Students who are part of another school's program but would like to supplement their education with OSSD courses.

2.4.3 Non-Credit Courses

Students may choose to enrol in courses as non-credit. Non-credit courses do not show up on the students' Ontario transcript and students **will not** receive an Ontario credit for the course.

Administrators have the option of having non-credit courses marked by a Rosedale Grading Teacher or marked locally by Classroom Teachers. A non-credit report card can be issued at the course's final point.

What type of students would choose non-credit courses?

- Students who want to acquire the knowledge of a certain subject or to practice the course material but do not want the course affecting their transcript.

2.5 Rosedale Education Platform: Learning Management System (LMS)

All Rosedale courses are found on Rosedale's Learning Management System (LMS). The LMS acts as the course textbook, gradebook, and assignment submission and test-taking platform for students. Classroom Teachers and Administrators use their accounts for instructional purposes and to track students' course progress.

LMS accounts can be created for the following:

- Registered students
- Classroom Teachers (CT)

- School Administrators (SA) - one account per school
- Classroom Assistants (CA)
- Guidance Counsellors (GC)

The table below shows the different access granted based on the user's role:

LMS Access	Student	SA	CT	CA	GC
All Introductory Modules: <ul style="list-style-type: none"> • Getting Started • Academic Integrity • Understanding OSSD Evaluations 	✓	✓	✓	✓	✓
Academic Skills Development Modules	✓	✓	✓	✓	✓
Guidance Department: Student Zone	✓	✓	✓	✓	✓
Role-Specific Training & Resources Zones		CT Zone GC Zone	CT Zone		GC Zone
Course-Specific Lesson Plans & Differentiated Resources		✓	✓	✓	
<i>Deadline Manager:</i> <ul style="list-style-type: none"> • Individual student extensions 		✓	✓		
<i>Deadline Manager:</i> <ul style="list-style-type: none"> • Class end-date changes • Group-deadline changes 		✓	✓		
<i>Student Progress:</i> <ul style="list-style-type: none"> • Resubmission Requests 	✓				
Graded Test Review		✓	✓		
Access to Student Marks & Class Progress	✓ Personal	✓ All Classes; All Students	✓ Class Specific	✓ Class Specific	
School Reports (i.e. Academic Integrity) & Student Dashboard		✓ All Classes; All Students	✓ Class Specific	✓ Class Specific	✓ All Classes; All Students

2.6 Rosedale Academic Administration System—Edsembli

Edsembli is Rosedale's back-end Student Information System (SIS). As one of the most widely used academic administration systems in North America, Edsembli keeps records of each student, including biographical information, course enrolment, credits and grades earned, and progress to graduation. Edsembli is used to transfer student data to the Ontario Ministry of Education.

If School Administrators would like an account to check student enrolment information and an on-going summary of credits for each student, please contact operations@rosedaleedu.com.

2.7 Rosedale Service Level Agreement (SLA)

To ensure that Partner Schools are being provided with the highest quality academic programs and services, Rosedale has created a Service Level Agreement that ensures that the Partner School and Rosedale operate with excellence and efficiency.

The SLA defines the level of service that the Partner School can expect from Rosedale. In addition, it includes timelines for Partner Schools staff to adhere to as well. The SLA includes details on:

- Grading Teacher grading and feedback return timelines;
- Rosedale administrative response timelines;
- Partner School document submission timelines, etc.

School Administrators should print out the SLA documents below and distribute it to all school staff.

★ Full SLA Document: [D04 – Rosedale Service Level Agreement](#)

★ SLA Grading Guidelines for Classroom Teachers: [D05 - SLA Grading Timeline Guidelines](#)

The SLA Grading Guidelines is a useful document for every Classroom Teacher to refer to when setting deadlines for their classes, as it allows them to schedule due dates while taking into consideration the Grading Teacher's deadlines.

For issues with SLA timeline adherence or to request for expedited grading (fee will apply), **please do not contact the Grading Teachers**. Contact Rosedale Head Office and the issue or requests will be resolved.

2.8 Rosedale Support Teams

Rosedale provides School Administrators and staff with support in all facets of running an OSSD program. The table below lists the different academic support teams and team functions at Rosedale Global High School.

Team Name	Function	Personnel Involved
Academic Administration Team	<ul style="list-style-type: none"> • Manage the Rosedale Student Information System (SIS) and all back-end processes. • Support Ministry of Education academic and operational policy compliance. • Monitor student graduation requirements. • Support Partner School training and program planning. 	<ul style="list-style-type: none"> • Principal • Director of Academic Operations • Administrative Assistant
Central Delivery Management Team	<ul style="list-style-type: none"> • Deliver high-quality and efficient evaluation and instructional support services to Partner Schools. • Enforce academic policies according to Ministry of Education evaluation guidelines. • Maintain centralized data collection of all requests and feedback. 	<ul style="list-style-type: none"> • Principal • Director of Academic Operations • Academic Manager • Lead Teacher • Grading Teacher

Teacher Training Team	<ul style="list-style-type: none"> • Prepare partner school Classroom Teachers to deliver a quality educational program. • Provide proactive comprehensive practical training and professional development workshops that address the on the ground, day-to-day needs of Classroom Teachers. • Ensure partner school Classroom Teachers' clear understanding and implementation of GHS academic policies, tools, and evaluation. 	<ul style="list-style-type: none"> • Principal • Head of Teacher Training • Teacher Trainers
Curriculum Team	<ul style="list-style-type: none"> • Develop Rosedale courses and manage Rosedale's curriculum portfolio throughout their lifecycles, from new course development to continuous improvement to ensure the overall quality. 	<ul style="list-style-type: none"> • Principal • Director of Teaching & Learning • Curriculum Specialist • Course Developers • Course Editors • Course Reviewers
Student Success & Guidance Team	<ul style="list-style-type: none"> • Maintain a holistic view of student academic success before, during and after Rosedale programs. • Maintain in-depth knowledge of worldwide university/college application processes ensuring all Partner Schools receive up-to-date and clear resources. • Aid Partner Schools throughout the application process. 	<ul style="list-style-type: none"> • Principal • Director of Academic Operations • Manager of University Counselling • Guidance Counsellor • Academic Officer
Technology Team	<ul style="list-style-type: none"> • Ensure all Rosedale education technologies support Rosedale curriculum, programs, and their deliveries. 	<ul style="list-style-type: none"> • Principal • Director of Technology • LMS Specialists

More information on who to contact and when can be found in section [10. Key Contacts](#).

3 School Facilities Requirements

The Partner School is responsible for creating a safe and inviting environment for students, Classroom Teachers, and staff.

3.1 General Requirements for Partner School Facilities

Partner Schools should consider the following physical facilities for their school:

- Classroom(s): Partner Schools should consider such factors as size, light, noise level, Internet access, etc. when deciding the final location of the classrooms.
- Office(s): for Classroom Teachers and other school staff's use. As there will be private communication between teachers and students, it is suggested that Classroom Teachers and other school staff are located in separate rooms.

- Meeting Room (Showroom): Partner Schools can use this space to exhibit student samples of assignments, university offers, etc. or for school assemblies, marketing activities, parent meetings, etc.

3.2 General Requirements on Classroom Setup

To ensure that the classroom is setup for optimal learning, Rosedale requires Partner Schools to have the following equipment/items:

Items	Details	Purpose
Required Items		
High Speed Internet connection	<ul style="list-style-type: none"> Wi-Fi is required A wired connection is also recommended for classroom computers 	Students require the internet to access LMS.
Classroom computer	<ul style="list-style-type: none"> HDMI port MS Office required Meets Rosedale's computer requirements. Connected to a LCD projector 	Used by the Classroom Teacher for instructional purposes.
LCD Projector/ Big Screen Television	<ul style="list-style-type: none"> Unit should have bright projection with high resolution count. Connected to the classroom computer 	Used by the Classroom Teacher for instructional purposes.
Projection Screen	<ul style="list-style-type: none"> Bigger is better A white wall may also be used 	For the projector output.
Camera/CCTV	<ul style="list-style-type: none"> To be placed in an area of the room where all students' seats are in view. 	To record students during test-taking for academic integrity compliance purposes.
Speakers	<ul style="list-style-type: none"> Connected to the classroom computer 	Used during multimedia presentations.
Printer	<ul style="list-style-type: none"> Does not need to be in each classroom, but one must be easily accessible to the Classroom Teacher. 	Used by the Classroom Teacher to print instructional material when needed.
Whiteboards/ Blackboards	<ul style="list-style-type: none"> Large boards and coloured markers/chalk 	Used by the Classroom Teacher for instructional purposes.
Scanner	<ul style="list-style-type: none"> Not required to be in each classroom but is accessible to the Classroom Teacher 	Used by the Classroom Teacher to scan any course-related work and math and science test worksheets.
Optional Items		
Spare laptop	<ul style="list-style-type: none"> Equipped with MS Office Meets Rosedale's computer requirements 	To be used in the event of a computer breakdown or loss (student or Classroom Teacher).
Flexible seating	<ul style="list-style-type: none"> Mobile seats and desks/tables 	Can be configured for individual (test situations), small group and whole class activities.
Microphone	<ul style="list-style-type: none"> Connected to the classroom computer 	Used for audio recording assignments.

It is important to have extra available laptops or computers for student use if needed. Student laptop/computer requirements are as follows:

Student Laptop Requirements

Students use their laptops to log into Rosedale's LMS during classes to access class material and to submit work. The use of tablets (i.e., iPad, Samsung Galaxy Note, etc.) in the classroom is **not allowed**.

To optimize each student's learning experience at Rosedale, laptops should meet the following system requirements:

Hardware Recommendations:

- Processor speed: 2.0 GHz or higher
- Memory: 2GB of RAM or more
- Free disk space on hard drive: 5GB or more
- Monitor: 1024 x 728-pixel resolution or better
- Headset with microphone

Operating System:

- Windows 10 or higher or MAC OS X 10.15 or higher

Plugins/Tools

- Adobe Reader: ↗ <http://get.adobe.com/reader>
- Java/JRE: ↗ <http://java.sun.com/javase/downloads/index.jsp>
- Safe Exam Browser: ↗ https://safeexambrowser.org/download_en.html [Chromebooks excluded]

Other:

- Microsoft Office
- Internet connection: high-speed internet connection
- Up-to-date anti-virus software
- Latest version of browser (Firefox or Chrome is recommended) with the following settings:
 - ✓ Pop-ups and Cookies are enabled
 - ✓ Java and JavaScript are enabled

4 School Staff Requirements & Recruitment

To facilitate the daily management and operation of the OSSD program, Partner Schools must recruit a local team for program management, administration, and student services. The following are some recommended positions that Partner Schools should have onboard as part of their OSSD Administrative and Student Services team. These positions titles may differ based on each individual Partner School's needs and team structure:

- **Program Manager (PM):** Responsible for the overall program management, management-level communication with Rosedale, etc.

- **School Administrator/Principal (SA):** Responsible for student registration, course calendar, course enrolment, course progress tracking, tests/exams administration, communication with parents, administrative communication with Rosedale, etc.
- **Academic Integrity Officer (AIO):** Responsible for monitoring, investigating academic integrity cases, communicating with Rosedale, and educating and advising students, staff and parents on the principles, policies, procedures, and practices of academic integrity.
- **Classroom Supervisor:** Also known as the Head Teacher. Supervises daily classroom activities.
- **Classroom Teachers (CT):** Responsible for using Rosedale’s course material and provided lesson plans to teach the students.
- **Classroom Assistants (CA):** Also known as Teaching Assistants. Responsible for working with Classroom Teachers to teach students in and out of class time. The TA can help individual students who are struggling by tutoring them one-on-one.
- **Guidance Counsellor (GC):** Responsible for the execution of the students’ university/college application counselling program.
- **Proctor (PR):** Responsible for the proper proctoring of tests/exams, ensuring that academic integrity policies is maintained during each test. All proctors must take and pass the Proctor Module.
- **Student Recruiter:** Responsible for the promotion of the OSSD program and student recruitment.
- **Other staff:** Finance, Human Resources, IT, Marketing, etc.

To create a culture of English-speaking within the school, all Classroom Teachers must either be native English speakers or possess strong English language skills. It is also strongly advised that all OSSD non-teaching staff be comfortable in oral and written English. This will allow for an increase in English communication between staff and students, which can lead to improved English language development.

In this section, School Administrator, Academic Integrity Officer, Classroom Teacher and Guidance Counsellor requirements, responsibilities and recruitment will be discussed.

4.1 School Administrator: Recruitment, Roles, and Responsibilities

To run a strong OSSD program that prioritizes English language learning and academic skills development, it is important to recruit a School Administrator who is an experienced student-centered professional, has strong organizational and communication skills, and possesses excellent English language skills.

The scope of the School Administrator includes management of the OSSD program in the school in all academic areas. The School Administrator will be the main point of contact for Rosedale Head Office.

Responsibilities	
Academic Administration	<ul style="list-style-type: none"> • Develop and implement the annual School Year Calendar • Complete student registration, placement testing, course enrolment, and other academic administration processes

	<ul style="list-style-type: none"> • Responsible for on-site OSSLT administration • Responsible for community involvement hours documentation and administration • Manage students' academic documentation
Instructional Excellence (Course Management)	<ul style="list-style-type: none"> • Ensure the School Year Calendar is executed as planned • Manage Classroom Teachers to ensure a high-level of instruction quality in the school • Ensure all Rosedale academic policies and processes are followed
Student Academics Performance	<ul style="list-style-type: none"> • Track students' scores and progress in individual courses, make plans for students who need additional assistance • Ensure tutoring support is provided to all students • Communicate with Rosedale if any questions arise about students' grades • Communicate with parents and address any questions about academic performance
Academic Integrity	<ul style="list-style-type: none"> • Work with the school's Academic Integrity Officer in monitoring and aiding in Academic Integrity investigations, and managing proctors for test sessions. • Develop and enhance the school's Academic Integrity policies and practice in consultation with the Academic Integrity Officer • Ensure all proctor reports are properly submitted at the end of each test/exam.
Student Management	<ul style="list-style-type: none"> • Develop and implement classroom discipline policies • Manage student behavior, including attendance, late/missed assignments, etc.
Curriculum Feedback	<ul style="list-style-type: none"> • Participate in Rosedale Curriculum Improvement surveys • Communicate with Rosedale on curriculum or content problems, if any
Classroom Teacher Management	<ul style="list-style-type: none"> • Manage Classroom Teachers' professional behaviors while at the school, e.g., attendance, classroom disciplines, etc. • Communicate with Rosedale regarding concerns about Rosedale assigned Classroom Teachers (subject area knowledge, behavior problems), if any
Guidance Counsellor Management	<ul style="list-style-type: none"> • Manage the guidance counsellor or guidance counselling team to ensure that all Grade 12 students have met application deadlines
Parent Communication	<ul style="list-style-type: none"> • Communicate regularly with parents about school policies, events, deadlines, processes • Encourage parents to work with their child and to take an interest in their child's education

4.2 Academic Integrity Officer: Recruitment, Roles, and Responsibilities

The promotion of academic integrity is a key element of every Partner Schools' commitment to academic excellence. The Academic Integrity Officer provides leadership and expertise in the successful promotion and implementation of academic integrity policy, procedures, best practices,

and educational supports across the school to ensure a consistent approach. Working closely with Rosedale and the School Administrator, the Academic Integrity Officer is responsible for monitoring, educating, and advising students, staff and parents on the principles, policies, procedures, and practices of academic integrity. The Academic Integrity Officer helps their school build a reputation of honesty, trust, and respect throughout the entire education community.

Key responsibilities include:

- *First point of contact:* Direct contact for Rosedale Global High School's Academic Team in issues related to Academic Integrity
- *Case Management:* Manage individual academic integrity cases when reported and follow-up with students to discuss academic integrity infractions and prevent further offences from occurring as best as possible. Follow-up with and process the completion of signed academic integrity letters when needed.
- *Academic Integrity Investigations:* Complete formal investigations and provide reports and other documentation to Rosedale when requested.
- *Policies and Procedures:* In partnership with the school administration team, update and maintain all local school policies related to academic integrity
- *Test Proctoring:* With the School Administrator, ensure all tests and exams are appropriately proctored, all designated Proctors have taken the Proctor Module, all post-test documents are shared with Rosedale, and act on recommendations provided by Rosedale when necessary.
- *Monitor and Tracking:* Ensure student and staff completion of Academic Integrity related modules.
- *Knowledge Gathering and Information Sharing:* Liaise with Rosedale to build knowledge and share information
- *Resource Sharing:* Provide resources to staff, students and administrators on all Rosedale and local partner school policies, procedures and best practice guides related to academic integrity

It is recommended that the Academic Integrity Officer is an experienced Classroom Teacher who has a strong knowledge of academic integrity principles and is dedicated to maintaining academic integrity within the school environment.

4.3 Guidance Counsellor Recruitment

For the Guidance Counsellor, Partner School management should recruit a counsellor based on the following criteria:

- *Strong English proficiency skills:* Strong English proficiency is required due to the need for correspondence with admission officers, understanding written material on university/college websites, and to help students with school applications.
- *Background in international post-secondary and career counselling:* This is highly recommended. Guidance Counsellors with a background in counselling will be able to more effectively counsel students and parents and to expertly make recommendations regarding university and program choices.

Throughout the year, Rosedale's Guidance Counsellor will be meeting with the Partner School Counsellor through one-on-one check-ins and Professional Development Sessions.

4.4 Classroom Teachers Recruitment

A team of highly qualified Classroom Teachers (CTs) is the most valuable asset for Partner Schools to ensure that the Global High School program is effectively delivered. They are responsible for creating the immersive environment for English language and knowledge acquisition.

The exact number of CTs depends on the student enrollment size. As an example, one grade cohort of around 20 students is generally equipped with two full-time CTs, one for the ESL/English courses and the other for math/science courses. Alternatively, Partner Schools can employ multiple part-time CTs.

CTs can be hired by Partner Schools locally or Rosedale can recruit CTs for the Partner School.

4.4.1 Partner School Recruited Classroom Teachers

Partner Schools are encouraged to recruit their own Classroom Teachers (CTs) according to the Rosedale guidelines below:

	ESL/English Teacher	Math/Science Teacher
Language	Native English Speaker	Strong English proficiency, e.g., IELTS 7.5+
Qualification/Education	<ul style="list-style-type: none"> • Possess a teacher certification from their home country or • Hold a Bachelor's degree and teaching experience in the specific subject area(s) 	
Soft Skills	<ul style="list-style-type: none"> • Enjoys working with students • Considerate and caring • Flexibility • Strong time management and organizational skills 	

When a new local CT is recruited, it is mandatory to notify Rosedale. Local CT recruitment is managed by the Partner School. Rosedale will not bar a CT from teaching the Rosedale program, however, expert recommendations can be made by Rosedale following an initial video meeting, and these recommendations are recorded and filed at Rosedale Head Office. The final hiring decision is made by the Partner School.

To better guide Partner School administration in selecting effective subject-specific teachers, Rosedale has created a list of recommendations for what type of teacher is best suited for each OSSD course that Rosedale offers.

★ [Classroom Teacher Hiring Recommendations](#)

The following steps must be taken when a local Classroom Teacher (CT) is recruited:

- 1) The hired CT's English resume is sent to Rosedale Head Office, with a notice that the CT has been hired, their intended start date, and teaching subjects.
- 2) *Optional:* A 15-minute video evaluation meeting conducted by Rosedale Head Office may be arranged with the CT. Rosedale Head Office will evaluate and provide recommendations to the Partner School staff.
- 3) A LMS account is issued for the new CT, and they will begin the Global High School (GHS) Teacher Training program. Only trained and certified CTs will be granted full access to the LMS. Rosedale reserves the right to suspend CT access if training is not complete by a set deadline.

5 Training & Professional Development Workshops

5.1 OSSD Program (Implementation) Training (First Year of Operation)

In the Program Launch stage, Partner Schools will take the OSSD Program (Implementation) Training offered by Rosedale, with the key purposes of:

- Becoming familiar with the education philosophy and policies in Ontario, Canada, and to gain an overall understanding of Rosedale's OSSD programs;
- Becoming familiar with processes and tasks required prior to program launch;
- Learning solutions to common roadblocks that may occur during the launch stage in order to increase work efficiency.

All the training sessions are offered via the digital video conferencing system or onsite. A personalized and detailed schedule will be communicated with Partner Schools before the training.

5.2 OSSD Academic Administration Training (First Year of Operation)

The Academic Administration Training offered by Rosedale has the following key purposes:

- Becoming familiar with the details of the administrative processes involved with administering placement tests, registering students, enrolling students into courses, completing OSSD requirements, etc.
- Providing a walkthrough of Rosedale's education platform, LMS, including a detailed look at what tools are available for the administration to gauge student progress.

The training sessions are offered via the digital video conferencing system or onsite. The personalized and detailed schedule will be communicated with Partner Schools before the training.

In subsequent years of operation, an annual Academic Administration Update Webinar will be held at the beginning of the school year (August) to update Partner School staff about new policies or tools for the new school year.

5.3 Rosedale Global High School Teacher Training Program (On-going)

Rosedale Global High School's Teacher Training program is an integrated solution for developing effective local teachers to deliver the program based on the Ontario model of education. It is designed to introduce new Classroom Teachers to the educational objectives and academic delivery of the Global High School program and Rosedale's curriculum and Learning Management System. Most importantly, it provides Classroom Teachers with all the strategies, resources, and tools they need to deliver an engaging and transformative high school program with a focus on higher order thinking skill development and differentiated learning in a 21st century modern learning environment.

This comprehensive training program employs three learning formats:

- **Teacher independent learning** with engaging and well-structured online learning modules utilizing multimedia, video demonstrations, best practices, subject specific examples, and other teaching resources;

- **Face-to-face interactive group sessions** in live zoom meetings using subject specific, engaging, and collaborative discussions;
- **Teaching in practice** activities with comprehensive one on one descriptive feedback and support from the teacher trainer.

The comprehensive teacher training program is structured into two essential parts: **General Qualification (GQ)** and **Advanced Qualification (AQ)**.

The General Qualification (GQ) is designed to introduce new teachers to the OSSD Global High School program, our differentiated and higher order thinking skill focused teaching practice, our Rosedale learning management platform, and all the prepared instructional resources. Teachers participate in the GQ training program prior to the school year so that they are well prepared to seamlessly deliver the OSSD program in their classroom from the first day of classes.

The Advanced Qualification (AQ) is a subject-specific training program which is designed to introduce teachers to advanced instructional strategies that enhance students' learning and improve their academic achievement. New teachers participate in this component of the training once they are in the classroom and working directly with students. This allows them to immediately implement their learning and turn theory into practice in their specific subject area.

General Qualification (GQ) is mandatory for **ALL** new Classroom Teachers from **ALL** partner schools. **Only Rosedale trained and certified teachers are authorized to teach Rosedale OSSD courses.**

New Classroom Teachers are required to complete the General Qualification training and meet certification criteria no later than 5 weeks from their onboarding with the program. Those who are unable to complete the Training program will be suspended from the LMS.

School administrators will have full access to the course to check the progress of their classroom teachers in the training program at any time. The final report card will be sent to School Administrators at the end of each part of the program. Upon successful completion of GQ and AQ programs, Classroom Teachers will earn Rosedale Global High School's GHS Teacher Certification in General Qualification and Advanced Qualification respectively.

In addition to the GHS Teacher Training Program for new Classroom Teachers, Rosedale continues to develop teachers' instructional excellence by offering a series of Professional Development (PD) Workshops throughout the academic year. All Classroom Teachers are requested to participate in live webinars, finish the self-learning PD Workshops, and pass the assessments within the requested completion timeline to earn a badge in Rosedale LMS platform. The completion result will be reported to School Administrators.

5.4 Guidance Counselling Training Program (On-going)

Rosedale provides Guidance Counsellors with university/college counselling training to support students' applications to post-secondary schools around the world. The key purposes of the training are:

- To provide Guidance Counsellors with a comprehensive understanding of the overall university/college counselling process for world-wide institutions;
- To equip Guidance Counsellors with the necessary up-to-date knowledge and skills needed to provide students with local support throughout each step of the university/college application process;

- To train Guidance Counsellors on how to effectively communicate with students and parents, and to knowledgeably address questions, concerns, and problems.

The guidance training program runs from the beginning of September to the end of October. This consists of partner school counsellors working through the LMS training course content (self-paced) with a live webinar per unit of study (4 in total) to review content and discuss case study assignments. This blended training program format (LMS course and corresponding webinars) is paired with additional monthly webinars hosted by Rosedale Guidance throughout the year covering topics that are relevant to the focus of guidance at that point of the year (i.e., submitting university applications, writing personal statements).

Upon completion of the program, Guidance Counsellors will earn Rosedale Global High School's Guidance Counsellor Certificate.

5.5 Proctor Training (On-going)

Rosedale requires any proctor or potential proctor (also known as invigilators) to undergo training through Rosedale's Proctor Module. Those who have completed the Proctor Module will receive a Proctor Badge and will be eligible to proctor OSSD test and exams.

The training aims to equip proctors with the necessary skills, knowledge, and understanding of their responsibilities and of Rosedale and the Ontario Ministry of Education's test administration policies and procedures. Here are some key components that is included:

- Test Security Protocols:** Proctors need to understand the importance of maintaining the integrity and confidentiality of the examination. They learn about preventing cheating, protecting the exam materials, and ensuring a fair testing environment.
- Proctoring Guidelines:** This section covers the specific Rosedale rules and procedures that proctors must follow during the exam, such as required steps to begin of a test, during the test, and after the test.
- Test Room Setup:** Proctors will learn how to set up the test room to ensure a conducive and standardized testing environment. This includes seating arrangements, video camera/CCTV set-up, and minimizing distractions.
- Handling Irregularities:** Proctors will learn Rosedale's policy on how to respond to any irregularities that may arise during the test, such as a candidate falling sick, suspicions of cheating, or any technical issues.
- Student Test Rules:** Proctors will learn about the rules that students must follow during a test session, how proctors can communicate these rules, and enforce them during a test session.
- Preventing Academic Integrity Violations:** Proctors will learn about different types of student cheating behaviours that may occur during a test, how to flag them, and how they can best prevent them from happening.

At the end of the module, all proctors are required to take a quiz. Once they pass the quiz with a perfect score, they will be eligible to sign a contract and receive their badge.

School Year Tasks – Detailed Processes

The following 4 sections will detail the various Academic Administration tasks that must occur throughout the school year. An updated summarized version of all year-long School Administrator tasks with associated documents will be provided at the beginning of each school year.

The 4 sections are divided into:

- [6 Beginning the New School Year](#)
- [7 Instructional/Course Management \(On-Going\)](#)
- [8 Academic Administration Management \(On-Going\)](#)
- [9 Student & Staff Management \(On-Going\)](#)

6 Beginning the New School Year

This section will detail the specific Partner School Administration tasks and processes that need to occur at the beginning of every school year to ensure a successful school year launch.

6.1 Finalize OSSD Programming and Course Offerings (1-2 months prior to school start date)

Rosedale offers multiple programs for different types of educational centers. Partner Schools can offer multi-year OSSD programs to target different groups of students and to meet students' individual needs.

Before the beginning of the school year, Partner Schools should finalize what type of program they want to run and the courses that are to be offered based on potential students' interests and needs. This will help inform what type of Classroom Teachers need to be recruited.

See [2.4 Rosedale OSSD Programming](#) for more details on programming. Partner Schools can customize their own programs under the guidance and approval of Rosedale.

6.2 Recruit and Hire Classroom Teachers (1-2 months prior to school start date)

Partner Schools should determine their need for Classroom Teachers based on school programming. Partner Schools will develop a recruitment plan accordingly. The exact number of Classroom Teachers depends on student enrollment and types of courses offered, and so this is an on-going process prior to the school start date. CT numbers may change based on changes in student enrolment and student needs.

Please see [4.3.1 Partner School Recruited Classroom Teachers](#) for more details on CT requirements and process-steps for hiring a Classroom Teacher.

6.3 Recruit and Assess Students for Admission (1-2 months prior to school start date)

To ensure that students can successfully complete the OSSD program and to make accurate OSSD course recommendations, School Administrators and staff should assess each student's educational history and academic abilities by reviewing students' previous education's transcripts, and administering placement tests (English & Mathematics).

A) English Placement Test (Oxford English Placement Test)

Who takes the test?

- Mandatory for students who are:
 - from a non-native English-speaking country or,
 - from an education system that is not taught full-time in English
- An IELTS, TOEFL or other approved English placement test score can be submitted at the time of registration in lieu of taking the Oxford English Placement Test.
- Students from an Ontario Private or Public school will receive credit for any ESL or English credits taken at the previous school and they are not required to take the test.

How to take the test?

- Completed online: ↗ www.oxfordenglishtesting.com
- Tests are automatically marked.
- Test must be proctored by Partner School staff and academic integrity policies must be enforced.
- A how-to guide will be provided to all School Administrators on how to assign and administrate tests.

Cost of test?

- ~\$9 CAD/test
- Partner Schools cover the cost of the test. Rosedale will provide School Administrators with an administrator account if requested. The account allows administrators to view student tests scores and purchase tests.

Details of Test?

- Length of test: 80 minutes (maximum)
- Two sections: Use of English Language (Reading); Listening

Results of Test?

- Results are displayed immediately after the test is taken.
- This test displays results using the Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability and students are measured on a 6-point scale (A1-C2).
- An up-to-date English Placement document with test scores mapped to ESL/English course level entry will be provided to all schools at the beginning of the school year.

Only students who meet the English admission requirements for their desired OSSD program will be admitted directly. Students who do not meet the English requirements can be provided with the following options:

- **Option 1:** Accepting the student conditionally with the student taking additional OSSD course(s) to meet admission requirements prior to the start of the full program.
- **Option 2:** Declining the student temporarily. Partner Schools may offer additional English training or tutoring to the student and reoffer the placement tests afterwards.

Being placed in the correct English level at the beginning of the OSSD program is paramount to succeeding in subsequent courses. In accordance with our English Proficiency Placement Policy:

- During the first month of the student's English classes, if the Classroom Teacher or Grading Teacher determines that a student is not performing at the appropriate English level, Rosedale reserves the right to remove the student from the class and place them in the correct English class level.

B) Mathematics Placement Test

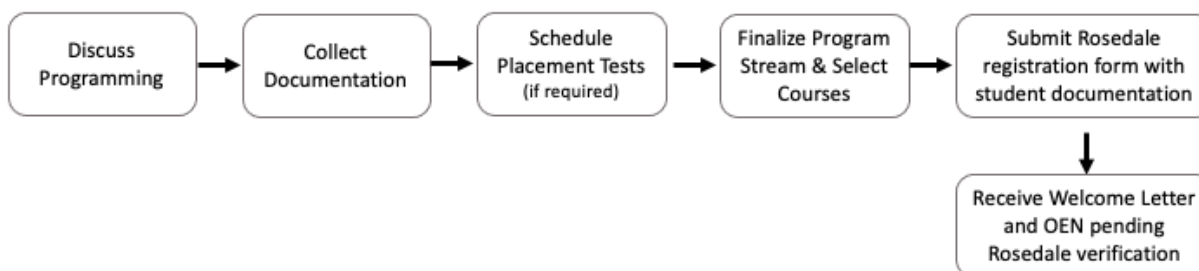
Who takes the test?

- *Optional test* for new students.
- School Administrators must notify Rosedale (operations@rosedaleedu.com) if they choose to utilize the Mathematics Placement Test. When notified Rosedale will set up an administrative account for the school and provide step-by-step guides.

6.4 Register New Students (1-2 months prior to school start date)

School Administrators should follow the process below when registering a new student. This process generally occurs at the beginning of the school year; however, it may occur throughout the school year depending on the programming being offered at the school.

Student Registration Flow Chart:



Student Registration Detailed Steps:

To download a consolidated version of the steps below:

- ★ [D21 – Student Registration Guide for Administrators](#)

- 1) **Discuss Programming:** Ensure parents and students understand the Rosedale Global High School model. **Never guarantee a program path or number of courses.** Rosedale will need to see the results of the placement tests and the students' previous transcripts to finalize the program path and number of courses.

2) Collect Personal Documents & Complete Partner School registration form:

The Partner School must collect the following documents and information from the student:

- Biographical, parent/guardian, and previous education information
- Translated high school transcripts (Grade 9, 10, 11, 12 – if applicable)
- Student photo ID (passport page or citizenship card)
- If the student is a non-native English speaker:
 - o Valid English placement test scores if available, such as IELTS, TOEFL, Password, Duolingo, or Cambridge English Placement Test. If not available, the student will be required to take the Oxford English Placement Test.
- Recommended: information about career interests and potential university/college choices.

3) Schedule placement tests (if required): Schedule English and/or Mathematics placement tests.**4) Finalize Program Stream and Select Courses:** Using previous transcripts, placement test results, Rosedale's programming samples and Partner School course availabilities, the School Administrator will create an academic program for the student and discuss it with the student and parent. The School Administrator will make note in their personal files the courses that students will be taking throughout the full year. This information will be collected by Rosedale shortly after the start of the school year.

For students entering in Grade 12, the following chart shows the Grade 12 course requirements based on the university program stream the student is interested in applying for.

There are 4 possible streams for Grade 12:

Health Science/ Environmental Science/Biology*	Engineering/Computing/Architecture/ Science-Based Mathematics
Requirements: ENG4U MHF4U MCV4U SCH4U SBI4U SPH4U (recommended)	Requirements: ENG4U MHF4U MCV4U SPH4U SCH4U (Requirement for Engineering, recommendation for others) + 1 Grade 12 U/M Elective
Business/Business-Based Mathematics	Social Sciences/Creative Arts
Requirements: ENG4U MHF4U MCV4U +3 Grade 12 U/M Electives	Requirements: ENG4U +5 Grade 12U/M Electives
Possible courses of interest: MDM4U, BBB4M, BOH4M, CIA4U	Possible courses of interest: CIA4U, CHY4U, CPW4U, HFA4U

**If students are unsure what program stream they are interested in, it is recommended that they take this stream with SPH4U as a requirement.*

5) **Submit Rosedale's Online Registration Form with Student Documents:**

School Administrators will register the student into Rosedale using the Rosedale Registration Portal no later than 3-7 business days before the students' first course start date:

↗ <https://connect.edsembli.com/ON/Private/RA/RA/Portal/Online/StudentRegistration>

For first-time users of the Rosedale Registration Portal, see the following instructions:

★ [Rosedale Registration Portal - First-Time User Guide](#)

Student registrations through the Rosedale Registration Portal must only be completed by school administrative staff. Students should have fully committed to the OSSD program, through either paying a deposit or signed guarantee before registering through the Portal. Once Rosedale has received the registration, the process of applying for an Ontario Education Number for the student will begin, and the Academic Administration fee will be applied for the student.

Students who already have an OEN from another Ontario high school must report their OEN to Rosedale during registration. Rosedale will then contact the student's previous school to collect the student's Ontario Student Record (OSR).

If the registration form cannot be opened, contact operations@rosedaleedu.com

Documents to include in the registration:

The following documents must be attached to the online registration:

a. A photocopy of the Government-issued photo ID

- The ID must be clearly scanned and show the student's picture, full legal name, and date of birth. Please refer to 2 examples of an acceptable and an unacceptable upload/submission of a student's government issued photo ID:

✂ [Sample images of Government Issued Photo ID submissions](#)

b. Transcripts (English and stamped, sealed or on formal school letterhead)

- All the student's educational documents must be submitted based on the grade they are entering:
 - ★ [Required Transcripts Based on Education Curricula](#)
- All transcripts must:
 - Be presented in English or submitted with a translated English copy
 - Be on school letterhead or have a school seal/principal's signature
- Transcripts cannot be a screenshot image or a picture from a webpage
- Transcripts are printed out and added to the students' Ontario Student Record for the Ontario Ministry of Education to review, so it is important to prepare clear transcripts in the following manner:
 - Use a scanner to scan the transcript and save as a PDF or JPEG file for submission
 - If a scanner is not available, CamScanner, a mobile phone application, is recommended to take a PDF photo of the transcript
 - Do not have any hands or unrelated objects in the photo of the transcript
 - Zoom in as much as possible without cutting off any part of the transcript
 - Make sure there are no shadows over the transcript
 - Take the photo from above the transcript, not at an angle

- Examples of Acceptable and Unacceptable transcript submissions:
 - ✂ [Acceptable Transcript](#): Full transcript is clear and complete. It is on official letter head, and there is a school stamp/signature.
 - ✂ [Unacceptable Transcript](#): Transcript is cut off, taken at an angle.
 - ✂ [Unacceptable Transcript](#): Too much shadow and blurry.
 - ✂ [Unacceptable Transcript](#): Taken at an angle, cannot see full transcript properly, too much shadow

c. *Placement Tests Reports (if applicable)*

- Any student who has not attended an English-medium school for the last 3 years of education **must** submit an English Placement Test
- Acceptable English placement tests include:
 - Oxford Placement Test (PDF Test Result): ✂ [Sample of a Test Result](#)
 - IELTS, TOEFL, Password, Duolingo, Cambridge English Placement Test
- If the school would like to use a different placement test provider, please contact Rosedale prior to testing to ensure the test meets all required criteria for language proficiency evaluation.

- 6) **Welcome Email Sent:** No later than 3 business days after Rosedale receives the complete and accurate information from Partner Schools, the student will receive an admission email from Rosedale (the School Administrator will be CC'd) with the following information:
- a. Ontario Education Number
 - b. Rosedale's LMS Login Information
 - c. Instructions on how to get started on Rosedale's LMS
 - d. A Proof of Enrolment Document confirming their enrolment with Rosedale.

Please see [Appendix D](#) for a sample of the Welcome Email.

For a printout version of these steps:

★ [D21 – Student Registration Guide for Administrators.](#)

6.5 Review Rosedale Documents & Update School Policies (1-2 months prior to school start date)

Rosedale Global High School's Head Office updates Rosedale policies, processes, and documents yearly based on Partner School feedback and as continuous service quality improvement. An updated document package as well as a School Year Update Webinar will be provided in the middle of August. It is the School Administrator's responsibility to note any changes or updates in academic policies, requirements, and processes before the beginning of the new school year and communicate these updates to their school staff, students, and parents.

Partner School policies must reflect Rosedale's, and yearly updates may need to be made.

In addition to Rosedale policies, Partner Schools should develop and maintain policies and regulations in the following areas:

- Student attendance
- Classroom discipline

- Tests/Exams supervision

Partner Schools should complete a review of all their policies before the beginning of their school year and make changes and updates to address any problems or issues that occurred the year before.

Rosedale provides two policy guides for Partner Schools:

1) ★ [Student Policy Guide:](#)

This policy guide is accessible in the menu of every course. School Staff must review the policies with students at the beginning of every course.

2) ★ [School Staff Policy Guide:](#)

This policy guide includes all the policies set in the Student Policy Guide, but with additional information and processes for School Staff. This School Staff Policy Guide must be distributed to all School Staff including Administrators, Classroom Teachers, Classroom Assistants, Guidance Counsellors, and others associated with the OSSD program.

6.6 Complete All Items on the School Year Startup Checklist (1-2 months prior to school start date)

At the beginning of each new school year, there is a list of items for all Partner Schools to complete to ensure a successful new school year. These tasks must be completed with documents submitted to Rosedale within a set time-period. To stay organized, School Administrators should refer to the following checklist:

★ [School Year Startup Checklist](#)

The sections below will review all the school year start-up tasks in detail

6.6.1 Submit the Partner School Profile (2-4 weeks prior to school start date)

The Partner School Profile must be updated each year to include a full list of academic staff members, any changes in programming and upcoming year's enrolment numbers. This allows Rosedale to create and update administrative LMS accounts and to maintain an up-to-date contact list.

✂ [F01 - Partner School Profile](#)

Rosedale staff will not respond to emails from people who are not on the Partner School Profile list of staff members.

6.6.2 Develop the School Year Calendar (2-4 weeks prior to school start date)

Partner Schools must develop and execute a School Year Calendar to meet graduation timelines and post-secondary schools' application deadlines. The School Year Calendar template must be filled and uploaded for Rosedale approval at least 2-weeks before the school start date.

✂ [F12 – School Year Calendar](#)

The Calendar template includes information regarding:

- **Courses and Grades:** List all courses and their respective grades.
- **Start and End Dates:** Specify dates for each course.

- **Assigned Teachers:** Name the Classroom Teachers.
- **Teaching Hours:** Indicate hours per day and total in-class hours.
- **Holidays:** List all holidays within the school year.

When designing the School Year Calendar, Partner Schools must consider:

- **OSSD Requirements:** Ensure the calendar meets Ontario Secondary School Diploma (OSSD) requirements, including 110 in-class hours per course.
- **Course Prerequisites:** Ensure all prerequisites courses are taken before any senior level course (e.g., ENG3U before ENG4U).
- **Important Dates:** Incorporate dates from the [D01 - Schedule of Dates](#).
 - Reach mid-point of all Grade 12 courses by **early April** (for those applying to Ontario universities).
 - Reach final point of Grade 12 courses by **early June** (for those seeking graduation by June 30th.)

Tips for Effective School Year Calendar Creation:

1. **Divide the School Year into Terms:** Set clear start and end dates for each term.
2. **Add Extra Time:** Add buffer time beyond 110 hours to accommodate delays (i.e. unexpected class interruptions)

The table below displays the minimum number of in-class days required to reach 110 hours of learning based on the length of the class per day.

Class length per day	Minimum number of in-class days
180 minutes (3 hours)	37 days
120 minutes (2hours)	55 days
90 minutes (1.5 hours)	74 days
60 minutes (1 hour)	110 days

3. **Consider University Admission Deadlines:** End classes 15 days before final transcripts are needed this gives time for Grading Teachers to issue the report card, and for transcripts to be processed.
4. **Avoid “crash courses.”:** The minimum length of course length should be 6 weeks to avoid rushing material and to allow for class content to be fully understood by students.
5. **Holiday Adjustments:** Do not forget to factor in holidays. If there is a long holiday break within a term, make sure the term’s length is longer to accommodate the holiday.

Partner Schools can contact Rosedale if they require guidance on creating a School Year Calendar.

During the school year, course progress and key milestones should be monitored to ensure that the Calendar is properly executed. If behind schedule, the School Administrators should work with Rosedale to revise the calendar to ensure the successful delivery of the program.

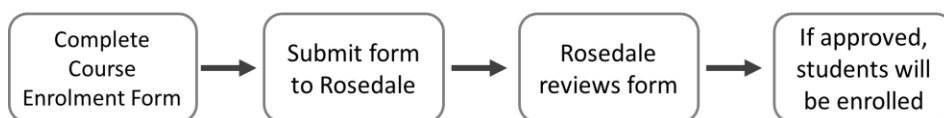
6.6.3 Submit Course Enrolment Forms (minimum of 5 business days before start date of any class/course)


To confirm and acknowledge course charges of each new course a student will be starting, the School Administrator must submit a Course Enrolment Form (F13) before the start date of **every new course or term**.

 [F13 - Course Enrolment Form](#)

Important Note: There are different iterations of each course, and students **must** complete the assignments and read the texts from the iteration they are enrolled in. Students cannot work ahead if they are not yet enrolled in the course, as Grading Teachers will not accept assignments from different iterations.

Course Enrolment Process



- 1) **Complete Course Enrolment Form:** The School Administrator completes the  [F13 - Course Enrolment Form](#). This form includes the following information:
 - a. **Partner School name**
 - b. **First and Last name of Student**
 - c. **Email Address** (The email address is the student's username on Rosedale's Learning Management System)
 - d. **Course Code**
 - If the student is repeating the course for a second time, please write "*REPEAT*" next to the course code
 - e. **Classroom Teacher**
 - f. **Start Date and End Date**
 - Be realistic with the course's start and end date. The end date will be input into LMS and will dictate the schedule that your Classroom Teacher sets.
 - Students cannot be a course for more than 1-year unless previously approved by Rosedale. Students will be withdrawn from courses after 1-year.
 - g. **Special Notes**

See below for an example of the Course Enrolment Form.

RF-F13

ROSEDALE GLOBAL HIGH SCHOOL Course Enrolment Form: Example

Required Information:	Special Notes or Instructions for Rosedale
Partner School Name	EXAP School
SPECIFIC NOTES FOR ADMIN: If students are repeating a course, please write REPEAT in the course code cell, i.e. SCH4U - REPEAT	

Student #	First Name	Last Name	Preferred Name (If Applicable)	Email Address	Grade	Course Code	Classroom Teacher	Start Date	End Date	Course Code
1	Yuewei	Wang	Matt	yuewei.wang@gmail.com	12	SB4U	Samuel Jackson	May 22, 2020	August 8, 2020	SCH4U
2	Aisha	Okoro	Aisha	a.ok@gmail.com	12	SB4U	Samuel Jackson	May 22, 2020	August 8, 2020	SCH4U
3	Van Lu	Dinh	Victor	13493332@qq.com	11	ENG3U	Ange Mabwang	May 25, 2020	August 30, 2020	
4	Kerry	Washington	Kerry	wask@hotmail.com	11	ENG3U	Ange Mabwang	May 25, 2020	August 30, 2020	
5	Gordon	Lightfoot	Gord	glight@gmail.com	10	ICS3U - REPEAT	Jerry Klite	May 25, 2020	August 30, 2020	

2) Submit Form to Rosedale: The School Administrator must submit the form to Rosedale no later than **5 business days** before the start day of the new course(s) by emailing the Course Enrolment Form to Rosedale.

3) Rosedale Reviews Form: Rosedale completes a **prerequisite check** to verify if the student has completed the required prerequisites to enter the requested courses on the Form. This is completed through reviewing the following:

- Ontario pre-requisite credit course successful completion,
- previous transcript equivalency or;
- English proficiency test (if required)

Note: When reviewing Ontario pre-requisite credit course completion, if all the course work is complete, but the final mark is still under evaluation, Rosedale will enroll the student into the desired course, however Rosedale reserves the right to withdraw the student from the enrolled course if the student does not successfully pass the prerequisite course.

4) If approved, students will be enrolled: If all the information is accurate, students will be enrolled into the new course(s) in the LMS the day before the stated course start date.

6.6.4 Fill & Submit the Course Selection Form for All Students (within a month of school start date)

Rosedale must be notified of all students' course selections for the year. In mid-September, Rosedale will send to administrators a list of all the currently enrolled students in their school. Administrators must add each student's course selection/course plan and return it to Rosedale **by mid-October**.

The Course Selection Form allows Rosedale to:

- confirm that students are on track for graduation and are taking the correct required courses to meet their desired university/college program.
- accurately invoice all students.
- inform OUAC and UCAS of Grade 12 students' upcoming courses.

Rosedale will review the course choices and may provide advice or changes based on the student's transcripts, placement test results, and desired career pathway. This Course Selection Form will be revisited midway through the year to account for any changes in student course enrolment.

6.7 Prepare Classroom and School Facilities (1-2 weeks prior to school start date)

School Administrators must ensure that their school and classroom facilities are up-to-date and meet Rosedale's School Facilities requirements. See [3.2 General Requirements on Classroom Setup](#) for more details on requirements.

6.8 Meet with School Staff/Host a Student Assembly (Prior or at school start date)

Beginning of year meetings and assemblies should be hosted between Partner School administration and:

- Classroom Teachers, Teaching Assistants, other academic staff
- Students (and parents/guardians)

The agenda at each of these meetings is at the discretion of each Partner School, however it is important to communicate with Partner School staff and students the following:

- **Rosedale and School Policies:** Emphasize new and updated policies
- **Expectations and rules:** Clearly outline behavioral and academic expectations
- **OSSD evaluations and philosophy:** Review together the LMS Module: ▲ [Understanding OSSD Evaluations](#).
- **New staff member introductions**
- **Academic Integrity & Conduct:** Discuss the importance and expectations of academic integrity.
- **Academic Skills Development:** Highlight the importance of developing academic skills

6.9 Complete The Introductory Modules on Rosedale's LMS (First week of the school start)

During the first class of the school year or during a school wide introductory session, students **must** complete the *Getting Started* and *Academic Integrity Contract* module on Rosedale's Learning Management System (LMS). These two introductory modules are mandatory, and students will not be able to access their courses until they have completed both modules.

A. ▲ **[Getting Started Module](#):** This module teaches students how to use Rosedale's LMS and ensures they meet laptop requirements. It also covers important policies and processes. To complete the module, students must engage in activities, quizzes, and mock submissions.

Lessons include:

- **My Computer** - ensure students have the correct software and hardware on their laptops
- **Getting Around** - learn how to navigate through a course and lesson page
- **Submitting Your Work** - practice uploading assignment and video files
- **Taking Tests & In-Class Writing Assignments** – download and practice using Safe Exam Browser and WebMonitor
- **Rosedale Policies** – understand key academic policies

B. ▲ **[Academic Integrity Module & Contract](#):** This module educates students and staff on academic honesty and its consequences. The key message is to **express their own thoughts and properly cite others' work**.

Completion Requirements:

- **Quizzes:** Students and staff must complete all quizzes with a 100% score. Unlimited retakes are allowed.
- **Contract:** Sign the Academic Integrity Contract.
- **Badge:** Claim the Academic Integrity badge.

6.10 Introduce Students to the Academic Skills Development Module (First week of school start date – ongoing)

At the start of the school year, Classroom Teachers should provide students with time to go through the ▲ [Rosedale Academic Skills Development Modules](#). These modules are designed to support students in developing the academic skills they need to be successful in Rosedale Global High School courses and future studies.

The ▲ [Academic Skill Development Modules](#) are a collection of 17 short interactive modules to address needs and are organized around five key areas of skills:

- Academic Success in OSSD Secondary School
- Research Skills
- Critical Thinking & Problem Solving
- Academic Writing
- Presentation Skills.

These modules can be accessed at an on-going basis and can be used to strengthen students' academic skills at the beginning of the school year and throughout the full year.

An Instructional Guide is available for Classroom Teachers and School Staff to learn how best to support skill development in every course and to facilitate the integration of these skills modules throughout the school year.

★ [Academic Skills Development - Instructional Guide for Classroom Teachers](#)

6.11 Rosedale's Academic Integrity Program: Citation Guides (First week of school - ongoing)

There are two major parts to Rosedale's Academic Integrity Program:

- 1) ▲ [Academic Integrity Module & Contract](#)
- 2) **Citation Guide Lessons & Quizzes:** every student enrolled in a Grade 11 or 12 course will need to review the Citation Lesson and complete this Citation Quiz (with 100%) at the beginning of *each* course.

Grades 11 and 12s are expected to cite their sources correctly using the appropriate Citation Style as seen below:

Citation Style	Courses
MLA Style	English, Languages, Art, Guidance
APA Style	Math, Science, Business, Economics, Social Sciences, Canadian & World Studies

6.12 Verify Completion of Staff Training Programs (1-2 months after the school start date)

By the end of September, School Administrators should verify with Rosedale and with their staff that the following Training Programs have all been completed if necessary:

- Guidance Counselling Training
- Classroom Teacher Training
- Proctor Training Module

Completion of the Training Programs provides Partner School staff the knowledge and understanding to properly administer and deliver the OSSD Program. Classroom Teachers who do not have their training completed by the deadline will have their LMS access suspended.

For more details about training programs please see [5. Training & Professional Development Workshops](#).

7 Instructional/Course Management (On-Going)

Throughout the school year, it is the School Administrator's duty to maintain a holistic view of student progress and School Year Calendar management. As such, Rosedale has created numerous tools and policies to aid School Administrator's in their management capabilities.

7.1 Send Course Enrolment Forms


One week before the start of every new course/term, a course enrolment form must be submitted. This allows for some flexibility throughout the year in the School Year Calendar or student course choices.

 [F13 - Course Enrolment Form](#)

Please see section [6.6.3 Submit Course Enrolment Form](#) for more details on process.

7.2 Ensure the Deadline Manager is Set for Each Course

The Deadline Manager is an LMS tool that allows Classroom Teachers to set due dates for all summative activities and certain formative activities if they are connected to summative tasks (e.g., draft essay feedback before final submission).

A Class Group's Deadline Manager (DM) can be located inside the Teacher Tools section of each course. It can also be found by pressing the hyperlink under the DM Status Column in the Classes List:  [Screenshot of Where to Find the DM](#)

Setup Requirements:

- **Completion:** Classroom Teachers must complete the Deadline Manager within 7 business days of the course start.
- **Verification:** School Administrators must ensure deadlines are set accurately within this timeframe.

The Deadline Manager helps maintain student organization and accountability while allowing deadlines to be transparent to all students, parents, and Partner School and Rosedale Staff.

Rules for Setting Deadlines:

- **Activity Submission Spacing:**
 - o Only **one** evaluation can be submitted per day.
 - o Minimum of **2** business days scheduled between written assignments. For ENG3U and ENG4U, minimum **3** business days scheduled between written assignments.
- **Within Course Dates:**
 - o Deadlines must be between the course start and end dates.
- **Final Assessment:**
 - o The last summative evaluation of the course must be the last assessment submitted. Once this assignment is complete, the course is closed, and students cannot submit any more assignments.
- **Grading Timeline:**
 - o The grading timeline begins after the set deadline has passed. If a student submits an assignment early, the Grading Teacher will not see it for grading until the deadline has passed.
- **Missed Deadlines:**
 - o After an evaluation due date expires, a zero will be awarded for the missed assignment.

Grading Timelines:


When setting deadlines, School Staff should take into account the amount of time it takes Grading Teachers to return feedback to a class. There are two types of Grading Times:

Standard Grading Time (SGT) Assignments: Grading time: minimum 3 Business Days*

Extended Grading Time (EGT) Assignments – Grading time: minimum 5 Business Days*

* The stated days above are just the **base** number of days. Assignments may take longer to grade pending special cases such as, number of students in the course, and number of formative/summative assignments submitted at the same time. For a list of these rules, review:

★ [D05 – SLA Grading Timeline Guidelines](#)

The Grading Time can be viewed while setting up the Deadline Manager ( [Screenshot of DM](#)). The Grading Time should be considered when setting deadlines. It is important for students to receive Grading Teacher feedback and correct any errors that they are making before submitting the next assignment.

7.3 Monitor Student Progress Using Rosedale's LMS Tools

The School Administrator will work with Classroom Teachers to track class and student progress throughout the duration of the class. The following LMS tools can be used by school staff for monitoring:

A) Class Progress

This tool shows a list of all the students enrolled in the course and provides an overview of everything the students have done.

Top uses:

- View the midterm point of a course
- View the entire progress of the class
- View the status of each assignment per student
 - i.e., missed deadline, zero awarded, academic integrity issues, etc.
- View the grades awarded for each assignment
- View the participation power for each student
- View the overall grade for each student

Example of a Class Progress Page (with icon legend)

	F	F	S	F	S	F	S	F	F	S	F	S	F	S	S	F	F	S	S	F	S	S	F	S	S	F	S	S	F	S							
	SEB T	1-1A:	1-1D:	*1-1E	1-2I:	*1-2J	1-3E:	*1-3G	1-4E:	1-5F:	*1-5G	1-6C:	*1-6F	1-7E:	*1-8F	*1-9E	Learn	Refle	*UT-1	*UT-1	*2-3J	2-3K:	*2-4C	*2-5C	*2-6E	Learn	*Spea	*UT-2	*UT-2	Refle	*3-2D	*3-4C	*3-5C	3-6C:	*3-6D		
81																																					
79																																					
91																																					
93																																					
83																																					

Summative Activities

	Submitted - Waiting for Grade
	Grade - Successful
	Grade - Unsuccessful

Formative Activities

	Submitted - Waiting for Grade
	Completed - Successful
	Completed - Unsuccessful

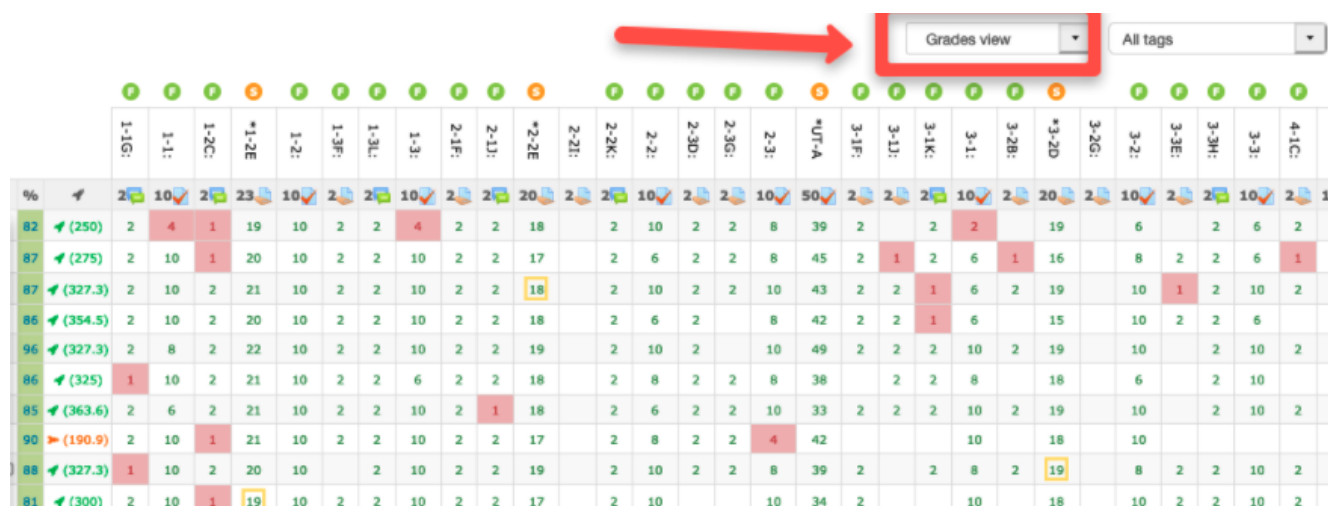
General

	Drafts
	Missed Deadline
	Resubmission
	Can award extension
	Zero grade

Zero Grade

	Academic Integrity Violation
	Missed Deadline - Soft Zero
	Missed Deadline - Hard Zero

Another way you can view the Class Progress page is using the *Grades View*. This view shows what marks each student received for each activity.



The screenshot shows a student progress dashboard with a grid of student scores. A red arrow points to a 'Grades view' dropdown menu. The grid has columns for assignments (e.g., 1-10, 1-1, 1-2C, etc.) and rows for students (e.g., 82, 87, 87, etc.). Each cell contains a score or a percentage, with some cells highlighted in red or yellow to indicate specific values.

	1-10:	1-1:	1-2C:	*1-2E:	1-2:	1-3F:	1-3I:	1-3:	2-1F:	2-1I:	*2-2E:	2-2I:	2-2K:	2-2:	2-30:	2-3G:	2-3:	*UT-A:	3-1F:	3-1I:	3-1K:	3-1:	3-2B:	*3-2D:	3-2G:	3-2:	3-3E:	3-3H:	3-3:	4-1C:	
%	2	10	2	23	10	2	2	10	2	2	20	2	2	10	2	2	10	50	2	2	2	10	2	20	2	10	2	2	10	2	
82	2	4	1	19	10	2	2	4	2	2	18	2	10	2	2	8	39	2	2	2	2	10	2	19	6	2	2	6	2		
87	2	10	1	20	10	2	2	10	2	2	17	2	6	2	2	8	45	2	1	2	6	1	16	8	2	2	6	1	2		
87	2	10	2	21	10	2	2	10	2	2	18	2	10	2	2	10	43	2	2	1	6	2	19	10	1	2	10	2			
86	2	10	2	20	10	2	2	10	2	2	18	2	6	2	8	42	2	2	1	6	15	10	2	2	6	2	2	6	2		
96	2	8	2	22	10	2	2	10	2	2	19	2	10	2	10	49	2	2	2	10	2	19	10	2	10	2	10	2	2		
86	1	10	2	21	10	2	2	6	2	2	18	2	8	2	2	8	38	2	2	8	18	6	2	10	2	10	2	2	10		
85	2	6	2	21	10	2	2	10	2	1	18	2	6	2	2	10	33	2	2	2	10	2	19	10	2	10	2	2	10	2	
90	2	10	1	21	10	2	2	10	2	2	17	2	8	2	2	4	42	10	18	10	10	10	10	10	10	10	10	10	10	10	
88	1	10	2	20	10	2	10	2	2	19	2	10	2	2	8	39	2	2	8	2	19	8	2	2	10	2	2	10	2	2	
81	2	10	1	19	10	2	2	10	2	2	17	2	10	2	10	34	2	10	18	10	18	10	2	2	10	2	10	2	2	10	2

B) Student Progress:

The Student Progress page gives School Administrators a student-centred overview of all the activities in the course.

Top Uses:

- View the due date for an assignment
- View the status of each assignment per student
 - i.e., missed deadline, zero awarded, academic integrity issues, etc.
- View when the assignment was graded by the Grading Teacher and the grade received.
- View the grade received in an assignment
- View the missed assignment submission attempts [See 7.4]
- View individual student resubmission attempts [See 7.5]
- View a countdown of student due date

An example of a Student Progress Page can be seen here: [Sample – Student Progress Page](#)

C) KICA Gradebook

The KICA Gradebook provides a detailed breakdown of student grades in each course divided into the Ontario KICA Categories: Knowledge, Inquiry and Thinking, Communication, and Application.

Top Uses:

- View how students are doing in each KICA Category
- See a full breakdown of each assignment's KICA Category and marks gained in each category

An example of a student's KICA Page can be seen here: [Sample – KICA Gradebook](#)

D) Student Dashboard

The previous tools discussed only shows the progress of students within a course. However, to gain a more holistic overview of each individual student, School Staff and the student have access to the Student Dashboard.

Top Uses:

1. Get an overview of **all student classes** (completed and in progress) and their current percentage grade for each class. **Note that the progress % is based on completion of summative AND formative assignments.**
2. View their overall grade average of all their courses (in progress and completed)
3. View their overall KICA performance and Participation Power across all courses
4. Obtain an overview of all their upcoming due dates for all classes

An example of a Student Dashboard can be seen here: ✂ [Sample – Student Dashboard](#)

7.4 Monitor and Manage Student Deadlines & Assignment Submissions

All class deadlines must be set in the first week of school, however the deadlines are not fixed and can be changed to accommodate different classroom situations.

Rosedale’s LMS provides a variety of tools for students and Classroom Teachers to manage and adjust their class deadlines and submissions. To learn how to use the tools:

★ [Classroom Teacher \(CT\) User Guide](#)

Deadline Management Tools

1) Class Deadline Extensions

Uses: Adjust deadlines for the entire class due to unforeseen circumstances (i.e., unplanned school closures, class interruptions, accommodating the pace of the class)

Rules:

- must be within the start and end date of a class
- cannot be made after the final evaluation has been submitted
- cannot be made after the due date has expired and a zero has been awarded

How:

- Classroom Teachers or School Administrators click the “Manage Deadlines” button in the class’s Deadline Manager page

2) Individual Student Deadline Extensions:

Uses: To accommodate individual students valid needs such as:

- illness
- personal health reasons
- personalized learning pace
- late enrolment into the class

Student Deadline extensions are meant to accommodate students in exceptional situations. Rosedale reserves the right to revoke any extension. Reasons for extensions **must be valid**. See a list of valid and invalid reasons here:

★ [Valid & Invalid Reasons For Extensions](#)

Rules:

- Extensions must be within the start and end date of a class.
- Extensions cannot be made after the final evaluation has been submitted
- A reason must be provided for each extension made. These reasons are logged in the LMS system and monitored by Rosedale. If Rosedale notes any irregularities with extension reasons, an investigation will be requested.
- A maximum of 3 individual deadline extensions can be made per activity. School Administrators can edit this maximum amount between 0-3 for their school based on their own policies. Any extension required after the maximum amount must be requested through Rosedale. The student must submit a signed [F20 – Deadline Extensions Request Form](#) to their Classroom Teachers, who will make the request on their behalf by filling in the [F19 – Student Issues Resolution Form](#).

How:

- Classroom Teachers & School Administrators can make student deadline extensions in two ways:
 - *Student Progress Page*: Click the + symbol – ✂ [Example](#)
 - *Class Progress Page*: Hover over the student's activity box - ✂ [Example](#)

In Summary: View the differences between the Class Deadline Extensions and Individual Deadline Extensions:

- ★ [Deadline Extensions Comparison Chart](#)

3) Class End Dates Extensions

Uses: To extend the end date of a class to allow for unforeseen circumstances such as:

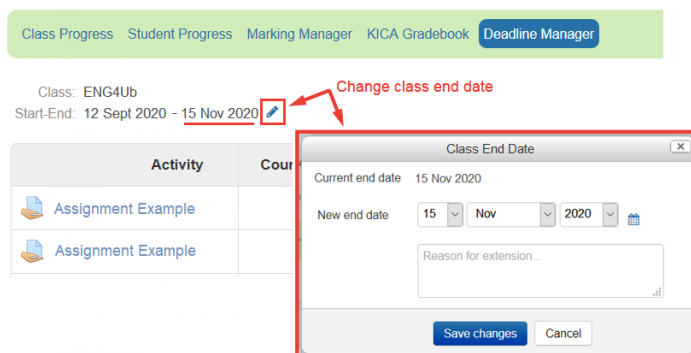
- The class required more time to complete the course
- Interruptions to the class due to reasons beyond the school's control extended the class's end date

Rules:

- Class end dates must be within 1 year of class start date. Students who are not complete a course within a year of enrolment will be automatically withdrawn from the class.

How:

- School Administrators and Classroom Teachers can change the class end date through the class's Deadline Manager. A reason must be provided.



Assignment Submission Policies:

1. Missed Assignment Submissions

Students will receive a zero grade in the following cases:

- *Missed Deadline*: Due date expires and there is no submission
- *Academic Dishonesty*
- *Wrong Submission*: student submits the wrong (or empty) file

Soft vs Hard Zeros

When a zero grade is first awarded for missed submissions or wrong file submission, the zero is classified as a “soft” zero. A soft zero is retained for 10 days. Note that a soft zero does not exist for academic dishonesty. These icons can be seen on the Student Progress Page and Class Progress Page: ✂ [Screenshot of Icons](#)

Missed Deadline Zeros and Late Submissions

Once the deadline for an unsubmitted activity has expired, a soft zero is automatically applied. Three outcomes can occur:

- a) Student submits a “late submission” within 10 days. A 20% grade deduction is applied to the late submission, and a pink L icon will appear: ✂ [Screenshot](#)
- b) Student does not submit a late submission within 10 days. A *hard zero* is automatically applied and no further submissions can be made.
- c) The student has a valid reason for missing the deadline, and the Classroom Teacher applies an Individual Student Deadline Extension. Students will not receive any grade penalties.

Note: Extensions are not allowed once the final assessment has been submitted. At this point, Missed Deadline zeros can no longer be removed.

If a late deduction was incorrectly applied, or a Missed Deadline zero cannot be removed, submit a request form to Rosedale. **Rosedale cannot remove any deductions 10 days after the assignment has been graded.**

✂ [F19 - Student Issues Resolution Request Form](#)

2. Wrong File Submissions

Students are expected to carefully check their work before uploading to the LMS. They should ensure that they are submitting the correct assignment and the correct file type. Once a file has been uploaded, the students will be prompted to check their work at the confirmation page: ✂ [Confirmation page screenshot](#)

If a student confirms their submission, any incorrectly submitted assignment will be graded as submitted.

- If the submission is from the wrong class or wrong iteration of the course: **zero**
- If the submission is from the correct class, but is the wrong assignment: **zero**
- If the submission is missing pages, or parts of the assignment: **deductions**

If a wrong file submission has been legitimately made:

- **Rosedale Notified BEFORE Grading**: Student notifies school staff, and the staff member can notify Rosedale by filling ✂ [F19 - Student Issues Resolution Request Form](#). Rosedale will issue a Wrong File Submission for the student, and the student will be prompted to submit the

correct assignment right at login-point: ✂ [Wrong File Submission screen](#). **Graders do not have the ability to return assignments to students for correction.**

- **Rosedale Notified AFTER Grading:** Rosedale is unable to fulfil the request, the grade will stand.

All cases of Wrong File Submission Removal Requests will be logged by Rosedale. If a student is consistently submitting wrong files, Rosedale reserves the right to deny future requests.

7.5 View Participation Power and Submission of Formative Activities

All Rosedale courses are made up of both formative assessments and summative evaluations ([2.2 Rosedale Assessments](#))

Summative evaluations can be identified by the mark value that is in the title of the activity as well as a star in front of the title.

For example:

Summative evaluation: *1-3F: Photo Essay (23 marks)

Formative assessment: 1-3G: Autobiography

Students should complete all formative assessments for valuable feedback and to identify strengths and weaknesses. Not all formative assessments are graded by the Grading Teacher, so Classroom Teachers should monitor completion, review submissions, and provide feedback to help students improve before summative assessments. This can be done using the CT Approval Tool for non-graded formatives. CTs can approve or reject formative attempts. A tracking page is provided for easy monitoring. This tool, while optional, encourages formative completion and impacts the student's

Depending on the course, some formatives are mandatory for students to complete as they are directly linked to the success of an upcoming summative assignment. Students who do not complete these formatives will not be able to access the linked summative assignment.

The **Participation Power** tool measures the number of formative activities that are completed successfully by each student throughout each course, as marked by the Classroom and Grading Teacher. The actual calculation compares the *number of completed summative activities* with the *number of completed formative activities* for each student in each course. This number is then translated into a rating of *Low, Medium, or High*.

If a student has submitted most of their formative assessments, they will be given a *High Participation Power (green icon)*. If a student has submitted very few or zero formative assessments, they will be given a *Low Participation Power (red icon)*. Those in between will be given a *Medium Participation Power (orange icon)*.

School Administrators can view their students' Participation Power on the Class Progress page.

TEACHER TOOLS

MARKING MANAGER

- 2 Requires Grading
- 984 Graded
- 508 Not Submitted

QUICK LINKS

- Class Progress
- Student Progress
- KICA Gradebook
- Student List

COURSE RESOURCES

- OT Class Groups
- Rosedale Forms

Name	1-1A:	1-1B:	1-1D:	1-1E:	1-2A:	1-2B:	1-2D:	*1-2E:	1-3A:	1-3B:	1-3C:	1-3E:
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]
[Student Name]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]	[Icon]

If a student is doing poorly in a course, a reason may be because they have Low Participation Power, which means that they submitted very few formative assessments, and so they may be ill prepared for the summative evaluations.

7.6 Monitor Resubmissions of Assessments

Resubmissions give students another chance to show their ability and improve their grades. To support student learning, students may resubmit assignments according to the following guidelines:

- **English, ESL, Guidance:** a maximum of two (2) summative assignments may be resubmitted.
- **Business, Canadian & World Studies, Social Sciences courses:** a maximum of one (1) summative assignment may be resubmitted
- Resubmissions **are not** allowed in any other subject.
- In all courses allowing resubmission, once an assignment has been graded, the student will have 72 hours to resubmit.
- There are no resubmission allowances for mid-term assignments, unit tests, and final projects/exams.

The resubmission process is completely automated and controlled by the student through the student's Progress page. A student can resubmit an assignment when ALL these conditions are met:

- The course allows assignment resubmissions
- The student has at least 1 resubmission token remaining
- The student has **high participation power** in the course
- The resubmission time period is open (72 hours after grade is received)

All resubmitted files must include the resubmission cover page as part of their re-submitted assignment:

 [Resubmission Cover Page.](#)

This resubmission cover page requires students to describe what they learned from the previous assignment's feedback, and a summary of what they changed in their resubmission. **Grading**

Teachers will not grade any resubmission that does not include the Cover Page or has an incomplete Cover page. Students will then lose their resubmission attempt.

7.7 Monitor Grade Appeal Requests

A student may appeal a grade on any summative assignment if they believe the grade is an unfair assessment of their work.

Grounds for an appeal:

- There was an error in calculating the grade
- Student believes their grade does not reflect their academic performance on the assignment or the stated evaluation criteria

Not grounds for an appeal:

- The assignment/test was too difficult
- The student was disappointed with the mark because they put in a lot of effort
- University grade requirements
- Student misread the instructions
- The assignment was given a late deduction

The following process must be followed:

- 1) The student must first ask their Classroom Teacher to review the feedback and grade. If the student is a self-study student, they may go to the next step.
- 2) The Classroom Teacher may contact the Grading Teacher directly to request clarification on the grading and more feedback. **A Grading Teacher cannot be asked to increase the grades.** This is only to get more feedback if necessary.
- 3) If the student wants to appeal the grade after consulting with teachers, the student may submit the [F18 – Grade Appeal Form](#).
- 4) The student must write a clear and specific letter, as well as submit a video statement detailing why they would like to appeal the grade with reference to specific sections in the rubric.
- 5) The Grade Appeal Form must be submitted within **5 business days** after the grade is awarded. If it is outside this time window, evaluation grades can no longer be appealed.
- 6) Students will receive the results of their appeal within 5 business days after the Grade Appeal Form is received. Students may be asked to meet with Rosedale's Academic Team to justify their work.

Important: The new grade can be higher, lower or the same as the original grade. The new grade is the final grade, and it will replace the original grade. There is no recovery of the original grade or opportunity to request a second appeal on the same assignment. Students will not receive information on changes to marks on individual KICA categories or any detailed feedback, they will only receive the new final grade.

Administrators must ensure that students are positive that they would like to submit the Grade Appeal. School Staff should **never** push or force a student to submit a Grade Appeal.

7.8 Proctoring for Tests, Final Exams & In-Class Writing Assignments

About Tests & Exams:

Rosedale tests and final exams are all completed online. They require the use of a test-monitoring software, such as Safe Exam Browser (SEB) or WebMonitor. Students will be directed to download and test SEB and WebMonitor in their [▲ Getting Started Module](#). All tests, exams, and in-class writing assignments must be proctored by a Classroom Teacher or a School Administrator.

Unless otherwise specified:

- Tests are 1 hour in length with a 1-hour grace period to accommodate any technology issue that may occur during the test.
- Exams are 2 hours in length with a 1-hour grace period to accommodate any technology issues.

For certain math and science tests and exams:

- Tests include two parts: Part 1 [online questions], Part 2 [worksheet questions]
- These tests are known as **Worksheet Tests (Proxy Submissions)**.
- Students are provided with a print-out worksheet for Part 2, where they read the question on the online assessment and write their answer on the worksheet.
- Immediately following the assessment, CTs collect the worksheets and scan and upload the work onto the LMS for the Grading Teacher. The how-to guide can be accessed at the beginning of each Worksheet Test and below:

★ [Worksheet Tests \(Proxy Submissions\): Process Guide](#)

Important Notes About Final Exams:

- If there are any unfinished assignments or unit tests prior to the final exam, the student must finish those assessments before taking the final exam, otherwise *they will receive a zero on any missed assignments/tests.*

About In-Class Writing Assessments:

In-Class Writing Assessments at Rosedale Global High School are critical assessments conducted under supervised conditions to ensure academic integrity. These assignments are completed during class time, allowing students to demonstrate their independent writing skills. The proctored environment guarantees that all work is the student's own, supporting fair and equitable evaluation of student abilities.

All students are required to use the **WebMonitor tool** during in-class assessments that are not SEB-enabled (for example, in-class writing assignments). This tool requires students to share their webcams and their browser screen – and it will make a recording of both webcam and shared screen throughout the full assessment. The recordings are securely stored on an encrypted server and are only accessed for routine checks or if there's a suspicion of academic dishonesty. At the end of the school year, all recordings are deleted.

Organizing Proctored Assessments (Test, Exam, In-Class Writing Assessments):

1. All proctored assessment dates must be set in Deadline Manager at the beginning of the course. The assessment will open for all students on the day set on Deadline Manager. They cannot be accessed before the set date.

2. Only proctors who have received their Proctor Badge after completing the Proctor Training Module should be designated as an assessment Proctor: ▲ [Proctor Training Module](#)
3. To protect the Academic Integrity of Rosedale assessments, Partner School Staff cannot preview the proctored assessments' questions. However, Rosedale provides a Study Guide for each assessment which includes:
 - a. An overview of the test/exam structure
 - b. Lesson content that needs to be reviewed
 - c. Practice questions [only available for math/science]

The anatomy of a Rosedale Study Guide can be seen here: ★ [Study Guide Anatomy](#). When reviewing with students, students should not rely solely on the Study Guide. Rosedale provides many self-check quizzes and check for understanding quizzes through the units for students to review and complete multiple times to strengthen their skills and knowledge.

4. On the day of the proctored assessment, the Proctor can go to the **test resources** page in their Teacher Tools menu, where they will find the password for the assessment and distribute the password to the student(s).
5. At the end of each proctored assessment session, assigned proctors will be required to submit a Proctor Report through the ✂ [Test & Exam Monitor \(TEM\)](#), which requires the proctor to detail any issues that may have occurred during the assessment session, and sign off that it has been proctored according to academic integrity standards. Proctoring video uploads will be requested through the monitor. If the proctor report is not filled and proctor video not uploaded, the proctor and Proctor Manager will be prompted continuously to submit the report, and the students may not receive their grades.

7.8.1 Proctoring Policy & Resources

All school administrators should review the Test & Exam Proctoring Policy Guide as well as all related resources. The Test & Exam Proctoring Policy Guide reviews the following details:

- Background Information and Requirements
- Test-Room Requirements
- Proctoring Video Requirements
- Proctor Invigilation Requirements
- Student Behaviour Requirements
- Consequences: Student, Proctor, & School Level

Download and review all related resources below:

- ★ [Test & Exam Proctoring Policy Guide](#)
- ★ [Examination Rules for Students](#)
- ★ [Proctoring Guide – In-Person Check-list](#)
- ★ [Proctoring Guide – Online Proctoring Check-list](#) (online tests should only be conducted if there are extenuating circumstances)

7.8.2 Storing Proctoring Videos

Each proctored assessment must be video recorded, and the video recordings must be kept in a secure location at the Partner School for a minimum of 6 months. Proctors should share the video recording on the Test & Exam Monitor (TEM). These recordings are to ensure that academic integrity is always maintained. Proctoring videos will be requested during these times:

- Spot-checks: If not already uploaded on TEM, Partner School staff must be able to provide the videos that are requested.
- Academic Integrity Investigations. If not already uploaded on TEM, if Rosedale suspects there has been an academic integrity issue, video recordings will be requested. Failure to provide the video may lead to the student's test attempt being invalidated.

7.9 Monitor Academic Skills Development and Reporting

Rosedale strives to help students develop core learning skills and higher order thinking skills that will prepare them for their university/college education and employment. Each course has activities that will help develop these skills.


7.9.1 Learning Skills & Work Habits

Strong learning skills and positive work habits are often an indicator of future success in school, at home, and in life in general. Classroom Teachers and Grading Teachers will work together with students to develop these skills and habits.

There are 6 learning skills and work habits that students are assessed on:

- **Responsibility**
 - completes class work and homework
 - makes up for missed work
 - hands in assignments on time
 - attends class regularly and arrives on time
- **Organization (and Time Management)**
 - creates and follows a plan to complete work and tasks
 - establishes priorities and manages time to achieve goals
 - attends class prepared with the necessary supplies and can find the things they need to complete their work.
- **Independent Work**
 - follows instructions with minimal supervision
 - checks multiple sources before saying "I don't know what to do"
 - uses class time appropriately to complete tasks
- **Collaboration**
 - is respectful of and responds positively to the ideas, opinions, values, and traditions of others
 - accepts various roles in a group and does their fair share when working with others
 - works with others to resolve conflicts and build consensus to achieve group goals
 - provides respectful and effective feedback to others

- shares information, resources, and expertise with others
- **Initiative**
 - approaches new challenges with a positive attitude
 - demonstrates curiosity and interest in learning
 - advocates appropriately for the rights of themselves and others
 - demonstrates a willingness to take risks
- **Self-regulation**
 - seeks clarification or assistance when needed
 - sets goals and monitors their progress towards achieving them
 - is aware of how they are feeling and how it affects their behavior
 - can respond positively to constructive criticism and feedback
 - assesses and reflects critically on their strengths, needs, and interests
 - perseveres and makes an effort when responding to challenges

The Classroom Teacher observes student Learning Skills and Work Habits throughout the full course. At 4 points during each course, Classroom Teachers will be prompted to submit the  [F17 – CT Learning Skills & Comments](#) document through Rosedale’s LMS.

These prompts will occur during 4 points in the course:

- Quarter 1
- Quarter 2 (midterm point)
- Quarter 3
- Quarter 4 (final point)

Rosedale Grading Teachers will use the Classroom Teacher Learning Skills assessments at Quarter 2 and Quarter 4 to create the midterm and final report cards.

To standardize and simplify the process, Classroom Teachers can download an excel list of their student names in each class (found in the Class Progress page), and paste it into the Learning Skills Checklist and Comments form:

 [Where to Download Class List](#)

Classroom Teachers who do not upload the Learning Skills will lose access to course content and will be responsible for delaying the issuing of the report cards. Please see this video to learn more about how Classroom Teachers can submit their Learning Skills:

★ [CT Learning Skills Submission Tool](#)

7.9.2 Higher Order Thinking Skills

At Rosedale, teachers will work with students to help them develop the following higher order thinking skills (H.O.T.S.) that can prepare them for university/college education and employment:

- **Remember:** recall facts and basic concepts
- **Understand:** explain ideas or concepts
- **Apply:** use information in new situations
- **Analyze:** draw connections among ideas

- **Evaluate:** justify a stand or a decision
- **Create:** produce new or original work

Each Lesson Overview will contain a section describing which H.O.T.S. skills will be developed. These skills are not reported in the report cards.

7.9.3 Receiving & Reviewing Report Cards

At the completion of a course, Rosedale may complete a final grade verification. Rosedale reserves the right to conduct a review of students' final grades to ensure accuracy, fairness, and consistency.

Grade verifications may be conducted under the following circumstances:

- Significant discrepancies between grades received for written assignment and those attained in test/exams within the course.
- Significant discrepancies between the final course grade and prerequisite grades or grades obtained in related course.
- A high number of academic integrity violations observed within the course

If a final grade verification is necessary, Rosedale's Principal will oversee the process, and findings will be communicated to the School Administrator. Based on the results of the verification, if necessary, students may be requested to complete additional assessments to confirm that the final grade accurately reflects the student's genuine skill, knowledge, and achievements.

Following any verifications, Midterm and Final Report Cards will be sent by email to School Administrators 10 days after the completion of the midterm and final evaluation. Please note that the 10-day timeline is extended for the following scenarios:

- Students resubmit or appeal assignments whose marks are part of the midterm/final report card.
- Classroom Teacher does not submit Learning Skills & Work Habits on time

All final evaluations must be attempted for a student to be eligible to receive a course credit and report card. Students who do not complete the final evaluations within 1-year of the class start date will be withdrawn from the course without credit.

When report cards are received, School Administrators should discuss report card results with students' parents to ensure that they are aware of their child's academic and skills development progress. If a student is struggling at the midterm-point, School Administrators should arrange for extra tutoring time for the student.

It is also important for School Administrators to ensure that all the report card grades are correct. If there are any discrepancies, please email Rosedale Head Office.

Please see [1.3 Ontario Report Cards](#) for more details.

8 Academic Administration Management (On-Going)

There are various academic administrative tasks that occur throughout the school year. Some of these tasks are mandatory, while others are based on individual student requests. This section is divided into mandatory tasks and request-based tasks. An updated summarized version of these year-long tasks with associated documents will be provided at the beginning of each year.

8.1 Mandatory Tasks

8.1.1 Organize and Record Community Involvement Activities for Students

Students are required to complete a minimum of 40 hours of community involvement activities before graduation.

At Rosedale, the number of community involvement hours required to earn the OSSD will be prorated based on the entry grade level of the student.

- A student entering the program at the beginning of Grade 10 is requested to complete 30 hours of community involvement activities;
- A student entering the program at the beginning of Grade 11 is requested to complete 20 hours of community involvement activities;
- A student entering the program at the beginning of Grade 12 is requested to complete 10 hours of community involvement activities.

It is recommended that Partner Schools help organize community involvement activities for students. These activities must be non-profit and cannot occur during a student's in-class time.

Rosedale guides, approves, and recognizes the Community Involvement Activities for students following procedures established by the Ministry of Education. At the completion of a community involvement activities, students must fill out the community involvement form. This form must be signed by the organizer of the community service activity, with contact information provided. The form can be downloaded here:

 [F16 – Community Involvement Activities Completion Form.](#)

Details of what activity is acceptable and not acceptable as a Community Involvement Activity can be found on the second page of the Community Involvement Form.

8.1.2 Prepare for and Administer the OSSLT

Every student must meet the provincial literacy requirement by either successfully passing the standardized Ontario Secondary School Literacy Test (OSSLT) or passing the Ontario Literacy Credit Course (OLC40).

The OSSLT is completed online, and tests sessions are held twice a year, once in the Fall and once in the Spring. Official dates will be released at the beginning of each school year. It is important to prepare all eligible students for this OSSLT test. The following students are required to take the OSSLT if they have not already met the literacy requirement:

- All Grade 12 students

- All Grade 11 students who have completed or are enrolled in ENG3U
- All Grade 11 students enrolled in the 3-year OSSD program

A) OSSLT Preparation

Rosedale provides an OSSLT Preparation course on Rosedale's LMS for all students. This course provides lessons, exercises, and mock tests to help students succeed on the OSSLT. It is recommended that students complete the entire course. The estimated length of time required is 20 hours.

Students can complete this course independently or through classroom instruction. It is recommended that Partner Schools provide afterschool sessions with a Classroom Teacher and a Teaching Assistant to guide students through the course.

School Administrators, required Classroom Teachers, and eligible students will be enrolled into the course two months prior to the OSSLT.

B) OSSLT Administration

The OSSLT information will be sent to administrators two months before the test date. Rosedale will provide Partner School staff with administration guides on how to run the OSSLT. It is of utmost importance that the OSSLT is conducted in a secure manner and that all academic integrity standards are adhered to. The entire OSSLT test period must be recorded using CCTV or other video-proctoring means and shared immediately with Rosedale following the test.

C) OSSLT Results

Test results are distributed two months after the writing date.

Grade 11 students who are unsuccessful have a second chance to take the test in their Grade 12 year.

Grade 12 students who are unsuccessful passing the OSSLT must successfully complete an additional course, the Ontario Secondary School Literacy Course (OLC4O), to meet the literacy requirement for graduation. An additional fee will apply. Students cannot take OLC4O without having attempted the OSSLT.

Partner Schools typically run OLC4O in June as either a self-study course or taught by a Classroom Teacher. The course must be completed by the end of June for students to meet their June graduation date.

8.1.3 Review OUAC Application Information

OUAC (Ontario University Application Centre) processes Ontario university applications for admission and sends student information and updated marks to Ontario universities for admission decisions. More information can be found via ↗ www.ouac.on.ca.

Rosedale students are considered Ontario students and Rosedale will maintain up-to-date academic records on OUAC for students. It is important for School Administrators to work closely with the school's Guidance Counsellor to stay on top of application deadlines and monitoring university applications and offers.

8.1.4 Report University/College Application Data to Rosedale

Throughout the year, Rosedale will request for all Partner School Administrative staff and Counsellors to fill out an on-going spreadsheet detailing the following information their school year graduates:

- The university/programs students have applied to
- The university/programs they received an offer from
- The university/program they have formally accepted and will be attending next year
- Any scholarships they received from those schools

This **information will be kept private and will not be shared with other schools**. Rosedale student success marketing will always contact school administration to request formal consent if they would like to spotlight any student successes.


Rosedale uses the data to:

- Ensure that all final transcripts are prepared and sent to the correct schools once requested
- Report to Ontario Ministry of Education, students' future education plans
- Improve course offerings based on patterns of desired university program
- Reach out to popular universities' admission teams to collaborate on unique programming and presentations for Rosedale students
- Help Rosedale understand how to better support students and guidance counsellors in their counselling practice for future graduates

8.1.5 End of Year Student Graduation

To prepare for Grade 12 student graduation, the following must be completed before students can graduate:

- All Grade 12 courses are completed and graded
- Required community involvement activity hours are met
- Literacy requirement is met

When students are ready to graduate, administrators will submit an **Apply to Graduate** form to Rosedale via the  [Student Services Request Form](#). **This should only be done when students have received all their grades on the LMS.**

Once processed, School Administrators will be sent the following for each graduate:

- **Electronic transcripts & Graduate Congratulations Letter**
- **Soft-Copies of the Scanned Diploma and Transcript (Green copy)**
- **Hardcopies of the Diploma and Transcript**

Timeline of Document Receipt

After an Apply to Graduate form has been sent, Rosedale requires up to 14 business days to confirm graduation and process the request. Rosedale can only process the graduation requests for students who have completed all the requirements as listed above.

Soft-copy scans of the diplomas and transcripts will be sent once received from the Ministry of Ontario. This may take up to 1 month to arrive from the Ministry, especially during the spring and summer graduation months.

Hard-copy documents will then be couriered to the Partner Schools after the student graduates. These hardcopies will only be sent once the following is confirmed:

- All student university application data has been submitted
- All student graduate fees have been paid

Rosedale Head Office processes graduation documents 5 times a year:

Period	Submit Apply to Graduate Period By	Receive Certificates By
Fall Graduation	August 16 th - October 31 st	November 30 th
Winter Graduation	December 1 st – January 31 st	February 28 th
Early-Spring Graduation	Feb 1 st - March 31 st	April 30 th
June Graduation*	April 1 st – June 30 th	July 30 th
Summer Graduation	July 1 st – August 15 th	August 30 th

*Due to the high volume of graduates during the June graduation period, Apply to Graduate requests received during this period will only be processed after mid-May.

8.2 Individual Student Services Requests

Student Services Requests can be made by the School Administrator on behalf of the student throughout the year using the following online form:

 [Student Services Request Form](#)

Access to this form be found on the front page of Rosedale's LMS, under School Administrator Resources.

This section below will detail the type of requests that can be made through the form:

8.2.1 Enrolment Changes Requests

If there is a change in a student's enrolment in a course or the Rosedale program, the request must be processed by Rosedale Head Office. Types of Enrolment Change Requests include:

- Course Withdrawal
- Program Withdrawal
- Suspension of LMS Account/Course (due to sickness, discipline, or personal leave)

A) Course Withdrawal

Students can withdraw from a course after enrolment by having the School Administrator submit a Course Withdrawal request.

Please note that:

1. Course fees are not refundable once the student has been added to the specific Rosedale LMS course.
2. As per the Ministry of Education's Ontario Student Transcript Disclosure Policy:

The withdrawn course **will not** appear on the student transcript if it is a:

- Grade 9 or 10 course or;
- Grade 11 or 12 or ESL course and the Course Withdrawal Request was submitted **before** the mid-term report was issued.

The withdrawn course and midterm mark **will** appear on the student transcript if it is a:

- Grade 11 or 12 course and the Course Withdrawal Request was received **after** the mid-term report is issued.

Withdrawn courses will appear on the transcript with a "W" in the credit column, and the midterm mark in the mark column. This indicates that the course has been withdrawn, and no credit was awarded.

B) Program Withdrawal

Students may choose to stop their OSSD program for various reasons during their study with Rosedale. Students can withdraw from the OSSD program by having the School Administrator submit a Program Withdrawal request.

If the student has any courses in progress at the time of Program Withdrawal, these courses will be treated as a Course Withdrawal, as described in the section above. No refunds will be given on the academic administration fee, and courses which students have already been enrolled, however a refund will be provided for any course that has not yet been added to the LMS.

The student will be withdrawn from the OSSD Program and their LMS account will be disabled after receiving a complete and correct Program Withdrawal Request.

Program Withdrawal Requests should only be submitted if the student is transferring schools or has no plans on completing their education with Rosedale.

C) Suspension of LMS Account

School Administrators may choose to suspend a student's enrolment with Rosedale for any following reason:

- Long-term sickness
- Personal Leave
- Other

On the Student Services Request form, School Administrators will be asked to provide details including:

- Reason for suspension
- Start of date of suspension
- Anticipated end date of suspension

Student accounts will not be closed, but Grading Teachers will be advised and the student will be prevented from logging in. Any course that is in progress will continue to appear on the student's list until the student returns. Once the student returns, they can continue the course as normal, with the Classroom Teacher giving the student individual deadline extensions.

Reminder: students will only have access to courses for 1-year after the start date. Students who apply for suspension, must still follow this policy. Once the 1-year enrolment term has passed, they will be withdrawn for the course.

8.2.2 Documentation Requests: Transcripts & Proof of Enrolment

Different types of documents can be requested from Rosedale year-round through the Student Services Request Form.

This includes the following document types. Click the hyperlink to see a preview of what the document looks like:

- [Updated OSSD Transcripts](#)
- [Proof of Enrolments](#)

School Administrators can request for these documents to be sent directly to themselves. Requests made through this form will be uploaded into each partner's school unique documentation folders.

The turn-around time for documentation requests is 2-3 business days. During the busy university application season, this turn-around time will be increased.

8.2.3 Prerequisite Waiver Tests Requests

Some Grade 10, 11 and 12 courses have prerequisite course requirements. Students must complete the prerequisite course before they can start the next level course.

If a student does not have the prerequisite course requirements for an advanced course, they have the option of:

- a) Taking the prerequisite credit course.
- b) Request for a course specific Prerequisite Waiver Test. Students must pass this test with a grade of 75% to waive the prerequisite.

Prerequisite Waiver Tests are only available for Science and Mathematics courses. They give students the opportunity to demonstrate that they have the knowledge and skills to satisfy the prerequisite requirements to enroll in the advanced course. Each Prerequisite Waiver Test Request **must be approved by the Rosedale Principal**. Rosedale reserves the right to reject a request after student progress review.

Students who meet the benchmark score of 75% for the Prerequisite Waiver Test and receive Rosedale's principal's approval are permitted to enroll without the prerequisite course, and the Prerequisite Waiver Form is documented in the student's OSR.

A fee will apply to write the Prerequisite Waiver Test. These tests are completed online on the LMS under Partner School staff supervision.

8.2.4 Documentation Requests: Predicted Grades & Sending Documents to Universities

Predicted Grades

Predicted Grades are grades for Grade 12 courses that a student's school believes they're likely to achieve in positive circumstances. These grades are then used by universities, as part of the admissions process, to help them understand the applicant's potential. Generally, they are only requested from universities located in the UK, Asia, and Europe.

Predicted Grades should never be affected by student, parent, or university admission pressures. There are risks for inflating predicted grades.

There are two types of predicted grades:

- **Informal Predicted Grades:** created by partner school staff to help counsellors, students, and parents decide which universities and programs to apply to based on their predicted grades. This can be done at any time by the partner school. They are used for informative purposes and does not require Rosedale approval.

Formal Predicted Grades: created by Rosedale Head Office to be uploaded to application sites (i.e., UCAS) or emailed to universities. These should only be requested 2-weeks before the student plans to submit their predicted grades to universities. Predicted grades cannot be changed after the application has been submitted. **Formal Predicted Grades can only be requested twice a year per student. Rosedale will not continually update predicted grades throughout the year.**

Please see the following document to learn how to make informal predicted grades and the process:

★ [Predicted Grades: Process Guide for School Staff](#)

School staff requesting Predicted Grades requests will submit their requests through the:

✂ [Predicted Grades Request Form.](#)

Sending Documents to Universities

To request for documents to be sent to universities through either email or courier, Guidance Counsellors and School Administrators will make their requests through their school-specific applicant data spreadsheets.

These spreadsheets will be shared with Administrators at the beginning of every year. An example of how to fill out these spreadsheets can be seen here: ✂ [Example of an Applicant Data Spreadsheet](#)

8.2.5 Course Retake Requests

This request is not completed through the Student Services Form but must be indicated when submitting a course enrolment form.

Students may want or need to retake a course during their time at Rosedale. If a student retakes a course, if it is a Grade 11 or 12 course, both the original and re-taken grade will be listed on the final transcript that is sent to post-secondary institutions. Universities have different policies on repeated courses: some accept the higher score, while others do not accept repeated course scores. Please refer to the specific university's website for detailed information.

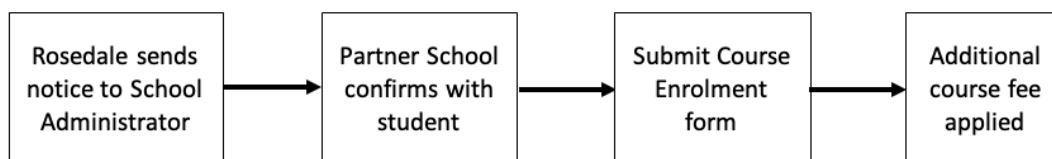
When a student retakes a course, the course content and lessons are the same; however, the summative evaluations and the novels that they are asked to read (for English courses) are different. Students must download the assignment according to the iteration of the course they are enrolled in and follow the instructions for the new assignment. If they submit their old work, this is self-plagiarism, and they will receive a zero.

There are two reasons why a student may retake a course:

Scenario 1: The student must retake a course because they failed the course.

Ontario Ministry of Education policy states that if a student receives a score below 50%, they are considered to have insufficient achievement of the course curriculum and will not earn the course credit. Students may choose not to retake the course and may choose to take a new course instead to meet the credit requirements for graduation. However, if the failed course is a prerequisite for a next level course or is required for graduation or university admission, then the student must retake the course.

Process for Retaking a Course – Scenario 1:

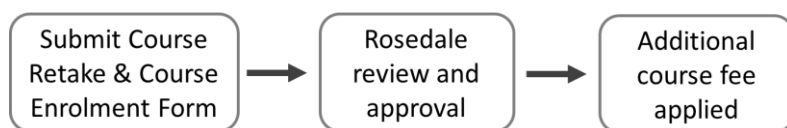


1. **Rosedale sends notice to the School Administrator:** Rosedale communicates with the School Administrator to determine if the student is required to retake the course for prerequisite requirement, graduation requirement, or university application requirement.
2. **Partner School confirms with student:** If the student needs to retake a course, the School Administrator will notify and confirm with the student and parents/guardians regarding the course retake.
3. **Submit Course Enrolment Form:** After receiving confirmation from the student and parents/guardians, the School Administrator sends a Course Enrolment Form to Rosedale, indicating on the form that the course is a re-take course. This submission is considered as the official consent from students and parents regarding course retake. Rosedale will re-enroll the student into the course in the LMS.
4. **Additional fee applied:** Rosedale will issue an additional tuition invoice to the School Administrator.

Scenario 2: The student requests to retake a course.

The student may request to retake a course to attain a higher grade for university/college applications.

Process for Re-taking a Course – Scenario 2:



1. **Submit Course Retake Notice & Course Enrolment Form:** After communication with the student, the School Administrator must inform Rosedale of the course retake and fill out a new Course Enrolment Form with new course start and end dates. The Administrator must indicate on the Enrolment form that the course is a retake course.
2. **Rosedale review and approval:** Rosedale reviews the Course Enrolment Form and emails the School Administrator with any recommendations or changes within 3 business days after receiving the form. If approved, Rosedale will re-enroll the student into the course in the LMS.
3. **Additional fee applied:** Rosedale will issue an additional tuition invoice to the School Administrator.

9 Student & Staff Management (On-Going)

Rosedale sets Academic and Operational policies for all Rosedale and Partner School staff and students. They apply to all members of Rosedale and Partner Schools: students, staff, parents, administration, and others, whether on school property, in student residences, or at school-authorized events or activities.

Each new student will receive a *Course Calendar*, and each Classroom Teacher will receive training on Rosedale policies. Partner Schools must communicate with all new staff, Classroom Teachers, students, and parents/guardians on these policies.

If any teacher or student fails to comply with the policies, Rosedale and Partner Schools will come to a mutual agreement on the level of discipline. If any staff or parent/guardian fails to comply with the policies, Partner Schools will address this issue independently.

This section will highlight key student and staff management policies and codes of conduct.

9.1 Standards of Conduct

9.1.1 Code of Conduct

By working with Rosedale, students and staff automatically assume the obligation to comply with the Code of Conduct. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the policies.

All members of Rosedale Global High School and Partner Schools must:

- Comply with Academic and Operational Policies;
- Demonstrate honesty and integrity;

- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, especially when there is disagreement;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, creed, sexual orientation, age, family status, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect the needs of others to work in an environment that is conducive to learning and teaching;
- Discourage others from engaging in bullying or cyber bullying.

9.1.2 Mutual Respect Policy

Rosedale Global High School is committed to providing quality learning in a safe, supportive, and disciplined learning environment free of discrimination, harassment, or bullying.

Discrimination

Discrimination refers to unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, ethnic, creed, sex, age, family status, or disability. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society.

Harassment

Harassment is a form of discrimination and is against Canadian law. It may be physical, verbal, written, or visual and may include use of the Internet. Harassment does not necessarily need to target a specific student or individual. A single act or expression can constitute harassment if it is a serious violation.

Bullying

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technology).

If students or staff report being a victim, know someone who is a victim, or see behaviours which they feel may be discrimination, harassment, or bullying:

- School Administration should record all details of the event, including names, frequency, time, date, location, and witnesses. They should also indicate the names of other people who were informed as well as the names of anyone else that may have experienced similar conduct;
- Students should talk with School Staff to determine the appropriate next steps;
- All reports should be taken seriously and should be handled in a timely and respectful way.

9.1.3 Acceptable Use Policy

Rosedale Global High School provides information technology resources for use by the Rosedale community to support its educational mission. The use of these resources must be consistent with the goals of the school. As members of the Rosedale community, students and staff are expected to act responsibly and to follow the school's guidelines, policies, and procedures when using information technology.

The Acceptable Use Policy defines the ways in which a user may behave in the Rosedale Global High School Learning Management System (LMS). It asks users to be respectful to each other, to not act in ways that are unethical or illegal, and to be aware that all actions are logged and monitored.

Rosedale's learning management system is intended for educational purposes. Commercial, illegal, inappropriate, or obscene activities are prohibited. Students or staff who use the learning management system in these ways will have their registration and access withdrawn. Disciplinary action may include suspension from the course or from Rosedale. To protect their LMS account, staff and students must ensure that they are not sharing their log-in credentials with others and should change their passwords once every 3 months.

9.1.4 English Language Learning & Communication Policy

At Rosedale Global High School, English serves as the primary language of instruction. This policy emphasizes importance of English in all educational activities, aiming to immerse students in an English-speaking environment to enhance their communication skills and prepare them for future academic and professional opportunities worldwide. All universities expect that Rosedale students are taught in English, so it is the school administrations' role to ensure that this policy is enforced.

Policy Details:

1. Instruction and Course Materials:

- All lessons, discussions, and course materials are to be presented primarily in English.
- Novels and articles for assignments should be in English. Bilingual versions may be used to aid learning but should not replace English-language texts.
- If required, students should only be using online translation tools in a limited way. They should not be over-relying on online translation tools, and instead should be using it minimally. See:

★ [Student Guide to Appropriate Use of AI Tools](#).

2. Communication:

- Students are expected to communicate in English with teachers, classmates and other school staff to create an immersive language environment.
- While limited use of native languages is permitted to support understanding, English should be the default language for communication.

3. Assessment of English Communication Skill Development Progress:

- Students will engage in unscripted spoken exercises in each course to monitor their progress in English communication skill development. These exercises are for tracking purposes only and do not affect final grades. Results will be used for Final Grade Verification by Rosedale Head Office.

Implementation Guidelines for School Administrators:

If your school primary serves students who are non-native English speakers, it is important to create an environment that is supportive and encouraging of daily English communication use. A comprehensive approach is necessary to ensure that school staff, students and parents/guardians understand the significance of using and learning English.

See the guidelines below on how school administration can build a culture of English language learning and communication:

Student Admissions:

- When recruiting students, ensure prospective students and parents are aware of the school's English Language Policy and that the expectation is for students to communicate in English to enhance English language development.
- Administer all English Proficiency tests in a strictly proctored environment to ensure the assessments are conducted honestly and accurately reflecting the students' true English language abilities.

Classroom Teacher Discussions:

- Ensure that Classroom Teachers and other staff possess strong English fluency and the necessary expertise to instruct effectively in English.
- During staff meetings, emphasize the importance of using English as the primary mode of instructions. Teachers should only use the native language to clarify specific ideas or vocabulary.
- Require Classroom Teachers to participate in Rosedale's Professional Development Sessions, which offer strategies for supporting students in English language acquisition.

Communication of Policy:

- Conduct new school-year presentations and other school-wide assemblies in English, using the native language only to emphasize important points. Frequent observation of this policy in action by school staff will likely inspire students to practice English communication more actively.
- Clearly communicate the importance of this policy to students and parents, explaining why your school and Rosedale prioritize it.

Provide students with Resources & Materials that Encourage English Language Learning

- Stock libraries and classrooms with English materials, including books, magazine, and multimedia resources.

Maintain a Full-School English-Speaking Environment:

- Uphold English as the default language of communication within the school, encouraging students to use English to the best of their ability. Promote the use of English among non-teaching staff when communicating with students.
- Ensure posters and signs hung up around the school are in English.
- Designate English-only zones within common areas, such as the cafeteria.
- Establish English Language Clubs to provide additional practice in a social setting.
- Recognize and reward significant improvements in English communication with certificates or badges.
- Organize English immersion activities, like field trips to English-speaking areas or guest lectures from English speakers on various topics.

The consistent use of English by staff throughout the school will help students become more accustomed to the English environment, increasing the likelihood that they will begin using English unprompted.

9.2 Academic Integrity Conduct Policy

All students attending Rosedale Global High School are expected to maintain high standards of academic integrity and honesty. Cheating, plagiarism, and any other forms of academic dishonesty will not be tolerated. It is the student's responsibility to be familiar with the Academic Integrity Conduct Code. All staff and students are required to complete the [▲ Academic Integrity Module](#) and sign the Academic Integrity Contract. Academic Conduct Violations (ACV) will be recorded on the student's Profile Page: ✂ [Sample here.](#)

Plagiarism in Course Assignments

Plagiarism is the theft or improper use of someone else's work. This includes the unacknowledged use of another person's words, ideas, arguments or research. Plagiarism includes, but is not limited to:

- Using words/phrases of another writer without inserting quotations and adding a citation
- Using the ideas of another writer without proper citations
- Using graphs, charts, figures or images from an external source without citation
- Including citations/references that cannot be verified by the Grading Teacher (incorrect, broken or non-English links)
- Knowingly sharing your work with other students, allowing them to copy your work
- Copying off your own previous work without acknowledging it (self-plagiarism)
- Using Homework Help Sites (i.e. Chegg, Course Hero, etc.)
- Submitting work that was written by someone else (i.e. contract-cheating)

Other forms of Plagiarism:

Use of Artificial Intelligence Tools (including Online Translation Tools):

The following tools are considered to artificial intelligence tools. The tools include, but are not limited to:

- *Generative Artificial Intelligence Tools*
 - Examples: ChatGPT, Bard, Baidu ERNIE, Tencent AI Lab, etc.
- *Online Language Translation Tools*
 - Examples: Google Translate, Baidu Translate, Youdao Translator, DeepL, etc.
- *Online Writing & Editing Tools*
 - Examples: Grammarly, QuillBot, Sogou, Youdao, Writing Assistants, etc.

The **use of artificial intelligence tools for the completion of an assignment, test, or any other form of academic assessment is considered plagiarism**, unless the instructions of the task specifically indicate that you may use it.

Students are required to submit their own original work, which should represent their own individual thoughts, research, and understanding of the course expectations.

Each submission must be written by the student in English and the student must be prepared to explain and justify their work in English upon request.

Any work found or suspected to be created using artificial intelligence tools will be considered a violation of academic integrity.

The use of artificial intelligence leading to an academic offense include but is not limited to:

- Submitting an idea or expression as your own when it was generated by AI, without any research or critical thinking.

- Copying or paraphrasing content from any AI tool to complete assignments.
- Using AI to edit, reword, or rewrite your work and submitting it as your own.
- Asking AI to create a presentation or write a script for an oral presentation.
- Asking AI to create code or artwork to complete assignments.
- Using AI to solve assignment questions or problems.
- Translating entire sentences or paragraphs from your native language to English

AI tools must be used responsibly. **Download** and **review the following Student Guide:**

★ [Student Guide to Appropriate Use of AI Tools](#)

Consequences for Plagiarism

Any student who breaks their Academic Integrity Contract can expect to receive the consequences based on the number of offences per course.

Actions	First Offence	Second Offence	Third or more Offence
The assessment will receive a zero. Resubmissions will be accepted if criteria are met	√	√	√
An Academic Violation (ACV) Report is added to the student's LMS Profile	√	√	√
Parents/Guardians will be notified		√	√
Student must write a written statement or meet with Rosedale staff			√
Student may be suspended from the Rosedale Learning Management System	√	√	√
Student may not receive the course credit at the discretion of Rosedale's Principal	√	√	√

Cheating on Tests and Exams

Tests and exams must be proctored by a verified OSSD staff proctor. Test & exam cheating include, but are not limited to:

- Viewing and memorizing test answers in advance
- Using unauthorized aids, such as notes, translators, cellphones, smartwatches, online websites, or any other electronic devices during the test
- Receiving help from other people (teachers, tutors, administrators, other students) during the test
- Having someone else take the test on your behalf, or pretending to be someone else
- Copying another student's answers or allowing another student to copy your answers
- Changing test answers after the examination is over
- Theft of a test or examination

Consequences for Cheating on Tests & Exams

Any student who breaks their Academic Integrity Contract can expect to receive the consequences based on the number of offences per course.

Actions	First Offence	Second Offence	Third or more Offence
---------	---------------	----------------	-----------------------

Test/Exam will receive a zero with no chance for a retake	√	√	√
An Academic Violation (ACV) Report is added to the student's LMS Profile	√	√	√
Parents/Guardians will be notified		√	√
Student must write a written statement or meet with Rosedale staff		√	√
Student may be suspended from the Rosedale Learning Management System	√	√	√
Student may not receive the course credit at the discretion of Rosedale's Principal	√	√	√
Student will be required to pay for a live-proctoring service for all their tests for the remainder of the school year*			√

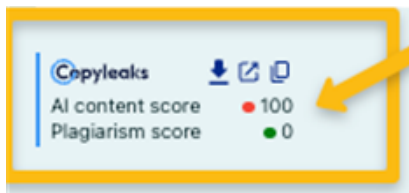
*If there are three or more AVs across all courses

9.2.1 Academic Integrity – Plagiarism and Artificial Intelligence Checker: CopyLeaks

Rosedale employs a tool called CopyLeaks to help detect instances of plagiarism and Artificial Intelligence Use. Before students submit any written assignment, they can Pre-Check their assignment and generate a **Report on Artificial Intelligence and Plagiarism Score (RAPS)**.

After submission, Grading Teachers will review the student's RAPS for each assignment and test question answer. A score of 100 means that the student work was likely written by, translated by, or edited by artificial intelligence or plagiarized. Grading Teachers will always read student work, no matter what the score is. A score of 100 does not automatically mean that the student will receive an Academic Conduct Violation.

Example of a RAPS:



Notes:

- It takes 5-10 minutes to scan a student's assignment and to release a score. During this time, students cannot leave the assignment page.
- Students should be completing this pre-check at least a day prior to the assignment due date to give them time to scan the assignment, and to make changes if necessary.
- After 2 attempts using the Pre-Check Tool for any one assignment, the system will slow down, and may prevent the student from Pre-Checking their work again. Students should use the Tool **responsibly**, and make **genuine attempts to ensure that their ideas and writing are their own**.

The Pre-Check Tool is completely student controlled. A guide is provided for students:

★ [RAPS – Pre-Check Tool Student User Guide](#).

Responsible Use of the PreCheck Tool:

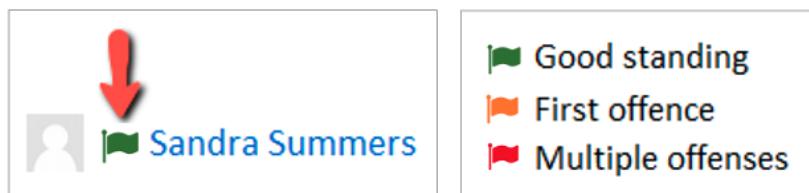
The PreCheck Tool should be used responsibly as a tool to identify potential academic integrity issues and ensure that students are positive that the writing is their own. It should never be overused. Any changes made to student work after the initial pre-check **should be a genuine attempt to ensure that their ideas and writing are their own**. Editing a few words, or a few sentences at a time and repeatedly resubmitting just to use the checker to ensure a lower score is considered to be inappropriate use.

There should be no need to use the pre-checker more than twice. If the student is continually getting high PreCheck scores, this could mean one of two things:

1. That the student work relied too much on external aids (i.e. AI tools and Online Translation Tools), and that they should start their assignment over again, focussing on doing the work on their own, without the help of aids. All students should be able to research and write their assignments on their own with minimal use of other tools.
2. That the PreCheck is incorrectly flagging the work for AI/Plagiarism. If this happens, but the student is positive that all their work was written by themselves in English, then they should submit the work. As always, our graders will read the work, and will not just rely on the scores.

9.2.2 Academic Integrity Flags and Reports

On the LMS, each student will have an academic integrity flag (“AI flag”) next to their names. This shows their Academic Integrity status. These AI Flags are visible to School and Rosedale staff and to the student themselves. Students cannot view each other’s flags.



If a Grading Teacher suspects an academic integrity violation, they will submit a report to Rosedale Head Office. Rosedale Head Office will investigate the report and may ask the School Administrator and Classroom Teacher for support in the investigation. If the academic integrity violation is confirmed, then a zero or deduction will be applied to the evaluation, an academic integrity report will be filed on the student’s profile page, and the AI flag will be updated. Pending the number of offenses, the School Administrator may receive a formal report that must be signed by the parents and student. There will be no comments on the student evaluation, as the details will be shown on the academic integrity report.

If the academic integrity violation is not confirmed, then the evaluation will be graded as normal.

To view the report, School staff will need to enter the student’s LMS profile page by clicking the student’s hyperlinked name on the LMS (through class progress page).

✂ [Student Profile & AI Reports Example](#)

School Staff can also view the reports of all their students by using the **Reports** page found on the toolbar at the top of the Rosedale homepage.

✂ [Academic Integrity Reports Example](#)

9.2.3 How To Prevent Academic Dishonesty

Creating a culture of academic honesty in the school requires full staff awareness and promotion in every class.

Here are some ways that the School Administration can be proactive in preventing academic dishonesty:

- **Educate All School Staff:** Ensure that all school staff have completed the Academic Integrity Module before the start of the school year. The more understanding they have, the better they can communicate what academic integrity is with students.
 - **Resources:**
 - ★ [Proctoring for Test & Exams – Policy Guide](#)
 - ★ [Generative Artificial Intelligence \(AI\) Use in the Education – Policy Guide](#)
 - ★ [Examples of Academic Misconduct \(Students\)](#) – Also found in the appendix of the Rosedale Academic Policies Document
 - ★ [Examples of Academic Misconduct \(Staff\)](#) – Also found in the appendix of the School Staff Policy Guide
 - ★ [Preventing Plagiarism and Citations Guide for CTs](#)
 - ★ [ACV \(Academic Conduct Violation\) Guide: Mathematics](#)
- **Stress Importance to All Students:** Have a school assembly at the beginning of the school year with all students showing them why it is important to maintain academic integrity and how students can avoid committing academic integrity violations.
 - **Resources:**
 - ▲ [Academic Integrity Module](#)
 - ★ [Student Guide to Appropriate Use of AI Tools](#)
 - ▲ [Academic Skills Development Modules: Research Skills](#)
 - ★ [Examination and Test Rules - Guide for Students](#)
 - ★ [Pre-Submission Assignment Checklist](#)
- **Create School-Specific Policies:** Although Rosedale has Academic Integrity Policies, it is nevertheless advised that Partner Schools also set up their own policies as to what consequences the student will face if caught violating the rules of academic integrity.
- **Check in with Classroom Teachers:** Remind Classroom Teachers to go through the Academic Integrity Policies and Citation Guides at the beginning of each new class. Work with Classroom Teachers to ensure that students are always checking over their work before they submit anything.
- **Reduce the temptation to cheat:** Ensure that Deadline Managers are set up in a way that doesn't cause unnecessary stress on the students.
- **Educate Parents:** Parents can be your greatest ally when it comes to educating students. Ensure that parents know what academic integrity looks like, as well as the consequences of academic integrity violations. This can be done through group meetings or through newsletters sent to parents.
- **Make it fun!** Create a positive culture for maintaining academic integrity. Create an academic integrity club for students, start up an academic integrity campaign with your school where students can create resources and teach each other about academic integrity, create a yearly or bi-yearly academic integrity award for students, the possibilities are endless!

9.3 School Staff Resources: Staff Policy Guide and Classroom Teacher User Guide

To support Classroom Teachers and School Staff throughout the year, Rosedale provides two important guides:

★ [D03.1 – Policy Guide for School Staff](#)

This Policy Guide goes into detail what each academic policy is, and any related processes or forms with the policy. School staff should review the policy and have it on-hand so that they can communicate Rosedale processes and policies to students and parents.

★ [Classroom Teacher User Guide \(LMS Tools Manual\)](#)

Details all the LMS Tools that are available to Classroom Teachers, and how they can use these tools to support student learning and maintain Rosedale policy compliance.

9.4 School Manager Tool

To obtain an overall view of the health and progress of your students and your staff, Rosedale has developed a School Manager tool for all School Administration.

Students Summary

This School Manager can be accessed through Rosedale's LMS and provides School Administrator with a view of all their students and key data points such as:

- average overall grade
- number of academic integrity violations
- average participation in class
- number of deadline extensions

✂ [School Manager – Student Summary](#)

Staff Summary

Furthermore, the School Manager also provides details for each Classroom Teacher in the school. The Staff section of the School Manager displays key data points such as:

- number of class groups the staff member is enrolled in
- number of students in active classes that the staff member is overseeing
- number of missed deadlines by students in staff member's classes
- number of deadline extensions awarded to students in staff member's classes
- total academic integrity violations for students in staff member classes
- average participation power for students in staff member classes
- teacher training completion – AQ/GQ

✂: [School Manager – Staff Summary.](#)

9.5 Partner School Compliance Policy

Please note the following compliance policies below. Failure to comply with these policies may lead to Rosedale terminating the relationship between the Partner School and Rosedale. Rosedale is not responsible for any loss of students' university admissions if this occurs.

- **Partner Schools are not authorized to use the Rosedale Global High School logo, seal, or letterhead without expressed approval from Rosedale’s Head Office. This includes letters, emails, digital documents, envelopes, and business cards.** If there is a document that is required to go onto Rosedale letterhead, please send Rosedale the Word document containing the letter content. Once approved, Rosedale will send back a PDF copy of the document on Rosedale letterhead.
- **Partner School staff must not state or imply that they are employed by, or represent, Rosedale Global High School. This includes student reference letters, resumes, email signatures, and business cards.**

In addition to the compliance policies above, the Ministry of Education of Ontario mandates that Rosedale and all partner schools comply with the marketing and communications policies, as shown below:

Marketing & Communications Compliance Policy:

Rosedale Global High School is committed to offering education programs and services that maintain fairness, transparency, and academic integrity. To maintain these high academic standards, all *Rosedale Education Partners* must follow strict advertising policies when publicizing any information related to Rosedale OSSD programs. This includes websites, brochures, presentations, new releases, social media ads, posters, emails, and any other form of promotional or marketing material. As a Rosedale Education Partner, you are required to comply with the following policies and procedures, as mandated by the Ontario Ministry of Education:

1. Rosedale Global High School is an independent high school that has received credit-granting authority from the Ontario Ministry of Education. As a collaborative partner school in the Rosedale Global High School Program, you are required to indicate that OSSD credits and diploma are granted through Rosedale Global High School (BSID# 668726) in all program advertising.
2. You must not state, imply or otherwise indicate that your school or program is *recognized or inspected* as a *credit-granting* school by the Ontario Ministry of Education or by Rosedale Global High School.
3. You must not state or imply that the Ontario Ministry of Education has *approved* or *accredited* any part of your academic program that is related to Rosedale Global High School or the Ontario Secondary School Diploma (OSSD).
4. When referencing the credentials of Rosedale Global High School, you may use standard Ministry terminology, which states that *Rosedale Global High School (BSID# 668726) has credit-granting authority from the Ontario Ministry of Education*. You may also state that Rosedale Global High School is an independent high school in Toronto, Canada, BSID# 668726, that has authority from the Ontario Ministry of Education to grant OSSD credits and issue the Ontario Secondary School Diploma.
5. Rosedale Education Partners (i.e. “partner schools”) and Rosedale / Rosedale Global High School are separate legal entities that have agreed to deliver Global High School program in collaborative manner. You must not state or imply that your school or institution is an off-shore campus, off-shore school or extended operation of Rosedale Global High School.
6. The use of common OSSD course codes, titles, descriptions and curriculum documents are protected by Crown copyright and restricted to Ontario schools that are authorized to offer OSSD credits. If your website or other publication material contains a list of OSSD courses, you must indicate that your school offers such courses through Rosedale Global High School.
7. You must not make false, misleading, or unrealistic claims in guaranteeing placement in any college or university.

Review the full Marketing & Communications Policy Guide:



★ [Rosedale's Marketing & Communications Compliance Policy Guide](#)**10 Rosedale Head Office: Key Contacts****10.1 Rosedale Address**

Rosedale Global High School
7030 Woodbine Avenue, Suite 800
Markham, ON, L3R 6G2
Canada

Phone: 1-905-604-7533

Website: <https://rosedaleedu.com>

10.2 First Point of Contacts for School Administrators


Item		First Point of Contact
Academic Operations & Central Delivery	<p><i>Academic Administration</i></p> <ul style="list-style-type: none"> • Students Registration • Course Enrolment • Placement Test Inquiries • Course Scheduling/Management • OSSD Requirements • PLAR • Report Card/Transcript Inquiries • Academic Policies Inquiries <p><i>Course-Specific Inquiries & Troubleshooting</i></p> <ul style="list-style-type: none"> • Classroom Teacher Processes • SLA Inquiries • Grade Appeal Inquiries • Academic Integrity Violations • Rosedale LMS Troubleshooting <ul style="list-style-type: none"> ○ Assignment Submission Errors ○ Test/Exam Tech Errors ○ Deadline Management Troubleshooting • Questions about Grading Teachers 	<p>China: Phoebe Yang Academic Officer Phoebe.yang@rosedaleedu.com</p> <p>All other countries: Academic Operations Support operations@rosedaleedu.com</p>
	<p><i>Submit Grade Appeal Request</i> (Student initiated)</p>	<p> F18 - Grade Appeal Request Form</p>
	<p><i>Student Services Requests</i></p> <ul style="list-style-type: none"> • Enrolment changes • Documentation Requests • Apply to Graduate • Prerequisite Waiver Tests 	<p> Student Services Request Form</p>

Curriculum & Instruction	<i>Curriculum Inquiries or Issues:</i> <ul style="list-style-type: none"> • Content Issue Report • Content Inquiries • Instructional Support 	Academic Operations Support operations@rosedaleedu.com
Guidance Counselling	<i>University & college application inquiries</i>	China: Phoebe Yang Academic Officer Phoebe.yang@rosedaleedu.com All other countries: guidance@rosedaleedu.com
Teacher Training	<ul style="list-style-type: none"> • Classroom Teacher meetings • GHS Teacher Training Program • Teacher PD Workshops 	Asim Sayed Head of Teacher Training asim.sayed@rosedaleedu.com

10.3 Rosedale Toronto Academic Team Staff List

Name	Role
Fernando Oliveira	Principal
Leslie Chan	Director of Global Academic Operations and Student Success Services
Asim Sayed	Head of Teacher Training
Danielle Benoit	University and Careers Counsellor
Jessica Quinto/ Kayla Hill	Academic Manager - Operations
Kruti Trivedi/ Yasmin Sinanan	Academic Manager – Evaluations
Phoebe Yang	Academic Officer (China Office)
Kassia Lee	Administrative Assistant

Appendix A: Sample Report Card


	Ministry of Education	Provincial Report Card, Grade 9-12	Semester 1	Report Period Final	Date
STUDENT: _____		OEN: _____	Grade 12	Homeroom: _____	Principal: Mr. F. Oliveira
Address: 7030 Woodbine Avenue, Markham ON Canada, L3R 6G2				School Chair: _____	
SCHOOL: Rosedale Academy (BSID: 668726)		Telephone: 905-604-7533	BOARD: Private School (Rosedale Academy)		Email/Website: www.rosedaleacademy.com
Address: 800 - 7030 Woodbine Avenue, Markham ON Canada, L3R 6G2		Fax: 905-604-4767	Address: _____		

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths / Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Total Classes
Course Title: Analysing Current Economic Issues Course Code: CIA4U Teacher: Ms. M. Cameron <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st	80	89		G	G	G	G	G	G	_____ demonstrates good understanding of international trade, macroeconomic models and fiscal and economic policies. _____ reflected on her strengths, weaknesses and area of improvement in her culminating activity with a high degree of effectiveness. _____ wrote an excellent exam.	/	/
	Final	84	92	1.00	E	E	E	E	E	E		/	/

Principal's Signature SAMPLE

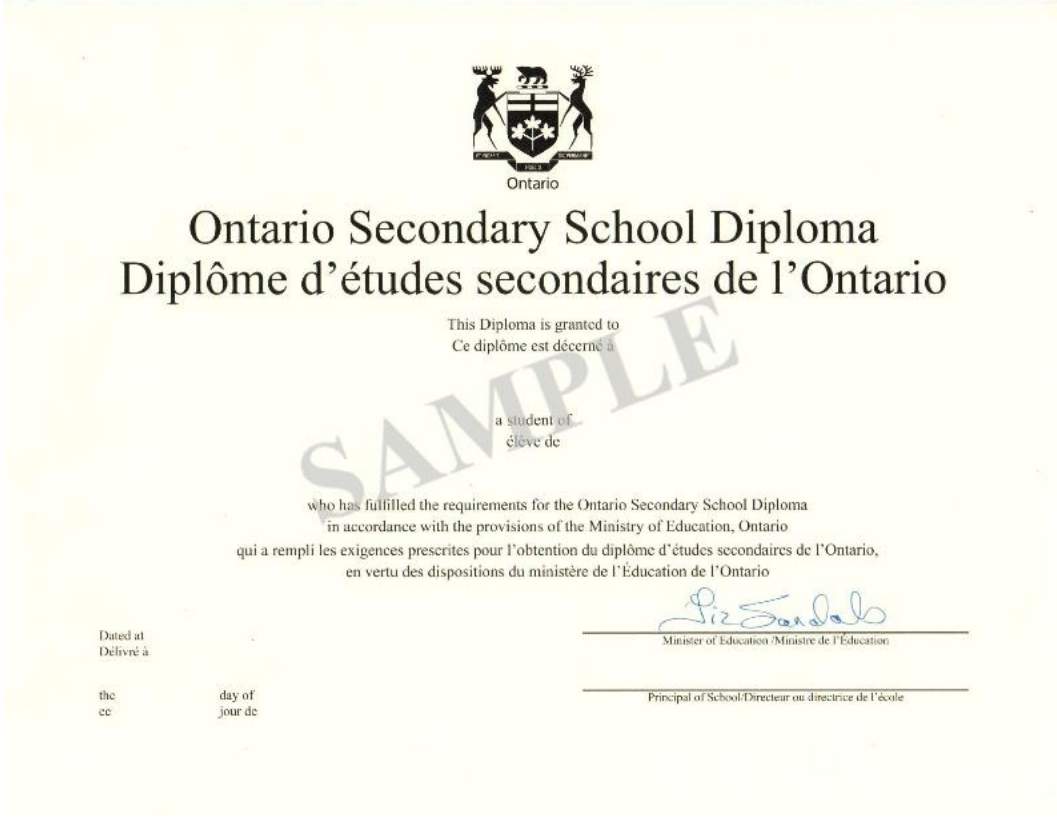
To parents/guardians and students: This copy of the report should be kept for reference. The original or exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves the school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca

Appendix B: Sample Transcript

		Ministry of Education		ONTARIO STUDENT TRANSCRIPT				Date of Issue		Page 1 of 1	
Surname		Given Names		OENMIN		Student Number		Gender		Date of Birth	
						00000000000		M			
Name of District School Board / School Authority			Number		Name of School			Number		Date of Entry	
Private School					Rosedale Academy			668726			
Date		Course Grade/Level	Course Title	Course Code	Percentage Grade	Credit	Compulsory	Note			
Year	Month										
2017/03		4	English as a Second Language, Level 4	ESLDO	70	1.00					
2017/08		11	Design Your Future	GWL3O	81	1.00	X				
2017/10			Equivalent Credits	PLE	EQV	16.00	12.00				
2017/11		5	English as a Second Language, Level 5	ESLEO	75	1.00					
2017/11		11	Functions	MCR3U	85	1.00	X				
2018/01		11	English	ENG3U	77	1.00	X				
2018/02		11	Physics	SPH3U	89	1.00	X				
2018/06		11	Chemistry	SCH3U	93	1.00					
2018/06		12	Business Leadership	BOH4M	84	1.00	X				
2018/11		12	English	ENG4U	75	1.00	X				
2018/11		12	Advanced Functions	MHF4U	88	1.00					
2019/01		12	Chemistry	SCH4U	85	1.00					
2019/01		12	Calculus and Vectors	MCV4U	84	1.00					
2019/03		12	Mathematics of Data Management	MDM4U	88	1.00					
2019/05		12	Physics	SPH4U	81	1.00					
2019/06		12	Ontario Secondary School Literacy Course *****	OLC4O	56	1.00					
SUMMARY OF CREDITS						31.00	18.00				
Community Involvement <input checked="" type="checkbox"/> Completed <input type="checkbox"/> N/A		Provincial Secondary School Literacy Requirement <input checked="" type="checkbox"/> Successfully Completed <input type="checkbox"/> N/A		Specialized Program							
Diploma or Certificate Ontario Secondary School Diploma				Date of Issue Year Month 2019 06		Authorization Fernando Oliveira					

Sample

Appendix C: Sample OSSD and OSC



Appendix D: Welcome Email from Rosedale (Sample)

Welcome to Rosedale Global High School! 

 1  

Zhou, Yang - Proof of Enrolm...
206 KB



Dear Jerry (Yang) Zhou,

Welcome to Rosedale Global High School!

We are delighted that you have chosen to be part of our learning community. Please take a moment to read Rosedale's [Principal's Welcome Letter](#).

You have been officially registered with Rosedale Global High School as an Ontario secondary school student with Ontario's Ministry of Education, and your Ontario Education Number (OEN) is: **844-333-333**.

Attached to this email, you will find a Proof of Enrolment document which you can use as confirmation of your enrolment with Rosedale Global High School. Please save this document for your own records, as you may require it for future university applications!

You are enrolled with Rosedale as an **Independent - Rosedale (INRA)** student. On your learning platform, you may see special instructions for Independent students.

Your learning platform is called the *Rosedale Learning Management System (LMS)* and it is found at: <http://ghs.rosedaleedu.com>

Your login details are:

Username: **jerry.zhou@gmail.com**

Password: **passwordsample!**

Once you login, you will be asked to change your password. Please make sure that your chosen password is secure.
If you ever forget your password, you can use the "Forgotten your username and password" link on the Rosedale LMS login page.

What to do when you enter your Rosedale LMS:

- 1) Right when you login, you will be on your LMS dashboard. It is on this page where you will find all your courses!
 - 2) Please watch the introductory video found in the [Getting Started Module](#) to learn how the platform works. Please complete each lesson in this course to understand how to use the LMS. At the end of this course, you will be able to receive a completion badge.
 - 3) Complete the [Academic Integrity Module](#), and sign the academic integrity contract. All the quizzes must be completed successfully to be able to sign the academic integrity contract and collect the academic integrity badge. This module will teach you all about how to stay academically honest during your time with Rosedale.
- Before you can access any courses, you will be required to complete both Getting Started (step 2) and Academic Integrity modules (step 3).
- 4) Read over [Understanding OSSD Evaluations](#) to learn about how you will be marked in your OSSD courses.
 - 5) Read through [Rosedale's Course Calendar](#) to ensure that you understand Rosedale's academic policies and procedures.

Appendix E: Examples of Academic Misconduct (Students)

The following list shows some examples of academic misconduct. This is not a complete list. These rules apply for both written and oral assignments and examinations/

Tests/Exams:

- Copying from another student's test.
- Allowing another student to copy from your test.
- Reviewing a copy of a test or test questions given to you by another student, or staff member before you have taken the test.
- Telling other students your test questions/answers after you have written your test.
- Bringing unauthorized materials to a test without placing them where they cannot be used.
- Using unauthorized materials during a test (i.e. cellphone, smartwatch, other electronic device).
- Altering the answers to, or otherwise tampering with, tests after they have been submitted.
- Taking a test for another student.
- Allowing someone else to take a test for you.
- Leaving and re-entering the test room without permission from your proctor.
- Faking illness to avoid taking a test.

Assignments:

- Completing part or all of an assignment for another student.
- Allowing another student to see part or all of your assignment before you hand it in.
- Having another person complete part or all of one or more of your assignments.
- Hiring a ghostwriter (another person) to write part or all of an assignment.
- Submitting all or part of a purchased assignment as your own.
- Using or copying from Homework Help Sites (i.e. Chegg, Course Hero, etc.).
- Collaborating on assignments with another student when instruction calls for independent work.
- Inventing or falsifying data, research or citations.
- Using only non-English sources for research that cannot be verified by the Grading Teacher.
- Downloading text, drawings, images, and other materials from the Internet and using these in written assignments without proper citation of the sources.
- Copying material from another source without proper citation.
- Copying material from another student.
- Copying material from artificial intelligence tools.
- Submitting an assignment that has been over-edited by a teacher, a student, a tutor, or other person or artificial intelligence tool.
- Copying and pasting from an online translator tool.
- Faking illness to avoid handing in an assignment on time.
- Submitting the same assignment to more than one course session (self-plagiarism).
- Attempting to bypass the plagiarism detection software (CopyLeaks).

Other:

- Altering or forging and official document.
- Helping another student commit any form of academic dishonesty

Appendix F: Examples of Academic Misconduct (School Staff)

The following examples illustrate types of academic misconduct that school staff may commit, which violate Rosedale's Academic Code of Conduct. These violations harm not only the integrity of our Rosedale and your local school, but also the students' academic integrity.

Assignments and tests are meant to assess the **student's** knowledge and skills. Student work should not be changed or edited by any school staff before submission. Please note that this list is not exhaustive and applies to both written and oral assignments and examinations.

Test/Exams:

- Providing students with test questions and/or answers from previous tests.
- Reviewing previous test questions and/or answers with individual students or entire class.
- Providing unauthorized assistance during a test, including giving students test answers, defining or translating words for students, and providing additional materials or resources.
- Copying or taking pictures of test questions for the purpose of distributing to future students.
- Allowing students to use unauthorized materials, or to speak with each other during a test.
- Changing or reviewing student Part B worksheet answers after the test is complete.
- Failing to uphold test and exam procedures during a test
- Rescheduling a test for students without the appropriate documentation.

Assignments:

- Completing student assignments on behalf of the student.
- Teaching students as a class or individually on how to complete their assignments.
- Providing students with answers to the assignments.
- Giving students assignment templates/frameworks* which they use to complete assignments.
- Over-editing* or manipulating finished pieces of work for improvement.
- Allowing the submission of work that was produced by third parties, such as other staff, tutors, parents, peers or others.
- Allowing students to submit work that is noticeably beyond their language proficiency or where the authenticity of the work is questionable.
- Encouraging students to use Artificial Intelligence Tools and/or Online Translation tools inappropriately to complete their assignments.
- Changing/extending assignment deadlines for students without a valid reason.

Other:

- Misrepresenting the language proficiency of a student at the time of enrolment.
- Failing to report incidents of student, teacher or staff misconduct to Rosedale.
- Failing to support a Rosedale investigation into student, teacher or staff misconduct

Notes:

***Over-editing** – undergo several rounds of editing for a student, or fully changing students' written work. Appropriate editing means providing students with verbal advice or providing comments in the margins of the student work, but not directly changing grammar and words for the student.

***templates/frameworks** – prepare a template to ensure that all students follow a clear pattern or model to complete an assignment. This could include: a template for topic selection, writing style, format. Giving students templates restricts the creative and critical thinking and prevents genuine

assessment of the students' own skills. Students with similar answers and sentence structures due to templates being given may be given an Academic Conduct Violation (ACV).